

21st Century Schools and Education Programme business case guidance



Guidance

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21st Century Schools and Education Programme business case guidance

Audience

This guidance is aimed at local authorities, diocesan authorities, further education institutions and higher education institutions.

Overview

The guidance and templates will assist those developing business cases for consideration by the Education Directorate.

Action required

The guidance should be used when preparing business cases for capital funding from the 21st Century Schools and Education Programme.

Further information

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Additional copies

This document can be accessed from the Welsh Government's website at <http://21stcenturyschools.org/?lang=en>

Related documents

21st Century Schools and Education Funding Programme business case guidance (2015)

Guidance for community benefits (2018)

Contents

1. Introduction	2
2. Application process	5
3. Assessment Process	18
4. Project approval process	19
5. Project monitoring and evaluation	27
6. Band B	30
Annex 1: Strategic outline programme (SOP) revision template [not in document]	
Annex 2: Programme benefits table [not in document]	
Annex 3: Strategic outline case (SOC) template [not in document]	
Annex 4: Options framework – worked example (SOC stage) [not in document]	
Annex 5: Outline business case (OBC) template [not in document]	
Annex 6: Full business case (FBC) template [not in document]	
Annex 7: Business justification case (BJC) template [not in document]	
Annex 8: School project benefits table [not in document]	
Annex 9: Further education project benefits table [not in document]	
Annex 10: Options appraisal template (worked example) [not in document]	
Annex 11: Options appraisal template (blank) [not in document]	
Annex 12: Size and cost standard [not in document]	
Annex 13a: Project cost template [not in document]	
Annex 13b: Project information proforma [not in document]	
Annex 14: Community benefits – project information proforma (guidance and worked example) [not in document]	
Annex 15: Closing report template and guidance [not in document]	

1. Introduction

1.1 Context

The 21st Century Schools and Education Programme is delivered by the Welsh Government in accordance with the Better Business Case Guidance.

To be of assistance, Welsh Government has provided this guidance in support of this process to illustrate the specific information requirements of the Education Directorate's 21st Century Schools and Education Programme's Band A and Band B investments.

This guidance should be read in conjunction with the *Green Book* and *Public sector business cases using the five case model: update guidance* which can be found on the HM Treasury website at:

www.gov.uk/government/publications/the-green-book-appraisal-and-evaluation-in-central-government

HM Treasury is in the process of updating the Green Book. When the update is published, this guidance will be updated accordingly.

1.2 21st Century Schools and Education Programme background

Band A of the 21st Century Schools and Education Programme represents a £1.4 billion investment over the five year period ending 2018/19. All 22 local authority areas will benefit from this major schools improvement programme, which will support the rebuild and refurbishment of over 150 schools and colleges.

The programme is 50% funded by Welsh Government using a combination of capital and revenue funding, with the remaining 50% funding provided by local authorities and others.

The primary aims of the programme are to:

- Reduce numbers of poor condition school buildings
- Reduce surplus capacity
- Reduce running costs so as to maximise resources available to target improvements to learner outcomes
- Address specific demand for places in Welsh medium and Faith Based provision.

All submitted Business Cases are underpinned by a Strategic Outline Programme (SOP), which provides an overarching view of individual local authority / further education institution strategies. Individual projects can then be approved subject to receipt of a satisfactory Business Case.

For projects over £5 million, Business Cases are submitted in three stages:

- Strategic Outline Case (SOC)
- Outline Business Case (OBC)
- Full Business Case (FBC)

For smaller projects less than £5 million in value the SOC, OBC and FBC are replaced by a single document, the Business Justification Case (BJC).

1.3 Changes to process

Following feedback from our partners in local authorities and the further education sector, we want to reduce bureaucracy by streamlining the business case process.

Therefore, the purpose of this document is to simplify the Business Case process and to act as guidance for the completion of Business Cases. To do this, we have created templates that include targeted questions and word counts.

We operate on a principle of continuous improvement, and welcome your comments on this guidance.

1.4 Process overview

All Business Cases will be based on the five key areas that underpin the Better Business Case Process (Five Case Business Model).

Strategic Case	How does the proposal fit strategically with government/local priorities? What is the case for change and are there clear SMART investment objectives?
Economic Case	What are the options for delivering the investment objectives and which one optimises value for money?
Commercial Case	How can a deal be done with delivery agents? What are the procurement strategy and the commercial arrangements for the proposed investment? What is the Community Benefits plan?
Financial Case	Is the proposal affordable? What are the sources of match funding and what is the accounting treatment of the investment?
Management Case	How will the successful delivery of the scheme and whole life benefits be managed?

These five areas are examined at each stage of the Business Case process, with greater detail being available at each stage of development.

- The **SOC** will focus on the strategic justification (Strategic Case), investment objectives for the project (Strategic Case), the reasoning behind reduction of the long list to a short list of options (Economic Case) and the proposed management structure (Management Case).
- The **OBC** will focus on the commercial strategy (Commercial Case), the detailed analysis of the shortlisted options (Economic Case), details of match funding and profile of spend (Financial Case). Any changes to the strategic justification or any additional options considered should also be included.
- The **FBC** will focus on finalised management structure (Management Case), monitoring and evaluation of benefits (Management Case) and the agreed contract (Commercial Case).
- For smaller projects, the **BJC** covers all of these areas in a single iteration.

In certain situations, it may be possible to combine Business Cases, and submit a joint SOC/OBC or a joint OBC/FBC. This is appropriate for Business Cases that are relatively straightforward (i.e. not contentious, like for like replacements etc.) or lower value investments (generally less than £10 million).

If you wish to combine your Business Case submission, please speak to the appropriate contact (see 2.2), who will be able to advise you on whether a joint SOC/OBC or OBC/FBC is appropriate.

2. Application process

2.1 Background

Business Cases map to the stages of development of your project and provide break points that enable key decisions to be made.

Because of the different decisions being made at each stage, different levels of information are required to support the case.

To reflect the different information requirements, forms have been created that ask key questions that will allow us to gather the appropriate information for each stage of the process.

All relevant information should be contained in the body of the document. With the exception of the Option Appraisal Template, which is to be attached as an appendix, any other annexes / appendices will be disregarded. Business Cases should also be page numbered.

2.2 Strategic Outline Programme (SOP)

SOPs have been devised to assist the development and agreement of programmes in support of an agreed strategy/strategies. This document captures the purpose of the investment at a strategic level.

Although this Guidance predominantly deals with SOC, OBC and FBC, there may be occasions where it is necessary to amend your SOP to reflect a change in direction or an identified need for an increase or decrease in resources.

