



JAMES WATT COLLEGE

Estate Strategy (2025 – 30)

Birmingham Metropolitan College



BIRMINGHAM METROPOLITAN COLLEGE



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IV03 – FINAL

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ERDINGTON SKILLS CENTRE

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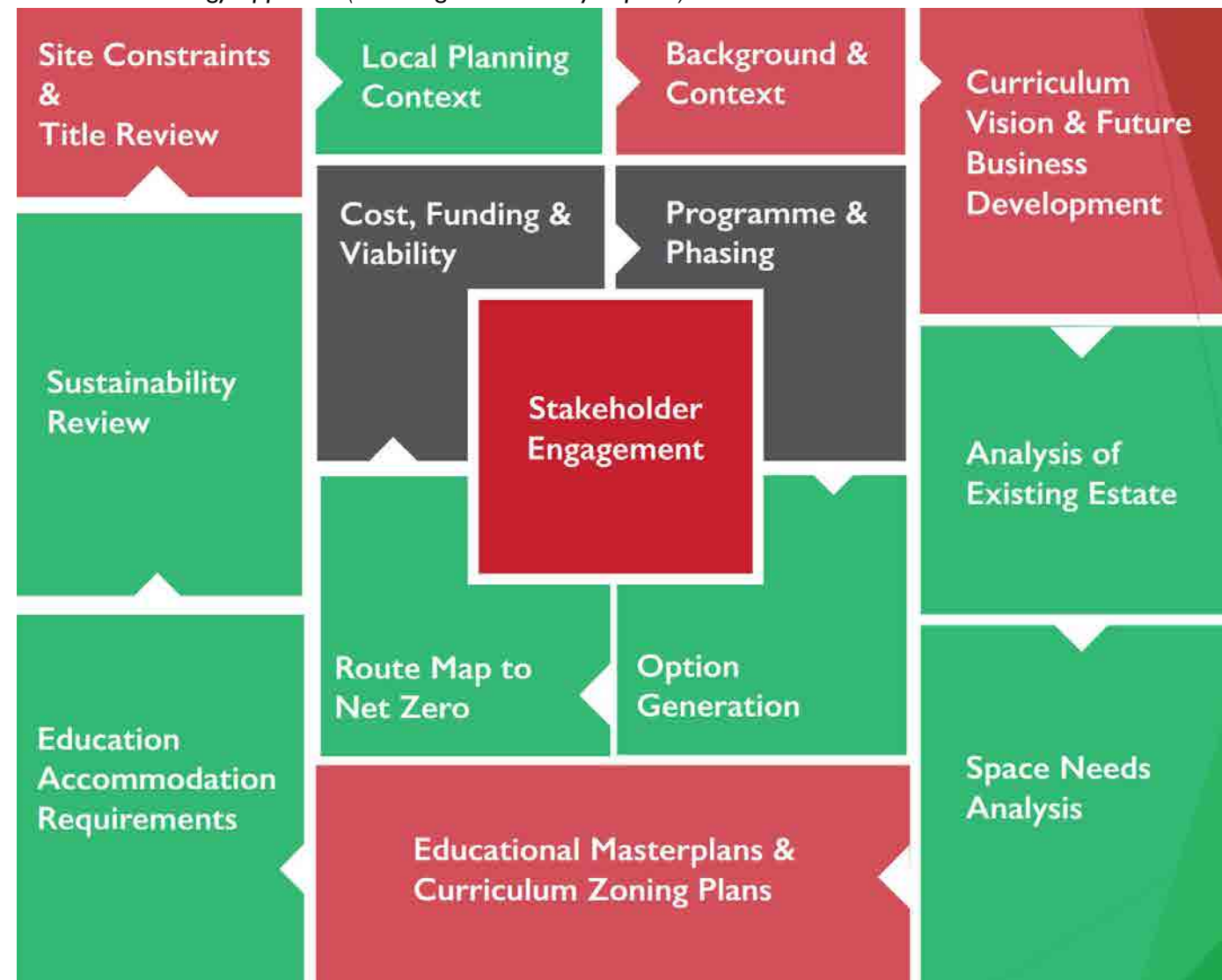
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## 1.0 Executive Summary

### 1.1 Introduction

In 2020, Peter Marsh Consulting delivered an estate strategy focused on ‘rightsizing’ the college estate to ensure long-term financial sustainability. In this 2025–2030 iteration, the strategy shifts toward consolidating the college’s existing footprint—safeguarding market position in the 16–18 learners, while aligning estate planning with the college’s broader strategic ambitions in curriculum development and financial planning.

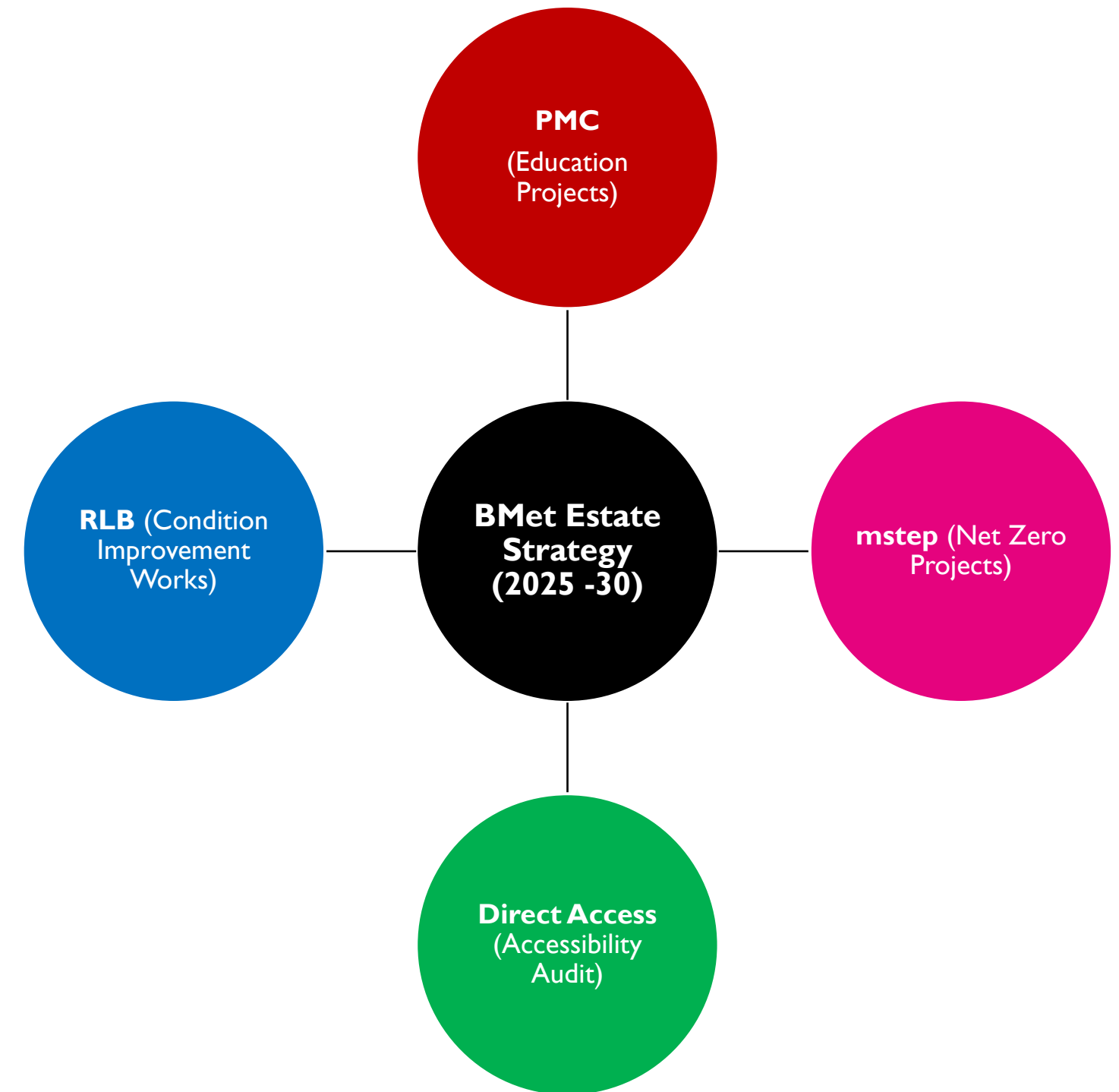
*PMc Estate Strategy Approach (Including Sustainability Aspects)*



Following the implementation of the previous estate strategy—and supported by approximately £15 million in transformation funding from the Department for Education (DfE)—significant improvements have been made to the condition of buildings across the estate. In shaping BMet’s 2025–2030 estate strategy, we have

adopted a comprehensive, four-pronged approach that ensures the college is well-positioned to capitalise on future funding opportunities. This strategy integrates the following key facets:

#### *BMet Estate Strategy Components*



## 1.2 Estate Condition (& Functionality) – Incorporating Planned Maintenance Programme Report produced by RLB

We carried out a site inspection as part of our Estates Strategy from Monday 29th – Tuesday 30th July 2024 to examine, in detail, all aspects of the college estate whilst it was fully operational. In tandem with this assessment, the college also procured a condition survey from Rider Levett Bucknall (RLB) to assess the component condition of the estate. See below some typical examples of items which will be captured:

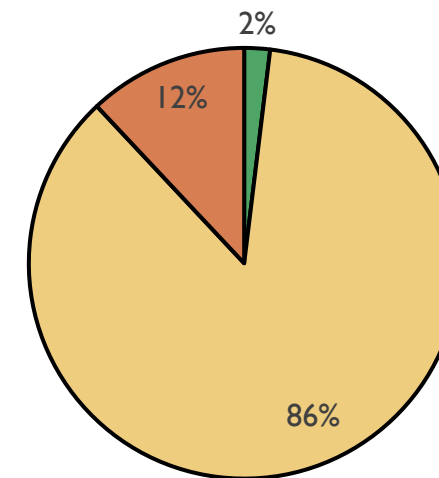
### Summary Condition Survey Scope of Works

Exemplar Items	PMc Condition & Functionality (C&F) Survey	RLBs Condition Survey
Lighting	✓	✓
Flooring	✓	✓
Decoration	✓	✓
Ceilings	✓	✓
Plant Room Equipment	✗	✓
Fire Escapes	✗	✓
Loose Furniture	✓	✗
Overall Functionality of Teaching Spaces	✓	✗
Audio Visual/ IT Equipment	✓	✗

We assessed the condition of rooms and buildings using a standardised coding system with associated descriptors. In addition to physical condition, we evaluated the functionality of each teaching space to determine its suitability for its intended use. Based on our experience, a room or building may be in good physical condition but still fall short in terms of design or equipment required for effective delivery of specific activities. Therefore, functionality is considered alongside condition as a key component of our estate assessment methodology.

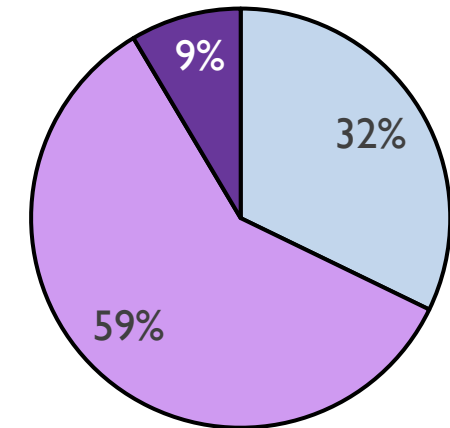
Our site visits enabled us to develop a comprehensive understanding of the structural integrity of the buildings, including the condition of key components and the functional adequacy of teaching spaces across the estate. The report includes a range of photographic evidence to support and illustrate our findings.

BMet - Overall Condition



■ A - As New  
■ B - Sound

BMet- Overall Functionality



■ 1 - Fit for Purpose  
■ 2 - Mostly Fit for Purpose  
■ 3 - Usable but with Constraints

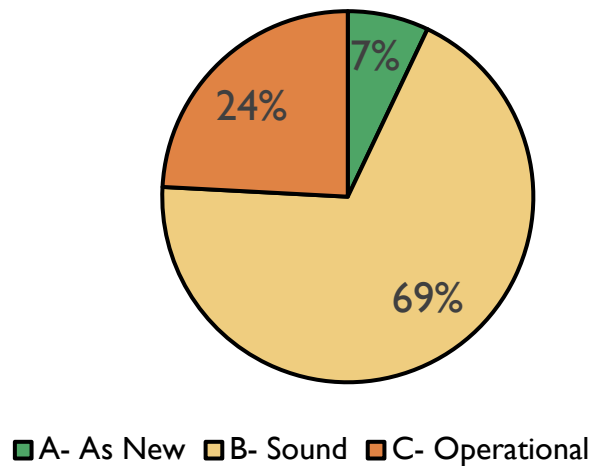
### PMc Condition Assessment Grading

Condition	A	As new
	B	Sound, operationally safe, and exhibiting only minor deterioration
	C	Operational but major repair or replacement needed in the short to medium-term (generally 3 years)
	D	Inoperable or serious risk of major failure or breakdown.
Functionality	1	Excellent - the room(s)/building(s) fully support current functions. There are no negative impacts upon the functions taking place in the space
	2	Good - the room(s)/building(s) provide a good environment for the current function in all or most respects. There may be shortfalls in certain areas, but these have only a minor effect upon current functions
	3	Fair - the room(s)/building(s) provide a reasonable environment for current functions in many respects but have a number of shortfalls. These shortfalls may be causing mismatches between space and function that is having a more significant effect upon current functions than Grade 2 rooms
	4	Poor - the room(s)/building(s) fail to support current functions and/or are unsuitable for current use. The operational problems associated with such space are major and are constraining current functions in the space. Space in this grade may require alternative solutions, rather than straightforward improvements in particular features of the space

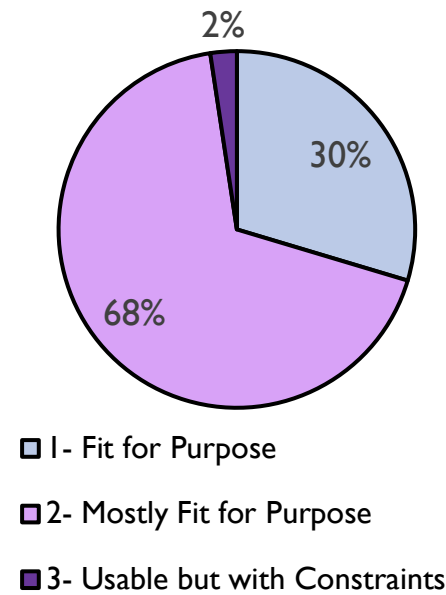
### 1.2.1 James Watt College – Condition & Functionality Summary

James Watt college has received significant investment in recent years following the college’s receipt of c.£15m from the transformation fund. However, some of the teaching spaces in the main building require investment in order to bring these up the modern-day standards, namely the health, social care and childcare spaces.

