

July 2014/14

Special funding

Invitation to bid

Bids and applications must be returned by 1700 on Wednesday 24 September 2014

This document sets out the arrangements for the distribution of £200 million of teaching capital funding for science, technology, engineering and mathematics (STEM) subject areas.

STEM teaching capital funding 2015-16

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To	Heads of HEFCE-funded higher education institutions Heads of HEFCE-funded further education colleges
Of interest to those responsible for	Senior management, Finance, Planning, Estates
Reference	2014/14
Publication date	July 2014
Enquiries to	Universities and colleges should raise any questions with their HEFCE institutional contact (see www.hefce.ac.uk/contact/contactsforinstitutions/ for a searchable list of contacts), or e-mail stemcapital@hefce.ac.uk

Executive summary

Purpose

1. This document sets out the arrangements for the distribution of £200 million of teaching capital funding for science, technology, engineering and mathematics (STEM) subject areas.
2. It invites higher education institutions (HEIs) and further education colleges (FECs) with STEM provision of more than 1,000 full-time equivalent (FTE) UK or European Union (EU) students to apply for the funding on a competitive basis. HEIs and FECs with fewer than 1,000 FTE UK and EU taught students, but with a minimum indicative allocation of £10,000, are invited to apply for a formulaic allocation of funding. Such institutions may instead choose to submit a bid for funding on a competitive basis.

Key points

3. On 30 September 2013, the Minister for Universities and Science announced a £200 million fund from Government, to be matched by institutions and other sources, for investment in science and engineering teaching facilities. We wrote to institutions in February ('STEM teaching capital funding allocation', HEFCE Circular letter 02/2014), inviting feedback on our proposed approach to distributing funding.
4. STEM teaching capital funding will be available to institutions with STEM provision in 2011-12. The objectives of the funding are to:
 - provide new or upgraded STEM teaching facilities to meet evidenced increased demand for STEM provision
 - support an increased flow of STEM graduates into the industries that underpin the Government's Industrial Strategy aims
 - support the Government's aim of a wider and more representative student population across subjects.

Institutions must provide matched funding at a minimum rate of 1:1 in both the formulaic and competitive bidding processes. STEM teaching capital funding from HEFCE must be used fully in the 2015-16 financial year, although there is flexibility around the timing of the use of matched funding.

5. At this point £184 million will be allocated competitively to institutions with UK and EU taught STEM numbers exceeding 1,000 FTE. The remaining £16 million is available formulaically for institutions with fewer than 1,000 FTE but a minimum indicative allocation of £10,000, and will be released after we receive a satisfactorily completed template application demonstrating compliance with the criteria.

6. All applications are subject to assessment by an external panel of experts.

Action required

7. Eligible HEIs and FECs are invited to submit a competitive bid or application for the release of a formulaic allocation, using the relevant template (Annex D or E) and e-mailing it to stemcapital@hefce.ac.uk by **1700 on Wednesday 24 September 2014**.

8. Institutions that believe they have been incorrectly excluded from bidding or from entitlement to a formulaic allocation should e-mail stemcapital@hefce.ac.uk as soon as possible and by **Friday 25 July 2014** at the latest. Any amendments to underlying data must be processed and signed off by **Friday 15 August 2014** to inform allocations of STEM teaching capital.

Introduction

9. On 30 September 2013, the Minister for Universities and Science announced a £200 million fund from Government, to be matched by institutions and other sources, for investment in science and engineering teaching facilities¹. We received confirmation of this funding in the grant letter from the Department for Business, Innovation and Skills to HEFCE in February 2014², followed by further instructions about its use (see Annex C to HEFCE Circular letter 02/2014³).

10. The funding is to support investment in infrastructure that will support delivery of science, technology, engineering, and mathematics (STEM) provision. The objectives of the fund are to:

- provide new or upgraded STEM teaching facilities to meet evidenced increased demand for STEM provision
- support an increased flow of STEM graduates into the industries that underpin the Government's Industrial Strategy aims
- support the Government's aim of a wider and more representative student population across subjects.

11. On 28 February 2014, we wrote to institutions ('STEM teaching capital funding allocation', HEFCE Circular letter 02/2014) inviting feedback on our initial proposals to distribute the funding. The feedback we received informed the full details and criteria of the scheme which were then agreed by the HEFCE Board in July 2014.

Summary of feedback to the circular letter

12. We received 27 responses to the circular letter: 24 from higher education institutions, two from further education colleges and one from an individual. Generally, the theme of the feedback was that institutions welcomed the funding and were supportive of our proposed approach and criteria. In this section we set out the key themes that emerged from the responses. We consider these and then give our response in relation to each theme.

Split between formulaic and competitive streams and limit of bids

13. There were mixed responses to the proposal to split the total available funding between formulaic allocations and a competitive process, with some institutions suggesting that none of the funding should be allocated formulaically, while others suggested that more of it should be distributed in this way. Some institutions supported the proposed £5 million maximum limit for competitive bids, while others suggested increasing this limit to improve the impact of the funding. An increase in the maximum limit for competitive bids would, however, reduce the number of projects the funding can support.

