

ANGUS COUNCIL

EDUCATION COMMITTEE – 24 NOVEMBER 2011
CORPORATE SERVICES COMMITTEE – 1 DECEMBER 2011
NEIGHBOURHOOD SERVICES COMMITTEE – 12 JANUARY 2012

BRECHIN COMMUNITY CAMPUS: UPDATE

JOINT REPORT BY THE DIRECTOR OF EDUCATION
AND THE DIRECTOR OF NEIGHBOURHOOD SERVICES

ABSTRACT

This report provides a progress update on the project to replace Brechin High School, including details of the emerging procurement arrangements, the scope of facilities to be provided as part of the community campus and the next steps to progress the project.

1. RECOMMENDATIONS

1.1 It is recommended that the Education Committee:

- (i) note that the Scottish Futures Trust (SFT) have confirmed that the Council will be required to use the Design, Build, Finance and Maintain (DBFM) form of contract, using the hub East Central Territory arrangements, to procure this project;
- (ii) note the selection of Amber Blue (a consortium of Robertson Group Ltd., International Public Partnerships Ltd. and Forth Holdings Ltd.) as the preferred Private Sector Development Partner for the hub East Central Territory, following the completion of the procurement and evaluation process;
- (iii) approve the project scope, based on the **enhanced community campus** option, all as outlined in Section 3 of this Report;
- (iv) approve delegating authority to the Director of Education to complete and submit the required SFT Validation Reviews to SFT officials at appropriate times throughout the duration of the procurement phase, as described in Section 4.1 of this Report, provided the project scope is not materially amended, and the project costs are within the approved funding parameters;

It is recommended that the Corporate Services Committee, Education Committee and Neighbourhood Services Committee:

- (v) note the progress update in relation to various aspects of the project including SFT value for money information; project development work; the latest information regarding the Scottish Government (SG) funding parameters; and the updated indicative timetable;
- (vi) note the next steps in the development of the project, including planning the next phase of consultation/ engagement with school pupils/ staff and the wider community;
- (vii) note that a further report will be prepared for the appropriate committee(s), as soon as practicable, to provide members with an analysis of the implications of SG's recent intimation to change the funding metrics;

It is recommended that the Corporate Services Committee:

- (viii) note and approve the financial implications of progressing with the enhanced community campus, which would require additional funding of £2m that can be met from the equivalent headroom arising from the Montrose Swimming Pool project and provided for within the Council's Long Term Affordability of the General Fund Financial Plan; and
- (ix) note that the Financial Plan will be updated at its next review.

2. BACKGROUND

- 2.1 Reference is made to Report 750/10 which provided details of SG grant funding parameters and identified the preferred option (from an options appraisal exercise) to progress the project to achieve the Best Value outcomes for the Council and Community Planning Partners, subject to carrying out a consultation exercise with the Brechin Community.
- 2.2 Reference is also made to Report 294/11, approved by the Education Committee at its meeting on 21 April 2011 and the Neighbourhood Services Committee at its meeting on 26 May 2011. That Report provided feedback from the public consultation exercise undertaken with the Brechin community at the end of 2010/ beginning of 2011, and established the principle of developing a community campus.
- 2.3 Members may recall that SG changed the source of their funding support for this project, which is part of the 'Scotland's Schools for the Future Programme' being managed by SFT, from capital to revenue following the spending review process in November 2010 (Report 50/11 refers).
- 2.4 Despite this change from capital to revenue, Council officers have been assured by SG/ SFT officials that this change will not impact in terms of the quality, timescale or financial implications of the project.
- 2.5 A consequence of this funding change is that the Council will be required to procure the project through the hub East Central Territory. Report 618/11, approved by Angus Council at its meeting on 15 September 2011, provided an update regarding the establishment of the hub East Central Territory and the implications for the project to replace Brechin High School.
- 2.6 Report 618/11 (Section 7.1 refers) noted that SFT had confirmed to Angus Council that it would be required to use the Design, Build, Finance & Maintain (DBFM) form of contract, an option which uses revenue funding to finance projects and which will be available as part of the hub East Central Territory arrangements. This is as opposed to the alternative Not-for-Profit Distributing (NPD) approach, which is not considered to be a viable option for a standalone project like Brechin High School.
- 2.7 Reference is also made to Report 718/11, approved by Angus Council at its meeting on 3 November 2011, which provided members with an update on the procurement process for the hub East Central Territory, and identified Amber Blue (a consortium of Robertson Group Ltd., International Public Partnerships Ltd. and Forth Holdings Ltd.) as the preferred Private Sector Development Partner (PSDP), following the completion of the procurement and evaluation process.
- 2.8 Report 718/11 also contained detailed background information in relation to the establishment of the East Central Territory hubco, including a flow diagram (Appendix 3(iv) refers), which sets out the project approval process which the Council will be required to follow in due course.
- 2.9 The hub East Central Territory Project Team is currently working through the next steps with Amber Blue in order to achieve signature of the Territory Partnering Agreement and other contractual documents on the Financial Close date programmed for 8 December 2011.
- 2.10 The project to replace Brechin High School has been identified to Amber Blue as one of the East Central Territory's 'front-runner' projects. Accordingly, the Council has an opportunity to engage with Amber Blue at an early juncture. It is therefore critical for the Council to have clearly defined the scope of its project, together with a number of other associated matters,

prior to formally engaging with Amber Blue to progress through the said project approval process.

3. PROJECT SCOPE

3.1 Introduction

3.1.1 Report 294/11 (Section 6 refers) indicated that the consultation had identified a number of opportunities where the 'core' school design solution could be improved to support a community campus approach.

3.1.2 This involved the principle of developing the design solution to incorporate flexible and adaptable space to support the community campus concept, including space planning, complemented by suitable management arrangements, to support a multi-functional approach to meet the varying needs of the intended school and wider community users of the facilities.

3.1.3 The key aspects identified from the consultation included:

- incorporating flexible performance space/ retractable seating/ flexible ancillary accommodation;
- improved new larger swimming pool which has an increased size, together with spectator viewing/ waiting areas and improved changing facilities;
- extended partnership working arrangements supported with campus learning resource centre (in lie of school library) and internet café style area; and
- the provision of a community led floodlit synthetic sports pitch provision through the design of external areas and changing rooms.

3.1.4 While the flexible performance space aspect was unambiguously identified as being included as part of the project, it was noted that the other aspects included in the above list, would require to be examined in greater detail to establish what was deliverable, with a further report being prepared to update the Education Committee in due course.

3.1.5 Background work has therefore been progressed to establish the project scope and this Report seeks to provide members with clarity on that position.

3.2 Project Scope: Community Campus

3.2.1 An analysis has been undertaken to identify the scope of facilities needed and deliverable within the identified funding.

3.2.2 This has included discussion with the lead officers representing the needs of Brechin High School, Angus College, the Community Learning & Development Service and the Leisure Division of the Council's Neighbourhood Services Department.

3.2.2 The scope of the **community campus** would include **key aspects** as follows:

- 'core' school accommodation (for up to 800 pupil capacity) with facilities to support curriculum for excellence;
- vocational learning facilities to accommodate Angus College courses, with enhanced accommodation to synergise service delivery alongside the Council's Community Learning & Development Service;
- enhanced performance space, including multi-function drama studio/ stage, retractable seating and performance resource space;
- enhanced swimming pool facilities, with particular emphasis on increasing the swimming pool size to support competitions (i.e. increased to 25m length);
- enhanced 'school library' to provide a 'campus learning resource centre'; and
- an informal internet café style area, with the aim of improving the quality, attractiveness, flexibility and relevance of different types of spaces. This would enhance the choice of social space to staff, learners and members of the wider community to encourage use/ engagement and maximise the potential of the campus.

The overall gross internal area would be in the region of 10,000m², and further details of the proposed accommodation are included in **Appendix 1**.