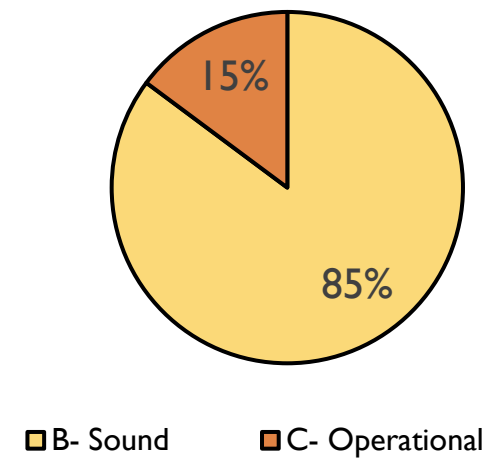
James Watt College - Condition



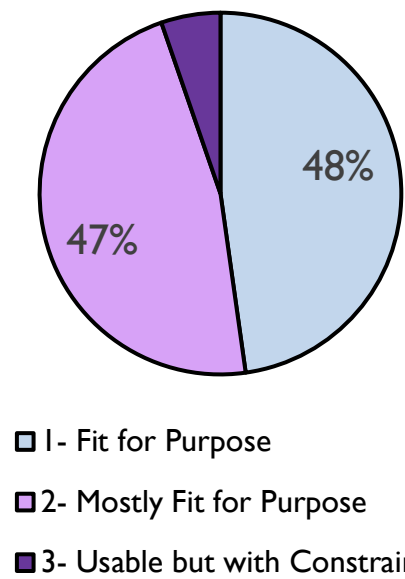
James Watt College - Functionality



Erdington Skills Centre - Condition



Erdington Skills Centre - Functionality



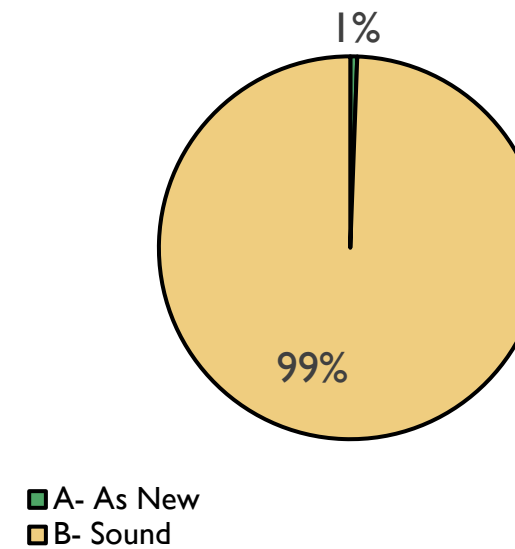
### 1.2.3 Matthew Boulton College – Condition & Functionality Summary

Generally, Matthew Boulton is in sound condition (B) owing to the age of the building. However, some of the teaching spaces have been retrofit for other purposes and in turn have affected their overall functionality. It is important to note some of the teaching space, while in generally sound condition, will begin to deteriorate and as such investment in teaching spaces will be required in the medium term.

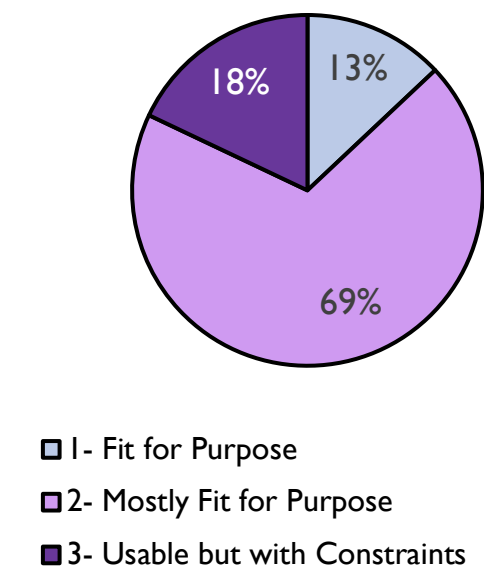
### 1.2.2 Erdington Skills Centre – Condition & Functionality Summary

Among the newest additions to the BMet estate, the Erdington Skills Centre continues to present as a visually appealing and purpose-built facility for construction training. The internal layout clearly delineates specialist areas within the workshop environment, supporting effective delivery and learner engagement. However, the carpentry workshop located at the rear of the site stands in contrast to the main centre in terms of its overall condition. While it remains operationally functional and continues to meet learner needs, its condition highlights a disparity within the site that may warrant future investment consideration.

Mathew Boulton College - Condition



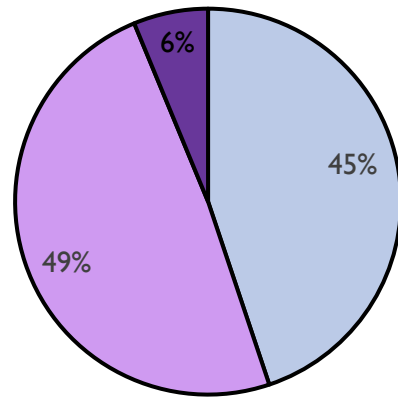
Mathew Boulton College - Functionality



### 1.2.4 Sutton Coldfield College – Condition & Functionality Summary

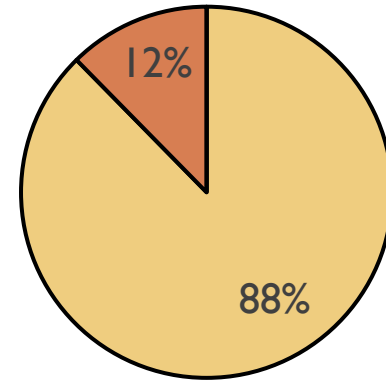
Sutton Coldfield college is a mixed aged estate and has a variety of building types and construction methods. Generally, the estate is in sound condition with the main outlier being the old sports hall, which is in part, in operational condition (C).

*Sutton Coldfield College - Functionality*



- 1- Fit for Purpose
- 2- Mostly Fit for Purpose
- 3- Usable but with Constraints

*Sutton Coldfield College - Condition*



- B- Sound
- C- Operational

### 1.3 Curriculum Vision & Masterplans

Throughout the estate strategy process we have engaged with staff and both senior leadership levels but also head of departments to gauge their feedback on the proposed options. The feedback was positive in identifying areas of the estate which could be better utilised and were in need of investment.

At the outset of the process the college outlined to us their bold vision captured within the new '2030 Strategic Plan'. To summarise the strategic priorities, include:

- 1) Be a significant contributor to skills development in Birmingham and the city region;
- 2) Provide a consistently high-quality learning experience;
- 3) Equip our students for the future;
- 4) Be an inspiring place to work; and
- 5) Have a strong financial base to invest in a sustainable future for the college.

The strategic options developed through this process are designed to directly support the college's overarching goals—creating environments where learners can thrive and ensuring the estate is fully aligned with curriculum delivery needs. During the options development phase, staff responded positively to the concept of curriculum zoning and the enhancement of existing zones across campuses. As a result, we have produced a series of curriculum masterplans (Appendix 3) that provide a long-term vision for curriculum distribution across the estate. These masterplans will guide future investment—subject to funding availability—and ensure that development is both purposeful and sustainable.

The proposed curriculum zones have been shaped by the following key considerations to ensure they are both achievable and financially viable:

- 1) **Space Brief** - Each curriculum area has been provided a proposed zone in accordance with the space brief which has been informed by the previously undertaken space planning analysis.
- 2) **Existing Footprint/ location** - Where there are evident and existing curriculum zones, we seek to enhance these where possible, and importantly, avoid any costly and needless refurbishment costs by moving specialist provision.
- 3) **Recent Refurbishments** - The zoning has taken into consideration recent refurbishment projects and use these spaces to create larger zones to surround them and enhance the identity of the wider zone.
- 4) **Curriculum Synergy** - We have aimed to collocate allied curriculum areas where crossover of provision may occur.

#### 1.3.1 Future Skills and Sector Opportunities

BMet recognises that its estate strategy must remain agile and responsive to evolving national and regional priorities—particularly those aligned with the UK's Industrial Strategy and the West Midlands Combined Authority (WMCA) skills agenda. Key growth sectors identified include:

- Construction (with a focus on retrofit and green skills)
- Engineering
- Digital Technologies
- Health and Social Care
- Professional Services and Business

As further clarity emerges around funding streams and sector-specific investment, these priorities will continue to shape future iterations of the estate strategy. For instance, the current strategy already anticipates the need to expand construction provision to meet growing demand for green skills and retrofit training.

The estate framework has been intentionally designed with flexibility in mind—enabling BMet to adapt swiftly and effectively as new opportunities arise.

This approach is reinforced by key signals from the Chancellor's Spending Review, which includes:

- £1.2 billion annually committed to skills and apprenticeships, including STEM and training for 16–19-year-olds
- £86 billion allocated to R&D and tech innovation, including energy infrastructure and clean technologies
- £13.2 billion investment in energy efficiency (e.g., home insulation), underscoring the importance of green skills

## 1.4 Sustainability & Net Zero – Incorporating mstep summary report and interventions

As the UK transitions toward an all-electric future by 2035—and in alignment with the United Nations’ Intergovernmental Panel on Climate Change target of Net Zero by 2050—the built environment must reduce its reliance on fossil fuels and adopt renewable energy solutions. Net Zero refers to achieving a balance between greenhouse gas emissions produced and those removed or offset. For institutions like BMet, this means ensuring operations result in no net increase in carbon emissions, supporting global efforts to mitigate climate change.

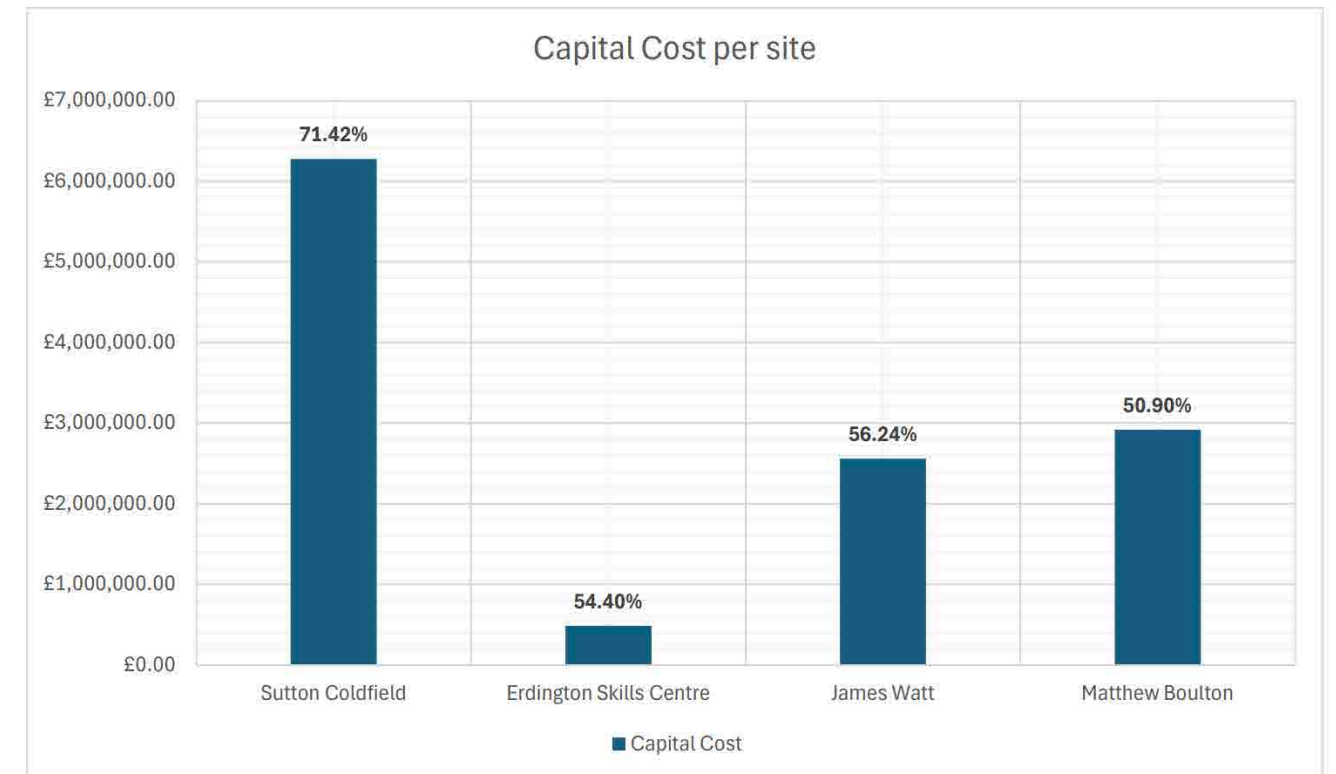
In response, BMet commissioned Mstep to develop a comprehensive decarbonisation strategy across all existing sites. The scope of work includes:

- Assessment of key MEP (Mechanical, Electrical, and Plumbing) systems by building and site, including condition and remaining service life of major plant.
- Evaluation of renewable heating and hot water solutions, with comparative analysis of Air Source Heat Pumps (ASHP) and Ground Source Heat Pumps (GSHP), including indicative investment costs and payback periods.
- Review of distributed versus centralised plant models, outlining respective advantages and disadvantages.
- Identification of suitable locations for renewable technologies and on-site energy generation.

Mstep’s approach combined a review of the college’s operational energy costs with physical site inspections to assess plant condition and lifecycle.

BMet is eligible for funding through the West Midlands Combined Authority (WMCA) devolved retrofit pilot scheme, rather than Salix. While specific funding allocations remain to be confirmed, WMCA has indicated that project selection will be competitive based on metrics such as cost per tonne of CO<sub>2</sub> saved.

As illustrated in the adjacent graph, Mstep’s findings highlight Sutton Coldfield College as requiring the most substantial investment—exceeding £6 million—to achieve full-site decarbonisation



Sutton Coldfield College requires the largest investment (>£8m) in order to decarbonise the site at large. It does, however, represent the greatest opportunity for carbon reduction owing to the relatively poor building fabric and associated thermal efficiency of the main building.