The process for such a change is as follows:

- Raise the issue with the appropriate Welsh Government contact:
 - Programme Director
 - Head of Capital Funding
 - Head of School Reorganisation
 - School Reorganisation Manager
- Submit a form that explains the purpose for the change and the implication to objectives, options and funding.
- This will then be assessed by the Welsh Government's Capital Investment Panel and any recommendation for approval considered by the Cabinet Secretary for Education

Please note that any requests for change to a Programme Envelope will require submission of a revised SOP, which is assessed by the Business Case Scrutiny Group and Capital Investment Panel before consideration by the Cabinet Secretary.

Please refer to **Annex 1: SOP Revision Template**.

You will also be required to complete a **Programme Benefits Table (see Annex 2)** to identify the current position and the impact that your different options will have.

2.3 Strategic Outline Case (SOC)

At an early stage, the main purpose of the SOC is to:

- establish the need for investment
- appraise the main options for service delivery
- provide a recommended or preferred way forward for further analysis
- prepare and appraise the long list of options within the economic case
- recommend a preferred way forward, together with indicative costs, for more detailed analysis within the OBC.

In practice, this entails building on local and governmental strategy documents to make the case for change within the strategic case. For example, alignment with:

- The Wellbeing of Future Generations (Wales) Act 2015
- Taking Wales Forward
- Welsh language policy
- Qualified for Life
- 30 hour childcare offer
- Infant class size capital grant
- Welsh in Education Strategic Plans (WESP) – it is really important that your plans align with the WESP for your area. Please highlight how you will meet local needs for Welsh medium provision/ expand/ move along the continuum.
- Local Development Plans
- Pupil numbers

Business planning is an iterative exercise, so bear in mind the need to revisit earlier assumptions. Also note that the SOC should be prepared in accordance with best practice guidance provided in HM Treasury's Green Book.

2.3.1. Executive summary

This should be a concise summary of your findings. It should cover the following:

- What do you want to do?
- Why do you need to do it?
- What will it achieve in terms of benefits to condition, capacity and learners?
- What is the estimated cost?
- It should also contain a summary of the information contained within each of the five cases.
- How will the project comply or conflict with other government/local priorities?

2.3.2 Strategic case

This is one of the most important components of this document and should clearly identify the following:

- Strategic Fit
- Case for change

Please refer to **Annex 3: SOC Template** for full list of questions to be addressed under Strategic Fit and Case for Change.

2.3.3 Economic case

The Economic Case draws heavily from HM Treasury's Green Book referenced in the opening paragraphs of this guidance. HM Treasury is in the process of updating the Green Book. When the Green Book update is published, this guidance will be amended as appropriate.

At each stage of the business case process, you will be required to complete a **School or Further Education Benefits Table (see Annexes 8 and 9)** to identify the current position and the impact that your different options will have.

The purpose of the Economic Case at the SOC stage is to identify your long list of options and reduce it down to a short list.

To do this, it is important to identify the critical success factors. These might typically include:

- Do the short-listed options fit with local / national strategies?
- Do they provide good value for money?
- Are the options deliverable?
- Are the options achievable in the timeframe?
- Are the options affordable?
- Are the options socially/politically acceptable?
- Do they provide better outcomes for learners?
- Do they enable resources/facilities such as sports facilities and pitches to be used by the local community thereby helping to improve sustainability?
- Do they support different styles of teaching and learning?
- Do they support pupil wellbeing and provide better outcomes for learners?

Each option should be assessed against both the investment objectives and critical success factors and carried forward or discounted as appropriate. The Value for Money assessment should consider, in so far as possible, on-going operational costs such as the requirement to provide free transport to pupils on grounds of distance or lack of safe walking routes.

It is useful to address these questions in a workshop. Attendees should represent the groups affected by the project, as well as members of the project team. It is important that you note who attended the workshop held to generate the long list of options and record when the workshop was held.

As a minimum, each option should include:

- a brief description of the option;
- a recording of each option's advantages and disadvantages;
- a recording on the conclusion reached in respect of the option;
- the reasoning behind any decision made, particularly when an option is discounted.

In terms of the generation and analysis of your long list of options, the options framework enables consideration of a wide range of options and provides a methodology to develop a short list of options for further analysis at OBC. The short list of options should **always** include a 'status quo'/do minimum' option.

The options framework comprises:

- Scope (coverage: who, what, where etc.)
- Service Solution (how: technical)
- Service Delivery (who: provider)
- Implementation (when: phasing & time)
- Funding (how: £)

Please refer to **Annex 4: Options Framework – Worked Example**

At this point, a brief analysis should be undertaken around the indicative economic costs of the shortlisted options; remember to adopt a proportionate approach and make allowances for optimism bias.

This work should enable identification of a preferred way forward at this time, subject to more detailed analysis in the OBC.

2.3.4 Commercial case

At this stage, it is only necessary to identify your proposed procurement route, e.g. use of a regional framework such as SEWSCAP, South West Wales Regional Contractor Framework (SWWRCF) or North Wales Schools and Public Buildings Contractor Framework or via a separate OJEU Procurement route.

Reference should be made to:

- the inclusion of Community Benefits and, if known, whether they will be core and/or non core to the contract;
- the specific Community Benefit objectives and confirmation the project will capture results via the Community Benefits measurement tool;
- a statement on how clients will promote sub-contract supply of Welsh or UK supplied steel on projects where steel is a major component;
- consideration of the Better Jobs Closer to Home objectives pertaining to job opportunities for those from areas of high deprivation and joblessness in Wales.

2.3.5 Financial case

At this stage only limited information is needed. You should:

- identify the estimated cost of the preferred way forward broken down over financial years
- identify how this will be funded.

For example: *“The preferred way forward will cost an estimated £10 million, which is 50% funded by the Welsh Government. The remaining 50% will be via £1 million Capital Receipts, which are already realised, £2.3 million local authority capital funding and £1.7 million borrowing.”* It is important that any match funding secured is identified, and that any uncertainty or assumptions around the remaining match funding is captured here.

Is the project part of batch procurement? If not, what consideration has been given to this approach? Has the financial loss of not adopting this approach been assessed?

Please note Welsh Government area and cost formulas are to be applied. Please refer to **Annex 12: Cost and Size Standard**. Sound evidence will need to be provided should project areas and costs be higher than these applied formulas.

2.3.6 Management case

This should explain the governance of the scheme and how it is an integral part of the local authority/further education institution 21st Century Schools and Education Programme. It should also explain how the project will be managed within the local authority/further education institution, the resources required and the risks to delivering the projects and how they will be managed.