14. Several respondents to the circular letter argued that very small projects were unlikely to have much impact, as very small capital allocations were unlikely to deliver significant improvements in facilities for STEM teaching. It is also questionable whether the burden on

¹ The press release, '£400 million will help science and engineering students get ahead in the global race and encourage more women to study these subjects', is available at <http://goo.gl/HU2msB>.

² Available at www.hefce.ac.uk/news/newsarchive/2014/news85409.html.

³ 'Letter from David Willetts to Madeleine Atkins February 2014', available as Annex C to HEFCE Circular letter 02/2014 at www.hefce.ac.uk/pubs/year/2014/cl022014/.

institutions to apply is appropriate, given the very small sums of funding involved. We have therefore applied a minimum allocation of £10,000 in determining eligibility to access a formulaic allocation.

15. Beyond this, there was no clear consensus or strong argument to suggest that we should make significant changes beyond what was proposed. We are also conscious of the guidance we have received from the Minister for Universities and Science on how this funding should be distributed. Therefore, as proposed, the £200 million will be divided between competitive and formulaic streams. We have recalculated the split between the competitive and formulaic elements to ensure that the rate of funding per STEM full-time equivalent (FTE) student is equal across the two pots. At this point, £184 million will be distributed competitively, while up to £16 million is available formulaically for institutions with fewer than 1,000 FTE UK and European Union (EU) STEM students. Overall, we believe this approach reduces the burden for institutions with small-scale STEM provision and allows us to support a range of institutions.

Eligibility for the competitive bidding process

16. Some respondents suggested that institutions with fewer than 1,000 STEM FTE should be permitted to bid, mainly because restricting such institutions to formulaic allocations based on the STEM student numbers reported in 2011-12 Higher Education Statistics Agency (HESA) data does not take account of recent or projected growth in STEM provision. It could also create a 'cliff edge' effect, with some institutions close to the 1,000 STEM FTE boundary receiving very different amounts of funding.

17. In response to feedback, and in a change to our original proposals, institutions that are eligible to receive a formulaic allocation can opt out of this process and move into the competitive process. Bids from institutions that choose to do this will be considered on the same basis as all other bids to the competitive element of the fund. Such institutions will not be eligible to access a formulaic allocation even if their competitive bid is unsuccessful.

Subjects included in STEM JACS codes

18. Some institutions suggested we should include additional courses in our definition of STEM, namely sports science, psychology, agriculture, teacher training in STEM subjects, and subjects including visual effects, animation, games design and digital content.

19. We have considered the suggested changes and agree that Agricultural Technology should be included, as such provision is analogous to other STEM provision and can be identified using Joint Academic Coding System (JACS) codes for higher education subject areas. We also note that this provision underpins the Government's industrial strategy.

20. We also accept that some sports science and digital media provision is analogous to STEM provision.

- a. For digital media there is no separate JACS code that would allow us to bring in a specific type of programme, but a significant level of provision is already captured by including codes for computer sciences and mathematical sciences and technologies. Although we acknowledge that some digital media provision will not be included within these codes, it is not possible to include this provision without also bringing in a wide range of media studies provision that is not technology-based. We do not therefore propose to adjust our definition of STEM in this area.

b. For sports science, provision in 2011-12 extended across price groups B, C and D, but was all returned under the same JACS code. From 2013-14 sports science provision has been assigned to price group C2. Our proposal, therefore, is to include the proportion of the FTE that was identifiable within price group B in 2011-12 funding data.

21. Our methodology is described in Annex C.

Criteria

22. There was no clear support for any major change to the criteria proposed, which therefore remain predominantly unchanged. Some institutions suggested the process should recognise that capital funding is needed to sustain high-quality STEM provision as well as to support growth. It is essential that we secure an expansion in STEM student numbers across the entire scheme to meet the Government's requirements, so we will prioritise bids that contribute towards this. Bids that do not aim to support growth will not score against this criterion, though it may be possible for them to succeed in the competitive process if they score highly against the others.

Timescale

23. Some institutions indicated that the short timescale for bids will be difficult to meet, and that spending all the funding in the 2015-16 financial year will be challenging. We recognise the challenge this short timescale presents for institutions. We have been directed by the Department for Business Innovation and Skills that institutions should spend the funds in the 2015-16 financial year, which provides an imperative to announce allocations as soon as possible. It is therefore not desirable to extend the deadline for bids. While successful institutions will need to fully use the government element of the funding in 2015-16, the timescale for use of matched funding is more flexible.

Underlying data

24. Our February circular letter included lists of institutions we considered eligible to bid or to access formulaic allocations, determined using 2011-12 HESA and Individualised Learner Record (ILR) data. Having considered the points institutions have made in their responses, we have further analysed these data. We found that many institutions are returning education courses, particularly PGCEs, in STEM JACS codes. As STEM teaching capital funding is aimed at supporting HEFCE-fundable provision, we have recalculated eligibility and formulaic allocations to exclude such provision. This change, combined with the changes to JACS codes, results in some changes to institutions' eligibility to bid or access formulaic allocations from those communicated in our February circular letter.