- 3.2.3 In terms of comparing this against the key aspects arising from the consultation (per section 3.1.3 above), it is only the provision of the floodlit synthetic sports pitch which is **not** deliverable within the identified funding.
- 3.2.4 However, other than the improved new larger swimming pool, all the other physical education/ indoor sports facilities will be replaced in accordance with their existing size criteria. While this will provide 'new for old facilities' which will be adequate to continue to support school based activities, together with some community based activities out-with school hours, it reduces the opportunity to synergise wider community sports and recreational use, alongside the enhanced community learning facilities and improved new swimming pool complex during the school day.

3.3 Project Scope: Enhanced Community Campus

- 3.3.1 In the context of the findings in Section 3.2.4 above, officers have undertaken a further analysis to establish the additional area and associated funding that would be required to provide improved sports and recreational facilities, with those facilities being co-located as part of an enhanced community campus.
- 3.3.2 As this is potentially a unique opportunity for Brechin, it was considered prudent to examine the feasibility and viability of such an option, in order to establish what could be achieved and the associated benefits for the whole community.
- 3.3.3 This analysis has identified that the scope of the **enhanced community campus** could include **additional key aspects** as follows:
- external full size Synthetic Sports Pitch;
 - Games Hall to **sportscotland** standard (i.e. plus 171m² compared to basic provision);
 - Gym Hall to **sportscotland** standard (i.e. plus 99m² compared to basic provision);
 - Dance Studio to **sportscotland** standard;
 - Fitness Suite (i.e. plus 76m² compared to basic provision);
 - Sauna/ Steam room;
 - GP room;
 - staff accommodation (for Neighbourhood Services Leisure Division);
 - equipment stores to **sportscotland** standard (i.e. plus 145m² compared to basic provision); and
 - additional changing accommodation.

The overall gross internal area would be in the region of 11,200m² (i.e. 1,200m² greater than the community campus), and further details of the additional accommodation are included in **Appendix 2**.

- 3.3.4 It is estimated that additional funding in the region of £2m would be required to deliver these enhanced community campus facilities.
- 3.3.5 It is considered that the enhanced community campus option would positively enhance the opportunity to improve a significant number of Corporate Objectives embedded in the Education and Neighbourhood Services Departments' Service Plans, the Council's Corporate Plan and the Angus Community Plan & single Outcome Agreement. The advantages/ disadvantages underpinning this opportunity will include:
- **Advantages:**
 - Opportunity for pupils/ staff to utilise an excellent standard of sports and recreation facilities for learning and teaching purposes during the school day, which may encourage the engagement of young people in further community use opportunities out-with school hours to pursue an active and healthy life-style.
 - Sports and recreational facilities in the burgh can be integrated, providing opportunity to access a range of sports facilities within the same campus (e.g. Dance class followed by swimming).
 - Sports and recreational facilities will be co-located beside other services (i.e. School, CLD and Angus College), providing synergy of service delivery and improved facilities for a large number of users (e.g. Evening class/ meeting followed by fitness suite session).

- Sports and recreational facilities in the burgh will be enhanced to **sportscotland** standards, also supporting youth development work.
 - It is anticipated that the co-location of multiple services will increase sports/ leisure membership and usage, together with **new opportunities** to promote participation in life-long learning/ leisure activities/ community life generally.
 - Provide the opportunity for review of the management of Council assets within the Brechin area to ensure that best value is being secured.
 - The provision of an external full size Synthetic Sports Pitch was a key aspiration of the community, identified during the consultation exercise undertaken at the end of 2010/ beginning of 2011.
 - Significant benefit in having an external full size Synthetic Sports Pitch as part of the project in terms of addressing potential issues that the Planning Authority may raise in relation to developing the community campus on the existing school sports fields.
 - Enhanced opportunity and benefits realisation for all partner organisations to support further new initiatives/ enterprise projects due to co-location of services and increased usage of facilities.
- **Disadvantages:**
 - Around £2m additional funding would be required to support this option.
- 3.3.6 In terms of the potential for the Council to fund the £2m of additional funding required to support this option the following should be noted in relation to the Montrose Swimming Pool project:
- Tenders - members will be aware that the out-turn costs for the project to replace the Montrose Swimming Pool were £1m lower than the Council's financial plan budget allowance as a result of competitive tender returns.
 - Grant - **sportscotland** have approved a £1m grant award for the Council which, when utilised towards the Montrose Swimming Pool project, results in a further £1m reduction compared to Angus Council's original capital allocation of £10.027m against that project.
- 3.3.7 The combined headroom of £2m created by the above factors was recognised when the Council set its 2011/12 budget in February 2011. The "Long Term Affordability of the General Fund Financial Plan" (Report 111/11, paragraph 5.3.5 refers) noted that, whilst this headroom had not been allocated against any specific project, it had been retained within the affordability assessment as assumed future capital spend.
- 3.3.8 **sportscotland** have intimated that the approved £1m grant award, and hence the related headroom within the affordability assumptions, must unequivocally be identified as funding a new sports related project(s) prior to any new **sportscotland** funding applications being considered. This would require to be matched with at least an equivalent contribution by the Council i.e. identification of a new sports related project of at least £2m.
- 3.3.9 It would therefore appear to be in the Council's interests to expedite the expenditure of this combined £2m funding towards another project(s), which can best support achieving improved outcomes and benefits realisation associated with Corporate Objectives, specifically in relation to those which would benefit from the provision of enhanced sports and recreational facilities.
- 3.3.10 The Director of Neighbourhood Services has analysed the alternative options for allocating this £2m funding package, and concluded that utilising the funding to support the additional sports and recreational facilities to provide an enhanced community campus in Brechin, is the best value use of this financial resource given the enhanced provision and the opportunity for a wider review of asset management in Brechin that this offers. A Capital Project Appraisal in this regard has been prepared by the Director of Neighbourhood Services and approved in principle by the Capital Budget Sub Group.
- 3.3.11 It is also anticipated that the provision of the enhanced community campus facility would enable a holistic review of Council service provision within the Brechin and surrounding area, which would also be inherently linked to the work being undertaken by the Director of Neighbourhood Services relating to the identification of a 'community owned and managed service centre'. A component of such a review would be the avoidance of duplication in future service provision.

- 3.3.12 In terms of **sportscotland** priorities, one of their key aspirations is to encourage the introduction of 'community sports hubs', and therefore the enhanced community campus will also provide the Council with the opportunity to meet this priority being promoted by Scotland's national sports agency.

3.4 Project Scope: Summary

- 3.4.1 This is a situation where a number of significant funding sources are available at a similar time, presenting a unique opportunity to make a visionary step forward in terms of implementing a new service delivery model within the burgh of Brechin.
- 3.4.2 There are a number of clear advantages in progressing with the enhanced community campus arrangement and a potential funding solution is available to support this option.
- 3.4.3 It is therefore recommended that the Council progress the project scope on the basis of the **enhanced community campus**, with a gross internal area in the region of around 11,200m², and including the provision of an external full size Synthetic Sports Pitch.