For example:

“The following arrangements will be put in place to ensure the successful development of the scheme and production of the OBC.

The project will be managed in accordance with Prince2 methodology.

Any assurance e.g. Gateway Review, which has been undertaken on the programme, in conjunction with agreement to the SOP. The consequent actions are as follows... The Milestone activities are as follows.....”

It would be useful to also include references to early plans/proposals for benefits realisation or evaluation.

2.4 Outline Business Case (OBC)

The main purpose of the OBC is to:

- revisit the case for change and the preferred way forward identified in the SOC
- establish the option which optimises value for money
- outline the deal and assess affordability
- demonstrate that the proposed scheme is deliverable.

In practice, this entails:

- updating the strategic case if appropriate
- undertaking investment appraisal within the economic case
- completing the commercial, financial and management cases, with supporting benefits and risk registers.

Sign off of the OBC provides agreement that a tender process can now take place.

By OBC stage, you will have already undertaken site investigation and incurred design and management costs.

At the point that your OBC is signed off, you will be entitled to claim for eligible costs incurred to date.

For full list of what to include within the OBC, please refer to **Annex 5: OBC Template**

2.4.1 Executive summary

This should be a concise summary of the proposal.

2.4.2 Strategic case

At OBC stage it may be necessary to update the Strategic Case as presented at SOC.

2.4.3 Economic case

At OBC stage it is vital that a convincing and comprehensive Economic Case is provided.

At each stage of the business case process, you will be required to complete a **School or Further Education Benefits Table (see Annexes 8 and 9)** to identify the current position and the impact that your different options will have.

Short-listed options

Restate the shortlisted options as identified in the SOC. Any changes should be highlighted.

The economic appraisal should provide an overview of the main costs and benefits associated with the shortlisted options. This will be supported by the detailed financial analysis (please see **Annex 10: Options Appraisal Template – worked example** and **Annex 11: Options Appraisal Template – blank**)

Information around costs and exclusions are included in the HM Treasury Green Book Guidance on Options Appraisals. The economic analysis focusses on value for money and should:

- use constant (base year) prices
- include opportunity costs
- include all quantifiable costs, benefits and risks to both organisation and wider society
- include environmental costs; make allowances for optimism bias
- exclude all Exchequer ‘transfer’ payments – for example, VAT
- exclude general inflation
- exclude sunk costs
- exclude depreciation and capital charges.

A new build school or college should be assessed over a **sixty** year period. Refurbishment of a school or college should be assessed over a **thirty** year period.

As well as the quantifiable costs and benefits, an analysis of qualitative benefits should also be included. This should be undertaken by identifying the benefits criteria relating to each of the investment objectives. The method used is as follows:

- weight the relative importance (in %) of each benefit criterion in relation to each investment objective
- score each of the short-listed options against the benefit criteria on a scale of 0 to 9
- derive a weighted benefits score for each option.

The results of this analysis should also be summarised together with the reasoning behind the weighting and scoring of benefits. Aim to include independent participants in the analysis to ensure that decisions are as objective as possible and not biased by a preference for a particular solution.

While the assessment of qualitative benefits is important, it is critical that the quantitative (essentially NPV or NPC results) and qualitative (weighting and scoring) analyses “**complement each other**” (Green Book, page 38). If they suggest different options should

be pursued, then the Green Book suggests further analysis is undertaken before the preferred option is identified.

Benefit Criteria and Weight	Option 1		Option 2		Option 3		Option 4	
Raw (R) and weighted (W)scores	R	W	R	W	R	W	R	W
Benefit Criteria 1								
Benefit Criteria 2								
Benefit Criteria 3								
Benefit Criteria 4								
Benefit Criteria 5								
Total								
Rank								

Risk appraisal – Qualitative (unquantifiable)

The risks associated with the scheme must be identified, prioritised and appraised in all instances.

In the case of significant, new and/or high value investments, the risks should be quantified in £s and included in the economic appraisals ('cost of risk retained'). In the absence of risk measurement (in £s), a sum should be included for optimism bias. All other risks: those that are unquantifiable in £s, should be appraised as shown below.

In the case of medium and small sized schemes, it may suffice at this stage to weight and score the risks for each option and to rank accordingly, see below.

Whatever the approach, a sum must be included for optimism bias in the economic appraisals.

Ideally, the risks should be quantified (in £s) in all cases and the unquantifiable risks assessed as outlined below. In most instances, you will find the service risks associated with the design, build and operation features of the scheme fall in the former category, while associated business risks fall into the latter. External environmental risks, for example, inflation, may be ignored for the purposes of this appraisal, given that they are common to all options.

Risks in respect of each of the options should be recorded and scored.

Following the three elements of analysis: Economic, Benefits and Risk, a summary table should be produced.

Evaluation Results	Option 1	Option 2	Option 3	Option 4
Economic appraisals				

Benefits appraisal				
Risk appraisal				
Overall Ranking				

The conclusion should then be reached that the preferred option is 'X' and provide reasons.

Sensitivity analysis

It is important that the sensitivity of the preferred option is tested through:

- 'switching values'
- scenario planning / analysis ('what if') by altering the values of the 'uncertain' costs and benefits to observe the effect on the overall ranking of options.

The results of this testing should be recorded in the OBC and whether this has changed the preferred option ranking.

2.4.4 Commercial Case

This section of the OBC outlines the proposed deal in relation to the preferred option outlined in the economic case.

2.4.5 Financial case

The purpose of this section is to set out the financial implications of the preferred option by financial year (as set out in the economic case section) and the proposed deal (as described in the commercial case).

As the Welsh Government is paying for 50% of the project, it is important that we are confident that the remaining 50% of the project is affordable. Welsh Government contribution will be capped and local authorities and further education institutions will be expected to deliver within this budget.

At this point in the project development, local authorities and further education institutions should identify the sources of match funding and confirm that these are signed up to by the relevant parties in the local authority / further education institution.

For example:

Capital Receipts: Have these been received? Are they ring fenced for the project? If the asset is not yet sold, what is the basis of valuation? When will the money from the sale be received? Will the timing of any sale impact on the project cash flow?

Capital Funding: Has this been signed up to by the Cabinet / Board? If so, when was this meeting? If not, when will this proposal go before the Cabinet / Board for sign up? Include minute details.

Prudential / Other Borrowing: Has the borrowing been secured? Has a revenue stream been identified to fund the borrowing? Has a sensitivity analysis been carried out to ensure that the borrowing is affordable if any circumstances change?

