

**PLANNING  
FOR OUR FUTURE**



**HORSHAM DISTRICT  
LOCAL DEVELOPMENT FRAMEWORK**

**HORSHAM DISTRICT  
LOCAL DEVELOPMENT FRAMEWORK  
TO 2018**

**Brinsbury  
Centre of Rural Excellence**

**Draft Supplementary  
Planning Document**

**October 2008**

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## Brinsbury Centre of Rural Excellence Draft SPD

1	INTRODUCTION AND OVERVIEW	3
2	VISION	7
3	PRINCIPLES OF DEVELOPMENT	9
4	TESTS OF APPROPRIATENESS	13
	<b>Educational &amp; Environmental Criteria</b>	<b>13</b>
5	CONCLUSIONS AND NEXT STEPS	17
	APPENDIX A: CASE STUDY - ARCHITECTURAL PLANTS	19
	APPENDIX B: EXTRACT FROM THE INSPECTOR'S REPORT	21
	APPENDIX C: SITE SPECIFIC ALLOCATIONS OF LAND (2007)	23
	APPENDIX D: POLICY AL15 - BRINSBURY CENTRE OF EXCELLENCE	25
	APPENDIX E: EXTRACT FROM PROPOSALS MAP	27

PLANNING  
FOR OUR FUTURE



Horsham District Local Development Framework

Brinsbury Centre of Rural  
Excellence Draft SPD

CONTENTS



## Brinsbury Centre of Rural Excellence Draft SPD

### CHAPTER 1: INTRODUCTION AND OVERVIEW

#### Introduction

- 1.1** This planning brief sets out the Council's guidelines and vision for the potential future development to support the financial and educational viability of Chichester College's Brinsbury Campus. The overarching aim for the Brinsbury Campus is for it to become a Centre of Rural Excellence for rural land-based education, as set out in Policy AL 15 of the Site Specific Allocations of Land (2007) DPD, and this Supplementary Planning Document (SPD) guides and manages the manner in which any development would take place.
- 1.2** Brinsbury Campus is a location where the development of new and/or extended uses which may include new buildings relating to the rural, land-based nature of the College, may be acceptable in pursuit of the objective of creating a Centre of Rural Excellence. The intention is to enable the College to develop its facilities in order to ensure the Campus' viability for rural land-based education. Growth of the College in accordance with this principle, which could include businesses operating in collaboration with the College, would increase opportunities for education and training. Developing the Brinsbury Campus as a Centre of Rural Excellence would facilitate considerable gains for the College in the form of vocational training for students.
- 1.3** Brinsbury Campus has therefore been identified as a location that would benefit from the production of a detailed planning brief, which would explore the opportunities to address shortcomings and make for a more financially viable Further Education facility.
- 1.4** The document will be published as a Supplementary Planning Document (SPD) and provides more intricate site-specific detail behind the current Development Plan Documents and strategic policy as set out in the Local Development Framework.

#### Development Plan Policy

- 1.5** The brief provides detailed site-specific planning guidance, which is informed by development plan policy, nationally, regionally and locally. National planning policies, determined by the government department 'Communities' are set out in new-style Planning Policy Statements (PPS), which are gradually replacing Planning Policy Guidance notes (PPG). These statements inform regional and local policies and set out overarching National guidance on planning issues.



- 1.6** Regional Policy is set out by Regional Planning bodies in the shape of Regional Spatial Strategies (RSS). In the South East the 'South East Plan' is the region's RSS and it provides a strategy for the region as a whole for the period to 2026 and sets aims and objectives for local, county and district planning authorities. The RSS replaces the Old Regional Planning Guidance (RPG) and County Structure Plans.
- 1.7** At local level the Planning and Compulsory Purchase Act (2004) requires District Councils to gradually replace their Local Plans with Local Development Frameworks (LDFs). The LDF comprises a series of Local Development Documents (LDDs) which include Development Plan Documents (DPDs) such as the Core Strategy, the General Development Control Policies and SPDs such as this Planning Brief. The SPD sits within the Local Development Framework as a supporting document that supplements DPDs and will be used as a material consideration in the development planning process.
- 1.8** To ensure that each document has considered sustainable development, it has been subject to a process known as Sustainability Appraisal. This process examines each document, measures how it will contribute to sustainable development, and suggests how each document could be improved to make each document as sustainable as possible. The process of Sustainability Appraisal also incorporates the requirements of Strategic Environmental Assessment, in accordance with European Legislation. A Sustainability Appraisal / Strategic Environmental Assessment (SA/SEA) has therefore been undertaken in conjunction with the preparation of the SPD.