Outline of allocation process

25. We have used JACS codes to determine the size of institutional populations in STEM subjects, based on 2011-12 HESA and ILR data. For the purposes of these allocations we are taking a broad definition of STEM and have included taught students in physical and biological sciences and engineering, including computer science, mathematics and agricultural science. A full list of the JACS codes considered, along with a brief summary of our methodology, is included in Annex C.

26. The funding will support development of the physical infrastructure and equipment of higher education institutions (HEIs) and further education colleges (FECs) teaching STEM

students. While the funding can be used across a range of STEM areas, it should predominately be used to support teaching in STEM subjects as defined by the JACS codes listed in Annex C.

27. Annex A supplies a list of institutions eligible to bid. Annex B lists institutions that we consider to be eligible to access a formulaic allocation. Indicative formulaic allocations are listed for institutions with fewer than 1,000 UK and EU STEM FTE and a minimum indicative allocation of £10,000. Institutions that believe they have been incorrectly excluded from bidding or from entitlement to a formulaic allocation should e-mail stemcapital@hefce.ac.uk as soon as possible, and by **Friday 25 July 2014** at the latest. Where institutions wish us to revisit our calculation of STEM FTE, we will request that they first amend HESA or ILR data through the usual process as described on our web-site⁴. Amendments must be processed and signed off by **Friday 15 August 2014** to inform allocations of STEM teaching capital.

28. Institutions listed in Annex B are eligible to access a formulaic allocation, but may opt to submit a competitive bid in place of an application to release their formulaic allocation. Such institutions will not be eligible to access a formulaic allocation if their competitive bid is unsuccessful.

29. Guidance on the criteria and assessment process for competitive bids is provided in section A of this document. Section B provides the same information for formulaic allocations. Templates for competitive bids and applications for release of formulaic allocations are provided in Annex D and Annex E. Institutions wishing to access funds should e-mail the appropriate completed template to stemcapital@hefce.ac.uk by **1700 on Wednesday 24 September 2014**.

30. We have established an independent assessment panel chaired by Professor Lesley Yellowlees, President of the Royal Society of Chemistry, which will consider bids and applications to release formulaic allocations. HEFCE will provide information to the panel to help inform its decisions, and the assessment panel will make recommendations to the HEFCE Chief Executive. The full list of panel members is provided in Annex F, and includes experts in physical and life sciences and engineering alongside members with expertise in estates, equalities and industry.

31. A timetable of activity is below.

Activity	Approximate timing
Deadline for submission of bids	24 September 2014
Bids considered by HEFCE and external panel	October to November 2014
Panel recommendations considered by HEFCE Chief Executive	December 2014
Successful bidders notified	By end December 2014
Projects commence	From January 2015
HEFCE funding available	Financial year 2015-16

⁴ The process for HEIs is given at www.hefce.ac.uk/data/famd/help/guidetoactionplans/generalhesaamendmentsactionplan/, and for FECs at www.hefce.ac.uk/data/famd/help/guidetoactionplans/generalilramendmentsactionplan/.

32. Eligible institutions may lead on only one bid, although this may incorporate several projects and may be collaborative. Collaborative proposals should be for a coherent project across the partners. There is no limit to the number of collaborative proposals an institution can contribute to, although we will consider the capability of an institution to be involved in multiple projects as part of our assessment process. More information on collaborative bids is provided in paragraphs 41 to 44.

Section A: Competitive process

Applying for funds

33. Eligible institutions are invited to bid by completing the template at Annex D. The template sections align with the criteria that the assessment panel will use to judge which proposals should receive funding. Institutions should complete all sections, noting the word limits. Applications should be e-mailed to stemcapital@hefce.ac.uk by **1700 on Wednesday 24 September 2014**.

34. The decision on whether to bid is for the institution. Potential bidders may advise HEFCE of their intention to bid at any stage before the date above and may seek advice about the criteria (contact details for each institution are at www.hefce.ac.uk/contact/contactsforinstitutions/). No advice can be given on the details of any bid, and the external panel will take an independent decision on the quality of the bids.

Assessment

35. The external assessment panel will make recommendations to the HEFCE Chief Executive to support the projects that will make best use of public funding and will contribute the most to achieving the aims of the funding. To do this, the panel will:

- ensure the requirements for the fund have been met
- judge the relative strengths of each bid against the criteria.

36. Bids from individual institutions must be for less than £5 million, and collaborative bids for less than £7.5 million. Bids must confirm that matched funding is available, and meet the criteria relating to HEFCE's Capital Investment Framework 2 and to equality and diversity (see paragraphs 39.b, 39.c, 39.d and 39.h). Bids that do not meet one or more of these criteria will not be successful.

37. Bids will be scored against the other criteria listed in paragraph 39. Equal weighting will be given to scores against each of the criteria, which relate to growth, planning and feasibility, external impact and sustainability (paragraphs 39.a, 39.e, 39.f and 39.g). Our scoring will establish the initial ranking of proposals, but the final ranking will be subject to the judgement of the assessment panel, based on the criteria. We wish to prioritise bids that will deliver growth in STEM (paragraph 39.a.ii), and will ask the assessment panel to ensure that the overall portfolio of funded projects delivers this.