In the medium term as the College moves away from fossil fuel sources – the delivery of a final Net Zero estate will depend on the full decarbonisation of the National Grid.

## 1.5 Accessibility Audit Report

One aspect that was captured during our site visit to the college was the accessibility arrangements at the college, namely James Watt. Following feedback, BMet commissioned Direct Access to undertake a comprehensive access audit across four campuses: Matthew Boulton College, Erdington Skills Centre, Sutton Coldfield College, and James Watt College. The assessment reviewed existing provisions and identified both physical and procedural barriers to access, referencing statutory obligations under the Equality Act 2010

The audit highlights the legal and ethical responsibility for education providers to proactively remove barriers for individuals with disabilities. It recommends moving beyond basic compliance towards full inclusion—accommodating individuals with visible, hidden, cognitive, sensory, and physical impairments.

- **Priority 1:** Urgent health and safety risks or potential legal implications, including steep ramps, lack of induction loops, and insufficient evacuation equipment.
- **Priority 2:** Short-term actions with high impact, such as improving visual contrast, adjusting lift protocols, and enhancing pre-visit access information.
- **Priority 3:** Medium-term improvements, including clearer signage, quiet spaces, and enhanced WC facilities.
- **Priority 4:** Longer-term or aspirational recommendations, such as tactile maps, colour-coded wayfinding, and surface upgrades.

For the purpose of this estate strategy we have focus on the works required the college physical infrastructure i.e pathways and dropped kerbs, which are highlighted in the car park of James Watt. It is expected that BMet will undertake other works associated with their accessibility requirements such as signage as part of the college's general requirements.

## 1.6 Space Requirements of Estate

We explain in section 3 of this report our space planning approach and the methodology that we have applied to assess the extent to which space across the Group is effectively utilised. From the detailed assessment of space requirements that we then set out in section 4, 5 and 6 we conclude that the Group currently has an excess of 27% space compared to the area that would be strictly required if each centre was built to accommodate its current volume of student activity. We have modelled our space assessment based on a target overall utilisation for teaching spaces of 36%. Benchmark data suggests that the annual running costs of an FE estate are around £75 per square metre; we therefore estimate that the cost to the Group each year of running a campus with circa 14,900m<sup>2</sup> of spare space could be as much as £1.1m per year. This compares to an excess space requirement in of 34% in 2020, and a surplus.

## 1.7 Recommendations & Next Steps: Future Estates Investment Plans

As part of the estate strategy, we developed 24 strategic options which were both site specific and estate wide interventions, evaluation criteria developed, and options scored. In section 3 we outline our methodology and approach to scoring these options and creating a list of prioritisations. These options have now been discussed with the college and the final prioritisation agreed to reflecting the priorities of the college over the coming years. The below outlines the top 5 scoring priorities, agreed by the senior leadership team to be progressed over the coming years:

MB 3 <sup>rd</sup> Floor Refurbishment	SCC LRC Re-Imagination	JW Refurbishment of 3 <sup>rd</sup> & 4 <sup>th</sup> Floor	Enhanced Accessibility Arrangements	Enhanced Zoning of Curriculum Areas
<ul style="list-style-type: none"> <li>•Area: 750m<sup>2</sup></li> <li>•Budget: £1.5m</li> </ul>	<ul style="list-style-type: none"> <li>•Area: 700m<sup>2</sup></li> <li>•Budget: £1.5m</li> </ul>	<ul style="list-style-type: none"> <li>•Area: 900m<sup>2</sup></li> <li>•Budget: £3m</li> </ul>	<ul style="list-style-type: none"> <li>•Area: N/A</li> <li>•Budget: £50k</li> </ul>	<ul style="list-style-type: none"> <li>•Area: N/A</li> <li>•Budget: 200k</li> </ul>
<ul style="list-style-type: none"> <li>•Brief: Creation of a dedicated foundation learning zone, which has been noted as a growth area for the college.</li> </ul>	<ul style="list-style-type: none"> <li>•Brief: Full refurbishment of the LRC space at SCC. A move away from the traditional LRC to a social learning environment, given the proximity to the existing reception area.</li> </ul>	<ul style="list-style-type: none"> <li>•Brief: Refurbishment of the existing teaching spaces for both Health, Social Care and Childcare.</li> </ul>	<ul style="list-style-type: none"> <li>•Brief: Some estate issues have been noted by Direct Access, pertaining to JW in particular. These relate to necessary amendments to the colleges existing car park.</li> </ul>	<ul style="list-style-type: none"> <li>•Brief: Cosmetic and decorative improvements to enhance the identified curriculum zones across all campuses. The existing material used on walls is outdated</li> </ul>
<ul style="list-style-type: none"> <li>•To include: <ul style="list-style-type: none"> <li>•General Purpose Teaching Spaces;</li> <li>•Basic Home Economics Kitchen Space;</li> <li>•Sensory Room;</li> <li>•Associated Staff Accommodation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•To include: <ul style="list-style-type: none"> <li>•Collaborative furniture arrangements;</li> <li>•Meeting pods;</li> <li>•Smaller Silent study areas.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•To include: <ul style="list-style-type: none"> <li>•Mock Wards Facilities;</li> <li>•Refurbished Mock Nursery Facility;</li> <li>•Improved GP/IT spaces.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•To include: <ul style="list-style-type: none"> <li>•Additional drop kerbs to be incorporated;</li> <li>•Additional pedestrian pathway.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•To include: <ul style="list-style-type: none"> <li>•Vinyl wraps and marketing material;</li> <li>•Decorations to 'colour' feature walls within zones.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>•Proposed Completion: Sept 2026</li> </ul>	<ul style="list-style-type: none"> <li>•Proposed Completion: Sept 2027</li> </ul>	<ul style="list-style-type: none"> <li>•Proposed Completion: Sept 2028</li> </ul>	<ul style="list-style-type: none"> <li>•Proposed Completion: Sept 2025</li> </ul>	<ul style="list-style-type: none"> <li>•Proposed Completion: Sept 2026</li> </ul>

Throughout the development of the estate strategy, it is recognised that project priorities may shift over time. Some initiatives may be accelerated, while others could be deferred in response to evolving external factors. As such, the outline investment plan should be viewed as indicative-providing a flexible framework that reflects the current set of priorities agreed upon by the Senior Leadership Team and the Governing Body. While the plan outlined above spans six years of targeted investment, the MSTEP report extends the timeline to ten years. This adjustment reflects feedback from the senior leadership team, who identified funding availability as a key factor influencing the pace of implementation.

Year 1 (FY26)	Year 2 (FY27)	Year 3 (FY28)	Year 4 (FY29)	Year 5 (FY30)	Year 6 (FY31)
£500,000.00	£1,825,000.00	£2,150,000.00	£3,000,000.00	£2,800,000.00	£2,100,000.00

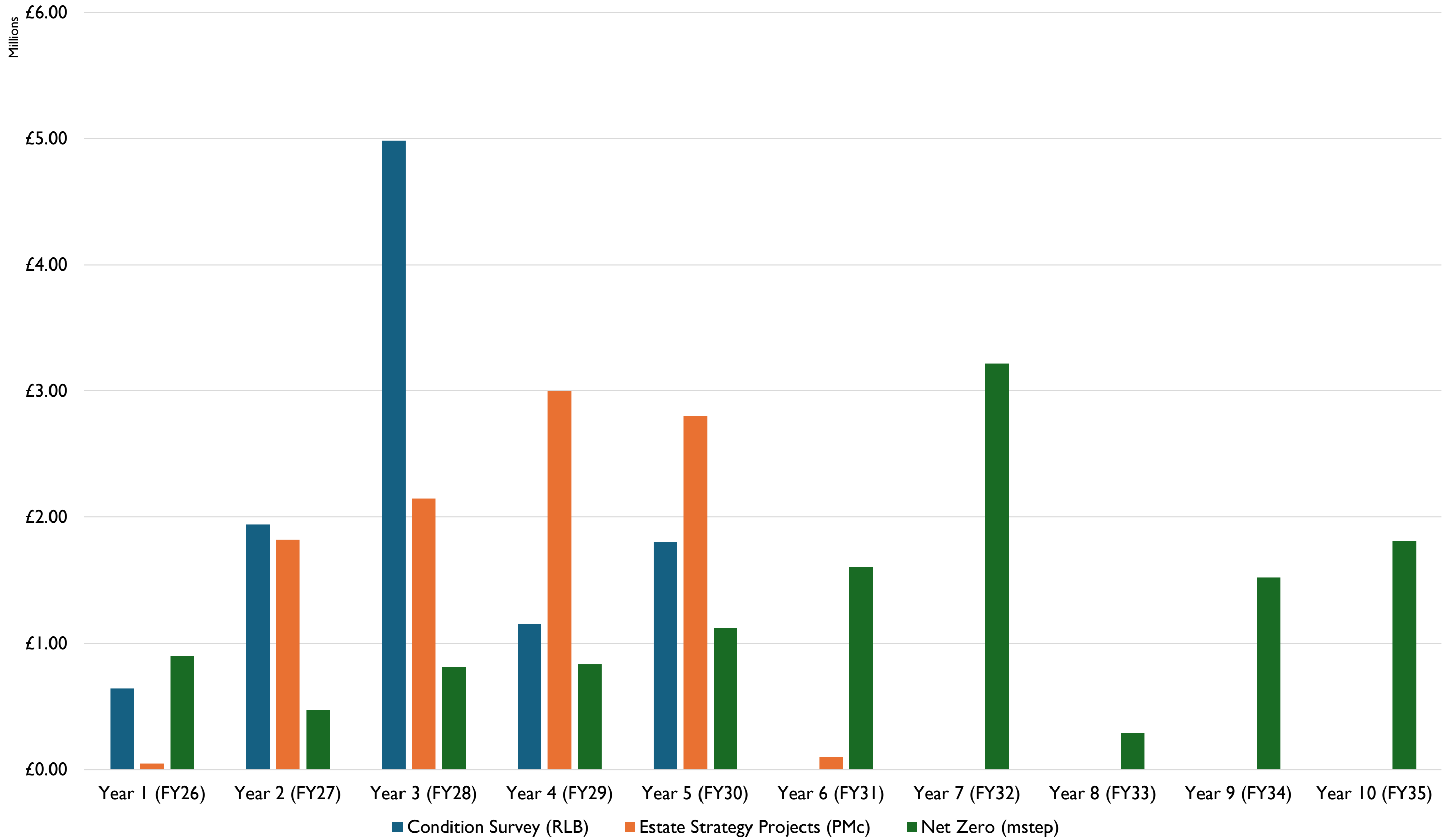
Year 1 (FY26)	Year 2 (FY27)	Year 3 (FY28)	Year 4 (FY29)	Year 5 (FY30)	Year 6 (FY31)
<ul style="list-style-type: none"> <li>Improved Access Arrangements (JW).</li> </ul>	<ul style="list-style-type: none"> <li>3<sup>rd</sup> Floor Refurbishment (MB).</li> <li>Enhanced Zoning Plans (Across Sites).</li> <li>External Amenity Space of 3<sup>rd</sup> Floor.</li> </ul>	<ul style="list-style-type: none"> <li>LRC Re-Imagination (SCC).</li> <li>LRC Move to GF (MB).</li> </ul>	<ul style="list-style-type: none"> <li>Refurbishment of 3<sup>rd</sup> &amp; 4<sup>th</sup> Floor (JW).</li> </ul>	<ul style="list-style-type: none"> <li>Refurbishment of 2<sup>nd</sup> &amp; 3<sup>rd</sup> Floor (SCC).</li> <li>Alteration to the existing Floor Plate (MB).</li> </ul>	<ul style="list-style-type: none"> <li>Improved Drop off Area (SCC).</li> <li>Gas Removal from Catering Kitchens.</li> <li>Refurbishment of Second Sports Hall.</li> </ul>

As part of the wider estate strategy, we have sought to bring together the various strands to produce a comprehensive investment plan, accounting for each element year on year. As such

- Benchmark rates for each of the estate strategy projects;
- Mstep budget figures for building improvement works;
- Costings for Condition Improvement works, undertaken by RLB;
- Dependencies of projects i.e factoring in any necessary decant works;
- Equitable expenditure of funds over all college sites year on year; and
- Total expenditure each academic year.

As previously outlined, while we've proposed a prioritisation of project based upon the above factors, we acknowledge that heads of school and indeed demand of curriculum will likely drive investment decisions in the coming years. As such, the order at which the projects have been proposed to take place should be seen, at this stage, as indicative highlighting the scope of works which could be achieved against the anticipated capital receipts.

### BMet 10yr Investment Plan



## 1.8 Acknowledgements

We would like to thank all of the Senior Management staff and Governors at Birmingham Metropolitan College who we have worked with in the course of this work for their cooperation and assistance in the completion of this report. We would like to record how professional, courteous and co-operative we have found all members of the College team have been during the conduct of our work.

## 1.9 Limitation of Liability

This report is written expressly for the Board and the Senior Leadership Team of Birmingham Metropolitan College. Much of the information contained in this report has been supplied by the College and/or other third parties (such as RLB) and whilst we have used our reasonable endeavours to test the veracity and validity of such information, we cannot be held responsible for any errors or omissions arising therefrom. Where we express views within this report on condition, process or performance, or costs such views are given in good faith based on the information made available to us and our observations during the course of our work. Please also note that the scope of our work has not included a comprehensive review of health and safety policies, procedures or compliance therewith. We cannot accept any liability in relation to claims made by persons or other parties if the contents of this report are used by management or others without such users first seeking their own direct assurance of the validity of the opinions expressed herein.

## 2.0 Introduction & Background

### 2.1 Introduction & Purpose

Peter Marsh Consulting (PMc) were appointed by BMet to develop the next iteration of their estate strategy (2025-30), following a successful implementation of the previously completed estate strategy in 2019 (Phase 1) & 2020 (Phase 2). The essence of the new strategy was to ‘take stock’ of the existing position of the estate and seek opportunities to enhance the learner experience wherever possible. The current estate now extends to just over 60,000m<sup>2</sup> and that the four key sites at James Watts, Erdington, Matthew Boulton and Sutton Coldfield have been retained.

As part of the estate strategy process, we reviewed the feasibility studies produced for JWC, MBC and SCC and consider these to be useful and interesting contributions to future thinking. The longer-term Estate Strategy to be updated to take account of changes to the estate and to articulate a long-term vision for:

1. the physical development of the estate – aligned to the future curriculum vision;
2. the investment and operating changes needed to achieve net zero; and,
3. how the estate can be made as inclusive and accessible as is reasonably practical.