4. PROGRESS UPDATE

4.1 SFT Value for Money Information

- 4.1.1 Council officers have recently been issued with Value for Money Guidance prepared and issued by SFT on behalf of SG. This guidance describes the value for money process for capital programmes/ projects and the requirements that procuring authorities need to consider before making relevant investment decisions. This includes supplementary guidance which outlines the requirements for demonstrating value for money in relation to SG's £2.5bn Revenue Funded Investment Programme and, accordingly, projects within the 'Scotland's Schools for the Future Programme' are subject to these requirements.
- 4.1.2 This publication follows on from the funding conditions letter issued by Scottish Government to the Council in March 2011 (Appendix 4 of Report 294/11 refers) and SFT have now confirmed that this new supplementary guidance should be followed in lieu of information specified in the aforementioned letter.
- 4.1.3 The key information for the Council, in terms of progressing the project to replace Brechin High School, is contained on page 14 of the supplementary guidance and this is included as **Appendix 3** to this Report.
- 4.1.4 This information confirms there is no requirement for the Council to produce separate business case documentation and, accordingly, the decision making process followed by the Council to this current stage, is sufficiently robust in terms of meeting the requirements of SG/ SFT.
- 4.1.5 However, there is now a requirement for the Council to complete Validation Reviews which will be undertaken by SFT officials at key points in the process, as follows:
- in relation to the project development: Scotland's Schools for the Future Achieving the Programme Goals validation review process (**Appendix 4** refers); and
 - in relation to the procurement: hub Key Stage Review validation review process (**Appendix 5** refers).
- 4.1.6 In order to maintain progress with the project, members are requested to delegate authority to the Director of Education to duly complete and submit the relevant Validation Reviews to SFT officials at appropriate times throughout the duration of the procurement phase, in order to achieve the necessary approvals from SFT to progress to the next stage of the project, provided the project scope is not materially amended and the project costs are within the approved funding parameters.

4.2 Project Development Work

- 4.2.1 In addition to the work that has been progressed in relation to project scope and other matters specifically narrated within this Report, other aspects of the project are also developing in a

positive manner, and while not an exhaustive list, the following identifies some of the key areas that have been developed subsequent to the approval of Report 294/11, by this Committee, in April earlier this year:

- a Project Board has been established and has been meeting regularly throughout the year to ensure that appropriate governance arrangements are in place to support the project;
- a Working Group has also been meeting regularly to progress aspects relating to the philosophy of the community campus and design brief development requirements, particularly from a school and community users perspective;
- site investigations were undertaken by Cameron & Ross, Consulting Civil and Structural Engineers, during the school summer holiday period, to establish ground conditions;
- a topographical survey of site levels has recently been undertaken by Engineers from the Council's Roads Division;
- a number of meetings have been held with ICT Division officers to explore the opportunities to include new and emerging technology in the project;
- Property Division officers from the Architect's section have been commissioned to support the development of the design brief from a technical perspective;
- officers have engaged in a number of lessons learnt type exercises by visiting projects and learning from the experiences/ approaches adopted by other Councils, along with attendance at several SFT workshops, to network and debate new ideas and thinking emerging from other Councils across Scotland in relation to secondary school accommodation and associated community use; and
- officers have also supported the progression of the hub East Central Territory to its current status.

4.3 Scottish Government Funding Parameters

4.3.1 SFT's Chief Executive has recently written to the Council's Chief Executive intimating that their *"programme funding metric for secondary schools is being reduced to a revised rate of £1,900/m²".*

4.3.2 This compares to a rate of £2,200/m² which SFT utilised as their original funding metric. This change is predicated on market information that SFT officials have researched, and provided them with a strong and robust indication that secondary school projects can be delivered within the funding metric of £1,900/m². This approach is thereby likely to release £300/m² across all currently identified secondary school projects to cumulatively support other new projects that otherwise would not be considered for funding support.

4.3.3 This new information is currently being reviewed by Council officers to establish the impact on the project. However, in overall terms, while members may understandably have some initial concerns at this reduction by SFT, if proven in due course to be an accurate reflection of market conditions, then it is likely that the Council will similarly enjoy the same comparable cost benefits relating to its own funding contribution.

4.3.4 It is therefore proposed to produce a further report for consideration of the appropriate committee(s) as soon as practicable. This will provide members with an analysis of the implications of this funding metric change. In the meantime, the financial implications for the Council in the context of this Report are based on the original funding information, albeit this may be viewed as a 'worst case scenario' for the Council in light of this new information.

5. PROJECT TIMETABLE

5.1 Report 750/10 (Section 8 refers) provided members with a potential timetable for the project. This indicated that construction works for the new building could be completed by the end of June 2014; migration to the new school over the summer holiday period; and demolition of the old school/ external works being completed by the end of April 2015.

5.2 Information to support progress is now emerging from SG/ SFT, however, the initial stages of the project have taken slightly longer than was originally anticipated. Accordingly, it is now more likely that the new building would be completed around December 2014; migration to the new school would take place over the Christmas/ New Year holiday period; and demolition of the old school/ external works being completed by mid September 2015 – around 6 months later than original expectations.

- 5.3 An updated indicative timetable (see Table 1 below) has therefore been prepared to set out the various steps, including the key stages in the hub development process. It should be noted that this is still the best estimate at this stage, and this indicative timetable will be refined in further detail in consultation with Amber Blue, taking account of their views on deliverability.
- 5.4 Members may also wish to note that should 'Stage 7 – Migration to new building' occur over the Christmas/ New Year period, as indicated, then robust management arrangements will be developed to ensure that learning and teaching during this time is given paramount importance in terms of minimising any disruption. This is a similar situation to that encountered on the completion of the new building at Carnoustie High School and the migration to the new building was successfully completed over the Christmas/ New Year holiday period without any adverse impact. It is recognised, however, that extensive pre-planning and careful management is imperative.

| Table 1 – Indicative Timetable | | | | |
|---------------------------------------|---|------------------|-------------------|--------------------|
| Stage | Task Name | Duration | Start Date | Finish Date |
| 1 | Confirm Scope of Project | see dates | ongoing | 1 December 2011 |
| 2 | SFT: Pre-New Project Review (NPR) re-assurance | see dates | 1 December 2011 | 23 December 2011 |
| 3 | 'hub' Stage 1 Project Development | around 6 months | 23 December 2011 | 11 June 2012 |
| 4 | 'hub' Stage 2 Project Development | around 8 months | 11 June 2012 | 15 February 2013 |
| 5 | 'hub' final stage to conclude Project Agreement | around 2 months | 15 February 2013 | 12 April 2013 |
| 6 | Construction Works (phase 1) | around 22 months | 12 April 2013 | 19 December 2014 |
| 7 | Migration to new building | around 2 months | 19 December 2014 | 16 February 2015 |
| 8 | Construction Works (phase 2) | around 8 months | 16 February 2015 | 25 September 2015 |

6. NEXT STEPS

6.1 While Table 1 above outlines the key stages in the overall process, other fundamental aspects of the project will continue to be progressed during stages 1 to 3, and these 'next steps' will include:

- further development of project requirements/ documentation, in conjunction with the Working Group and Project Board;
- informal dialogue with Amber Blue representatives in advance of Financial Close (planned for 8 December 2011) and thereafter formal dialogue;
- preparation for relevant SFT Validation Reviews;
- analysis of SG/ SFT change to funding metrics and revenue funding issues;
- further development of other aspects of the project to support the community campus approach, including progressing the shared vision for the community campus; progressing operational/ management arrangements; and investigating the potential for improvements to public transport arrangements; and
- undertaking further consultation/ engagement with the school staff, pupils and the wider Brechin community.

6.2 In terms of undertaking further consultation/ engagement, as noted in the final bullet point above, and assuming this Report is approved, it is proposed to develop a strategy for a number of school and community events to be held in due course, to convey the latest project information.

6.3 This will embrace the 'Project Blueprint'¹ approach and involve officers from the Education and Neighbourhood Services Departments working collaboratively with the school and wider community.

6.4 The approach adopted to the previous consultation exercise in terms of holding specific user group forums was also found to be helpful in terms of supporting meaningful engagement with people interested in the project. It is therefore proposed to organise similar events, albeit with the focus of the forums being tailored towards providing emerging detail/ discussing project refinements to suit user needs, now that the project scope has been established.

7. RISKS

7.1 There are a number of risks associated with the project which are being managed in accordance with the Council's corporate risk management strategy/ project risk toolkit.

7.2 Accordingly, a project risk register has been produced and is presented to the Project Board on a regular basis for review/ comment.

