Learning Estate Investment Programme
Metrics, Terms and Conditions and Funding Outcomes
January 2021

The tables below shows the metrics, terms & conditions and funding outcomes for the Learning Estate Investment Programme.

Please direct any queries to:
- Seonaid Crosby – Associate Director SFT - seonaid.crosby@scottishfuturestrust.org.uk
- Stephen Long – Associate Director SFT – stephen.long@scottishfuturestrust.org.uk

	Parameter	Metric/Target/T&Cs
1.	Principles of Programme	Based on Learning Estate Strategy: Connecting People, Places & Learning. Before each project enters construction a pre-construction review workshop will be held with Scottish Government and SFT representatives to enable the project team to evidence how the projects has responded to the following ten principles of the Learning Estate Strategy: 1. Learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners; 2. Learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners; 3. The learning estate should be well-managed and maintained, making the best of existing resources, maximising occupancy and representing and delivering best value; 4. The condition and suitability of learning environments should support and enhance their function; 5. Learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle; 6. Learning environments should be greener, more sustainable, allow safe and accessible routes for walking, cycling and wheeling and be digitally enabled; 7. Outdoor learning and the use of outdoor learning environments should be maximised; 8. Good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all;

		9. Collaboration across the learning estate, and collaboration with partners in localities, should support maximising its full potential; and finally, 10. Investment in Scotland's learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.
	Metrics	
2.	Area per pupil	

Area per pupil table:

Primary Capacity (Pupils)	Sqm/Pupil
Up to 231	8.5 (reduces to 8 in an all through campus)
232-462	7.5 (reduces to 7 in an all through campus)
463+	6.5 (reduces to 6 in an all through campus)

Secondary Capacity (Pupils)	Sqm/Pupil
Up to 400	13
401-800	12
801-1200	11
1201+	10

30sqm-33sqm/pupil for ASN Schools (NB: project specific requirements to be considered)
5.8sqm/pupil for ELC facilities

Cost per sqm:

School Type	Cost Metric/sqm £	Base Indice	
Secondary/All through Campus	3,120	327 (Q4 2017)	Indice based on All-in-TPI as at 25th March 2020
Primary	3,742	327 (Q4 2017)	Indice based on All-in-TPI as at 25th March 2020
ASN	3,982	327 (Q4 2017)	Indice based on All-in-TPI as at 25th March 2020
ELC	3,360	284 (Q2 2018)	Indice based on All-in-TPI in line with ELC 1,140 hours expansion programme

		These cost metrics will apply to all projects in the programme – Newbuilds, Refurbishments and Extensions.
	Terms and Conditions	
3.	Funding	Scottish Government (SG) funding will be available through the outcomes based funding (OBF) model. SG funding will be released on evidence of the achievement of agreed outcomes. The details of these outcomes are included in the funding outcomes table below.
4.	Internal Environmental Quality	Providing a suitable internal environment for building users is vital for their health, wellbeing and learning. Appropriate temperature, avoidance of draughts and provision of adequate ventilation are key factors in defining Internal Environmental Quality. The programme requires designs to be developed in line with BB101 2018/ CIBSE TMS2.
5.	Energy Targets	Energy target of 67 kWh/sqm/annum for core hours of 2,000 p.a and core facilities. Core facilities exclude: • Dedicated community/health facilities • Swimming pool/hydrotherapy pool • External sports flood lighting • Production kitchens (serving multiple sites) • Data centres (serving multiple sites) • Electric Vehicle Charging Points • Other (e.g. specialist vocational/industrial facilities, councils to propose) Within the remaining core facilities, all energy uses relating to the building and users are included in the energy target. The target includes all consumed energy regardless of source e.g. energy provided from renewable sources is included in the same manner as gas or electricity from the mains or grid. Contribution from heat pumps should be included on the output side rather than input side to support the aim of creating energy efficient buildings using a fabric first approach. **Core Hours** To recognise that councils and individual schools have different operational hours and term dates, the target is anticipated to cover all energy uses during a bank of 2,000 operational hours per annum. If the facilities are operational for more or less hours then a pro rata approach should be taken to compare against the target. Building use purely for cleaning, maintenance or security tasks will not be considered as operational hours.