### 2.2 Summary of Previous Estate Strategy (2019 vs 2025)

In 2019 BMet previously appointed Peter Marsh Consulting Ltd to help develop an Estates Strategy to ensure that the estate is of a suitable size and quality to support the long-term curriculum vision of the College and its financial recovery plan. In developing the Estates Strategy options for rationalisation of the estates it considered the following:

- rationalisation of the use of accommodation on each site and the potential part- disposal or alternative use of elements of the estate;
- relocation of curriculum from one or more sites to other sites in order to consolidate the curriculum offer, reduce costs and realise asset sales; and,
- a range of more minor interventions to reduce costs and/or improve the learning environment.

Element	2019	2025	Difference
Size of Estate	78,781	54,828	-28,953
Theoretical Space Requirement	51,796*	39,928	-11,868
Excess Space (%)	34%	27%	-7%

Since the initial Estate Strategy review, the college has made substantial progress in rationalising its estate and consolidating activity into core locations. The total estate area has been reduced by 30%, from 78,781 m<sup>2</sup> to 54,828 m<sup>2</sup>. This has been achieved through the closure of several sites, including Stourbridge, Kidderminster, the Sports Academy, Botanical Gardens, and Millennium Point.

The closure of Millennium Point has directly contributed to improved utilisation at Matthew Boulton College, as evidenced by recent utilisation data.

The previous Estate Strategy also supported the development of a targeted Planned Maintenance Programme (PMP), which underpinned a successful FEETF funding bid. This investment facilitated estate enhancements aligned with the rollout of the T Level programme, including the creation of new construction and robotics spaces at GF Watts.

Significant component upgrades have also been delivered, including:

- Full boiler and hot water pipework replacement at James Watt College
- Substantial window replacements at both James Watt and Sutton Coldfield

The overall condition of the estate has improved markedly:

- 75% reduction in Red Status maintenance items, defined as “Urgent” or “Immediate”
- 59% reduction in all Priority Works identified by RLB

These improvements have enabled a strategic shift toward greater investment in teaching and learning environments. A comparative summary of estate works completed in 2019 and 2025 is provided below.

*BMet Priority Works 2019 vs 2025*

RAG Status	2019				2025				Difference (+/-)
	Red	Amber	Green	TOTAL	Red	Amber	Green	TOTAL	
James Watt	£1.319m	£1.368m	£2.304m	£4.992m	£0	£1.211m	£0k	£1.211m	-£3,781m
Erdington Skills Centre	£78k	£43k	£516k	£638k	£4k	£334k	£47k	£381k	-£256k
Matthew Boulton	£67k	£165k	£2.987m	£3.219m	£43k	£2.613m	£0k	£2.656m	-£563k
Sutton Coldfield College	£723k	£1.324m	£3.153m	£5,202m	£495k	£1.111m	£0	£1.606m	-£3,595m
Jennens Suite	£5k	£0	£240k	£245k	N/A	N/A	N/A	N/A	N/A
<b>TOTAL</b>	<b>£2.193m</b>	<b>£2.900m</b>	<b>£9.203m</b>	<b>£14.297m</b>	<b>£542k</b>	<b>£5.270m</b>	<b>£47k</b>	<b>£5.856m</b>	<b>-£8,441m</b>

### 2.3 Overview of Existing Estate

Birmingham Metropolitan College is a further and higher education college with campuses distributed across Birmingham. It was created in August 2009 as a result of the merger of Sutton Coldfield and Matthew Boulton Colleges and further expanded following a subsequent merger with Stourbridge College in 2013. Following the disposal of the two largest Black Country sites, as well as a number of smaller leased facilities, it has four sites distributed across Birmingham giving a total area of 54,828m<sup>2</sup> (GIA). We set out below some key statistics in relation to the existing accommodation as we understand them:

*Summary of Existing BMet Estate*

Site	Postcode	Tenure	Gross Internal Area (GIA)	Theoretical Area Requirement	Surplus Area (%)	Condition Assessment
James Watt	B44 8NE	F	15,250	8,421	45%	B/C
Erdington Skills Centre	B24 9EW	F	3,880	2,560	34%	B
Matthew Boulton College	B4 7PS	F	14,799	13,898	6%	B
Sutton Coldfield College	B74 2NW	F	20,899	15,049	28%	B
<b>TOTAL</b>			<b>54,828</b>	<b>39,928</b>	<b>27%</b>	

### 3.0 Methodology & Approach

#### 3.1 Space Planning

Having an accurate understanding of how well spaces are used helps to determine what the optimum space requirements are for a further education or sixth form college. On the basis that each m2 of new building costs in the order of £4,000 to deliver and every m2 of space can cost up to £75 to run and maintain each year, the benefits of 'right-sizing' the College's footprint through improved utilisation are clear.

Space utilisation is comprised of two factors:

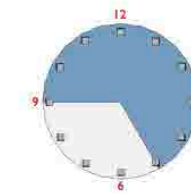
Frequency = the proportion of time (expressed as a percentage) that rooms were in use over the forty-hour week period.

Occupancy = this is also expressed as a percentage and represents the proportion of the seats that are occupied when rooms are in use over the 40-hour week.

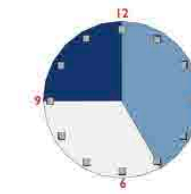
Utilisation = the combination of Frequency (room use) times Occupancy (seat use).

The images below give a number of examples of how space utilisation is impacted by timetabling, group vs room size and the design of spaces.

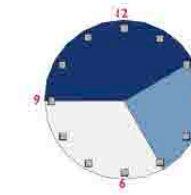
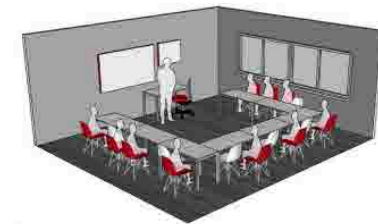
#### Utilisation Methodology



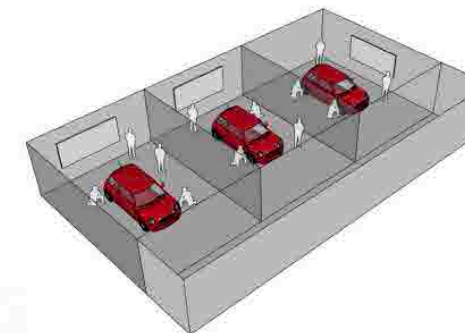
1 - Example of teaching space not being used for 8hrs a day



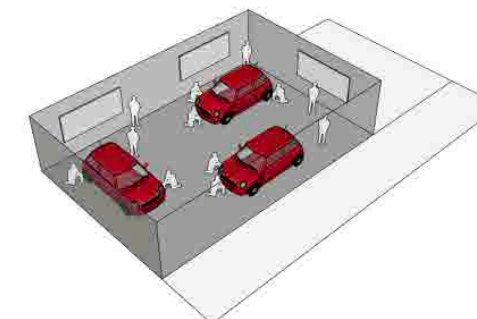
2 - Example of teaching space utilisation at 18%, where the room is being used 3 hours a day between 9:00 and 12:00 with 8 students of 16 in attendance



3 - Example of teaching space utilisation at 40%, where the room is being used 5 hours a day between 9:00 and 14:00 with 10 students of 16 in attendance



4 - Illustration of vocational training divided into three separate spaces



5 - Illustration of vocational training condensed into one space 25% smaller

Space utilisation is calculated on the basis of a standard 40-hour week and a 36-week teaching year i.e. 1,440 hours per year. It is accepted that it is not feasible to timetable every workspace in every room for the full 1,440 hours per year. The overall space required is obtained by calculating the teaching space needed via the use of the student register and then applying percentages for teaching space, learning space, other usable space and balance space.

These are defined by the LSC Guidance as the following:

- Teaching and Learning Space excludes administrative, social, catering and communal, storage and balance space;
- “Other” Usable Space is all usable space excluding Teaching and Learning space. These areas typically include rooms for administrative, social catering and communal, storage and assembly rooms; and,
- Balance Space is “Non-usable” space in a building typically including corridors, stairwells, lifts, plant rooms and space occupied by internal walls and services.

These factors are further explained below:

- Room size: the relationship between the size of a room and the actual size of teaching groups has a fundamental impact on utilisation. Many colleges operate in buildings designed for average class sizes of 25- 35. These provide generous teaching spaces that replicate the room sizes of teaching accommodation found in secondary schools. However, the average class size in most colleges is, from our experience, between 11 and 15 learners; this means that the occupancy factor is often just 50% as, on average, half of the seats or workstations in each teaching space are not occupied.
- Timetabling: the space planning formula assumes that each teaching room can be used for 40 hours per week i.e. 9am to 5pm Monday to Friday. If a common lunch break is used in the college for example, 5 hours of potential teaching time will be removed across the week, taking maximum frequency down from 100% to 87.5%.
- Balance between specialist and general-purpose teaching spaces: the curriculum supported by most FE colleges is broader than in schools and, when considered in relation to the size of the institution, more diverse than in most HE institutions. We often find that the availability of general-purpose teaching accommodation can be a very significant constraining factor on the overall utilisation of an estate. This issue has become more acute in the last few years with the focus on English and Maths qualifications for all 16-19 learners who have not achieved a GCSE A\*-C pass at school.

There is also the question of the overall teaching and learning strategy that any college adopts. Under the current Education Funding Agency Study Programme guidance, 16-19 year-old learners are expected to benefit from a planned 540-600 directed learning hours over the course of a year (equating to c15 hours per week). Whilst some colleges timetable all of this activity into teacher-led learning in classrooms, studios and workshops, there is a strong educational case to be made for promoting more independent and group-based study time outside the classroom, using learning resource centres, cafés and other learning spaces (although this is likely to vary depending on the provision type and level). This type of activity still needs to

be planned and quality assured in order for it to ‘count’ towards fundable hours but there is no requirement to use formal teaching spaces or indeed teachers to support this activity. We would normally exclude such time from our assessment of the utilisation of formal teaching spaces as these activities will take place in the library, for example, or in rooms when they are not timetabled for teaching. As such, planning for 1.5 hours per week (54 over the course of a year), say, of independent or group study time can reduce the overall space required in a college by c10%.

We have carried out an in-depth study of the current space utilisation at 40% of the College using the one week actual information for October 2023/2024. The findings in this section are therefore based on our analysis of the use and the size of spaces across the campuses based on this timetable data. At PMc we assess the utilisation performance using the Red Amber Green rating table below:

PMc Utilisation RAG Benchmarking

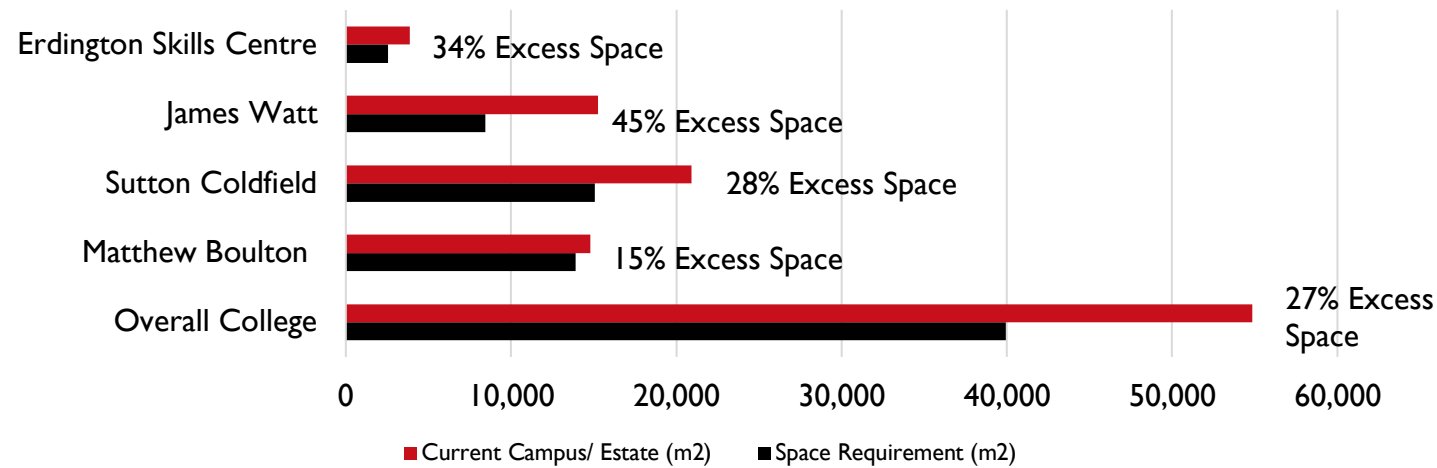
Frequency	Occupancy	Utilisation	Score
≥66%, <100%	≥70%, <100%	≥46%	Excellent
≥50%, <66%	≥50%, <70%	≥25%, <46%	Good
≥40%, <50%	≥40%, <50%	≥16%, <25%	Moderate
<40%	<40%	<16%	Poor

Following an extensive analysis of the College held student attendance information over a number of datasets, the results can be seen below:

Utilisation Figures by Site (1 week Oct '23)

Campus	Frequency	Occupancy	Utilisation
Matthew Boulton	45%	76%	36%
Sutton Coldfield	33%	62%	24%
James Watt	37%	47%	18%
Erdington	27%	63%	18%

### 3.2 Theoretical Space Needs



In the 2019 Estate Strategy the calculated a total theoretical area requirement of 51,796 m<sup>2</sup> across the entirety of the estate, in 2024 the total theoretical required are now 39,928m<sup>2</sup>. This figure does however, included sites such as Stourbridge (which had a theoretical requirement of 5,350m<sup>2</sup>) where most learners would have migrated to other non BMet colleges.

#### 3.2.1 Sectoral Analysis of Space Utilisation

We have considered how our findings of 36% excess space across the estate compared to other colleges we have worked with in the last three years. The level of excess space is marginally higher than our sample average, however, we have worked with college’s who have (and have had) a greater amount of surplus space. The table below collects together our most recent work in the sector where we have completed space utilisation and space assessment studies. These shows the spare capacity site by site ranging from -4% to +79%; this shows that:

- there is a wide the pattern of utilisation in the FE sector;
- some sites/centres are able to match their room size and class sizes very well and enjoy demand that exceeds supply for places on some courses – allowing them to use space more efficiently than our 40% utilisation target would normally allow; and,
- many other sites/centres that we have examined have lower levels of utilisation and many have more excess space than BMet now has.