#### Briefing Process

- 1.9** The brief was prepared by Horsham District Council and will be published as a Supplementary Planning Document in accordance with PPS 12 - Local Development Frameworks. The draft brief will be subject to a six week public and stakeholder consultation, the results of which will be acted upon accordingly and a table of responses will be published with the final document.

#### Site Information

- 1.10** Brinsbury Campus is set in an estate of 250 hectares off the A29 (Stane Street), between Billingshurst and Pulborough (see Map 1 overleaf). Both towns have a train station which provides north/south rail access and both relate well to the surrounding road network, particularly in east/west directions.



Brinsbury Centre of Rural Excellence Draft SPD



Map 1: Location of Brinsbury Campus

- 1.11 There are no major environmental constraints relating to the site, although a small element of the south-western edge of the built form of the Campus is within Flood Risk Zones 2&3. There is also an SNCI (SNCIH66) approximately 150 metres to the north-west of the built area of the site.
- 1.12 The Brinsbury Campus is a major rural land-use educational establishment and has an important local and sub-regional role in providing further education and training in agricultural and land-based qualifications. Its current facilities include a commercial farm with cattle, sheep, pigs and arable enterprise, a thriving vineyard, a conference centre, a restaurant and shop, greenhouses (commercial horticulture is concerned with crop production and includes protected cropping, hardy nursery stock and fruit and vegetable production). The College is a Centre of Vocational Excellence in a number of areas including Rural Business Management Training, Horticulture and Rural Construction and is looking to develop its 'Excellence' package further. This enables the Campus to provide an educational opportunity that supports not only those in further education, but also the rural District and the wider rural economy.





- 1.13** However, the Campus has many buildings that are either ill-suited for educational purposes and/or in a poor state of repair. Indeed, there are several issues relating to the layout and day to day functioning of the site that need to be addressed, which include a lack of coherent and rationalised car parking areas with no clear pedestrian/ vehicle hierarchy. Without any enhancement and/or replacement of these buildings and addressing the Campus' issues, the educational future of the Campus itself would be doubtful as the numbers of students would fall and future of the campus put in jeopardy.

### Objectives

- 1.14** The brief will assess the opportunities for the provision of Development Partners at the Brinsbury Campus in order to support its financial and educational viability and secure its future as a Centre of Rural Excellence for rural land-based education.
- 1.15** The main objective of the SPD is to set out the need assessment tests for suitable supporting developments on the site. This is in response to the Inspectors Report on the Examination into the Site Specific Allocations of Land Development Plan Document, which recognised that there is a need for the college to diversify and expand in order to stay financially viable and this could be achieved through a specific rural initiative. The Inspector's Report did however state that a separate SPD is needed which sets out clearly the types of development which would be suitable and viable (both financially and educationally) on the site.
- 1.16** The growth of the College to secure its future could include businesses operating in collaboration with the college in order to increase education and training. The first step however is to set out robust criteria for assessing development proposals on the site and the contribution they will make to securing the financial and educational viability of the college.
- 1.17** The SPD is focused on the assessment of the potential to locate 'development partners' at the campus, and not on the wider rationalisation of the educational facilities itself, which will be the subject of a separate planning application and will be considered separately.