Savings achieved through school reorganisation: Have the relevant consultations been undertaken to achieve the proposed reorganisation? Has the Cabinet/Board confirmed that they are happy to ring fence this released revenue for the purpose of funding the project? If so, on what date was this confirmed?

Will the project generate revenue costs or savings?

In all cases, capital charges, VAT, and the cost of risk (any contingency or allowance for risk adjustment and optimism bias) should be shown separately. For Voluntary Aided and further education institutions, there are VAT implications for capital investment and HMRC guidance should be sought to ensure that the full cost of the project is reflected in the application.

You will need to detail the cash-flow showing the impact of the capital spend, revenue savings and any interest repayments.

It should also be made clear who the created asset belongs to. For example, will it sit on the Balance Sheet of the local authority or another party?

2.4.6 Management Case

This section of the OBC addresses the 'achievability' of the scheme. Its purpose, therefore, is to build on the SOC by setting out in more detail the actions that will be required to ensure the successful delivery of the scheme in accordance with best practice.

This section should include confirmation that the project will be managed in accordance with PRINCE 2 methodology, details of the reporting organisation and structure for the project, details of project roles and responsibilities, and an overview of the project plan with milestones. This should explain the governance, project management and resources pre, during and after procurement.

The description of the project structure should include a structure chart for assessors to better understand roles and reporting lines.

It is also important that this case provides the outline arrangements for contract management; benefits realisation, risk management and monitoring and evaluation.

It should also provide details of land ownership, statutory consultation and outline planning.

The Gateway Review Process should also be referenced, along with confirmation that any recommendations are actioned.

2.5 Full Business Case (FBC)

The FBC is submitted following procurements, but prior to contract signature.

The main purpose of the FBC is to evidence that the most economically advantageous offer which matches the strategic case or preferred option is being procured and that it is affordable and deliverable. In addition, the FBC explains the fundamentals of the negotiated deal and demonstrates that the required outputs can be successfully achieved.

In practice, this entails:

- reviewing the strategic and economic cases and updating details in the Commercial case to reflect the procurement phase
- completing the Commercial Case to record the preferred service provider's offerings
- updating any changes to the Financial Case and putting in place robust governance and management arrangements for delivery of the project and resources
- confirming that costs have not changed since OBC stage and that the parties paying for the scheme have confirmed that risk transfer remains the same.

2.5.1 Executive Summary

This should be a concise summary of the proposal and be updated to include the finalised position.

2.5.2 Strategic Case

Please refer back to the SOP, SOC and OBC, noting any key changes since the production and approval of these documents.

2.5.3 Economic Case

As this section has been covered in detail at OBC stage, there is no need to restate the case in detail, although highlight any important changes and consider whether or not the changes might materially impact upon the ranking of the options achieved at OBC, and record your conclusions.

At each stage of the business case process, you will be required to complete a **School or Further Education Benefits Table (see Annexes 8 and 9)** to identify the current position and the impact that your different options will have.

2.5.4 Commercial Case

This section of the FBC sets out the negotiated arrangements and includes a description of the required services and risk transfer agreements.

2.5.5 Financial Case

The purpose of this section is to set out firm financial implications of the contracted solution. This should contain finalised financial arrangements. As the Welsh Government is paying for 50% of the project, it is important that we are confident that the remaining 50% of the project is affordable. This case should therefore confirm the sources of match funding. For example:

- Capital Receipts: Confirmation that these have been received and ring fenced for the purpose of the project. For any receipts not realised, assurance should be made around the timing an amount of the receipt.
- Capital Funding: Evidence of commitment by the Cabinet / Board should be provided.
- Prudential / Other Borrowing: Evidence that borrowing is secured and a revenue stream identified to cover repayments should be provided.
- Savings achieved through school reorganisation: Evidence of commitment by the Cabinet / Board should be provided.

Costs of the project should be broken down as per the OBC, but updated to show greater detail and finalised costs per financial year following negotiation of contract.

Please refer to **Annex 13a: Project Cost Template** and **Annex 13b: Project Information Proforma**.

A Project Cost Template should be completed and submitted at the same time as the OBC submission. This Project Cost Template should then be updated and submitted along with a completed Project Information Proforma at the same time as the FBC submission.

2.5.6 Management case

This case should include final arrangements for project management, benefits realised, risk register, contract management and Gateway Reviews.

For full list of what to include within the FBC, please refer to **Annex 6: FBC Template**

2.6 Business Justification Case (BJC)

The BJC is reserved for projects below £5 million in total.

For full list of what to include within the BJC, please refer to **Annex 7: BJC Template**

2.6.1 Purpose

State clearly what the business justification is in support of: typically – “*this is to seek approval of ... for £ ... on ... in support of ...*”

2.6.2 Strategic context

Please provide an overview of the context within which the investment will be made. In other words, the strategy, work programme, service, project or operation, which the investment supports.

2.6.3 Case for change

Business needs

Please provide the compelling reasons for investment in the required services or assets, with reference to:

- the investment objectives for the procurement
- the problems with the status quo.

Benefits

Please provide a summary of the **main** benefits associated with the investment, distinguishing between qualitative and quantitative; cash releasing and non-cash releasing; direct and indirect to the organisation, as appropriate.

At each stage of the business case process, you will be required to complete a **School or Further Education Benefits Table (see Annexes 8 and 9)** to identify the current position and the impact that your different options will have.

Also highlight how you would seek to maximise the Community Benefits policy, including priorities you wish to address such as targeted recruitment and training. Please detail any targets set, the approach to be taken (core, non core or both), confirmation you will require the successful contractor to complete a Community Benefits Measurement tool and management and delivery of such outcomes.

Risks

Please provide a summary of the **main** risks associated with the investment, distinguishing between business and service risks during the design, build and operational phases of the project, as appropriate.

2.6.4 Available options

Please provide a description of the main options (or choices) for investment, together with their relative advantages and disadvantages (a SWOT analysis).

Please bear in mind:

- That a minimum of **four options** should be considered, including the 'do minimum' or 'status quo' (unless there are compelling reasons to the contrary)
- That these options may differ in potential business scope, service solution, service delivery, implementation and funding, depending on the nature of the investment
- That the investment appraisal for each option should be contained as an appendix and prepared in accordance with the tools and techniques set out in the Capital Investment Manual and HM Treasury Green Book.

Preferred option

On the basis of the above, please:

- State why the recommended option optimises value for money (VFM)
- Describe the services and/or assets required.

2.6.5 Procurement route

Please state how the asset or service will be procured in compliance with the EU directives, Public Contract Regulations 2015 and Welsh procurement policy as outlined in the [Wales Procurement Policy Statement](#).