7.3 However, the key risks to the project identified at this current stage include:

- the project scope/ financial implications are not approved by the respective Committees at this cycle of committee meetings, which would delay formally progressing with the first SFT Validation Review and consequently formally commencing 'hub' Stage 1 project development with Amber Blue;
- failure for the hub East Central Territory Project Team to achieve Financial Close with Amber Blue by 8 December 2011; and
- SFT identifying issues as part of their first Validation Review that prevents the project from progressing.

¹ 'Project Blueprint' is an Education Department initiative aimed at developing an inter-disciplinary model for consultative/ collaborative practice that can be applied as part of the every day decision making of the Council in the school design/ school improvement context. This is also intended to support the school/ community partners in the development of their own plans/ manifesto for school design which is informed by the needs of users and is in itself a model for learning within Curriculum for Excellence.

- 7.4 While the change to the funding metric recently intimated by SFT's Chief Executive also represents a risk to the project, this is considered to be a low risk on the basis that SFT have a strong evidential array of cost data which supports this reduction. This should also result in the Council's portion of funding reducing and being no greater than presently indicated.

8. FINANCIAL IMPLICATIONS

- 8.1 The financial implications of progressing with the enhanced community campus would require additional funding of £2m, increasing the overall project cost from £24.035m to £26.035m.
- 8.2 This overall project cost would be funded by £14.035m from the Scottish Government and £12m from Angus Council/ **sportscotland** (comprising the £10m already committed to the project and the £2m of headroom arising from the Montrose Swimming Pool project provided for within the Council's Long Term Affordability of the General Fund Financial Plan).
- 8.3 Enhancement of community campus provision over that originally envisaged will only represent best value for the Council where the opportunity is taken to review over time the management of Council assets within the Brechin area with a view to avoiding duplication of service provision.
- 8.4 Members are reminded that the grant funding metrics intrinsic to the above costs have been revised downwards by SFT. Once the implications of this have been fully analysed, a further report will be prepared for the consideration of the appropriate committee(s).
- 8.5 It should, however, be noted that the above position, in terms of the Council's overall funding contribution, represents the 'worst case scenario' for the Council.
- 8.6 The financial implications of the change from capital to revenue funding are also currently under review in terms of how the capital expenditure and maintenance costs will translate into an estimated Unitary Charge that will be payable by the Council. This aspect will also be included in a further report to appropriate committee(s) in due course.

9. HUMAN RIGHTS IMPLICATIONS

- 9.1 There are no Human Rights implications arising from this report.

10. EQUALITIES IMPLICATIONS

- 10.1 The issues dealt with in this report have been the subject of consideration from an equalities perspective (as required by legislation). An [equalities impact assessment](#) is not required.

11. ANGUS COMMUNITY PLAN AND SINGLE OUTCOME AGREEMENT

- 11.1 This report contributes to the following local outcomes contained within the Angus Single Outcome Agreement:
- Young people and adults in Angus maximise their potential through learning opportunities (National Outcome 3);
 - Children and young people in Angus will have access to positive learning environments and opportunities to develop their skills, confidence and self-esteem to the fullest potential (National Outcome 4);
 - The Angus built environment is protected and enhanced (National Outcome 12);
 - The Carbon and ecological footprints of Angus are reduced (National Outcome 14); and
 - A good quality of life is enjoyed by all in Angus (National Outcome 15).

12. CONSULTATION

- 12.1 The Chief Executive, Director of Corporate Services, Director of Neighbourhood Services, Head of Finance and Head of Law and Administration have been consulted in the preparation of this report.

13. CONCLUSION

- 13.1 Progress has been made in terms of developing the project, including the recent identification of Amber Blue as the Private Sector Development Partner, who will work with the Council to develop and deliver the revenue funded DBFM project within the hub East Central Territory partnership framework.
- 13.2 Further details are also now emerging from SFT, providing more information/ clarity in terms of the processes conditional to the SG grant funding, which are to be followed to ensure the project outcomes represent best value for money.
- 13.3 In order to progress to the next stage, it is now critical for the Council to have a clearly defined project scope. Accordingly, detailed work on this aspect has been progressed, and identified significant advantages in providing an enhanced community campus, requiring an additional £2m of funding, resulting in an overall project cost of £26.035m.
- 13.4 In this financial context, a unique situation has developed, where a number of significant funding sources have also been identified at a similar time to meet this overall project cost (i.e. £14.035m from SG and £12m from Angus Council/ **sportscotland**), which together, presents an opportunity to make a visionary step forward in terms of implementing a new service delivery model within the burgh of Brechin.

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NOTE: No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to a material extent in preparing the above report.

SCOPE OF PROJECT; COMMUNITY CAMPUS

The 'core' school design includes:

Teaching space (timetabled):

- 17 x general teaching spaces at 60m² each (mainly for English, MFL, Maths and Social Subjects)
- 4 x general teaching spaces at 40m² each (mainly for English, MFL, Maths and Social Subjects)
- 6 x science laboratories at 75m² each (for Biology, Chemistry and Physics)
- 2 x art spaces at 75m² each
- 2 x music spaces at 75m² each
- 2 x business and computing studies ICT spaces at 60m² each
- 2 x CDT graphic communications / ICT spaces at 75m² each (one with pneumatics)
- 1 x CDT craft space (with forge) at 100m²
- 2 x food technology spaces at 90m² each
- 1 x fabric (including small changing areas) / PE teaching space totalling 77m²

Halls (timetabled):

- 1 x games hall at 475m²
- 1 x gymnasium at 167m²
- 1 x swimming pool at 229m² (non-timetabled)
- 1 x assembly hall at 300m²

Learning resource space:

- 1 x general teaching tutorial space at 30m²
- 1 x science seminar space at 25m²
- 1 x art kiln space at 4m²
- 6 x music practice spaces totalling 60m²
- 1 x fitness room at 74m²
- 3 (or 4) x SFL spaces totalling 115m²
- 2 x PCS meeting spaces at 10m² each
- 1 x library at 120m²
- 1 x careers interview room at 12m²
- 2 x learning plazas to support active learning at 100m² each

Staff and administration:

- 1 x staff base at 15m² (Maths)
- 7 x staff bases at 30m² each
- 1 x staffroom at 60m²
- 1 x PCS PT's office at 30m²
- PE entrance / reception area at 12m²
- Main entrance / reception area at 30m²
- 1 x general office space at 30m²
- 2 x offices at 8m² each (for SSM and PTR)
- 3 x DHT offices at 12m² each
- 1 x HT office at 22m²
- 1 x conference room at 30m²
- 1 x technician's base at 18m²
- 1 x secondary school assistants base and store totalling 18m²
- 1 x reprographics area at 26m²
- 1 x first aid and medical areas totalling 24m²
- 1 x hospitality kitchen at 8m²
- 1 x janitor's base at 8m²

Storage (teaching):

- 26 x small teaching stores at 3m² each
- 4 x large teaching stores at 6m² each (art and music)
- 1 x science preparation area / chemical storage space totalling 78m²
- 1 x CDT cutting / preparation space at 50m²
- 1 x CDT storage space at 30m²
- 1 x food technology cold store at 5m²
- 1 x food preparation / laundry space at 20m²

- 1 x games hall store at 55m²
- 1 x gymnasium store at 20m²

Storage (non-teaching):

- 4 x small SFL stores at 3m² each
- 1 x SFL store for mobility equipment at 12m²
- 1 x PCS store at 12m²
- 1 x general office secure store at 12m²
- 1 x SQA exam store at 12m²
- 1 x technician's store at 12m²
- 1 x janitor's store at 12m²
- 1 x chair store at 50m²
- Cleaner's store areas totalling 8m²

Dining/social areas:

- 1 x dining / social area at 300m²

Catering facilities:

- Production kitchen areas totalling 120m²

Toilets (and personal care):