### 3.3 Options Generation

Following our initial site visits, we developed SWOTS for each of the sites to establish the Strengths, Weaknesses, Opportunities and Threats for each of the sites. These were then sense checked, verified by the governing body during a workshop session held in October 2024. The SWOTs were then updated to align to capture additional points raised from the session.

The SWOTs can be found overleaf:

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Flexible building form, which can be easily adapted and refurbished to suit the changing needs of the college.</li> <li>• Modern construction and M&amp;E equipment, which is efficient and functions well in some areas – including those with chilled beams.</li> <li>• Convenient city center location with numerous amenities surrounding the college building, as well as access to a green space park to the rear.</li> <li>• Recent refurbishment projects have improved both the condition of the spaces and their overall functionality.</li> <li>• Some excellent specialist teaching areas – gaming / IT / business.</li> <li>• Strong external seating areas near to the ground floor entrance.</li> <li>• Safeguarding / security recently upgraded with the installation of secure turnstiles. .</li> </ul>	<ul style="list-style-type: none"> <li>• Relatively tight arrival sequence with no distinguishable curriculum zoning. Instead, there are clusters of specialist spaces and large areas of indistinguishable general-purpose classrooms.</li> <li>• LRC and Student Services located on the third floor in an area that now feels out of date and over-sized.</li> <li>• Some curriculum areas split over more than one floor e.g. art.</li> <li>• IT/ AV equipment outdated, although evidence of replacement with flat screens could be seen in some areas.</li> <li>• Classroom furniture in some spaces of notably worse condition than the overall condition of classrooms.</li> <li>• Some classrooms appeared cramped with limited furniture layout options.</li> <li>• Large numbers of staff work rooms with outdated furniture, fixtures and fittings (FFE).</li> <li>• Floor plate and building design is restricted to general purpose / IT / small scale and medium scale spaces - there is no ability to accommodate larger scale curriculum such as engineering or construction.</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• The third floor open expansive LRC space could be transformed and condensed with space released converted into more flexible teaching / learning space and / or staff rooms.</li> <li>• Enhance curriculum zoning through the colocation of allied curriculum use across the existing floors/wings.</li> <li>• External amenity space on the third floor could be better used for staff/ student use.</li> <li>• Double height theatre space on the ground floor could be repurposed now performing arts provision has stopped. Options could include re-located student services and/or LRC (Refer to the proposal by Design Studio).</li> <li>• Replace small staff rooms with larger rooms for curriculum faculties with a variety of alternative seating / workstyle furniture (and convert staff rooms to teaching or learning spaces). Open plan / flexible space?</li> </ul>	<ul style="list-style-type: none"> <li>• Disrupted sun path from 521 storey tower, which may affect natural light on the western façade of the building (or may provide effective solar... shading).</li> <li>• Limited land availability to add to the teaching area on the campus (albeit the need for additional space is not proven)</li> <li>• Given the age of the building (~20yrs) some M&amp;E equipment is coming to the end of its service lifespan and may need significant investment, e.g. boilers, lifts etc.</li> <li>• Limited land availability restricting the opportunities for on-site energy generation.</li> </ul>

Erdington Skills Centre SWOTs

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>Well-designed, visually appealing, and sound condition building, which is largely fit for purpose.</li> <li>Appropriately sized general-purpose classrooms with generous ceiling heights and natural light.</li> <li>Efficient footprint and layout of classrooms, with workshop space to the rear effectively utilising a mezzanine floor.</li> </ul>	<ul style="list-style-type: none"> <li>Carpentry building to the rear a notably poorer condition building and internal fit out.</li> <li>Demarcation of workshop spaces not obvious between disciplines and teaching spaces.</li> <li>No delineated drop off spaces which could cause issues, especially given the residential content in which the site lies.</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>Dispose of carpentry building to the rear to raise a capital receipt which could be reinvested into the wider college estate. Note that there is a legal charge on this property associated with a loan from the DfE.</li> <li>Carpentry provision could be relocated to James Watt with significant surplus space on the site.</li> <li>Significant roof area which could afford the college the opportunity to place PV panels in an to contribute towards decarbonization of the site.</li> </ul>	<ul style="list-style-type: none"> <li>Limited capacity for growth should the college see a significant increase in demand for construction provision.</li> </ul>

James Watt SWOTs

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Recent refurbishment projects (T Level Spaces for both Construction and Manufacturing &amp; Engineering. present well and are largely fit for purpose (although areas per workspace appeared generous).</li> <li>• Significant amount of capital investment made to the campus, including window replacement and full replacement of heating systems, which are making notable condition improvements.</li> <li>• Good range of different teaching spaces suitable to accommodate a wide variety of curriculum areas.</li> <li>• Clear zoning of floors with curriculum areas clustered in adjacent rooms.</li> <li>• Some areas with fitted out with innovative layouts and furniture e.g. LRC space on ground floor.</li> <li>• Generous parking on site.</li> </ul>	<ul style="list-style-type: none"> <li>• Third and fourth floor of the main building are of notably poorer cosmetic condition than the lower floors – with some spaces e.g. childcare appearing very dated compared to other FE Colleges.</li> <li>• Issues with IT/AV – with many teaching rooms still having short- throw projectors even in some recently refurbished rooms.</li> <li>• Furniture in a good number of classrooms which is in need of replacement in the short to medium term.</li> <li>• Sloping nature of the sight limits accessibility in some areas.</li> <li>• Domination of car parks close to main entrance and limited ramps gives the impression that accessibility is a secondary consideration on the campus, although a proposal to address this has been developed by The Design Studio</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• Plot of land to the front of the site adjacent to Aldridge Road could be sold for a potential residential development. Further work to be undertaken to establish if it is financially viable.</li> <li>• Extent of open space and roofs could give rise to on-site energy generation in a variety of forms, making a significant contribution to the college’s net zero aspirations.</li> <li>• Utilisation reports suggest substantial room for further growth on site.</li> </ul>	<ul style="list-style-type: none"> <li>• Noted as having the largest amount of excess space as per PMc space planning analysis, resulting in BMet maintaining a larger campus than is theoretically required.</li> <li>• Larger average classroom sizes (50m<sup>2</sup>) resulting in lower occupancy rates across all spaces which in turn is resulting in lower overall utilisation.</li> </ul>

Sutton Coldfield SWOTs

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Visually appealing impressive entrance and reception area with a modern feel.</li> <li>• Pockets of highly utilised spaces namely in the A Level center.</li> <li>• Highly functionality Art spaces on the ground floor of the main building.</li> <li>• Good quality science labs.</li> <li>• Good quality sports facilities in the new building.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrival sequence by car an issue with backlogs occurring during term time with limited drop off space.</li> <li>• Arrival sequence does not appear to comply with good practice accessibility design.</li> <li>• Limited options for disposal due to safeguarding concerns around a single point of access.</li> <li>• Old sports hall building, including classrooms and changing rooms are in poor condition and requires investment in the short to medium term to bring it back into a condition A/B.</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• Spare capacity to dispose of some buildings of the periphery of the site (e.g former nursery and associated parking area) but issues with access and safeguarding may limit options.</li> <li>• Refurbishment/ redevelopment opportunity of the old sports hall for a disabled sports center Inclusive Sports Centre with funding from external sources.</li> <li>• Significant land availability as well as roof space giving rise to a number of energy generation opportunities.</li> <li>• Utilisation reports suggest substantial room for further growth on site.</li> <li>• A campus wide central energy center could be considered – but would require extensive ground works to connect each building into a centralised plant room.</li> </ul>	<ul style="list-style-type: none"> <li>• Due to the nature of the campus having a variety of buildings a decentralised energy system may be preferred which may add complexities and added costs.</li> </ul>

Following the identification of weakness and opportunities for each of the campuses as well and collating a significantly amount of information and data on utilisation of space, we were able to develop options to address the shortfalls experienced at each of the campuses in turn. We then developed each of the 17 campus options in turn to assess their overall viability as well and brief for them to take forward to prioritise and score.

### BMet Strategic Site Options Sheets Examples

We then developed a scoring matrix designed to evaluate various estate strategy options by scoring them against key criteria. Each criterion is assigned a weighting (based on its importance), and options are scored on a scale of 1 to 5. The final score is calculated by multiplying the option's score by the criterion's weighting, giving a weighted score. The total weighted score helps to identify the most viable option against the agreed priorities of the senior leadership team.

### Instructions for Use:

- 1. Criteria Explanation:** Review each criterion to ensure it aligns with the estate's strategic goals.
- 2. Weighting (Out of 5):** Assign a weighting to each criterion based on its importance to the overall decision (5 = highest importance, 1 = lowest).
- 3. Performance (Out of 5):** Score each option on a scale of 1 to 5, where 1 is poor and 5 is excellent in relation to that criterion.
- 4. Weighted Score:** Will be automatically calculated.
- 5. Total Score:** Sum the weighted scores for each option to determine its overall viability.

ID	Criteria	Weighting: 1-5
A	Size of Estate – right-sizing to reduce operational costs	1
B	Generation of Funds to Support Investment	2
C	Travel to Study Impact – protecting market share	5
D	Ability to Deliver Whilst Maintaining Operations (learner experience)	4
E	Future Capacity to Grow – ensuring sufficient assets/land for growth	4
F	Programme – speed of delivery (protecting delivery and student experience)	3
G	Capital Cost of Funding – affordability (limited capex for major estates projects)	4
H	Strategic fit to agreed curriculum vision – maximising benefit to learners	5
I	Degree of risk – securing planning consent and realising benefits	3
J	Sustainability Impact – energy efficiency and environmental benefits	4
K	Student and Staff Satisfaction – improving learning and working environments	4
L	Community and Stakeholder Engagement – support and alignment with local needs	4

Based upon the agreed weighting, the college has prioritised protecting their existing market share of students in their existing catchment areas, while also putting an emphasis ensuring that the estate strategy aligns with the curriculum vision of the college.

### 3.4 Cost

We have assessed the potential cost of each option by categorising the potential costs based on recent projects we have completed and/or cost estimates produced for other estate strategy work. Due to the nature of the options considered and the scope of works that could be included or excluded from the projects the cost ranges are intended to give a high level indication of what could be spent in delivering them; we recommend a more detailed outline cost estimate and then cost plan be developed for all works of a medium to major nature.

Scale of Works	Cost Range
Small Scale	<£250k
Medium Scale	£250k - £1m
Large Scale	>£1m

## 4.1 James Watt College

### 4.1.1 Analysis of Existing Estate

James Watt College, located off Aldridge Road in Great Barr, is a well-established centre of excellence for technical education and training. The college specialises in construction, engineering, and digital technologies, and also delivers a range of technical and support programmes for the rail industry, with a mock rail set up in situ to the rear of the site.

The campus spans 16,700m<sup>2</sup> across two adjoining buildings. Currently, the Group is in the process of leasing the top floor of the Aldridge Building (1,450m<sup>2</sup>) to the NHS as part of an upskilling centre for international nurses.

Our assessment rates the college's condition as a mix of grades B and C, with a small area—comprising the learning resource centre, reception, and new T level spaces including robotics and architecture - rated as grade A due to relatively recent, innovative refurbishment that has created an impressive arrival sequence.

The most prominent area rated C is the black-clad building at the front of the campus. While its exterior has been modernised with a striking metal re-clad, the internal teaching spaces remain below average. A photographic record is available in Appendix 2.

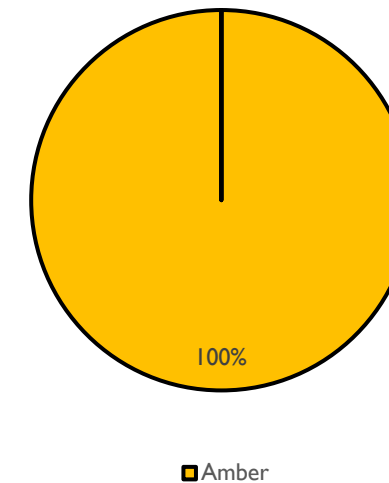
The main buildings date back to the 1960s and feature an unusual layout: five-storey structures with classrooms on one side of a corridor overlooking a central courtyard. The black-clad block is four storeys high with classrooms on both sides. This layout results in an extensive network of corridors, which can make the teaching spaces feel dispersed. Many of the older roofs are nearing the end of their service life, and roof replacement work has begun on the Aldridge Building. Some functions, such as corporate HR, are located in areas that are remote and accessible only by stairs.

KPIs	Value
Gross Internal Area	15,250
Theoretical Area Requirement	8,421
PMc Condition Assessment	B/C
Spare Capacity	45%
Utilisation Analysis	18%

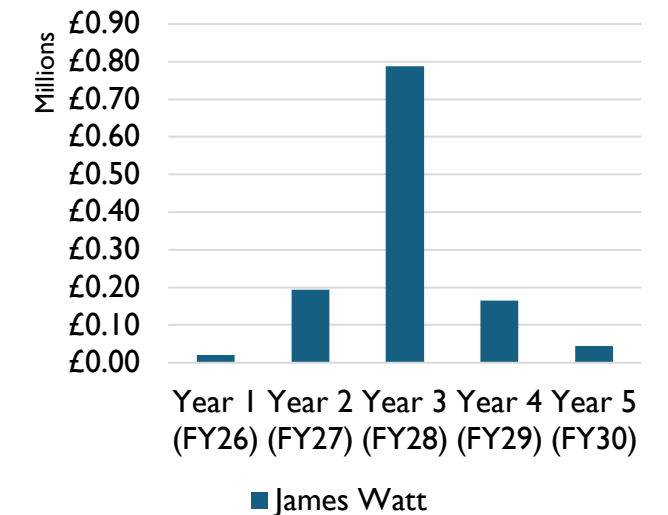
### 4.1.2 Planned Maintenance Recommendations

The transformation fund has invested heavily in condition improvement works at James Watt college with replacement boilers installed across the site and window replacements installed on the main building. RLBs latest iteration of an investment plan has highlighted works required in the period:

James Watt RLB Priority Works (% of Value £)



BMet RLB Condition Improvement Investment (5yrs)



The majority of works at James Watt are targeting widespread condition improvements such as decoration and new flooring. Larger items of expenditure also include:

- Roof mounted AC units;
- Resurfacing car park; and
- Heating Cylinders.

A summary of the priority works and breakdown of the 5-year investment plan can be found in Appendix 4.