		Example To report on previous year: - total open operational hours of a facility for school and community use (excluding cleaning etc) = 3,000 hours - total annual energy consumption from all sources (after exclusions) = 120 kWh/m2/annum - reportable core energy consumption would be (2,000/3,000) x 120 = 80 kWh/m2/annum
6.	Digital	Digital is an evolving and fast-growing area and one that is becoming more prevalent in every-day learning as digital learning and teaching strategies continue to develop. To ensure facilities are future proofed and able to continue to support high quality digital learning and teaching, regardless of technology advancement, the local authority must provide evidence that the underlying digital infrastructure of the facility is capable of supporting 1Gbps. This underlying infrastructure should extend to at least one point within every learning and teaching space throughout the facility. If the cost of providing the initial connection speed to the facility is prohibitively expensive due to geographic location or it is not physically possible yet in that location, this will be reviewed on a case by case basis to establish an appropriate solution.
7.	Economic Growth	Investment in infrastructure is synonymous with economic growth. The Construction Industry Training Board (CITB) has published benchmarks outlining how many new jobs should be supported from investment in the education sector. The authority will require to collate and provide evidence that the target for jobs supported as per the CITB benchmarks published July 2017 has been met. The number of jobs to be supported depends on the size of investment:

£1-3.5m	£3.6-6m	£6.1-10m	£10.1m-15m	£15.1-20m	£20.1-30m	£30.1-40m
1	4	5	10	11	12	14
£40.1-50m	£50.1-60m	£60.1-70m	£70.1-80m	£80.1-90m	£90.1-100m	

			15	18	19	19	21	22	

8.	Quality Agenda	Planning how to focus on and deliver quality throughout the design and construction process will help enable the delivery of high-quality assets. The programme requires to see evidence of the local authorities approach to quality management and assurance. A Quality Assurance and Management Plan should be provided for all stages of the project including the briefing, design, procurement and construction stages. The quality plan must include the resources that will be deployed.
9.	Quality Agenda	The skills and support provided by Senior Responsible Officers and Project Directors will be a key enabler to achieving successful project outcomes. The programme requires local authorities to complete the Baseline Skills Set Toolkit at the outset of a project and to demonstrate how any resource gaps identified will be addressed to ensure the appropriate resources are in place on each project. (Baseline Skills Set Toolkit Link)
10.	Infrastructure Technology	The specification, management and delivery of information throughout the project lifecycle, will improve efficiencies and ultimately create the conditions for the successful management of a new asset. The programme requires the use of the SFT Standard Information Management Plan (SIMP). To support this a client-side Information Manager for each local authority and project should appointed. (SIMP Link)
11.	Project Completion	Capturing project data will support and inform both the LEIP programme and future programmes of investment. The programme requires the submission of project data to the community benchmark database at contract close and at the agreement of the final account for all projects. (Community Infrastructure Benchmark Database Link)
13.	Project Completion	How the performance of and outcomes achieved by a project are evaluated will support the continuous improvement of existing and future investment programmes.

		The programme requires the completion of:
		• Post Project Review (PPR) – within 3 months of construction completion. The PPR should seek to measure and evaluate the achievement of project success criteria at the point of handover and will focus on the process to reach that key milestone.
		• Post Occupancy Evaluations (POEs) – within 12-18 months after construction completion. The POE should seek to measure and evaluate if the completed project has responded successfully to the project success criteria as defined at the project outset. The POE will focus on in-use outcomes and build on the lessons learned through the PPR.

Funding Outcomes

Category	Outcome to be achieved
1. Condition	Local authorities must provide evidence, through their annual returns that the facility is kept in condition A or B for a period of 25 years. This is intended to be a binary funding condition. However in recognition of the potential for survey issues to be identified, removal of funding would be suspended for one year to allow for rectification of any issues leading to a C condition rating. The funding would be reinstated, the next financial year, once it could be demonstrated that the facility was in A/B condition again. If the building drops into condition C more than once during a five-year period, the condition funding element will be suspended without the one-year grace period, until the condition is rectified to A/B. In the event of exceptional circumstances such as fire or flood resulting in the condition of the building being unable to be rectified to an A/B condition within 1 year of becoming a C, or meaning that the facility drops into condition C for a second occasion, this will be reviewed on a case by case basis between the authority and SG.
2. Energy Efficiency	Authorities must provide evidence that the target of 67/kWh/sqm/p.a for core hour/facilities use of the facility is achieved.