- 4 x PE 'dry' changing / toilet areas totalling 120m²
- 2 x PE 'wet' changing / toilet areas totalling 60m²
- 1 x PE accessible changing / toilet area totalling 15m²
- 2 x PE staff changing / toilet areas totalling 20m²
- 1 x SFL accessible changing / toilet area totalling 15m²
- Pupil toilet areas totalling 168m²
- Accessible toilet areas totalling 32m²
- Staff toilet areas totalling 48m²
- Visitors toilet areas (including accessible) totalling 12m²

Plant:

- Plant areas totalling 250m²
- IT comms rooms totalling 25m²
- Lift areas totalling 20m²

Vocational Learning Centre:

- Teaching space (timetabled for Angus College / school):
 - 1 x ICT classroom at 60m²
 - 1 x general teaching space at 60m²
 - 1 x multi-purpose workshop space at 90m²
- Storage (teaching):
 - 2 x small teaching stores at 3m² each
- Dining/social areas:
 - 1 x social area at 60m² (located adjacent school social space)
- Staff and administration:
 - VLC entrance / reception area at 15m²

In addition to the 'core' school design, the **community campus design** includes:

Teaching space (timetabled):

- 1 x drama studio/ stage at 90m², together with the addition of retractable seating to the assembly hall to permit this space to be used for performance
- 1 x general classroom space ('youth room') at 40m² (specifically for CLD)

Halls (timetabled):

- Swimming pool (included in basic school design at 229m²), increased in size to 419m² overall (i.e. plus 190m²) to provide 25m length x 4 lane (8.5m wide) swimming pool, with 3m surround at ends, 2m surround one side and 3m surround other side (this will support some viewing in the swimming pool area)

Learning resource space:

- 1 x sound and lighting studio at 12m² (to support performance)
- 1 x learning resource area at 100m² (located adjacent to Library facility included in the basic school design)
- 1 x CLD meeting space at 10m²
- 1 x hospitality kitchen at 20m² (multi-purpose for learning and general use)
- 1 x CLD recording studio at 12m²

Staff and administration:

- CLD entrance / reception area at 15m² (located adjacent VLC entrance)

- 1 x 'multi-agency' office for CLD staff etc. at 30m²

Storage (teaching):

- 1 x small teaching store at 3m² (for CLD within VLC area)

Storage (non-teaching):

- 1 x store at 30m², to support performance

Dining/ social areas:

- 1 x internet café style area at 60m² (located adjacent school social space and VLC / CLD social space)
- 1 x CLD social area at 40m² (located adjacent school social space, VLC social space and internet café)

Toilets (and personal care):

- 2 x General 'dry' changing/ toilet areas totalling 60m²

Circulation space accounts for circa 30% in addition to the total of the above areas, resulting in a GIA of circa 10,000m².

SCOPE OF PROJECT; ENHANCED COMMUNITY CAMPUS

In addition to the facilities provided in the community campus design, the **enhanced community campus design** would include:

External teaching space:

- 1 x full size synthetic sports pitch (approximately size 106m x 66m), together with floodlighting, fencing and associated access paths etc.

Halls (teaching):

- Add refreshment / viewing area to swimming pool at around 60m²
- Games Hall (included in basic school design at 475m²), increased in size to Sportscotland standard 646m² overall (i.e. plus 171m²)
- Gym Hall (included in basic school design at 167m²), increased in size to Sportscotland standard 266m² overall (i.e. plus 99m²)
- 1 x dance studio at 225m²

Learning resource space:

- Fitness suite (included in basic school design at 74m²), increased in size to 150m² overall (i.e. plus 76m²)
- 1 x sauna / steam room at 20m²
- 1 x GP room (for crèche facility) at 40m²

Staff and administration:

- Leisure entrance / reception area at 10m² (in addition to other entrance / reception areas)
- 1 x Leisure staff base at 20m²
- 1 x Leisure office at 8m²
- 1 x Leisure manager's offices at 12m²

Storage (teaching):

- Games hall store increased in size to 98m² to Sportscotland standard (i.e. plus 43m²)
- Gymnasium store increased in size to 72m² to Sportscotland standard (i.e. plus 52m²)
- 1 x dance studio store at 50m² (Sportscotland standard)

Storage (non-teaching):

- 1 x store at 20m², to support performance

Toilets (and personal care):

- 2 x General 'wet' changing / toilet areas totalling 60m²
- 1 x General accessible changing / toilet area totalling 15m²

Circulation space accounts for circa 30% in addition to the total of the above areas, resulting in a GIA of 11,200m² (i.e. 1,200m² larger than the community campus design).

4.3. Schools

Revenue funded schools projects are anticipated to be delivered as DBFM contracts under the hub programme. Each Local Authority will have its own processes to be followed and, as part of the Scotland's Schools for the Future programme, the following requirements to optimising and demonstrating value for money apply:

Level 2 - Project Level

Scope Options:

- a) School estate information, gathered by the SG from local authorities, has determined that it is value for money to re-build / refurbish the school as part of the Scotland's Schools for the Future programme – no further evidence is required;
- b) Local Authorities' own statutory consultation process (if required) or options appraisal process will have considered location options – no further evidence required;
- c) Local Authorities' own options appraisal process will have considered the breadth of the project. Local Authorities should agree with SFT the extent of the project which will receive SG funding based on the agreed programme metrics. The accounting implications of the project should be assessed in line with the provisions of ESA95.
- d) Local Authorities will work with SFT and SG to complete the Scotland's Schools for the Future Achieving the Programme Goals process which is designed to allow Local Authorities to demonstrate how they are delivering value for money.

Procurement Options

- a) The hub programme has been developed to deliver improved value for money for projects of this nature and has an overarching business case setting out how this is achieved – no further evidence is required for selection of hub as procurement route;
- b) If a Local Authority seeks to use a different procurement route for a revenue funded school, it must discuss this with SFT and prepare a quantitative analysis demonstrating the life-cycle value for money improvements to be delivered.

Level 3 – Procurement Level

All projects procured under hub will be required to adopt the hub-specific KSR process applicable to schools projects, developed by SFT, which will focus on maintaining value for money through the procurement process. Separate guidance on the KSR process is available from SFT.

There is no requirement for a separate business case prior to contract award.

Post Occupancy Evaluation is required in line with the Achieving the Programme Goals process.

A Guide to Programme Funding – Capital Grants
Appendix 2

SCOTLAND'S SCHOOLS FOR THE FUTURE
Inspiring learning, aspiring nation 

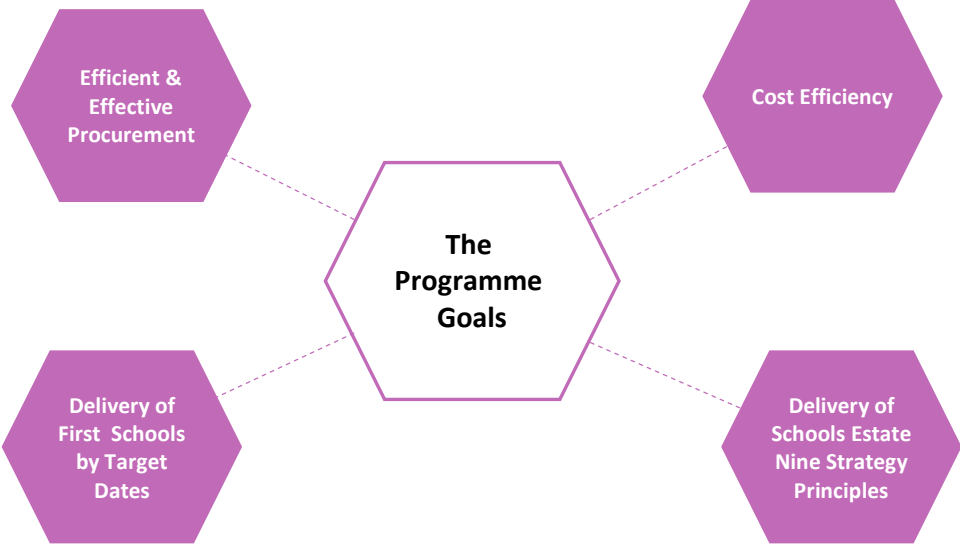


**Achieving
the
Programme
Goals**

**SCOTTISH
FUTURES
TRUST**

Delivering good quality, well designed, sustainable schools at a competitive price