This may involve the use of an existing contract, a call-off contract or framework agreement, or the requirement for a new procurement under the above.

2.6.6 Funding and affordability

Please indicate:

- The capital and revenue costs of the proposed investment
- How the investment will be funded
- Any affordability gap that Welsh Government funding is sought for.

Please complete **Project Cost Template (See Annex 13a)**

2.6.7 Management arrangements

Please indicate how the investment will be delivered successfully with particular reference to:

- Project management arrangements
- Business assurance arrangements
- Benefits realisation monitoring
- Risk management
- Post project evaluation

- Contingency plans

3. Assessment process

The Business Case assessment process undergoes a three stage process.

- Business Case Scrutiny Group
- Capital Investment Panel, attended by Directors from the Education Directorate
- Sign-off by the Cabinet Secretary for Education.

3.1 Business Case Scrutiny Group

Meetings take place on a monthly basis, and are typically scheduled for the start of the month. Cases must be received two weeks before this date to ensure that adequate time is given for Group members to assess the cases.

The Group is attended by policy leads and technical experts from across Welsh Government. In particular, the group looks at the cases and assesses for consistency with Welsh Government strategy, the ability to deliver, a robust economic case, commercial strategy and affordability.

Where the Group identifies a serious issue that is likely to impact on the ability of the Capital Panel to make a decision, further information sought from the local authority / further education institution.

3.2 Capital Panel

This group also meets on a monthly basis, with meetings scheduled mid-month. This means that any issues identified through the Business Case Scrutiny Group must be addressed in the two weeks before the Capital Panel meeting.

The Capital Panel review cases and take into account findings from the Business Case Scrutiny Group.

Cases not approved by the Panel are referred back to applicants for more information.

3.3 Ministerial approval

Those cases recommended for approval by Capital Panel are referred to the Cabinet Secretary for Education and a formal decision sought.

4. Project approval process

4.1 Grant letter

Following approval of an OBC, eligible costs incurred in relation to site investigation and design and management fees may be reclaimed.

A grant letter will be issued that specifies the amount that can be claimed at this point.

All grants issued during this point in the development of the project are subject to clawback should the project not be approved at FBC.

A Project Information Proforma should be completed and submitted, along with an updated Project Cost Template, with the FBC submission. The Project Information Proforma captures details of the project including costs and benefits which feeds into the finalised grant letter issued for signature.

4.2 Conditions

There are a number of specific grant conditions that local authorities and further education institutions need to be aware of when submitting business cases. These are summarised below.

4.2.1 British Research Establishment Environmental Assessment Method (BREEAM) and Energy Performance Certification (EPC)

It is a requirement that where Welsh Government grant is used for new build schools or 'stand alone' buildings, that BREEAM 'excellent' rating is achieved, ('stand-alone' construction means it does not encompass renovation to an existing building or an extension unless the extension is self-contained).

For example, a two storey classroom extension would not require a BREEAM 'excellent' rating but would require an EPC rating of A. However if the proposed structure is a 'stand alone' building which is self-contained and has its own direct utility services then BREEAM would apply.

If during the construction of a new school it is anticipated that BREEAM 'excellent' will not be achievable then the local authority or further education institution will need to advise the 21st Century Schools team in the first instance, as it could potentially impact on availability of grant funding. A business case would be required to support any departure from achieving 'excellent' rating. In all cases the Minister's approval will be required.

4.2.2 Surface water drainage

Provision for surface water drainage should comply with the Welsh Government Standards for Sustainable Drainage. This will not only will this contribute to achieving the BREEAM excellent rating, but in many cases may be integrated into site landscaping to provide a valuable educational resource.

4.2.3 Foul drainage

Adequate provision for foul drainage is essential for any school project.

4.2.4 Recycled content

There is a minimum standard for recycled content requiring at least 15% of the total value of the materials used should derive from recycled and reused content in the materials selected.

4.2.5 Fire sprinklers

It is a requirement that fire sprinklers are incorporated into 'new build' school and college projects and where significant remodelling is taking place. Part B of the Building regulations and Building Bulletin 100 refers to fire safety and applies to all new school buildings, major refurbishments and extensions. In all cases local authorities and further education institutions are encouraged to discuss fire safety installations with their local fire safety officer.

Where local authorities and further education institutions are unsure of the requirement in respect of remodelling works, please contact the 21st Century Schools team. For example, we would not expect sprinklers to be installed in a two classroom extension project; however, we would expect sprinklers to be considered for a four or eight classroom extension build.

Where the remodelling of a school involves extensive upgrading of the existing school infrastructure, fire sprinklers should be installed.

In the case of water 'mist suppression' systems, these systems do not yet have British Standard approval and should you chose to install this type of systems then an appropriate business case needs to be submitted to the 21st Century Schools team. In all cases advice should be sought from the local fire safety officer.

4.2.6 Acoustics (BB93)

Acoustic testing, to demonstrate compliance with Building Bulletin 93 (BB93), is a requirement of the 21st Century Schools and Education Programme and all schools that receive Welsh Government capital grant must demonstrate compliance with the standards. This condition also includes the requirement for local authorities and further education institutions to obtain a pre-completion test to ensure compliance with BB93. As it currently stands, acoustic testing is a recommendation under the Building Regulations.

4.2.7 Accessibility

All schools benefitting from Welsh Government grant need to show that they include safe and convenient walking and cycling access, including provision of suitable storage facilities. They also need to demonstrate the availability of safe drop-off and pick-up points, for school buses and private vehicles. These can be off-site, if appropriate walking routes exist. The Active Travel (Wales) Act 2013 seeks to increase the numbers of everyday journeys made on foot and by bike, such as the journey to school. As a result of the Act, local authorities need to plan and develop integrated active travel networks, connecting key trip generators, including schools. The Welsh Government therefore expects any 21st Century School project to include provision of safe and convenient walking and cycling access.

The Active Travel Design Guidance sets out the standards routes are expected to meet and can be found at:

<http://gov.wales/docs/det/publications/141209-active-travel-design-guidance-en.pdf>

The 21st Century Schools and Education Programme promotes access for all. Schools and further education institutions supported through the Programme are expected to ensure

their buildings allow access for disabled pupils, staff and visitors. The Design Commission for Wales (DCFW) has been delivering training on inclusive design across Wales and has published a handbook.

https://s3-eu-west-1.amazonaws.com/dcfw-cdn/InclusiveDesign_traininghandbook.pdf

All agreement letters for 21st Century Schools capital funding for new and refurbished schools include a clause which requires local authority compliance with all legislation, including equalities and accessibility legislation. Also included is a clause on equal opportunities, so that the school as a provider of services must not discriminate against anyone by virtue of sex, race or disability.