38. If necessary, the assessment panel may recommend declining some bids or reducing the funding allocations to individual projects. HEFCE will explore with the relevant institutions the viability of projects where the funding cannot be provided in full. We may attach conditions to successful bids.

Criteria against which bids will be considered

39. The criteria against which we will assess bids are detailed below. Further guidance is provided in the template at Annex D.

a. An outline of the project.

- i. The proposal should demonstrate how the project will deliver investment in new or upgraded STEM teaching facilities.
- ii. This funding is aimed at delivering growth in STEM taught provision across the sector, so we will prioritise bids that will secure an expansion. Proposals should set out whether the project will support growth or whether it will predominately be focused on sustaining or enhancing existing provision, and how the proposed capital investment will support this. Where growth is anticipated, the proposal should indicate expected additional student numbers (total undergraduate and postgraduate FTE across all years of study), and provide evidence of student demand.

b. Amount of funding applied for (maximum £5 million or £7.5 million for collaborative bids).

- i. Allocations of HEFCE STEM teaching capital funding must be spent in full by the end of the 2015-16 financial year.

c. Amount and nature of matched funding.

- i. Matched funding must at least equal the amount of funding applied for.
- ii. Matched funding may be from the institution's own funds (including other HEFCE allocations), other public funds or private investments. Funding must be in cash or other tangible assets; contributions in kind are not acceptable.
- iii. Matched funding may be profiled over a longer period than the HEFCE allocation of funding, but we anticipate that under normal circumstances, projects will be completed by the end of financial year 2016-17.

d. Capital Investment Framework 2.

- i. HEIs must have met the requirements of the Capital Investment Framework 2. For FECs, we will seek advice from the Skills Funding Agency regarding any concerns relating to capital investment or sustainability.

e. Planning and feasibility.

- i. HEFCE STEM teaching capital funding must be spent in full in the 2015-16 financial year, and proposals should set out how the institution intends to deliver this. Bids should also specify a realistic anticipated end date for the project.
- ii. We wish to support projects with robust project planning and management. Proposals should set out an outline plan for the project, including key milestones. Bids should also provide assurance that appropriate oversight arrangements are in place to ensure the project is delivered to time.

f. External impact.

- i. We wish to support projects that will support an increased flow of high-quality and highly employable STEM graduates. Bids should include evidence of current employment outcomes, and should detail the institution's established approaches to improving the employability of STEM graduates. Supporting data may be included as appropriate.
- ii. Funded projects will be expected to have an impact beyond the institution, including through links with employers and other bodies, through graduate employability and with reference to the relevant elements of the Government's industrial strategy. Bids should set out the anticipated impacts, how these will be secured and the proposed measures of the success for the project.

g. Sustainability.

- i. Bids should demonstrate a sustainable commitment to STEM provision in the areas where the bid is focused.
- ii. We wish to support sustainable investments. Proposals should explain how sustainability will be achieved, including how any additional ongoing running costs resulting from the project will be met.
- iii. We wish to support investments expected to deliver ongoing benefits. Bids should provide details of the expected lifetime of the assets the project will deliver.

h. Equality and diversity.

- i. We wish to provide this funding to institutions with a clearly evidenced commitment to equality and diversity. Bids should provide us with an assurance of the institution's existing commitment to promoting equality and diversity, and compliance with the public sector equality duty, including oversight arrangements. Documents, such as equality and diversity strategies, will not be reviewed as part of the assessment process and should **not** be submitted as part of the bid.
- ii. We wish to support bids where institutions can evidence a commitment to equality and diversity that has led, or is intended to lead, to a wider and more representative student population in STEM subjects. Bids should describe the institution's approach to reviewing relevant equality monitoring data and should include headline data to:
 - 1) evidence the current diversity of the institution's STEM student population
 - 2) identify any gaps in participation by particular equality groups (for example, STEM subjects where female students are under-represented).
- iii. Proposals should describe any actions taken or under way to address identified areas of under-representation and to contribute to a more representative student population in STEM subjects. Bids should also set out future plans.
- iv. There is no expectation that the capital investment will directly address equality and diversity issues, but we expect accessibility and inclusive learning to be

integral elements of capital development and would welcome examples of good practice in this area.

v. In judging whether this criterion has been met, we will not make judgements as to whether activity aimed at contributing to a more representative student population in STEM subjects is likely to be effective or sufficient. It is for institutions to determine the activities they wish to undertake after reflecting on their position. Proposals will, however, need to demonstrate that they have analysed that position robustly.

Collaborative bids

40. We welcome collaborative bids where proposals are intended to deliver improvements in STEM teaching facilities in more than one institution and there is a clear rationale for collaboration. Collaborative proposals should be for a coherent project across the partners.

41. Eligible institutions may lead on one bid, whether this is collaborative or individual. There is no limit to the number of collaborative proposals an institution can contribute to, though we will consider the capability of an institution to be involved in multiple projects as part of our assessment process. The lead institution will be responsible for accounting for the funds and returning the required monitoring statements.