A Working Partnership with Scotland's Local Authorities



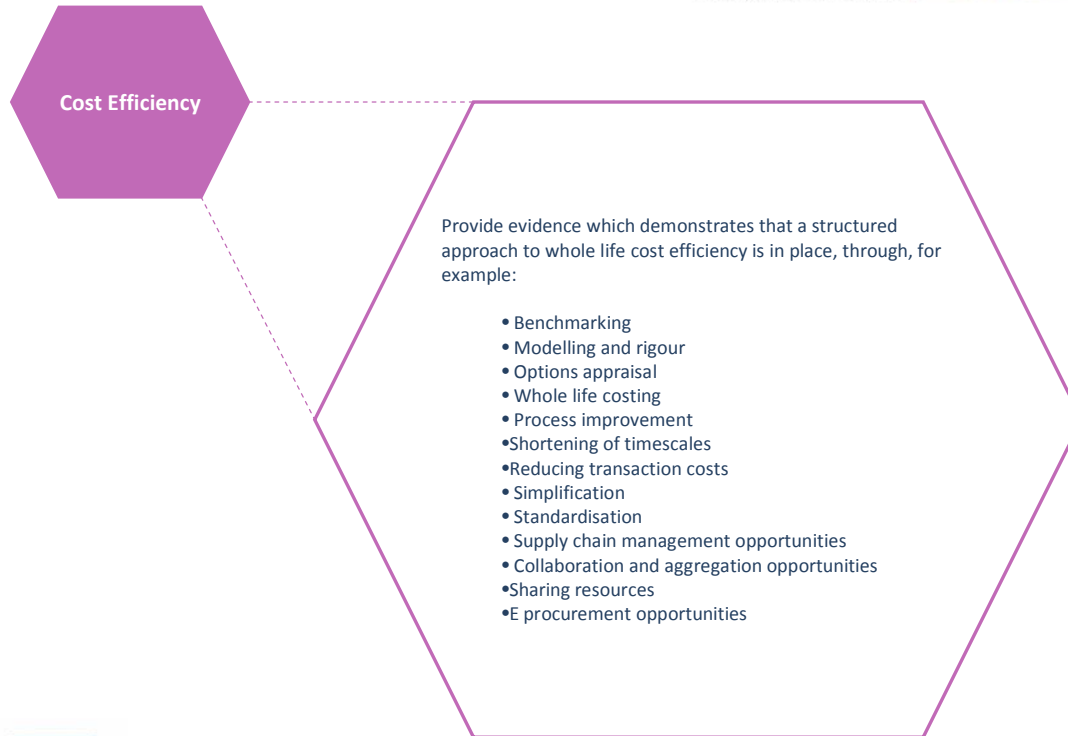
Delivering good quality, well designed, sustainable schools at a competitive price

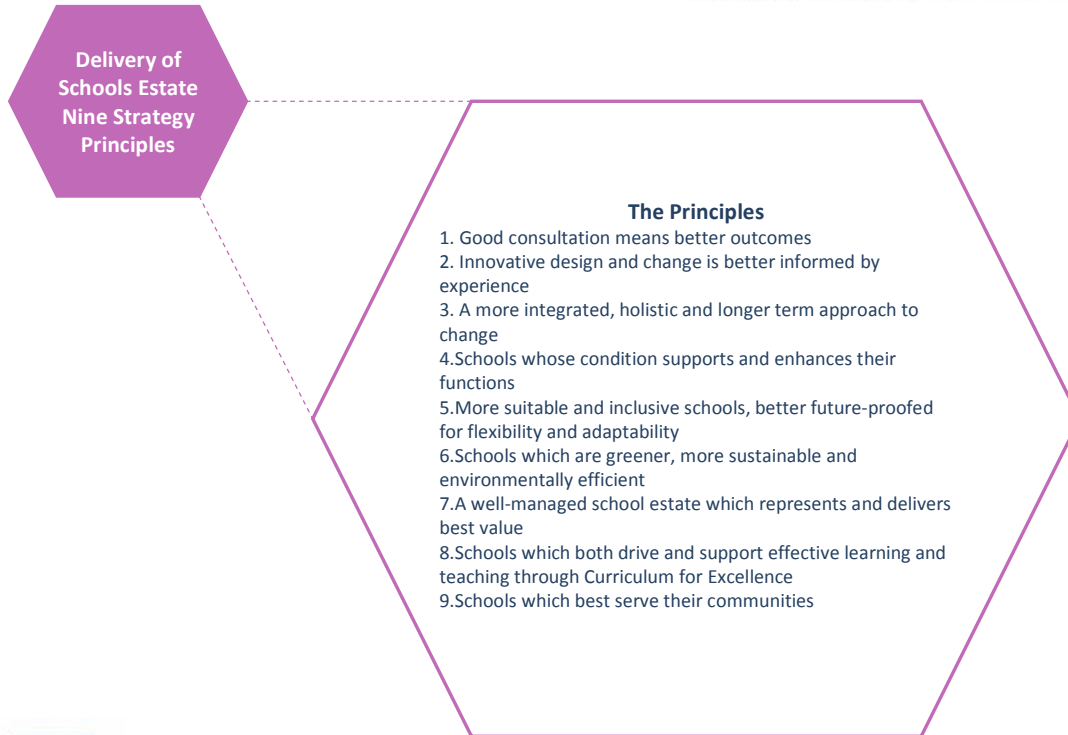


Efficient &
Effective
Procurement

Provide evidence which demonstrates that the following conditions for achieving success are in place:

- Is the **Purpose / Vision** of the project clear? i.e. why is the project is being undertaken? What are the outcomes and benefits desired?
- Is there **Clarity of Definition**? What is it that the project should deliver and by when?
- Has a thorough **Appraisal** of the solution been carried out and options reviewed?
- **Precedent** - Have lessons been learned and incorporated from similar / exemplar projects?
- **Management** - How is the project structured? Are appropriate governance/management arrangements / adequate resources in place?
- What **Performance Management** systems are in place to assist with continuous improvement?
- Are the right **People** on the job and what experience do they bring?
- **Teamwork** - Are the right ingredients in place to achieve effective cooperation and collaboration?
- **Productivity** - Are the right ingredients in place to encourage focussed effort and pace?
- What arrangements are in place to ensure effective **Communication**?
- Is there an appropriate **Procurement** route in place?
- Is the **Funding** in place for the whole project?
- What arrangements are in place to ensure there is a clear focus on **Design Quality** to meet needs ?
- Is there a well managed **Cost Control** process in place?
- Is there a realistic master **Programme**?
- Is there an effective **Risk Management** plan and process in place?
- **Sustainable Procurement Action Plan** - How is the project following the requirements of the Scottish Government's plan?





1.
Consultation

Please outline the consultation process that you will undertake at the beginning of the process.

For example: please set out how you will consult with pupils, teaching staff and other key stakeholders in the process and demonstrate how their input will influence process, product and place; set out how you plan to undertake post project evaluation to learn lessons for continuous improvement; and how you will articulate the results effectively of the consultation process to participants and users of the school and others in the programme.

2. Informed by experience

Please outline how you will use previous experience from your local authority area, the other programme participants and elsewhere to inform the design, planning and management of your schools project to drive through innovation, and efficient, effective design and procurement, and, therefore the long term use of your school.