4.2.8 Carbon Reduction

We are committed to the creation of a sustainable estate and require that all of our new buildings achieve BREEAM Excellent and an EPC 'A' rating. Welsh Government also encourage local authorities and further education institutions to consider provision of electric vehicle charging points in schools and colleges. Road transport is a significant source of carbon emissions and harmful air pollution. Charging infrastructure can encourage take-up of electric vehicles and is not typically cost prohibitive when built in at design stage. It is also worth noting that there is a workplace charging scheme which is administered by the UK Office for Low Emission Vehicles. <https://www.gov.uk/government/publications/workplace-charging-scheme-guidance-for-applicants-installers-and-manufacturers>

4.2.9 Biodiversity and Resilience of Ecosystems duty

The Environment (Wales) Act 2016 introduced an enhanced biodiversity and resilience of ecosystems duty (the S6 duty) for public authorities (including local authorities) in the exercise of functions in relation to Wales.

The S6 duty requires that public authorities (including local authorities) must seek to maintain and enhance biodiversity so far as consistent with the proper exercise of their functions and in so doing promote the resilience of ecosystems.

In complying with the above a public authority must take account of the following aspects of ecosystems:

- diversity between and within ecosystems
- the connections between and within ecosystems
- the scale of ecosystems
- the condition of ecosystems (including their structure and functioning)
- the adaptability of ecosystems.

4.2.10 Community benefits

In line with the Welsh Government aim of developing a vibrant Welsh economy capable of delivering strong and sustainable economic growth and Tackling Poverty, it is important that the significant infrastructure delivered through the 21st Century Schools and Education Programme maximises the opportunities available. The Community Benefits policy is a way to lever social, economic and environmental outcomes through public procurement. The policy enables public bodies to use procurement to implement contract clauses and conditions that deliver sustainable outcomes, such as creating employment, training, opening up supply chain opportunities for local business, contributing to education, and offering opportunities for those furthest from the labour market.

It is a strategic tool to help deliver the Welsh Government priorities such as opportunities for people who are from workless households supported by the Lift Programme and employment and training opportunities for people from disadvantaged groups as defined in the Community Benefits policy and guidance.

Welsh Government expects local authority and further education institution project managers to take the lead with regard to community benefits and to set the requirements as part of the invitation to tender for their projects. Prior to submission of Full Business Cases local authority and further education institutions are required to provide details of the Community Benefit objectives for the project and the approach they will be taking to maximise the community benefit outcomes sought. These details should be included along with wider benefits as identified in the Economic Case.

There is also a requirement that a Community Benefits Measurement tool is completed every 12 months for the project and returned to Value Wales via CommunityBenefits@gov.wales.

For more information, please go to <http://prp.wales.gov.uk/toolkit/> where you can find help with different approaches, policy priority areas, and Frequently Asked Questions, to help shape your Community Benefits approach. If you require further assistance please email CommunityBenefits@gov.wales.

Local authorities are also expected to identify the community benefits themes that will be addressed on the project information proforma which is submitted to enable Welsh Government to prepare the grant award letter. Following completion of the agreement letter, local authorities are expected to provide Welsh Government with quarterly and annual reports, as appropriate, on progress against the 'guideline benchmarks' using the tables supplied in the guidance. The quarterly information will be submitted at the same time that local authorities forward their claims for payment. The information provided is cumulative and local authorities will be able to include the final project return in their closing report.

For information on how to complete the community benefits section of the project information proforma, please refer to **Annex 14: Community Benefits – Project Information Proforma (guidance and worked example)**.

4.3 Eligible expenditure

Capital expenditure is defined in statute through the Local Government Act 2003. We use the broad definitions provided by the Chartered Institute of Public Finance and Accountancy (CIPFA) on Local Authority Accounting in Great Britain. In general terms it represents expenditure in relation to:

- The acquisition or creation of a new asset
- The enhancement of existing assets

“Enhancement”, in relation to any asset, means the carrying out of works which are intended:

- (a) to lengthen substantially the useful life of the asset; or*
- (b) to increase substantially the open market value of the asset; or*

- (c) *to increase substantially the extent to which the asset can or will be used for the purposes of or in connection with the school concerned.”*

Essentially capital expenditure relates to the provision and improvement of significant fixed assets including land, buildings and equipment (such as schools, new houses and machinery) which will be of use or benefit in providing services for more than one financial year.

Sometimes it can be difficult to determine whether capital expenditure either maintains or improves the life/value of an asset. The table below provides some key words that can indicate if expenditure is capital or revenue.

Key words indicating Capital expenditure	Key words indicating Revenue expenditure
Enhance, Upgrade, Extend, Improve, Construct or Purchase	Repair, Maintain, Replace Like-for-like, Remedial or Renew

Capital expenditure for schools/educational purposes comprises of the following:

- The cost of acquiring land and buildings
- Cost of new construction
- Cost of extensions to existing buildings
- The *enhancement** of land, road or buildings (**within the school footprint**)
- Purchase of computers/computer equipment if they form part of a large scale capital project can be capitalised, including associated cabling and hardware.

*Enhancement** is where money is spent on an existing asset which substantially increases its value or lengthens its useful life. It excludes routine repairs and maintenance.

Funding for the 21st Century Schools and Education Programme is targeted to support remodelling and reconstruction:

- Remodelling – extensive upgrading of the existing building and redesign of the accommodation (e.g. curriculum-led upgrades, new facilities and full DDA compliance).
- Reconstruction – e.g. partial/total demolition and rebuilding to modern standards (i.e. 21st Century Schools’ standard).

4.3.1 Costs and sizes of new build schools

To ensure that funds are distributed fairly and that our schools offer a consistent standard across Wales, we advise that schools are designed according to the maximum of BB98 (secondary) and BB99 (primary).

This threshold applies to:

- standard costs incurred – abnormal costs associated with gradient, contamination, flood etc. would be considered separately
- projects within the Programme that are still at Strategic Outline Case stage.

Please refer to **Annex 12: Cost and Size Standard** for the full list of capped costs and sizes of new school buildings. Sound evidence will need to be provided should project areas and costs be higher than these applied formulas.

4.3.2 Professional fees

We are often asked whether the Welsh Government will cover professional fees as part of 21st Century Schools and Education Programme. Primarily only those costs that are directly attributable to bringing an asset into working condition can be classed as capital expenditure.