42. Collaborative bids must address the same criteria as other bids. They should also describe how collaboration is expected to deliver additional benefits. This element will be judged, with the assessment panel considering whether the project is genuinely collaborative and whether collaboration delivers additional benefits. We will be prepared to consider collaborative bids of up to £7.5 million. The assessment panel will carefully scrutinise the value for money and validity of the collaborative element in any bids exceeding the £5 million limit for bids from individual institutions.

43. Collaborative bids should address the following:

- a. How collaboration is expected to deliver additional benefits in line with the objectives of the funding (in section 7 of the template at Annex D).
- b. How the project will impact on the employability of STEM graduates at each partner institution (in section 4 of the template).
- c. Describe how each partner institution's approach to promoting equality and diversity applies specifically to STEM provision (in section 6 of the template).

Collaborative bids aimed at delivering growth should also specify the anticipated impact on STEM student numbers at each partner institution (in section 1 of the template).

44. Collaborative bids should enclose confirmation of approval from the head of each institution involved.

Section B: Formulaic allocation

Applying for funds

45. Funding of up to £16 million is available to institutions with fewer than 1,000 FTE STEM students and a minimum indicative allocation of £10,000, and will be allocated formulaically. Any unallocated funding from this stream will be distributed through the competitive bidding process. A list of eligible institutions and indicative allocations is provided in Annex B.

46. Annex C explains how we have derived STEM FTE based on 2011-12 HESA and ILR data. Institutions that wish us to review their allocation because of errors in these data will be expected to submit amendments through an action plan. The process for this is described on our web-site⁵. Institutions should inform us as soon as possible and by **Friday 25 July 2014** at the latest if they intend to amend their data. Amendments must be processed and signed off by **Friday 15 August 2014** to inform allocations of STEM teaching capital. Institutions should note that amending 2011-12 HESA or ILR data may result in changes to other HEFCE funding allocations, including teaching funding allocations.

47. We do not anticipate revisiting allocations where institutions do not change underlying data, but this may be necessary to ensure that the overall budget for formulaic allocations is not exceeded. HEFCE will explore with the relevant institutions the viability of projects where the funding cannot be provided in full.

48. Institutions with fewer than 1,000 UK and EU STEM FTE may opt to submit a competitive bid in place of the application to release their formulaic allocation. In this case institutions should follow the guidance in Section A of this document and submit the template in Annex D. Institutions that opt to submit a competitive bid will not be eligible to access a formulaic allocation if this bid is unsuccessful.

49. Allocations will be made to eligible institutions on receipt of an application which meets the criteria specified in paragraph 52. The application template that institutions must use is provided at Annex E. The template sections align with the criteria that the assessment panel will use to judge which proposals should receive funding. Applications should be e-mailed to stemcapital@hefce.ac.uk by **1700 on Wednesday 24 September 2014**.

50. The decision on whether to apply is for the institution. Institutions may advise HEFCE of their intention to apply at any stage before the date above and may seek advice about the criteria (contact details for each institution are at www.hefce.ac.uk/contact/contactsforinstitutions/). No advice can be given on the details of any application.

Assessment

51. The assessment panel will consider applications to release formulaic allocations alongside competitive bids. HEFCE will conduct an initial assessment of applications and will provide advice to the panel as to whether applications meet each of the criteria. The assessment panel will make recommendations to the Chief Executive to release funding where all of the requirements for the fund have been met. We may attach conditions to successful bids.

Criteria

52. The criteria against which we will assess applications for funds are detailed below. Further guidance is provided in the template at Annex E.

a. An outline of the project.

- i. The proposal should demonstrate how the project will deliver investment in new or upgraded STEM teaching facilities.

⁵ The process for HEIs is given at www.hefce.ac.uk/data/famd/help/guidetoactionplans/generalhesaamendmentsactionplan/, and for FECs at www.hefce.ac.uk/data/famd/help/guidetoactionplans/generalilramendmentsactionplan/.

- ii. Projects are required to support growth in STEM recruitment. Applications should set out how the proposed investment will achieve this, and specify the anticipated increase in undergraduate and postgraduate entrants to STEM.
 - iii. The proposal should demonstrate a sustainable commitment to STEM provision in the areas where the bid is focused.
- b. Amount of funding sought.**
- i. Allocations of STEM teaching capital funding must be spent in full by the end of the 2015-16 financial year.
- c. Amount and nature of matched funding.**
- i. Matched funding must at least equal the amount of funding applied for.
 - ii. Matched funding may be from the institution's own funds (including other HEFCE allocations), other public funds or private investments. Funding must be in cash or other tangible assets; contributions in kind are not acceptable.
 - iii. Matched funding may be profiled over a longer period than the HEFCE allocation of funding, but we anticipate that under normal circumstances, projects will be completed by March 2017.
- d. Confirmation that the requirements of Capital Investment Framework2 have been met.**
- i. This criterion applies to HEIs only. For FECs, we will seek advice from the Skills Funding Agency regarding any concerns relating to capital investment, or sustainability, at colleges.
- e. Feasibility in timescale.**
- i. STEM teaching capital funding must be spent in full in the 2015-16 financial year, and proposals should set out how the institution intends to deliver this. Applications should also specify a realistic anticipated end date for the project.
- f. Equality and diversity.**
- i. We wish to invest in institutions with a clearly evidenced commitment to equality and diversity. Applications should provide us with an assurance of the institution's existing commitment to promoting equality and diversity, and compliance with the public sector equality duty. Documents, such as equality and diversity strategies, will not be reviewed as part of the assessment process and should **not** be submitted as part of the application.
 - ii. Proposals should describe how the institution's approach to promoting equality and diversity applies specifically to STEM provision. Proposals should also describe the institution's approach to reviewing relevant equality monitoring data and should include headline data which demonstrate the institution's current position regarding equality and diversity in the student population.
 - iii. There is no expectation that the capital investment will directly address equality and diversity issues.