## Brinsbury Centre of Rural Excellence Draft SPD

### CHAPTER 2: VISION

- 2.1** Chichester College's vision for Brinsbury Campus, which is shared by Horsham District Council, is for:

*"The creation of a high quality provider of education, training and related services, on a campus with excellent accommodation and resources, which are fit for the purpose, sufficient, up-to-date and of industry standard."*

- 2.2** It is anticipated that this will be realised by using its current land-based provision as the hub for a new model in which private enterprises operate in collaboration with the college to create a Centre of Rural Excellence, supporting the local economy. This new model will embrace not only education and training, but also employment opportunities (both for students and the local population) and state-of-the-art land-based production systems.
- 2.3** The role of the campus as a focus for employment and economic development is an important element of the vision. As well as being a major employer in its own right, the collaboration with private enterprises on the campus would provide other employment opportunities, with a link to training and development which Chichester College can provide in partnership with the employers. This aspect of the vision responds clearly to central government agendas and priorities in terms of workforce development and development of the rural economy. Also, the main funding body for further education, the Learning and Skills Council, is supportive of this approach to local economic development and the development of workforce skills, particularly at levels 1 and 2.
- 2.4** The wider engagement with business, building upon the College's accreditation as an Action for Business College, will enable further development of links with employers to ensure that provision is demand-led, up-to-date and responsive to employer need. It will involve employers in the design, development and delivery of programmes of education and training. This will be particularly true with respect to organisations operating in partnership with the Chichester College on the Brinsbury Campus. More than simply responding to employer needs, Chichester College aspires to be a catalyst for the development of a positive change in the attitude of employers towards their commitment to and involvement in training at the Brinsbury Campus. Chichester College sees this arising from both the quality of its provision, the way in which it organises and manages its own business, and its proactive involvement with employers and other agencies. Chichester College would wish for its Brinsbury Campus to be perceived by employers, the



community, key agencies and learners as a Centre of Rural Excellence and as a primary source of expertise and training, with a high level of credibility locally and regionally. Close partnership working with on-site enterprises would enhance that perception considerably, demonstrating a clear link between education and training and employment. Such partnerships would also provide additional revenue streams with which to support the operation and continued development of the campus.

**2.5** The vision encompasses not only land-based provision, but also other related industries. Chichester College wishes to embrace the demands of a more diversified rural economy potentially encompassing, for example:

- the expansion of rural tourism (linked to creation of the Proposed South Downs National Park)
- alternative land uses (relating to rural sports and leisure)
- food processing (linked to produce grown or reared on Campus)
- agricultural engineering
- construction (relating to agricultural uses)
- business management (particularly, rural business management training for farmers and smallholders, and others based in the countryside, linked to the need to respond to the changing face of the countryside)
- Activities relating to the research, development and implementation of renewable energies



## Brinsbury Centre of Rural Excellence Draft SPD

### CHAPTER 3: PRINCIPLES OF DEVELOPMENT

**3.1** This chapter of the Brief identifies the important factors relating to the potential development of Brinsbury Campus.

#### Education and Development Partners

**3.2** There are two distinct aspects of the future of Brinsbury Campus as a Centre for Rural Excellence. The first is the continued educational function, building upon its current role within the local and wider community via new and improved educational facilities and buildings that are fit for purpose. The second aspect seeks to develop undertakings with Development Partners which will add value to activities on the campus and the student experience. These arrangements provide a source of much needed funding for the College, but more importantly significantly enhances the experience of students studying at the College as well as providing the firm with an on-site facility to train its staff.