### 4.1.3 Accessibility Recommendations

One of the areas noted during our site walkarounds of James Watt was the accessibility to the front of the college from the car park area. This has since been picked up by Direct Access as part of their Accessibility Audit, for the need for additional drop kerbing to ensure that persons with visual impairment are not adversely impacted.

They also capture a number of other items which are targeted at inclusion, which we understand the college will seek to address in the coming years.

Other priority 1 works include:

- Repainting accessible parking bays;
- Amendment to on-site ramps;
- Upgrades to signage; and
- Improvements to the existing accessible W/Cs

A summary of other priority 2 and priority 3 works can be found in appendix 5.

### 4.1.4 Net Zero and Decarbonisation

As part of the college's net zero strategy, Mstep conducted a comprehensive survey of the existing plant infrastructure across the site. The assessment found that heating and hot water are currently supplied by 13 boilers and 2 ground source heat pumps. Based on their findings, MSTEP recommends the college implement the following measures to significantly reduce carbon emissions—projected to achieve a 56.2% overall reduction.

Measure	Capital Cost	Annual Cost Saving	Simple Payback Period (Yrs)
Installation of PV Panels	£341,984	£29,068.64	12
BMS Upgrades	£473,100	£25,532.15	19
Improvements to Mechanical Equipment	£275,975	8,549.21	32
Lighting Upgrades	£88,312	£2,896.60	30
Installation of ASHP	£1,521,400	£17,993	85
<b>TOTAL</b>	<b>£2,700,771</b>		

The current strategy prioritises investment based on payback period; however, we recognise that different funding bodies may impose varying conditions to enhance the likelihood of a successful application. As such, these criteria should be carefully reviewed and incorporated once the specific requirements of the funding body are made available.

#### 4.1.5 Space Utilisation & Curriculum Mapping

##### James Watt Utilisation Analysis

	GP	IT	SS	MS	LS	ELS	All
<b>Frequency</b>	34.4%	40.2%	39.4%	43.8%	58.8%	34.2%	37.1%
<b>Occupancy</b>	46.4%	51.3%	49.7%	59.1%	41.0%	30.5%	47.4%
<b>Utilisation</b>	17.3%	19.6%	19.3%	19.6%	24.1%	13.8%	17.9%

The above determine that the existing utilisation levels of utilisation at James Watt are moderate, but in terms of frequency of use a large number of existing teaching spaces are not regularly used. Occupancy levels are generally moderate across the campus suggesting that when classrooms are being used, they're well occupied.

The table below outlines the types of spaces required for the core curriculum taught on the site including:

- Engineering
- Foundations for Learning and Life;
- Transportation operations and Maintenance;
- Building and construction; and,
- Health, social care, and Childcare.

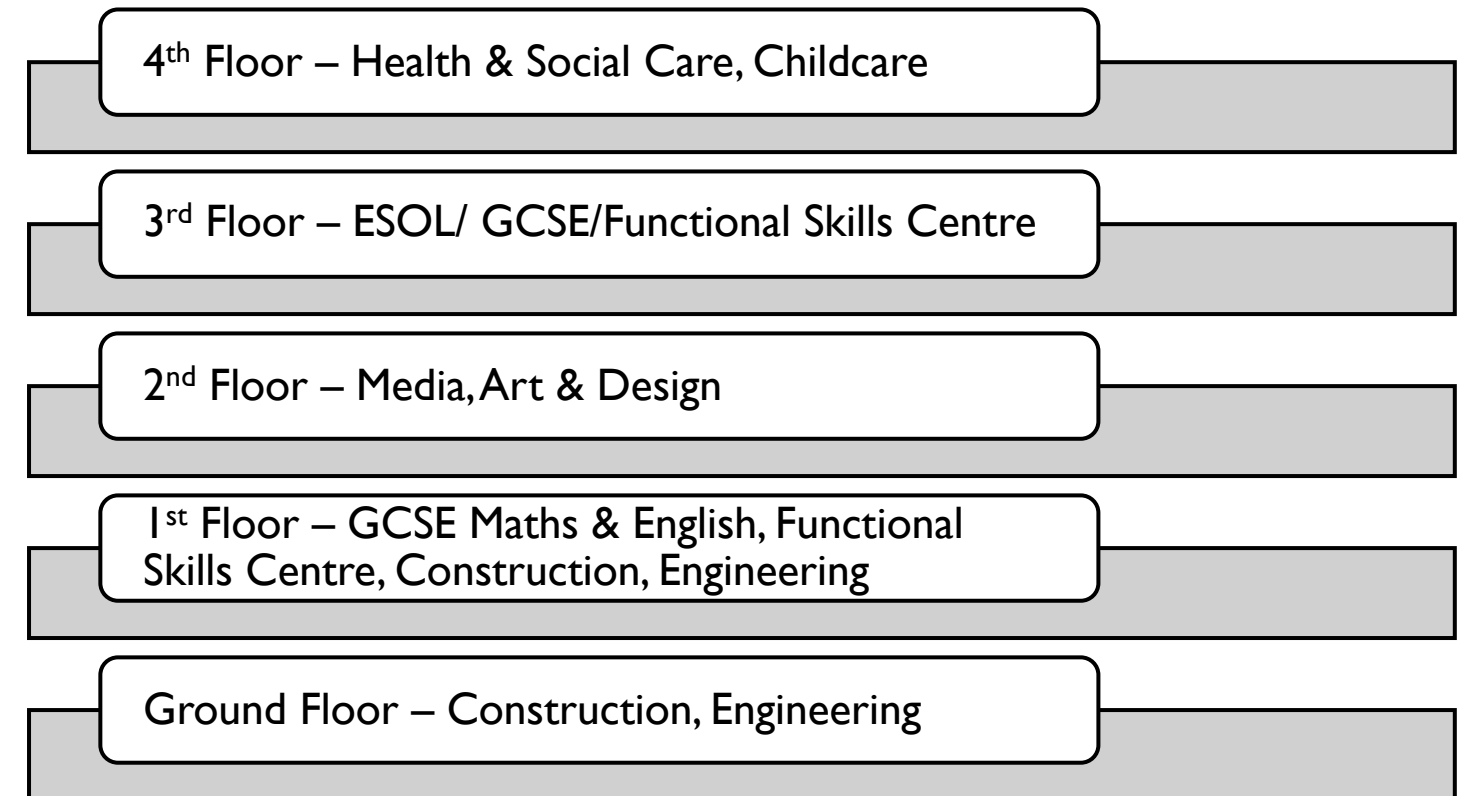
##### James Watt Space Planning Analysis against existing footprint

Curriculum Area	Existing			Space Requirement @ 36% utilisation (m <sup>2</sup> )
	Existing Area/ Location (Floor)	Area (m <sup>2</sup> ) of existing footprint	Average Class Size Used (m <sup>2</sup> )	
Construction	GF, 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup>	1,135	87	1,106
Engineering	GF, 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup>	2,650	76	1,378
Health, Social Care & Childcare	3 <sup>rd</sup> & 4 <sup>th</sup>	718	72	258
Media, Art & Design	2 <sup>nd</sup> & 3 <sup>rd</sup>	789	158	232

English, Math's & Functional Skills	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup>	923	66	465
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One option which received overwhelmingly positive feedback from both curriculum leads but also the senior leadership team was surrounding curriculum zoning and seek to enhance the identity of spaces through use of decoration but also allow the college to form a long-term strategy on the allocation of space for any future capital bids. As such we have produced outline plans for each of the college sites (excluding Erdington as it is dedicated construction centre). As noted above, James Watt has a degree of zoning apparent already in the campus, owing to the smaller curriculum offer. However, we are aware that the current ESOL provision at Erdington will be relocated to James Watt at the start of the 2025/26 academic year. Accordingly, the zoning outlined below has been developed to accommodate this planned transition:

##### Proposed Curriculum Zoning for James Watt





Please see appendix 3 for full details of the curriculum zones allocated.

#### 4.1.6 Options for Investment & Prioritisation

OPTION NO.	Existing BMET or New Proposal	DESCRIPTION	RATIONALE
9	Existing (Proposals by Design Studio)	Access Arrangements - for pedestrians and to promote a more inclusive approach to DDA access.	The current access to the main building is not particularly inclusive for wheelchair users due to the absence of dropped kerbs and designated drop-off areas. We note that the college is aware of this issue and has developed proposals with the Design Studio to improve the existing access arrangements.
10	New	Refurbishment of the 3rd and 4th floor of the main building.	During the visit, these areas were identified as being in poorer condition compared to the rest of the campus and, therefore, in need of improvement. The curriculum brief for these spaces is to be confirmed.
8	New	Plot Adjacent to Aldridge Road Sold	The plot of land at the front of the site, adjacent to Aldridge Road, could potentially be sold for residential development. Further analysis is required to determine whether this option is financially viable.

#### 4.1.7 Costs & Programme

OPTION NO.	CAMPUS	Existing BMET or New Proposal	DESCRIPTION	BUDGET COST (£)	AREA (M2)	CATEGORIES	Scale £ (Small, Medium Large)	LINKS TO SPECIALIST REPORT	INTERDEPENDENCIES	Programme	OPTIONS RANK
9	James Watt	Existing (Proposals by Design Studio)	Access Arrangements - for pedestrians and to promote a more inclusive approach to DDA access.	£500,000.00	N/A	Condition Improvement	Small		None	Summer 2025	1
10	James Watt	New	Refurbishment of the 3rd and 4th floor of the main building.	£3,000,000.00	1,985	Condition Improvement	Large		None	Summer 2028	5
8	James Watt	New	Plot Adjacent to Aldridge Road Sold	-£700,000.00	1,050	Disposal/ Capital Receipt	N/A	N/A	None	Not taken forward	14

## 4.2 Erdington Skills Centre

### 4.2.1 Analysis of Existing Estate

This purpose-built centre, opened in 2014, spans approximately 3,880m<sup>2</sup> and is attractively situated within a residential area on Edwards Road. Designed to support both construction and community-focused education, the facility offers a diverse curriculum that includes:

1. Plumbing
2. Electrical Installation
3. Brickwork
4. Carpentry
5. Painting and Decorating
6. English & Maths (Construction Learners Only)

The first four construction disciplines are delivered across the ground and first floors of the main building's rear section. Painting and decorating are taught in a dedicated, converted building located at the back of the site.

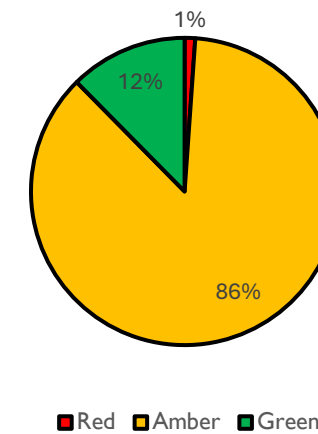
The centre is conveniently located approximately ten minutes from James Watt College, enhancing accessibility for students. In addition to specialist training areas, the facility also features a number of well-lit, high-quality general-purpose classrooms on both the ground and first floors of the main building.

KPIs	Value
Gross Internal Area	3,880
Theoretical Area Requirement	2,560
PMc Condition Assessment	B
Spare Capacity	34%
Utilisation Analysis	18%

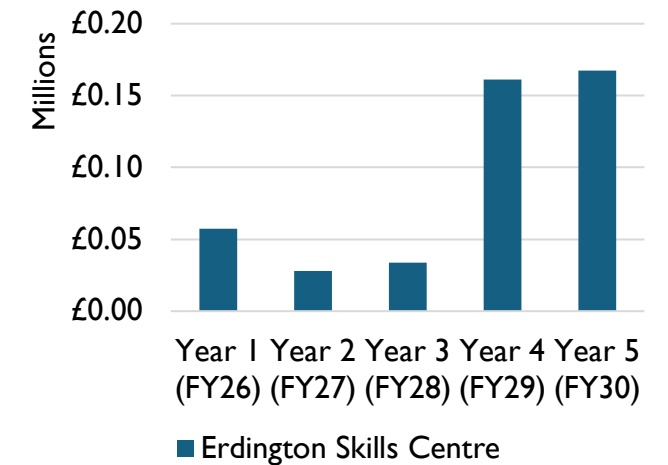
### 4.2.1 Planned Maintenance Recommendations

Within the planned maintenance report for Erdington carried out by RLB (Appendix 7), it was estimated that there is an estimated £381k capital spend required. Of this spend, RLB reported that approximately £338k was red or amber rated - requiring urgent attention.

Erdington Skills Centre RLB Priority Works (% of Value £)



BMet RLB Condition Improvement Investment (5yrs)



The survey conducted at Erdington highlights a significant investment requirement exceeding £100,000, primarily associated with the upper flat felt roof. In contrast, the lower deck has already undergone repairs in recent years. Despite the scale of the investment, these works are scheduled for Year 5 of the investment plan, reflecting a strategic decision based on the roof's current condition and associated risk profile. It is worth noting that the only critical issue identified in the survey was the exit signage, which can be addressed promptly and with minimal disruption.

### 4.2.3 Accessibility Recommendations

Due to the age of the building and the site, the survey did not identify any elements requiring major structural alterations. However, it does highlight several Priority I works, most of which are classified as either 'N – None' or 'M – Minimal', indicating limited cost implications.

### 4.2.4 Net Zero and Decarbonisation

Following mstep's review of the existing plant and infrastructure across the site, several opportunities were identified to reduce overall emissions by up to 50%. The site is currently heated by three boilers, along with a gas-fired air heater serving the main workshop area. Mstep has recommended that the college consider the following decarbonisation options, to be developed and implemented as suitable funding opportunities become available.

Measure	Capital Cost	Annual Cost Saving	Simple Payback Period (Yrs)
Installation of PV Panels	£73,750	£5,079	15
Lighting Upgrades	£26,600	£488	55
BMS Upgrades	£190,000	£895	212
Installation of ASHP	£289,600	£1,859	156
TOTAL	£579,950		

#### 4.2.5 Space Utilisation & Planning Assessment

Erdington Skills Centre Utilisation Analysis

	GP	IT	SS	MS	LS	ELS	All
Frequency	27.9%	11.5%	0.0%	0.0%	0.0%	28.8%	26.7%
Occupancy	64.8%	73.1%	0.0%	0.0%	0.0%	58.1%	63.3%
Utilisation	19.8%	8.3%	0.0%	0.0%	0.0%	18.1%	18.2%

While construction centres typically exhibit lower utilisation levels compared to mixed-use estates—due to the presence of highly specialised spaces—the overall utilisation at this site is moderate, bordering on poor. This is primarily attributed to the frequency of use, which stands at just 26.7%. In contrast, an occupancy rate of 63.3% is considered good, highlighting a significant gap in operational efficiency.