Payment of funds and procurement

53. We will pay allocations in four equal payments in May, August and November 2015 and February 2016. Institutions should inform us when submitting their bid or application if this profile does not meet their needs.

54. We expect institutions to advise us promptly if the total project spending or expenditure profile changes significantly for any reason, or if they anticipate any risk that funds may not be spent in full in the required timescale. We expect institutions to seek to maximise value for money from the HEFCE funding provided, particularly through their procurement processes. For HEIs this funding is covered by the Capital Investment Framework.

55. Funding is conditional on receiving a satisfactory project completion statement. HEIs are required to follow Assurance Practice Note 1/04⁶. A sample of the projects may be audited.

Monitoring and evaluation

56. All institutions receiving STEM teaching capital funding will be required to complete and return a statement confirming the funding has been spent in full in 2015-16, that the funding has been used for the purposes awarded and that the institution has taken steps to achieve value for money. This statement will be requested in summer 2016.

57. We will actively engage with the successful projects during their lifetime to develop data and case studies. We intend to evaluate the outcomes from the investment in teaching facilities, and we expect the funded institutions to participate in this by providing information or discussing the project.

58. Projects funded through the competitive element of the fund will also be asked to provide an update of progress on the project and any initial evidence of its impact in summer 2016. Further monitoring will take place following completion of the project. End of project reports will be required which should include a summary of the final cost of the project relative to the bid, information on the institution's approach to procurement and evidence of the impact of the project.

Complying with state aid and other relevant legislation

59. The funding to be allocated will need to be compatible with existing legislation, and institutions should take this into account when bidding or applying for formulaic funding. For example, institutions should consider issues of state aid in any co-investment relationships. Guidance on state aid is available from the Department of Business, Innovation and Skills' website (www.bis.gov.uk/policies/europe/state-aid). If in doubt, institutions should seek legal advice.

Freedom of information

60. HEFCE is subject to the Freedom of Information Act 2000, which gives a public right of access to information held by a public authority. This may result in bids, applications, communications between us and institutions, information arising from this work, or the outputs from the work undertaken being subject to disclosure if a valid request is made to us. We will comply with such requests in accordance with the legislation and our own policies.

⁶ Available at on the web at

www.hefce.ac.uk/whatwedo/reg/assurance/internalandexternalaudit/assurancepracticenote/.

61. Institutions can, if they wish, provide potentially sensitive information (such as information relating to commercial interests) in a separate annex attached to the bid. This will highlight to us that there are concerns about disclosure. With annexes, the proposal must not exceed the maximum length as stated in the bid template.

62. Where we consider it to be appropriate and practicable we will seek the views of applicants before disclosing this information in response to a Freedom of Information request. The applicant acknowledges that information provided in the annex is of indicative value only and that HEFCE may nevertheless be obliged to disclose this information. Our assumption will be that all information in the main application documents can be disclosed on request.

63. Further information about the Freedom of Information Act is available at www.ico.org.uk.

Explanation of terms and abbreviations

EU	European Union
FEC	Further education college
FTE	Full-time equivalent
HEI	Higher education institution
HEIFES	Higher Education in Further Education: Students survey
HESA	Higher Education Statistics Agency
HESES	Higher Education Students Early Statistics survey
ILR	Individualised learner record
JACS	Joint Academic Coding System
STEM	Science, technology, engineering and mathematics

Annex A: Institutions eligible to bid

Anglia Ruskin University

Aston University

University of Bath

University of Birmingham

Birmingham City University

University of Bolton

Bournemouth University

University of Bradford

University of Brighton

University of Bristol

Brunel University

University of Cambridge

University of Central Lancashire

City University, London

Coventry University

Cranfield University

De Montfort University

University of Derby

University of Durham

University of East Anglia

University of East London

University of Essex

University of Exeter

University of Greenwich

University of Hertfordshire

University of Huddersfield

University of Hull

Imperial College London

Keele University

University of Kent

King's College London

Kingston University
Lancaster University
University of Leeds
Leeds Metropolitan University
University of Leicester
University of Liverpool
Liverpool John Moores University
University College London
London Metropolitan University
London South Bank University
Loughborough University
University of Manchester
Manchester Metropolitan University
Middlesex University
Newcastle University
Northumbria University Newcastle
University of Nottingham
Nottingham Trent University
Open University
University of Oxford
Oxford Brookes University
Plymouth University
University of Portsmouth
Queen Mary University of London
University of Reading
Royal Holloway, University of London
University of Salford
University of Sheffield
Sheffield Hallam University
University of Southampton
Southampton Solent University
Staffordshire University
University of Sunderland