#### Education

**3.3** Brinsbury Campus currently provides courses for approximately 500 full-time and 1,300 part-time students. In addition approximately 1,300 people attend commercial short courses, usually of no more than one day duration. Chichester College employs approximately 150 staff at the Brinsbury Campus. The range of courses includes:

- Agriculture and Conservation
- Animal Management
- Construction Crafts
- Countryside Management
- Crafts
- Engineering
- Equine
- Farriery
- Floristry
- Hair and Beauty
- Horticulture
- Management and Professional
- Motor Vehicle Studies
- Public Services
- Rural Engineering
- Teacher Training



- 3.4** The building stock at Brinsbury Campus is generally in a very poor condition with a high volume of temporary structures. Whilst significant sums of money have been spent on improving maintenance, and three small building projects have been completed using CoVE funding, the worst of the temporary structures have already had to be demolished. With many of the existing buildings not fit for purpose, a full review of the College's future education requirements based in its Guided Learning Hours (GLH) has been undertaken and an application for Approval in Principle submitted to the Learning and Skills Council to fund these works. The re-building programme to the education function and associated works are to be considered by the Local Planning Authority via a Planning Application and fall outside of the scope of this SPD.
- 3.5** Whilst the benefits to Brinsbury Campus and the communities it serves from embracing this opportunity are clear, the cost implications will be substantial and dependent on the Chichester College identifying new income streams to help meet them.

#### Development Partners

- 3.6** Attracting suitable Development Partners can add value to student activities and provide a much needed income stream to help underpin the improvements proposed. It is important, however, that the Development Partners proposed are not only complementary to the role and operations of the College, but that the location, type and scale of operations of such partners do not detract from the rural setting of the Campus.
- 3.7** The function of this SPD is therefore twofold:
- to test the viability of the proposed Partner to the role and function of the Campus, and;
  - to test the suitability of the proposed Partner to be located in the rural setting of Brinsbury Campus.

#### Educational Viability

- 3.8** Brinsbury College was a small independent specialist college focusing on land-based provision when it became incorporated with Chichester College in 1993. By 2001 its financial position was no longer tenable, despite support packages introduced by its then funding body, the Further Education Funding Council (FEFC). Responsibility for funding the further education sector passed to the Learning and Skills Council in 2001. To preserve and maintain land-based education and training



## Brinsbury Centre of Rural Excellence Draft SPD

in West Sussex it brokered the merger of Brinsbury College with Chichester College, a large general Further Education College with its principal campus in the City of Chichester.

- 3.9** The merger plan indicated that operations, on what then became the Brinsbury Campus of Chichester College, would continue to operate at a loss in revenue terms for five years post the merger in August 2002. In the event, operations broke even in 2006-07 although they returned to a deficit position the following year. The improvement in the financial position of operations on the Campus related in part to re-engagement with the commercial horticultural sector and the diversification of the curriculum on offer. New areas of study were introduced including construction, engineering, farriery, hairdressing and beauty therapy. These initiatives helped to increase student numbers and thereby the income derived from operations on the campus. Changes in national policy towards tuition fees meant however that the number of adult learners declined with a resultant decrease in income offsetting some of that gain. Strategies are now being put in place to address this reversal aimed primarily at increasing the recruitment of 16-18 year olds and commercial training operations.
- 3.10** Whilst Chichester College has invested in maintaining the inadequate buildings and facilities at Brinsbury and erect a small number of new buildings, the campus needs a major capital investment to create buildings fit for the 21st Century. Without this investment, which was not provided as part of the merger plan, there must be real doubts about the future of operations at the Campus as prospective students look at other providers with more modern and better facilities. If the campus was to close this would have severe repercussions on those in the wider community who could not travel elsewhere to study and would be deprived of the opportunity to pursue their studies.
- 3.11** Whilst Chichester College has invested in maintaining the inadequate buildings and facilities at Brinsbury and erect a small number of new buildings, the campus needs a major capital investment to create buildings fit for the 21st Century. Without this investment, which was not provided as part of the merger plan, there must be real doubts about the future of operations at the Campus as prospective students look at other providers with more modern and better facilities. If the campus was to close this would have severe repercussions on those in the wider community who could not travel elsewhere to study and would be deprived of the opportunity to pursue their studies.