Capital expenditure can include any architects and surveyors fees where they lead to the acquisition or the construction of a building. We will consider professional fees from **RIBA Stage 2** onwards (architects design fees etc.) to be capital if the appropriate business case is approved and the asset is created / built. However, where the fees are incurred in the very early stages of a capital programme, relating to the Inception and Strategic Briefing stages (RIBA Stages 0-1); they will be deemed revenue activities.

Fees incurred in previous financial years that are deemed to be capital can be scored against a local authority/further education institution's 50% contribution.

This must be detailed in the Financial Case section of the business case submission so we understand what part of the project(s) we are funding. This is dependent upon approval of FBC/BJC case submission.

Where expense is incurred using internal design teams or consultancies affiliated with local authorities and further education institutions, the following rules apply in respect of eligibility of spend:

- Internal design teams with an allocated central budget from within the local authority are not eligible for grant
- Internal design teams that have no central budget set, but charge fees to other departments that use their services. In this case, the salary costs of the design team, pay, National Insurance and pension costs, can be reclaimed. The on-costs, which include accommodation costs, payroll and financial support etc. would not be eligible.
- Internal departments that are set up as a consultancy, e.g. a business separate to the local authority that operates as a commercial entity, the entire amount would be eligible.

Where local authority and further education institution costs are not eligible under the criteria above, these can be used as part of the local authorities and further education institutions' 50% contribution to the cost of the project.

4.3.3 Highways access

Capital funding is provided for the reconstruction or remodelling of schools, therefore grant funding is attributable to the infrastructure contained within the school boundary. For example, where a capital project requires works to be done to improve highways access to the school this would not qualify for Welsh Government grant, and would fall to the local authority to fund.

4.3.4 Land

We treat applications for funding for new sites on a case by case basis and would look for evidence that a site selected is an appropriate option. Where land purchase costs are approved through our governance structure, 50% of the costs can be met by Welsh Government.

4.3.5 Abnormals

The position is the same as for land above.

4.3.6 Leisure and community facilities

We encourage the construction of flexible assets, and would support projects that incorporate flexible spaces that can be used both by the school / college and the local community or clubs, for example, sports halls, pitches and play provision and opportunities.

Local authorities and further education institutions are encouraged to think innovatively about the provision of services in their area and achieve the best value for money.

Any areas constructed purely for commercial / community use will not be considered eligible.

Sport Wales has developed the guidance document, *Facilities for Future Generations: a blueprint for sport and active recreation in Wales*, to support the Welsh Government's drive to facilitate regular participation in sport and physical activity and to help address some of the challenges of ensuring facilities across Wales are appropriate, accessible, sustainable and fit for the future.

Any local authorities considering capital infrastructure projects that include the provision of sport and recreation facilities are encouraged to reflect on the contents of the Blueprint and to use its framework as and where appropriate.

The document can be viewed at <http://sport.wales/news--events/news--events/our-news/latest-news/new-blueprint-launched-for-future-fit-sports-facilities-in-wales.aspx?lang=en&>

Furthermore, following the publication of the report, *Increasing the Use of School Facilities*, by the Public Policy Institute for Wales (PPIW) on how school facilities can be used more extensively by communities, Welsh Government are now looking how to take forward the report's recommendations.

4.3.7 Voluntary aided schools

Under paragraph 5 of Part 2 of Schedule 3 to the School Standards and Framework Act 1998, the Welsh Ministers (WM) have the power to grant aid up to 85% of qualifying expenditure, with the governors themselves required to meet the remaining 15%. Qualifying expenditure means expenditure in respect of the provision, alteration or repair of premises or equipment for the school. Currently governing bodies of Voluntary Aided (VA) schools and /or diocese are required to fund 15% of any capital project when seeking grant assistance from the Welsh Government.

On the issue of the rate of capital grant support for projects within the 21st Century Schools and Education Programme that involve VA schools, it should be noted that the funding envelopes for each of the local authorities' Band A programmes have been approved. The

expectation is that local authorities are now required to deliver their Band A projects within that estimated envelope cost and that the intervention rate of 50%, which is set at programme level, will remain. In the case of VA schools, the Welsh Government 85% share is included within the 50% allocated.

Maintaining affordability of this first wave is fundamental to the success of the overall programme and Welsh Government acknowledges the constraints of the capital budget alongside the scale and ambition of the Band A programme. It is, therefore, imperative that all appropriate funding sources are maximised; including appropriate contributions from all relevant stakeholders, including the VA sector.

As part of the business case submission process, funding profiles for each of the projects within local authorities must be determined. This means that the intervention rate at project level does not necessarily have to be set at 50% (this was a planning assumption that we requested to inform the development of our funding model) and can be varied depending on the financial resources that are available, both to Welsh Government, the local authority and other stakeholders, at the time a Full Business Case submission is made.

However, in determining the appropriate levels of support required from Welsh Government at project level, local authorities will be advised that, if a project is for a VA school, Welsh Government's grant should be set at 85%.

For example: If a local authority has a £100 million programme that includes a Faith school at a cost of £10 million, the Welsh Government share of funding to the overall programme is £50 million. £8.5 million of this would be allocated to the Faith school. The Diocese would pay £1.5 million. The remaining match funding of £41.5 million is allocated against the £90 million of projects remaining.

For specific information about VA schools in respect of issues including capital maintenance grant (CRAMP) and 21st Century Schools Grant, please contact the 21st Century Schools Team. Those promoting a Voluntary Aided or Foundation school project will need to consult HMRC to ascertain the VAT position.

The Welsh Government expects local authorities to work in partnership with VA schools when developing school projects. This consideration is particularly important in the development of the Band B Programme and local authorities should consult their respective Diocesan Directors of Education to ensure that the priorities of this sector are communicated.

With regards to Band B, the Welsh Government intervention rate will remain at 85% and will not be subsumed within the local authority's 50% allocated share.

5. Project monitoring and evaluation

5.1 Routine monitoring

Payments are made on a quarterly basis and relate to spend incurred. Payment will not be released ahead of need.

Monitoring is carried out on a quarterly basis. This will involve:

- confirmation of spend incurred to date
- updating the Business Case submission timetable
- updating the Matrix (Cashflow).

It is extremely important that these documents are not viewed in isolation. Business Case approval is needed before spend can be released, and this should be accounted for in the Matrix.

It is also vital that the figures in the Matrix are accurate, that the programme envelope approved value is not exceeded and that all Business Case submissions are aligned to the information on the Matrix.