University of Surrey

University of Sussex

Teesside University

University of Warwick

University of the West of England, Bristol

University of Westminster

University of Wolverhampton

University of York

Annex B: Institutions eligible for a formulaic allocation

Institution	STEM FTE	Indicative allocation (£)
Higher education institutions		
Bath Spa University	248.41	207,076
University of Bedfordshire	770.76	642,518
Birkbeck College	835.99	696,893
University College Birmingham	297.76	248,219
Bishop Grosseteste University	17.50	14,588
Buckinghamshire New University	584.54	487,285
Canterbury Christ Church University	573.38	477,976
University of Chester	543.62	453,171
University of Chichester	67.10	55,932
Courtauld Institute of Art	14.00	11,671
University of Cumbria	306.51	255,514
Edge Hill University	516.67	430,702
University of Gloucestershire	369.83	308,299
Goldsmiths' College	272.96	227,542
Harper Adams University	291.53	243,026
University of Lincoln	686.89	572,604
Liverpool Hope University	230.38	192,046
Liverpool Institute for Performing Arts	61.00	50,851
University of the Arts London	97.90	81,611
London School of Economics and Political Science	322.32	268,689
Newman University	77.46	64,571
University of Northampton	777.81	648,393
Ravensbourne	140.00	116,707
Roehampton University	411.57	343,091
Rose Bruford College	23.50	19,590
St George's, University of London	216.00	180,062
St Mary's University, Twickenham	128.38	107,022
Universities of East Anglia and Essex; Joint Provision at University Campus Suffolk	422.95	352,578
University of West London	414.19	345,280
University of Winchester	62.25	51,893
University of Worcester	441.74	368,245
Writtle College	19.75	16,464
York St John University	134.16	111,837
Further education colleges		
Accrington and Rossendale College	32.00	26,676
Askham Bryan College	38.41	32,019
Basingstoke College of Technology	15.54	12,952
City of Bath College	48.10	40,095

Bedford College	93.17	77,668
Birmingham Metropolitan College	26.90	22,424
Bishop Burton College	88.90	74,104
Blackburn College	235.63	196,425
Blackpool and the Fylde College	596.24	497,037
Bolton College	29.69	24,746
Bradford College	209.84	174,929
Bridgwater College	63.00	52,518
Carlisle College	65.98	55,002
Central College Nottingham	75.00	62,521
Central Sussex College	71.74	59,808
Chesterfield College	115.79	96,524
Chichester College	34.00	28,343
Craven College	39.70	33,095
Croydon College	14.45	12,046
Derby College	57.00	47,516
Doncaster College	123.95	103,323
Dudley College	61.94	51,636
New College Durham	58.78	48,999
Ealing, Hammersmith and West London College	28.00	23,341
East Riding College	18.00	15,005
Exeter College	18.25	15,214
Farnborough College of Technology	119.62	99,717
Gateshead College	55.00	45,849
Gloucestershire College	87.56	72,992
Grimsby Institute of Further and Higher Education	193.16	161,022
Guildford College	71.24	59,387
Havering College of Further and Higher Education	154.94	129,157
Henley College Coventry	94.00	78,360
Herefordshire and Ludlow College	26.00	21,674
Highbury College Portsmouth	44.50	37,096
Hopwood Hall College	47.00	39,180
Hull College	181.27	151,110
Kingston College	27.93	23,281
Kirklees College	45.77	38,155
Lakes College – West Cumbria	111.90	93,282
Leeds City College	121.80	101,531
Leicester College	44.45	37,055
Lincoln College	52.55	43,803
The City of Liverpool College	96.65	80,569
Loughborough College	94.50	78,777
Macclesfield College	125.00	104,202
The Manchester College	204.54	170,508
Moulton College	151.57	126,352
NCG	649.70	541,602

Newbury College	29.25	24,385
North East Surrey College of Technology	59.00	49,183
North East Worcestershire College	34.00	28,343
North Lindsey College	139.87	116,598
North Warwickshire and Hinckley College	61.00	50,851
North West Kent College	18.00	15,005
College of North West London	64.60	53,848
Northbrook College Sussex	70.72	58,953
Northumberland College	15.50	12,921
New College Nottingham (NCN)	18.00	15,005
Plymouth College of Art	63.50	52,935
Riverside College	208.98	174,205
Rotherham College of Arts and Technology	74.50	62,105
Solihull College	116.50	97,117
Somerset College	79.75	66,481
The South Downs College	43.00	35,846
South Thames College	17.00	14,172
South Tyneside College	352.44	293,800
South and West Kent College	17.63	14,695
Southampton City College	32.00	26,679
St Helens College	214.30	178,644
Stephenson College	72.19	60,175
Stockport College	92.31	76,947
Sunderland College	127.12	105,969
Swindon College	18.01	15,011
Tameside College	41.93	34,954
Telford College of Arts & Technology	13.00	10,837
Trafford College	48.03	40,039
Tyne Metropolitan College	62.00	51,684
Uxbridge College	47.00	39,180
Wakefield College	73.29	61,096
Walsall College	32.15	26,803
Warwickshire College	180.42	150,398
West Nottinghamshire College	96.53	80,469
City of Westminster College	106.00	88,364
Wigan and Leigh College	176.60	147,219
Wiltshire College	90.85	75,734
Wirral Metropolitan College	59.69	49,759
Worcester College of Technology	150.64	125,580
York College	81.37	67,832
Total		15,620,394

Note: 'STEM' = 'science, technology, engineering and mathematics'; 'FTE' = 'full-time equivalent'.