### Financial Viability

- 3.12** As indicated, operations at what is now Chichester College's Brinsbury Campus have increased since the merger in 2002. Despite a recent dip in income the operations have moved from a position of sustained deficit towards breaking even and an eventual small revenue surplus.
- 3.13** The LSC has recently received significant financial support from the Government to improve the infrastructure of FE institutions to 'create world class buildings fit for the 21st Century'. The funding however does not cover the full cost of redevelopment. The LSC expects institutions to borrow sums equivalent to 40 per cent of their gross annual income. For those that do, it is prepared to operate as 'gap' funder meeting all agreed costs above this level. For Chichester College the 40 per cent contribution is likely to equate to around £16m towards a total project cost of £130m for both Chichester and Brinsbury Campuses. The Brinsbury Campus 'proportion' of this, based on the redevelopment cost of £30m is £3.7m with annual revenue costs of approximately £460,000. While the College is not necessarily looking to operations at the Brinsbury Campus to meet the total repayment costs arising from the Brinsbury development, a significant contribution must come from activities on the Brinsbury Campus. To this end operations at the campus are expected to grow by 25 per cent over the period 2008-16 with a resultant increase in revenue. Growth is also planned across all areas of non-LSC funded education and training to bring in additional revenue.
- 3.14** Current farming operations have been planned to create a fully sustainable base. There is however land that could be used for alternative operations which could produce an income stream to the College. The College does not wish to be simply a landlord however. It wishes to encourage developments and partnerships which will not only produce an income but will enhance the educational offer and also add to the College's reputation. The extent to which development as part of the Centre of Rural Excellence can contribute both the financial and educational viability of the Brinsbury Campus will therefore be a key consideration.





## Brinsbury Centre of Rural Excellence Draft SPD

### CHAPTER 4: TESTS OF APPROPRIATENESS

**4.1** This chapter sets out the development principles and criteria that developing the Brinsbury Campus as a Centre of Rural Excellence will need to adhere to. These develop further the criteria of Policy AL15 of the Site Specific Allocations of Land (2007) DPD.

#### **Principle 1**

Development should reflect the rural location of the Brinsbury Campus and be related to the objectives of the Centre of Rural Excellence with regard to land-based education and training and the linkages with rural enterprises.

#### **Principle 2**

Development should not detract from the rural environment, and should include provision for landscape enhancement.

#### **Principle 3:**

Development should, where possible, contribute to the District's Rural Strategy and objectives.

#### **Educational & Environmental Criteria**

**4.2** In order to be considered acceptable and conform to this SPD, there are a number of criteria against which any potential development partner will be judged by the Local Planning Authority in establishing their



suitability. It will need to be demonstrated to the Local Planning Authority's satisfaction how the criteria have been met and how the proposals comply with the adopted Development Plan Documents.

#### **Educational Criteria**

- The degree of synergy of the potential development partner with the College's aspirations and vision, and its contribution to the ongoing provision of education and training.
- The suitability of the potential development partner and having regard to their reputation, covenant strength and their ability to deliver.
- The extent to which a potential development partner exhibits innovation and use of up-to-date technology.
- The manner in which a potential development partner embraces the environmental management.
- The potential development partner's capacity to provide work experience and training for learners.
- The potential development partner's potential as sources of local employment.



## Brinsbury Centre of Rural Excellence Draft SPD

### Environmental Criteria

- It is demonstrated that the proposed built-form is of an appropriate scale and design to the rural location both in itself and in terms of the cumulative impact of development in this location.
- An Environmental Impact Assessment may be required should the cumulative impact of any development meet the indicative thresholds and criteria set out in Appendix 3 of the 'Environmental Impact Assessment: A guide to procedures, DETR.
- The proposed development meets BREEAM 'Very Good' standard, where appropriate, or the equivalent standard in any new assessment methodology that may be put in place by DCLG. Guidance on how to achieve this standard is available from the Building Research Establishment and more general guidance on sustainable construction and design can be found in the Sussex Building Control and Horsham District Council publication 'Creating High Performance Sustainable Buildings' which is available on the Council website.

