## Qualitative criteria

<table>
<thead>
<tr>
<th>Education and skills impact</th>
<th>Cont. to local economic regeneration and other priorities</th>
<th>Co-dependency with 3rd parties</th>
<th>Condition of estate</th>
<th>Value for money</th>
</tr>
</thead>
<tbody>
<tr>
<td>This criterion assesses the extent to which the project addresses current and future education and skills need and supports industrial activism.</td>
<td>This criterion considers the wider economic and regeneration impact of the project.</td>
<td>This criterion looks at the practical implications of not proceeding with the project and the leverage ratios involved.</td>
<td>This criterion evaluates the existing estate needs and the extent to which they are addressed by the project.</td>
<td>This criterion assesses the extent to which the project demonstrates that it has gone through a process to maximise vfm.</td>
</tr>
</tbody>
</table>

- Employers & specialisation
- Technology enhanced learning
- Impact on 14-19 yrs olds
- Expansion of high performing providers
- SEN provision

- Level of deprivation
- Economic impact including support to inward investment
- Advancing equal opportunities & social impact
- Environmental impact

- Integration and interdependencies with other important projects in the locality e.g. BSF, regeneration schemes.
- Interdependencies with 3rd party funding

- Condition
- Suitability
- Sufficiency
- Urgency e.g. sale/closure of buildings, links to other phases of development

- Cost
- Quality
- Capacity
- Readiness to deliver
- Sustainability and longer term affordability

• Projects have been scored from 0-5 against each criterion, with 5 being the highest score.