Annex C: JACS codes and our methodology

1. For the purposes of science, technology, engineering and mathematics (STEM) teaching capital funding we are taking a broad definition of STEM, and have included taught students in physical and biological sciences and engineering, which include computer science, mathematics and agricultural science. We have used the following Joint Academic Coding System (JACS) codes to determine the size of institutional populations in these areas.

Agriculture	JACS subject line D7 – Agricultural sciences JACS subject line D470, D471, D472 – Agricultural technology
Anatomy and physiology	JACS subject line B1 – Anatomy, physiology and pathology
Biological sciences (including some sport science)	JACS principal subject group C – Biological sciences, excluding subject lines C6 – Sports science and C8 – Psychology JACS subject line C600 (Sport science) returned to Price Group B (see paragraph 8) JACS subject line F4 – Forensic and archaeological sciences
Chemistry	JACS subject lines F1 – Chemistry, and F2 – Materials science
Computer sciences	JACS subject lines G4 to G7, G02, G92
Earth, marine and environmental sciences	JACS subject lines F6 – Geology, F7 – Ocean sciences, and F9 – Others in physical sciences
Engineering and technology	JACS principal subject groups H – Engineering, and J – Technologies
Mathematical sciences	JACS subject lines G1 to G3, G01, G91
Pharmacy and pharmacology	JACS subject line B2 – Pharmacy, toxicology and pharmacology
Physics	JACS subject line F3 – Physics, and F5 – Astronomy

2. To inform institutions' eligibility to access funding, and the indicative allocations, we have derived full-time equivalent (FTE) numbers of undergraduates and taught postgraduates in the academic year 2011-12 in the subjects listed above.

3. Information regarding FTE student numbers registered at higher education institutions has been derived from the outputs resulting from the Higher Education Statistics Agency (HESA) funding and monitoring data 2011-12 funding data reconciliation exercise. This exercise compares the data returned to the 2011-12 HESA student return with Higher Education Students

Early Statistics survey (HESES) data submitted to HEFCE, and generates the HESES11 re-creation outputs.

4. Information regarding FTE student numbers registered at further education colleges has been derived from the outputs resulting from the Individualised Learner Record (ILR) funding and monitoring data 2011-12 funding data reconciliation exercise. This exercise compares the data returned to the Data Service's 2011-12 ILR R15 return with Higher Education in Further Education Students survey (HEIFES) data submitted to HEFCE, and generates the HEIFES11 re-creation outputs.

5. Technical documentation of our funding data reconciliations for both HESA and ILR data is available at www.hefce.ac.uk/data/famd/lateststatistics/2011-12overview/. Documents relating to both the HESES11 re-creation and the HEIFES11 re-creation, available via this link, provide the definitions of populations and provision used to inform institutions' eligibility to access funding as well as indicative allocations.

6. In particular, we have considered:

- a. Student instances included in the HESES population (HESEXCL, HEFEXCL = 0).
- b. Fundable and non-fundable UK and European Union student instances (HESTYPE, HEFTYPE = HOMEF, HOMEIF, HOMENF).
- c. Undergraduate and postgraduate taught student instances (HESLEVEL, HEFLEVEL = FD, UGX, PGT).
- d. Completed instance years (HESCOMP, HEFCOMP = 4).
- e. Students in a unique countable year of instance, or in the first countable year of instance (STUBID = 0, 1).

7. The JACS codes (returned in HESA data) and Learning Directory Classification System codes (returned in ILR data, and mapped to equivalent JACS codes) associated with the individuals identified from the HESES and HEIFES re-creation data outputs have been considered in accordance with the table provided above.

8. For 2011-12 all sports science provision is returned under JACS subject line C600. We wish to include provision analogous to other STEM provision so have considered, for each institution, the proportion of sport science provision which has also been returned to Price Group B and can be considered as science- or technology-based.

Annexes D and E are available as separate Word downloads at www.hefce.ac.uk/pubs/year/2014/201414/

Annex F: Assessment panel

Chair: Professor Lesley Yellowlees, University of Edinburgh

Professor Mark Cleary, former Vice-Chancellor of the University of Bradford

Professor Caroline Gipps, former Vice-Chancellor of the University of Wolverhampton

Dr David Grant, former Vice-Chancellor of the University of Cardiff

Professor Neva Haites, University of Aberdeen

Gary Jebb, Director of Estates, University of Edinburgh

Matthew Harrison, Buro Happold

Ann Brown, Cap-Gemini