For example: please set out how you will share and use experiences / best practice / lessons learned from previous schools your Council has delivered to inform your future programme and share it with others; set out how you will work with organisations such as the Scottish Government; the Scottish Futures Trust and other Government bodies such as Architecture + Design Scotland, to disseminate best practice and innovation and the processes which will be adopted to ensure that your school is as effective a place as it can be.



**3. Integrated,
holistic and
longer term**

Please outline how you will take an integrated, holistic approach to planning, building and furnishing your school and its outdoor facilities to ensure that your school is able to embrace all of its functions - learning, recreation, social, cultural etc - in relation to its surroundings and to the local community.

For example: please outline your approach to heating, lighting, ventilation, acoustics etc; set out how you will make the best use of school grounds and the outdoor spaces; your consideration of the whole life costs of the build – including economic, social and environmental.



4. Condition supports and enhances function

Please outline how you are planning to maintain the condition of the school building in an appropriate and timely fashion to sustain the quality and asset value of the buildings over the long-term.

For example: please state how you will take a prudent, long-term approach to maintenance and its implications and consider how to capture lessons which can inform your future planning and investment, as well as those of other authorities.

5. Inclusive
and future-
proofed

Please outline how your school's design and layout will enhance its function and use.

For example: please set out how the facilities will be used to provide pre-school and after school demands and services and how long-term community needs will be considered in the planning and use of the building; how you will plan for the school to accommodate changes in the future; how you will plan for and facilitate changes in ICT and other technology advances and the ways in which education may be delivered in the future.

**6. Improved
Environmental
Performance
& Reduced
Carbon
Footprint**

Please outline how your school will be planned, designed and managed to deliver a sustainable and environmentally efficient building to contribute to meeting the Scottish Government's climate change and zero waste targets.

For example: please set out how you might use the environmental aspects of your school as learning points for pupils; how you will consider all aspects of sustainability and environmental efficiency in the building, including construction materials, design, the importance of natural daylight, ventilation, energy, waste and water efficiency, options for on-site renewables, options for sustainable travel, carbon footprint, environmental impact, enhancing biodiversity and reducing waste to landfill.

7. Well managed schools estate delivering best value

Please outline how you will manage this school as part of your school estate to maximise the benefits from the school to deliver value for money and relate to your SEMP.

For example: please set out how you might maximise synergies in the coordination of design, procurement and financing and how you can ensure that your school is sustainable and responsive to either an increase or decrease in the demand for places. For campus type projects please set out your plans for the inclusion of joint and/or shared facilities within the school.



8. Effective learning and teaching through Curriculum for Excellence

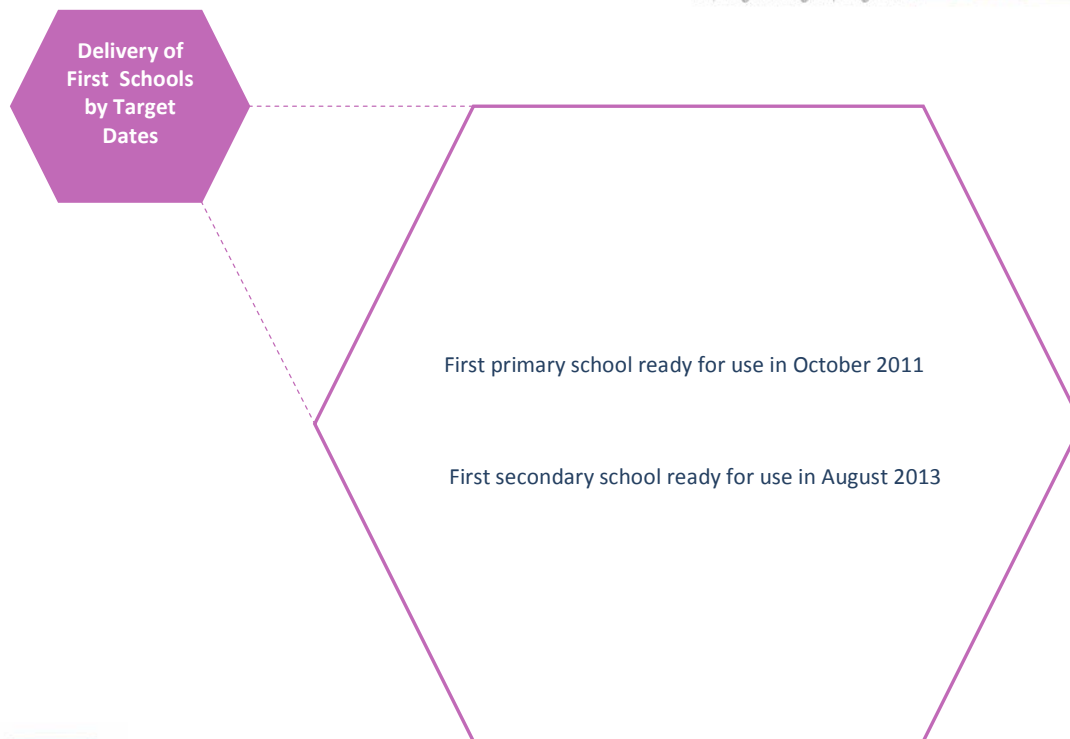
Please outline how you will ensure that the school enables successful implementation of Curriculum for Excellence.

For example: please state how your school will be a catalyst for the implementation of Curriculum for Excellence by being attention-grabbing or eye-opening or thought-provoking or empowering for users; how the building will encourage and enable interdisciplinary learning, enhance teacher collegiality and collaboration, use space innovatively and in a way which inspires all users.

9. Serve their communities

Please outline how your school will be integrated into your wider Asset Management planning and community planning processes and how it will be used by all members of the community.

For example: please set out how you achieve integration with local communities and partners such as Community Planning Partnerships, to identify the long term role of schools and their relationship to other local assets such as health centres, libraries, leisure and recreation centres and children's facilities; set out how your school will be a community hub providing a suite of services and how you will encourage and engage with the community and local hubCo as appropriate to maximise the use of both indoor and outdoor facilities within the school estate.



SCOTTISH
FUTURES
TRUST



Project Re-Assurance: Pre-New Project Request Review

June 2011

Role of Re-Assurance

Individual hub projects that meet one or more of the following criteria fall under the scope of the Re-Assurance process:

- Non-standard projects and that are of an unusual scale or nature for the Territory Participant.
- Projects over £20 million in value.
- Projects which are mission critical to the Territory Participant.
- All revenue funded (DBFM, whether wholly or partly revenue funded) projects.

hub participants promoting qualifying projects through the local hub company (“hubCo”) are required to undertake a Project Re-Assurance Review at three stages during the project development process:

1. prior to formally submitting the New Project Request (Pre-NPR);
2. in advance of Stage 1 Participant Approval (Pre-Stage 1); and
3. in advance of Stage 2 Participant Approval (Pre-Stage 2).

The purpose of these reviews is to improve the likelihood of projects achieving successful outcomes by ensuring that appropriate planning has been carried out and that risks are appropriately and actively managed forming an independent quality assurance tool which is designed to:

- Provide a structured independent review of projects supporting Project Managers and Sponsors at commercially critical stages.
- Improve the project delivery process and procurement risk management practices.
- Enhance delivery of commercially robust, affordable and value for money projects.

Project Re-Assurance Reviews complement all existing project and/or expenditure sign-off processes or programme delivery monitoring procedures and projects will be need to undertake all such other reviews as required by sponsoring bodies or SG Departments. For example, Project Re-Assurance Reviews are required to have been completed in advance of projects being submitted to the SG Health Directorate Capital Investment Group for approvals.