#### 4.2.6 Options for Rationalisation & Prioritisation

OPTION NO.	CAMPUS	Existing BMET or New Proposal	DESCRIPTION	RATIONALE
6	Erdington	New	Dispose of the Carpentry Building	Consider disposing of the carpentry building at the rear of the site to generate a capital receipt that could be reinvested into the wider college estate. The carpentry provision would be relocated to the James Watt campus.
7	Erdington	New	Disposal of Erdington Skills Centre entirely	Utilisation figures and excess space indicate that both James Watt and Erdington are relatively underutilised overall. As such, there appears to be significant <b>theoretical spare capacity</b> to relocate the construction provision to James Watt and close Erdington. However, James Watt does not currently have an unused zone ready for this move, and it would require reshuffling and relocating other activities to accommodate the Erdington curriculum.

Given the scoring criteria and the estate strategy’s emphasis on maintaining market share and aligning with the college’s strategic curriculum objectives, both rationalisation options performed poorly relative to other investment opportunities across the estate. **Consequently, neither option is being taken forward in the current iteration of the Estate Strategy (2025–2030).**

## 5.0 Matthew Boulton College

### 5.1 Analysis of Existing Estate

Matthew Boulton College’s main campus is located on Jennens Road, at the heart of Birmingham’s Learning Quarter in the city centre. The campus spans 18,343 m<sup>2</sup> across eight floors and features a diverse range of teaching spaces, including general-purpose classrooms, IT suites, specialist studios, and science laboratories. The College delivers a broad curriculum, offering vocational programmes for 16–19-year-olds, full- and part-time courses for adults, university-level qualifications, and apprenticeships.

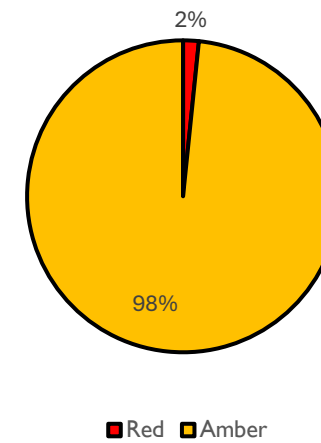
Specialising in business and professional services, health and social care, medical sciences (including podiatry and dental technology), and creative and digital studies, Matthew Boulton College is known for its employer-designed courses. These programmes are developed in collaboration with industry partners, ensuring strong links to both business and the creative sectors.

KPIs	Value
Gross Internal Area	14,799
Theoretical Area Requirement	8,421
PMc Condition Assessment	B
Spare Capacity	45%
Utilisation Analysis	36%

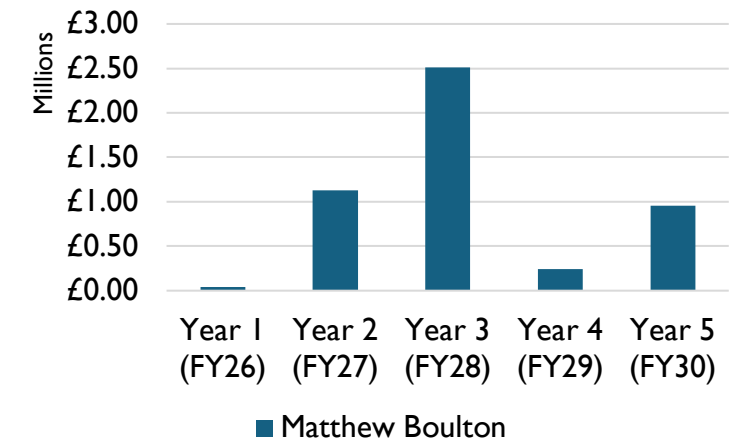
### 5.2 Planned Maintenance Recommendations

RLB’s condition survey did not identify any major concerns in terms of condition at Matthew Boulton currently. However, given the building’s age—having opened in 2005 and reaching its 20-year milestone in September—it is unsurprising that several mechanical systems are approaching the end of their service life and are well beyond warranty coverage. As a result, a significant number of items have been rated ‘Amber’, with a substantial investment of approximately £2.5 million allocated in Year 3 of the investment plan to address these issues.

Matthew Boulton RLB Priority Works (% of Value £)



BMet RLB Condition Improvement Investment (5yrs)



In addition to the mechanical systems, RLB identified two further critical concerns: the Building Management System (BMS) and the fire alarm system. Both systems are approaching 20 years of age and are now considered due for full replacement. Their age presents a growing risk of obsolescence, particularly due to the limited availability of compatible spare parts and the increasing difficulty in maintaining system reliability

### 5.3 Accessibility Recommendations

Within their recommendations and findings, Direct Access highlighted that the rear escape route and ramp—particularly its gradient and fall—require remedial action to ensure full compliance with BS 8300 accessibility standards. All other Priority 1 items have been assessed as having either ‘None’ or ‘Minimal’ cost implications. As such, they will be addressed as part of the college’s ongoing compliance reviews and routine maintenance actions.

### 5.4 Net Zero and Decarbonisation

Matthew Boulton College is currently heated by three boilers and two gas-fired heaters. Given the age and condition of the building, MSTEP has advised against pursuing façade upgrades at this time, as the projected carbon savings would not justify the investment. However, there are several other opportunities the college could explore to support wider decarbonisation of the site:

Measure	Capital Cost	Annual Cost Saving	Simple Payback Period (Yrs)
Lighting Upgrades	£95,383.60	£13,888	7
Improvement to Mechanical Equipment	£275,145	£22,493	12
BMS Upgrades	£513,604	£32,048	16
Installation of PV	£242,882	£16,516	15
Installation of ASHP	£1,814,060	£13,953	130
TOTAL	£2,941,075		

The report also notes that Matthew Boulton College is located in close proximity to a low-carbon heat network. Should the opportunity arise to connect to this system, it could significantly support the college’s strategic objective of decarbonising its energy supply and reducing long-term emissions.

## 5.5 Space Utilisation & Curriculum Mapping

### Matthew Boulton Utilisation Analysis

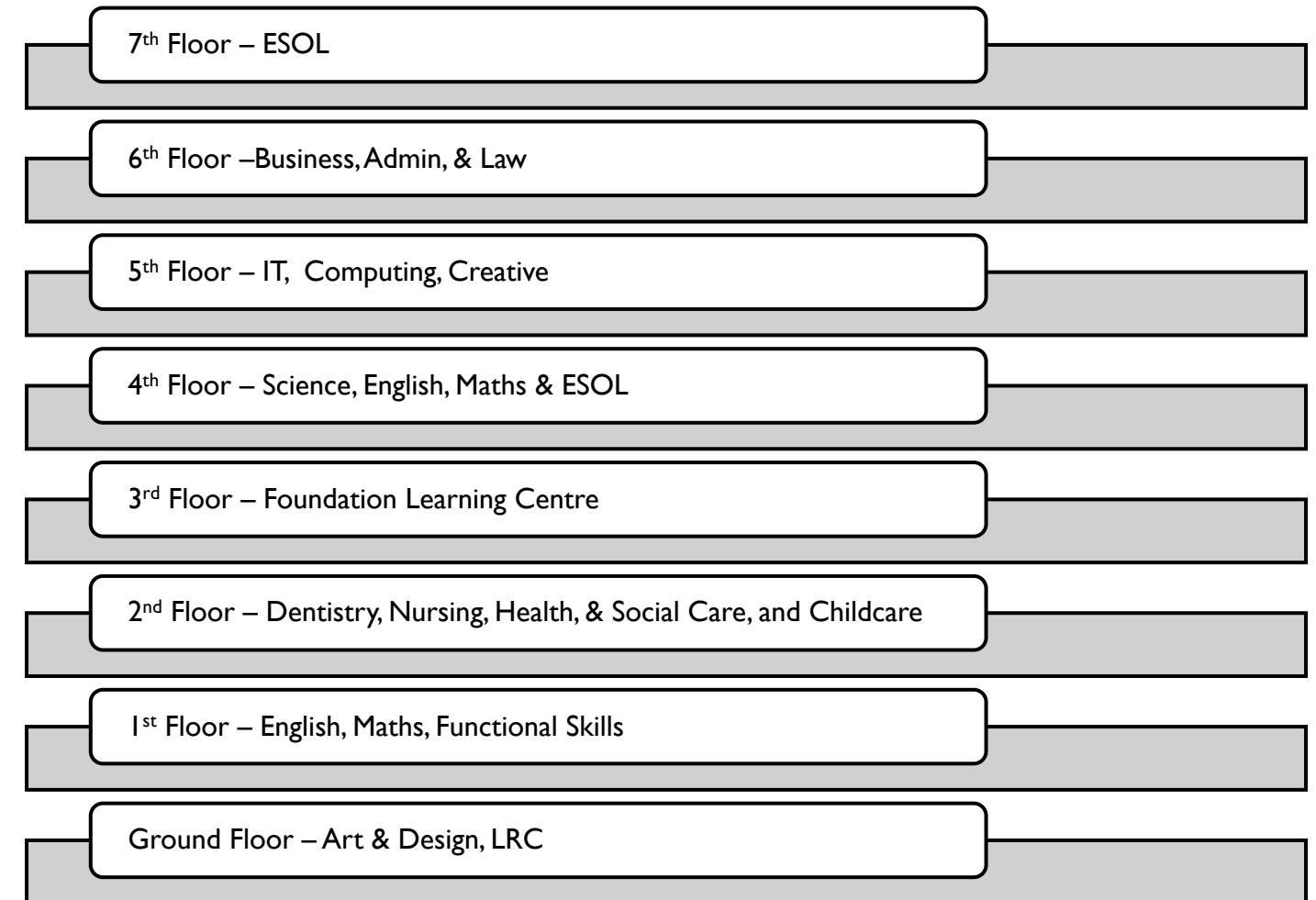
	GP	IT	SS	MS	LS	ELS	All
Frequency	42.1%	52.2%	39.3%	42.6%	0.0%	0.0%	43.5%
Occupancy	76.5%	71.3%	56.2%	66.3%	0.0%	0.0%	72.5%
Utilisation	35.5%	36.6%	25.8%	31.1%	0.0%	0.0%	34.2%

Overall, the utilisation findings for Matthew Boulton College are positive, with campus-wide utilisation levels rated as 'good'. However, consistent with trends observed across other colleges in the estate, the frequency of use for teaching spaces remains moderate. Occupancy levels, on the other hand, are very strong—largely due to the relatively small classroom sizes (typically under 40 m<sup>2</sup>), with some rooms operating at or above their theoretical capacity. The table below outlines the types of spaces required for the core curriculum taught on the site.

Curriculum Area	Existing			Space Requirement @ 40% utilisation (m <sup>2</sup> )
	Existing Area/ Location (Floor)	Area (m <sup>2</sup> ) of existing footprint	Average Class Size Used (m <sup>2</sup> )	
Nursing, Health & Social Care, Childcare, & Dentistry	GF, 1 <sup>st</sup> , 2 <sup>nd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup>	1,818	47	746
Science	1 <sup>st</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup>	1,244	52	472
IT & Computing	2 <sup>nd</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup>	883	55	286
Creative	GF, 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup>	1,778	85	507
Business, Finance, & Law	GF, 1 <sup>st</sup> , 2 <sup>nd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup>	2,087	45	832
ESOL, Maths & English	1 <sup>st</sup> , 2 <sup>nd</sup> , 4 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup>	1,641	55	2,076
Foundation	1 <sup>st</sup> , 5 <sup>th</sup> , 6 <sup>th</sup>	687	57	76*

Due to its high-rise structure, Matthew Boulton lends itself well to zoning, offering a cost-effective opportunity to significantly enhance the campus. Accordingly, we have developed outline zoning proposals for the building, integrating existing zones where applicable and seeking to improve them where feasible. It is important to note that certain specialist spaces may remain in their current locations where relocation is constrained by cost or specific spatial requirements.




### Proposed Curriculum Zoning for Matthew Boulton



## 5.6 Options for Investment & Prioritisation

OPTION NO.	CAMPUS	Existing BMET or New Proposal	DESCRIPTION	RATIONALE
1	Matthew Boulton	New	Refurbishment of the 3rd Floor MB	The space is currently an expansive open area that could be utilised more effectively. It could remain as an LRC (Learning Resource Centre) in its current form or be reconfigured to support a specific curriculum area, or potentially a combination of both. While the space is currently used for enrolment at the start of the academic year, if Project 5 is implemented, this area could be repurposed for a more permanent and focused use. Plans for this proposal have already been developed by Design Studio Architects
2	Matthew Boulton	New	Enhanced Zoning of Curriculum Zoning and Colocation of Curriculum across floors	While there is some evidence of zoning across the floors within the buildings, allied curriculum areas are not co-located. The limited branding on the walls is outdated, with references to salaries from several years ago, and there is a lack of 'ownership' over many general-purpose classrooms, which contributes to a bland and uninspiring atmosphere. This recommendation should be considered alongside Options 17, 18, and 19.
5	Matthew Boulton	Existing (Proposals by Design Studio)	Move student services and/or LRC to ground floor MB	Currently, students must go up to the third floor for support services, rather than accessing them near the entrance and reception. The double-height space on the ground floor could be refurbished to accommodate these services, making them more accessible. Plans for this proposal have already been developed by Design Studio Architects
3	Matthew Boulton	New	External Amenity Space on 3rd floor MB	The external space on the third floor, previously mothballed due to flooring issues, has now been restored. There is an opportunity to bring this space back into use, or alternatively, it could be repurposed to house new plant equipment following MEP (Mechanical, Electrical, and Plumbing) upgrades. Mstep will advise on the most suitable solution.
4	Matthew Boulton	New	Alteration to Floorplate and GP Classroom Sizes	Many of the smaller general-purpose classrooms appear undersized for the average group sizes they are timetabled to accommodate, a result of adhering to LSC space planning guidance from the early 2000s. Although the average occupancy rate is 72.5%, which might seem acceptable, we observed several classrooms exceeding 100% occupancy during multiple time slots throughout the week. There are opportunities to reconfigure some of the building's wings by removing central corridors to create larger teaching spaces. This recommendation should be considered alongside Options 1, 2, 18, and 19.