Core Facilities

To provide consistency of definition across the variety of projects in the programme, the following facilities are excluded from the total energy consumption target:

- Dedicated community/health facilities
- Swimming pool/hydrotherapy pool
- External sports flood lighting
- Production kitchens (serving multiple sites)
- Data centres (serving multiple sites)
- Electric Vehicle Charging Points
- Other (e.g. specialist vocational/industrial facilities, councils to propose)

Within the remaining core facilities, all energy uses relating to the building and users are included in the energy target. The target includes all consumed energy regardless of source e.g. energy provided from renewable sources is included in the same manner as gas or electricity from the mains or grid. Contribution from heat pumps should be included on the output side rather than input side to support the aim of creating energy efficient buildings using a fabric first approach.

Core Hours

To recognise that councils and individual schools have different operational hours and term dates, the target is anticipated to cover all energy uses during a bank of 2000 operational hours per annum. If the facilities are operational for more or less hours then a pro rata approach should be taken to compare against the target.

Building use purely for cleaning, maintenance or security tasks will not be considered as operational hours.

Example

To report on previous year:

- total open operational hours of a facility for school and community use (excluding cleaning etc) = 3000 hours
- total annual energy consumption from all sources (after exclusions) = 120 kWh/m2/annum
- reportable core energy consumption would be (2000/3000) x 120 = 80 kWh/m2/annum

Energy Outcome Funding

This is recognised as being an ambitious target, therefore it is not anticipated that this will be a pass/fail outcome for funding but that a sliding scale will be attached.

From feedback and discussion with Directors of Finance, ADES Resources and SHOPs the sliding scale is grouped into ranges with a corresponding alteration to funding depending on which range is demonstrated as being achieved:

Energy Consumption kWh/sqm/p.a.	Energy Funding %
A 67- 83	100%
B 84- 99	90%
C 100 - 115	60%
D 116 -130	30%
E 131+	0%

If the facility exceeds 130/ kWh/sqm/p.a for core hour use of energy use – no funding will be available for that outcome.

The funding for the energy outcome will commence in year 3 of operations to allow a 2-year period to monitor in use energy consumption and optimise systems and behaviour. At the end of year 2 the in-use energy will be measured and this will determine the initial funding band.

Following the initial reporting of the energy target at the end of year 2, the energy outcome will be assessed every 5 years in years 7, 12, 17 and 22. The rolling five year average is what should be reported. In the event of a change of performance from the previous measurement, there will be a 1-year grace period to allow Councils to rectify the change and bring back to the original target of maintain improved energy performance, before any required changes, to funding are implemented.

3. Digitally enabled learning	Digital is an evolving and fast-growing area and one that is becoming more prevalent in every-day learning as digital learning and teaching strategies continue to develop. To ensure facilities are future proofed and able to continue to support high quality digital learning and teaching, regardless of technology advancement, the local authority must provide evidence that the underlying digital infrastructure of the facility is capable of supporting 1Gbps. This underlying infrastructure should extend to at least one point within every learning and teaching space throughout the facility.

	If the cost of providing the initial connection speed to the facility is prohibitively expensive due to geographic location or it is not physically possible yet in that location, this can be reviewed on a case by case basis to establish an appropriate solution.
4. Economic Growth	Investment in infrastructure is synonymous with economic growth. The Construction Industry Training Board (CITB) has published benchmarks on how many new jobs should be supported from investment in the education sector. The authority will require to collate and provide evidence that they have met the target for jobs supported as per the CITB benchmarks published July 2017. The number of jobs to be supported depends on the size of investment:

£1-3.5m	£3.6-6m	£6.1-10m	£10.1m-15m	£15.1-20m	£20.1-30m	£30.1-40m
1	4	5	10	11	12	14
£40.1-50m	£50.1-60m	£60.1-70m	£70.1-80m	£80.1-90m	£90.1-100m	
15	18	19	19	21	22	

Funding will be available if the relevant target is achieved. If this is not achieved in full, funding will be adjusted accordingly. e.g. if 12 jobs is the target but only 11 are evidenced as being achieved then 11/12ths of the funding for that outcome will be available.

This outcome could be multi-faceted and also provide a measure to ensure training places are supported and learner engagement is embedded in the design and construction process through site visits and work experience placements.

It is proposed that because the achievement of this outcome will happen in the design and construction phase of the project that the funding for it, if achieved, is received in the first two years of operations, rather than extend over the 25-year period.