The Pre-NPR Review

This review should not be regarded as a tick sheet or a pass / fail exercise. Instead it has been designed to provide a framework for independent review of the readiness of projects in advance of formally requesting hub Co to direct resources towards the development of a project. The review is carried out for the benefit of the Territory Participant(s) (“Project Sponsor”) and Senior Responsible Officer(s) (SRO) promoting the project. The review is an assessment of whether the project development is suitably advanced to have created conditions for success in terms of:

- Project requirements;
- Readiness;
- Affordability;
- Value for Money;
- Stakeholder management; and
- Compliance with standard hub processes and documents.

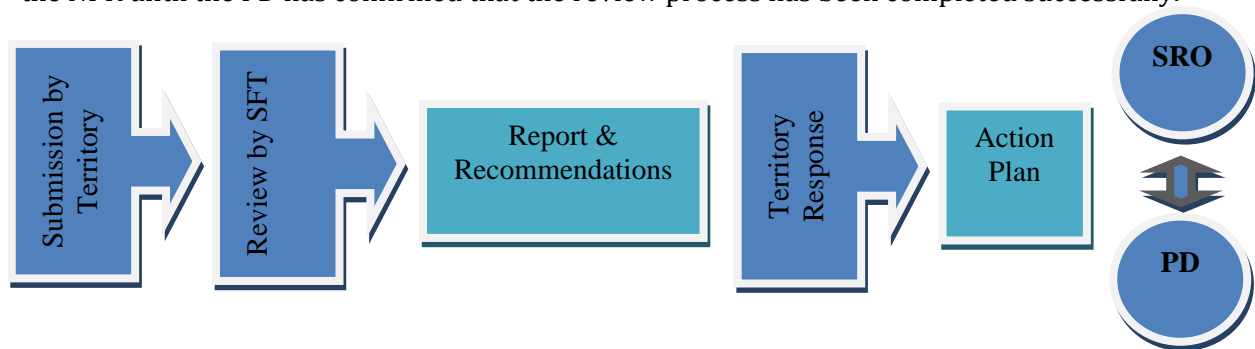
The review process

These reviews will be carried out by the Scottish Futures Trust (“SFT”) at no cost to the Project Sponsor. The Project Sponsor will notify SFT as soon as the need for or intention to submit a new project request has been confirmed. In order to undertake necessary preparations notification should happen no later than **one month** in advance of a meeting being called by the Project Sponsor to approve the issue of a NPR.

The Project Sponsor SRO should submit a completed review document and relevant supporting documentation (including draft NPR form, strategic plans or initial business case where available, minutes supporting key decisions, and current drafts of project documents covering requirements, specification and design briefs) in electronic format to SFT. The SFT review process will take up to two weeks overall from receipt of required documentation.

SFT Review Team will complete a desk top review of the documentation and carry out interviews of relevant Project Sponsor Team members within 5 working days of submission. The Review Team will thereafter produce a draft report for the Project Sponsor SRO [and copy the SFT Programme Director (PD)] 10 working days from submission.

Following receipt of the report, the Project Sponsor should prepare an action plan to the SRO and submit a copy to the PD and the SFT Review Team. The PD will review the report and respond to the SRO directly. Timing and content of a potential follow-up review will be agreed between the Review Team, the PD and the SRO. Territories should not seek approval to submit the NPR until the PD has confirmed that the review process has been completed successfully.



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1) SECTION ONE: BACKGROUND

Project Outline

| | |
|--|--|
| Project Title | |
| Brief Description | |
| Scope of Services | |
| Planned NPR issue date | |
| Project Timetable | |
| Contract Type (D&B, DBFM, etc) | |
| Estimated Capital Cost (state year and key assumptions) | |
| If a DBFM, estimated first full year Unitary Charge (state year and financing assumptions) | |
| Estimated Project NPV (state NPV discount rate and length of appraisal period assumed) | |
| Details of Advisers | |

Project Contact Details

| | |
|---|-----------------------|
| Project Sponsor Project Director | Name Tel E mail |
| Second contact | Name Tel E mail |
| Project Sponsor | Name Tel E mail |

2) SECTION TWO: PROJECT REQUIREMENTS

Key objective: the purpose of this section is to assist the project sponsor to ensure that the project scope is clear, stable and deliverable. The sponsor must also be satisfied that arrangements are in place for anticipating, identifying and managing changes to the project, both now and in the future.

1. Please demonstrate that the project need, objectives and benefits have been clearly identified and signed off within the context of the Project Sponsor's asset management plan and overall service delivery strategy.
2. Please demonstrate that the specification, space and service standards are sustainable and are in accordance with best practice.
3. Please demonstrate that options for collaboration and joint service delivery have been considered.
4. Please explain what, if any, aspects of the project scope remain intentionally unresolved because the Project Sponsor is actively seeking to discuss alternative approaches with hubCo during Stage 1 development. Please supply full details of any such aspects together with any anticipated implications in terms, for example, of affordability and timetable.
5. Please explain how the project outcomes will be evaluated and monitored during the NPR process?

3) SECTION TWO: READINESS

Key objective: the purpose of this section is to ensure that the arrangements for steering, resourcing and managing the project are robust. This is intended to assist the project sponsor to be satisfied that the project has firm foundations on which to proceed, and that the Project Sponsor is promoting an affordable and deliverable project, operating within a clear decision making structure.

6. Please demonstrate that a comprehensive project management plan and resource strategy are in place that take account of approvals processes, site acquisition, enabling works, and clearly identify milestones, relevant sign-offs and criteria for success.
7. Please demonstrate that robust project governance arrangements are in place that provide for effective delegation and decision making throughout the project development and delivery stages.
8. Please demonstrate that a project team with clear roles and responsibilities has been established including consideration of any advisory input, appropriate reporting lines and budgets with reference to benchmarks.
9. Please demonstrate that all necessary documentation including background project information has been collated and is available to hubCo including (where available) planning development briefs, details of any off-site requirements, room data sheets, existing service level agreements, detailed service and performance requirements.
10. Please explain Project Sponsor's land/site strategy and demonstrate that the authority has good title to all required land.
11. Please demonstrate that a comprehensive risk management plan is in place for the development and delivery of the project.

4) SECTION THREE: AFFORDABILITY

Key objective: the purpose of this section is to provide a series of questions that allow the affordability position of the project to be considered and tested. The project sponsor should be confident that the affordability target for the project is realistic and robust before releasing the NPR to hubCo.

12. Please demonstrate that the project (scope and specification including any relocation and decanting costs) is affordable and that the design requirements (size, quality, service levels and sustainability) are clearly within affordability constraints.
13. Please demonstrate that an agreement on principles of commitment to the project and sharing of costs amongst all proposed occupiers of the buildings has been put in place.
14. Please demonstrate that project costs assumptions have been signed off by the appropriate internal / external advisers.
15. Please provide evidence that the affordability position has been formally signed off by the Project Sponsor and that relevant budget provision has been allocated.

5) SECTION THREE: VALUE OF MONEY

Key objective: the purpose of this section is to ensure that the Project Sponsor has considered the ongoing performance of hubCo. The project sponsor should be confident that a VFM proposal can be expected before releasing the NPR to hubCo.

16. Please explain what steps have been agreed with hubco for the purposes of demonstrating VFM as part of the Stage 1 return.
17. Please demonstrate using the latest Track Record Performance Test (if available) and the previous KPI report are satisfactory and that hubCo is able to comply with the project requirements and is likely to deliver the project objectives, and add value to the project outcomes.

6) SECTION FOUR: STAKEHOLDER MANAGEMENT

Key objective: the purpose of this section is to support the project sponsor's consideration of wider procurement delivery risks, such as the interface with key project stakeholders.

18. Please demonstrate that a robust stakeholder management plan has been developed including statutory consultations and external approvals.

7) SECTION FIVE: COMPLIANCE

Key objective: the purpose of this section is to test that project has considered and adopted procurement best practice.

19. Please provide evidence that all derogations have been signed off by SFT.