## 5.7 Costs & Programme

OPTION NO.	CAMPUS	Existing BMET or New Proposal	DESCRIPTION	BUDGET COST (£)	AREA (M2)	CATEGORIES	Scale £ (Small, Medium Large)	LINKS TO SPECIALIST REPORT	INTERDEPENDENCIES	Programme	OPTIONS RANK
1	Matthew Boulton	New	Refurbishment of the 3rd Floor MB	£1,500,000.00	1,029	Condition Improvement	Large		Options 3 - "External Amenity Space on 3rd Floor"  Option 5 - "Move student services and/or LRC to the GF"	Summer 2026	2
2	Matthew Boulton	New	Enhanced Zoning of Curriculum Zoning and Colocation of Curriculum across floors	£250,000.00	6,980	Condition Improvement	Medium		None	Summer 2026	3
5	Matthew Boulton	Existing (Proposals by Design Studio)	Move student services and/or LRC to ground floor MB	£950,000.00	555	Condition Improvement	Medium		Option 1 - Refurbishment of the 3rd Floor	Summer 2027	8
3	Matthew Boulton	New	External Amenity Space on 3rd floor MB	£75,000.00	240	Utilisation Enhancement	Small		Option 3 - "Refurbishment of the 3rd Floor"	Summer 2026	9
4	Matthew Boulton	New	Alteration to Floorplate and GP Classroom Sizes	£300,000.00	1,500	Utilisation Enhancement	Small		None	Summer 2029	11

## 6.0 Sutton Coldfield College

### 6.1 Analysis of Existing Estate

The site comprises a mix of buildings ranging from 1950s-era structures to the early 21st-century A-Level Centre. The primary buildings date back to the late 1950s and early 1960s. While the front façade has been modernised and features an innovative double-height glazed reception area, the rear and side elevations remain dated and visually tired.

Many of the site’s roofs, along with some boilers and other mechanical, electrical, and plumbing (MEP) systems, are likely to require replacement in the near future. The majority of the estate has been assessed as Condition B. However, a notable portion of these areas—initially rated B based on internal condition—were downgraded to Condition C overall due to the deteriorating state of windows, roofing, and other fabric elements.

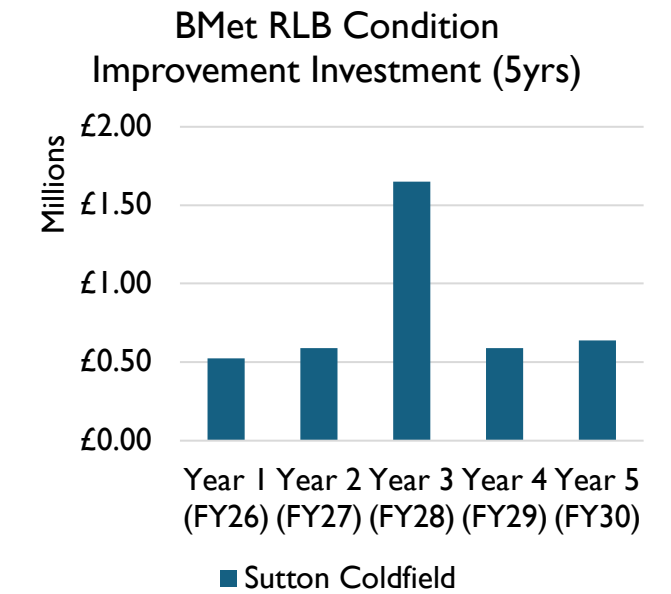
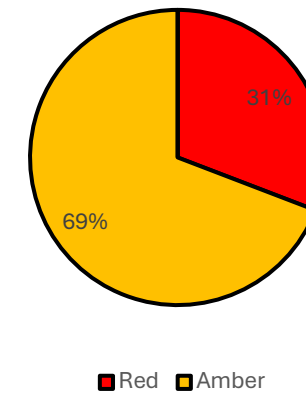
The Student Centre, due to its ageing condition, received an overall Condition C rating. The old sports hall was also rated C, while its associated changing rooms, offices, and circulation spaces were assessed as Condition D. A photographic record of these findings is provided in Appendix 2.

KPIs	Value
Gross Internal Area	20,899
Theoretical Area Requirement	15,049
PMc Condition Assessment	B
Spare Capacity	28%
Utilisation Analysis	24%

### 6.2 Planned Maintenance Recommendations

RLB’s condition survey identified several critical items, representing the highest concentration of Red-rated issues across the estate. However, the majority of these do not require significant capital investment to resolve. The most pressing concern relates to the flat roof, where multiple leaks have been recorded. These leaks are beginning to compromise the structural integrity of the ceiling below. A summary of the RAG (Red, Amber, Green) condition ratings is provided below:

Sutton Coldfield College RLB Priority Works (% of Value £)



### 6.3 Accessibility Recommendations

Due to the dispersed layout of the campus, the number of buildings, and the associated access points, it is perhaps unsurprising that the Direct Access audit identified Sutton Coldfield College as having the highest number of recommended structural interventions (5 in total). These recommendations include essential modifications to accessible W/Cs, improvements to access in hard-to-reach areas of the campus—such as the installation of ramps—and the widening of footpaths and access routes, all in accordance with statutory accessibility guidance.

### 6.4 Net Zero and Decarbonisation

Given the campus layout, the age of the buildings, and their method of construction, it is unsurprising that this site presents the greatest opportunity for carbon reduction across the estate. MSTEP projects that, if all recommended measures are implemented, the college could achieve a 71.4% reduction in CO<sub>2</sub> emissions from 2023 levels. However, this also represents the largest required investment—primarily driven by extensive façade replacement works on the main building, which are expected to deliver substantial savings in heating costs over time.

Measure	Capital Cost	Annual Cost Saving	Simple Payback Period (Yrs)
BMS Upgrades	£546,966	£51,186.16	11
Improvement to Mechanical Equipment	£354,515	£29,434.92	12
Lighting Upgrades	£101,290	6,796.50	15
Installation of PV	£517,312	£43,971.52	12
Fabric Upgrades	£1,604,800	£19,225.36	167
Installation of ASHP	£3,214,960	£19,225.36	38
<b>TOTAL</b>	<b>£6,339,843</b>		

## 6.5 Space Utilisation & Curriculum Mapping

### Sutton Coldfield Utilisation Analysis

	GP	IT	SS	MS	LS	ELS	All
Frequency	28.7%	40.8%	37.5%	22.6%	18.4%	40.9%	31.1%
Occupancy	57.6%	60.5%	72.0%	71.9%	72.6%	23.7%	59.0%
Utilisation	22.8%	26.7%	24.0%	18.5%	14.7%	9.5%	22.3%

Utilisation levels at Sutton Coldfield College are generally moderate. However, as observed across the wider college group, frequency of use remains low, which negatively impacts overall utilisation figures. As expected, specialist teaching spaces exhibit lower frequency of use, though they tend to achieve strong occupancy levels when in operation.

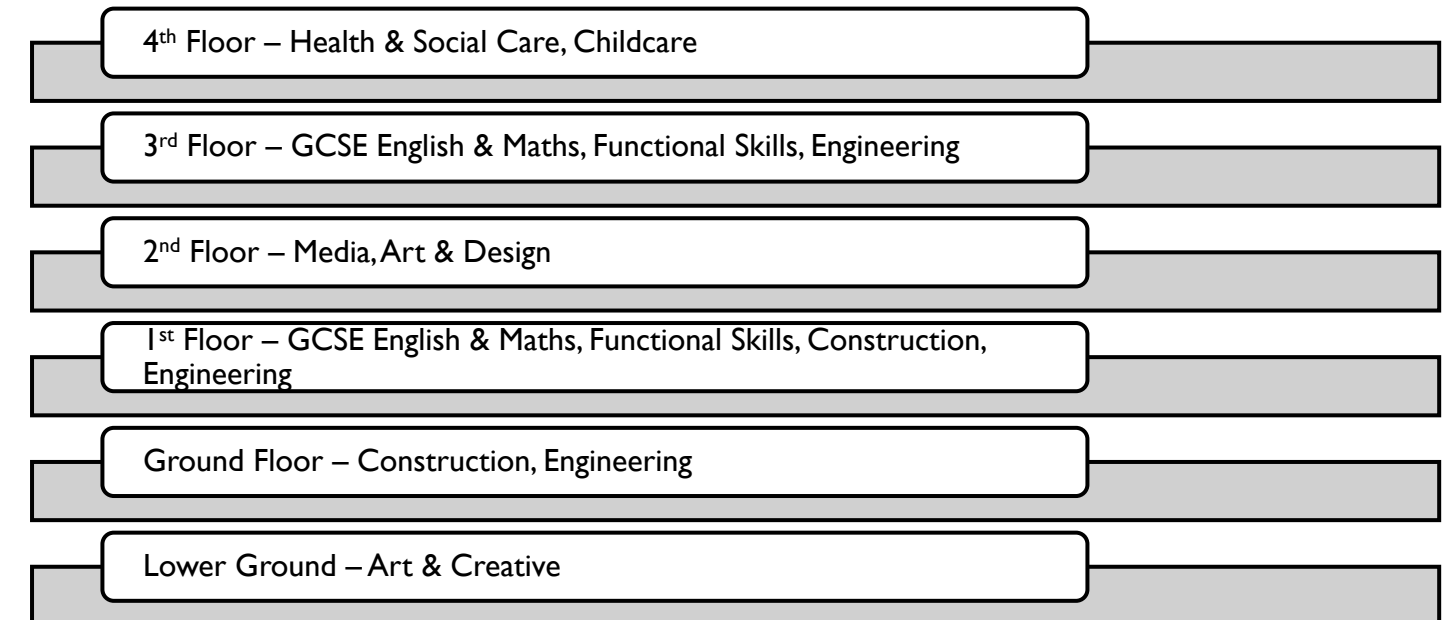
The table below outlines the types of spaces required for the core curriculum taught on the site.

### James Watt Space Requirement by Curriculum Area

Curriculum Area	Existing			Space Requirement @ 36% utilisation (m <sup>2</sup> )
	Existing Area/ Location (Floor)	Area (m <sup>2</sup> ) of existing footprint	Average Class Size Used (m <sup>2</sup> )	
Health, Social Care & Childcare	1 <sup>st</sup> , 2 <sup>nd</sup>	540	45	244
Science*	GF, 1 <sup>st</sup> , 2 <sup>nd</sup>	1202	52	509*
Business	GF, 1 <sup>st</sup> , 2 <sup>nd</sup>	1,465	43	446
IT	GF, 2 <sup>nd</sup>	322	46	219
Sport (GP/IT) & Public Services	GF, 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup>	992	41	278
Travel & Tourism	1 <sup>st</sup> , 2 <sup>nd</sup>	145	49	65
English, Maths, ESOL, Functional Skills	GF, 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup>	937	42	807

We've produced a set of outline plans for Sutton Coldfield in an effort to better 'zone' the campus, with a focus on the main building with the other buildings across the site having a sole identity i.e A Level centre and sports halls.





### Proposed Curriculum Zoning for Sutton Coldfield



## 6.6 Options for Investment & Prioritisation

OPTION NO.	CAMPUS	Existing BMET or New Proposal	DESCRIPTION	RATIONALE
14	Sutton Coldfield	New	LRC Re-imagination	The current Learning Resource Centre (LRC) resembles a traditional library, more suited to a standalone sixth form college, with a focus on quiet study spaces and a large collection of books. To better align with the needs of the students and the identified growth areas (Creative and Media, STEM, Business, Professional and Financial Services, Life Sciences, and Social Sciences), the space could be repurposed to support more digitally enabled and project-based learning. This would reduce the area dedicated to books, allowing for the creation of group workspaces and informal teaching areas. The redesigned space could resemble a modern, agile office environment, offering a more dynamic and flexible learning experience compared to the current library setup.
17	Sutton Coldfield	New	2nd & 3rd Floor Refurbishment	It has been noted that the top two floors of the main building of SCC, including the large rooms with movable partitions, are useful for exam period but outside of that period are not well utilised and could do with exploring how to better use the space.
12	Sutton Coldfield	New	Refurbish the Second Sports Hall with external funding or remove/demolish the building.	There is an opportunity to refurbish, demolish, or redevelop the old sports hall into an Inclusive Sports Centre for disabled sports, with potential funding from external sources. However, due to financial difficulties faced by the local authority, this may be a longer-term ambition. In the short to medium term, it may be more beneficial for the college to demolish the building and create additional landscaped external areas for students.
15	Sutton Coldfield	New	Improved entrance/ drop off area	The current drop-off arrangement is not ideal, as its proximity to the main road often leads to traffic congestion, which could result in complaints to the Local Planning Authority (LPA). Therefore, it is recommended to engage a transport consultant to design a new arrival and drop-off area that addresses these issues.
16	Sutton Coldfield	New	Removal of Gas from Catering Kitchens	In accordance with the colleges wider Net Zero strategy, mstep note within their reporting that the only requirements for gas at SCC are the catering kitchens. As such, a strategic decision could be made to align the removal of gas from the college's catering kitchens at the same time as introducing ASHPs, thus removing gas from the site entirely.
11	Sutton Coldfield	New	Disposal of Former Nursery Building	Utilisation figures suggest that there is spare capacity, which could allow for the disposal of some buildings on the periphery of the site. However, access and safeguarding concerns may limit the feasibility of this option.

## 6.7 Costs & Programme

OPTION NO.	CAMPUS	Existing BMET or New Proposal	DESCRIPTION	BUDGET COST (£)	AREA (M2)	CATEGORIES	Scale £ (Small, Medium Large)	LINKS TO SPECIALIST REPORT	INTERDEPENDENCIES	Programme	OPTIONS RANK
14	Sutton Coldfield	New	LRC Re-imagination	£1,200,000.00	750	Condition Improvement	Large		None	Summer 2027	3
17	Sutton Coldfield	New	2nd & 3rd Floor Refurbishment	£2,500,000.00	1,800	Utilisation Enhancement	Large		None	Summer 2029	5
12	Sutton Coldfield	New	Refurbish the Second Sports Hall with external funding or remove/demolish the building.	£2,000,000.00	1,000	Condition Improvement	Large		None	Summer 2030	7
15	Sutton Coldfield	New	Improved entrance/ drop off area	£200,000.00	2,100	Condition Improvement	Small		None	Summer 2030	10
16	Sutton Coldfield	New	Removal of Gas from Catering Kitchens	£100,000.00	50	Net Zero	Small		None	Summer 2031	12
11	Sutton Coldfield	New	Disposal of Former Nursery Building	+£1,000,000	4,520	Disposal/ Capital Receipt	N/A		None	Not taken forward	13