It should be noted that, in view of the significant budgetary pressures on the Welsh Government, we would expect business cases and requests for funding to be received on time and that project profiles are adhered to. The Welsh Government can consider front loading project profiles, (i.e. Welsh Government could provide grant support for the first year or so of the project etc.) but we would require supporting documentation from both the Section 151 Officer and the Chief Executive prior to approval that local authority funding is available to complete the project.

The Education Directorate does not have the capacity within the Welsh Government financial arrangements to carry forward any unspent resources (slippage) from one year to the next.

Any request to amend funding profiles will require a **legal variation** to the signed grant agreement letter to be undertaken. In all cases requests must be made via the Capital Funding Team within reasonable timescales.

5.2 Audits

All projects in receipt of grant are subject to an annual audit by the Wales Audit Office. Please note that appropriate records must be kept in respect of spend, including invoices, timesheets and evidence of compliant procurement processes.

5.3 Closing Report

This document has recently been revised and should be submitted following completion of a project. Please note that we no longer require the certificates to be forwarded to Welsh Government when closure reports are submitted. However the Section 151 Officer must sign off the retention documents for audit purposes once all certificates/documents are in place.

Please refer to **Annex 15: Closing Report Template and Guidance**.

5.3 Benefits

Achieving benefits is essential to the success of the Programme. Closing reports will need to cover the following benefits:

- Confirmation that an asset has been created in line with the approved Business Case
- BREEAM Excellent has been achieved
- EPC Rating of 'A' has been achieved
- Sprinklers have been installed
- Targets in respect of acoustics and recycling have been met
- Community Benefit Measurement Tool reporting benefits achieved through the lifetime of the project (measurement tools must be completed annually with a final tool submitted on completion).

In addition, actual construction start and end dates and completion of the Welsh Government project evaluation questionnaire are to be submitted as part of the closing report process.

Further assessments will also be made post completion to verify other benefits anticipated as a result of the project, including:

- reduction in surplus capacity / sufficient capacity has been achieved
- improvements to learner outcomes
- any job creation / apprenticeships created
- reduction to absence rates etc
- reduction in school transport costs, where appropriate.

5.4 Retentions

All projects will be subject to a 2.5% retention, which will be withheld until receipt of a satisfactory closing report and associated documentation. The closing report and documentation should be received within eighteen months of project completion.

5.5 Publicity

It is important that the Welsh Government and project sponsors work together to maximise publicity for projects and highlight the contribution the 21st Century Schools and Education Programme is making in Wales.

Records should be kept of formal and informal announcements, press and journal articles and press releases, media interviews (television and radio) and official launches and openings to evidence the publicity measures being undertaken during your project's lifecycle.

As a minimum:

- All signage, plaques and press releases should be sent to Welsh Government prior to release

- Site signage during construction should acknowledge the Welsh Government's 21st Century Schools and Education Programme
- All press releases should include reference to the source of funding in the opening paragraphs
- Any project announcement should reference the Welsh Government's 21st Century Schools and Education Programme
- Your website should clearly acknowledge the funding support from the 21st Century Schools and Education Programme
- You should inform the Programme team about forthcoming project events and openings to allow the opportunity for Ministers to be involved
- Before and after photos of schools and colleges should be submitted post completion for publicity purposes.

For full publicity guidance is available on our website:

<http://21stcenturyschools.org/guidance/publicity/?lang=en>.

For other enquires, please email the mailbox: 21stcenturyschools@gov.wales

5.7 Procurement

Procurement should be undertaken via an approved Welsh Government Framework such as SEWSCAP, South West Wales Regional Contractor Framework (SWWRFC) or North Wales Schools and Public Buildings Contractor Framework or via a separate competitive OJEU tender process aligned with the principles of the Wales Procurement Policy Statement (WPPS).

5.8 Gateway Reviews

A Gateway Review is carried out by a local authority or further education institution to provide assurance of its programme's deliverability. Local authorities and further education institutions should consider whether a further review is necessary at key decision points in their programme delivery lifecycle.

6. Band B

6.1 Capital

Now that Band A is coming to an end, plans are being made for the second wave of investment, Band B, which will be implemented in Wales from 2018/9 onwards.

Educational transformation will remain a vital outcome of our investment in Band B of the Programme. We also recognise that that it is hugely important that we address the condition of our school and college buildings. Therefore the two key priorities of Band B are:

Investment Objective One – to provide efficient and effective educational infrastructure that will meet current and future demand for places by 2024.

- Backlog maintenance costs for the schools and colleges selected for Band B are reduced by at least 50% (based on the assumption that approximately 50% of the projects in the Programme will be replacements for existing assets)
- No category D buildings in the estate
- c25% of Category C condition buildings are improved to Category A or B
- Provide the right number of places for the delivery of:
 - Welsh medium education
 - English medium education
- Addressing sufficiency issues where relevant.

Investment Objective Two – optimise the use of infrastructure and resources, to deliver public services for our communities by 2024. This will include flexibility of our assets so that space and facilities available for our stakeholders are maximised.

- Our aspiration is for all facilities that receive investment commit to making assets available for community use if local demand exists.
- 10% of schools / colleges that receive funding from the Programme have co-located public services on site if local demand exists.

Specifically:

- Are the schools or colleges affected in poor condition?
- Do the plans contribute to sufficient efficient provision?
- Do the plans result in enhanced use by the community?

The reasoning behind this is to ensure that our educational infrastructure is of an acceptable standard. Where there are identified educational needs (e.g. low school banding) this will be picked up as part of the investment and necessary improvements made as a condition of funding.

In all cases, individual projects within the programme will be assessed on:

- Extent of the strategic fit with national, regional and local priorities
- Value for Money
- Deliverability (affordable and timely)
- Affordability.

Changes are currently being made to the School Organisation Code and will include a more rigorous consultation process with regards to the closure of rural schools. Further information will follow.

Additionally, we will be working closely with local authorities to ensure that Pupil Referral Units (and other EOTAS settings where appropriate) are considered in their Band B bids.

Given our challenging economic environment, it is important that funding from all sources is considered. Band B will be funded through a combination of capital and revenue funding.

For more information regarding the development of Band B, please contact us at 21stcenturyschools@gov.wales.

6.2 Revenue

For Band B of the 21st Century Schools and Education Programme, Welsh Ministers have confirmed that, in addition to the capital funding available for the programme, there will be a revenue funding stream that will enable investment of around £500 million, using the Mutual Investment Model. This revenue-investment is intended to boost the amount of resource we have available to support school and college infrastructure.

For projects wishing to use the Mutual Investment Model, or who need further advice on how to use this guidance for Mutual Investment Model projects please contact Jane O'Leary at Welsh Government for further guidance jane.oleary@gov.wales.