- 4.3** This document is a material consideration in the determination of planning applications for further development relating to achieving a Centre of Rural Excellence at Brinsbury Campus. Prospective 'Development Partners' to the College should read this document in conjunction with the adopted Core Strategy (2007), the General Development Control Policies DPD and the Site Specific Allocations of Land (2007) DPD. Any potential development partner wishing to locate to the Campus should have regard to these tests of appropriateness in forming their planning application and any proposal must be in accordance with the adopted Development Plan Policies, particularly those set out in the General Development Control Policies DPD.





## Brinsbury Centre of Rural Excellence Draft SPD

### CHAPTER 5: CONCLUSIONS AND NEXT STEPS

- 5.1 This SPD develops Policy AL15 of the Site Specific Allocations of Land (2007) DPD. The aim of this SPD is to test the viability of a possible Development Partner to the role and function of the Campus, and; to test the suitability of a possible Development Partner to be located in the rural setting of Brinsbury Campus.
- 5.2 This Draft SPD will be published for a period of 6 weeks, where comments on the scope of the appropriateness tests will be sought. In tandem, the Council will be working with the College and its advisors in assessing the proposals for the rationalisation and redevelopment of the educational function of the Campus, which will be considered via a separate planning application.
- 5.3 The document is available on the Horsham District Council website or in hard copy from the District Council offices in Horsham. Comments can be made online during the consultation period or in writing on a formal representation form, which is available from:

Head of Strategic and Community Planning  
Horsham District Council  
Park North, North Street  
Horsham  
West Sussex, RH12 1RL

Email: [strategic.planning@horsham.gov.uk](mailto:strategic.planning@horsham.gov.uk)

- 5.4 Comments must be received by **4.20pm on 12 December 2008**. If you wish to discuss the draft Supplementary Planning Document, please call the Strategic and Community Planning Department on 01403 215398.
- 5.5 Once the comments on the draft SPD have been reviewed, the Council will make any appropriate changes and formally adopt the SPD, against which any future planning application for the provision of a Development Partner at the Campus will be judged.







## Brinsbury Centre of Rural Excellence Draft SPD

### **APPENDIX A: CASE STUDY - ARCHITECTURAL PLANTS**

To date the only example of this vision has been the agreement with Architectural Plants to establish a tree nursery at the Campus, with Planning permission granted in 2005. Architectural Plants is a cutting edge firm whose work in its field has been recognised by the Queen's Award for Innovation. While the College has land to support the firm's development it can also contribute to its operations by providing training, not just in horticulture but also in aspects such as health and safety and business and management.

In return, the firm is able to provide support to students both from an understanding of the technologies it uses and from its general approach to tree husbandry. In addition the location of the firm's operations on the Brinsbury Campus provides students with opportunities to experience at first hand cutting edge technologies as well as having opportunities for work experience and potentially, employment.





## Brinsbury Centre of Rural Excellence Draft SPD

### **APPENDIX B: EXTRACT FROM THE INSPECTOR'S REPORT**

#### **Extract from the Inspectors' Report on the Examination into the Site Specific Allocations of Land DPD**

##### **AL 14 Centre of Rural Excellence at Brinsbury**

We were told that this allocation is not directly related to employment, but rather is to primarily support the financial and so the educational viability of Brinsbury Campus. It is an "other use" and so the Policy and its reasoned justification should be moved from the employment section and placed underneath 3.59 ("Sites for other uses"), and renumbered as Policy AL 16.

The evidence was that the Brinsbury Campus (as part of Chichester College) is a major rural land-use educational establishment in West Sussex, and that it therefore has an important sub-regional role. Its campus has many buildings either ill-suited for educational purposes and/or in a poor state of repair. Without any enhancement and/or replacement of these buildings the educational future of the campus itself would be doubtful as the numbers of students would fall and thus the campus would not be financially viable. The College's chosen method of resolving this problem (supported by the Council) is to diversify and to expand so as to become a "beacon" or "centre" of rural excellence for land-use based education.

Nevertheless, the evidence above is sufficient to convince us that this is an area where a specific rural initiative should be encouraged in order to ensure the future viability of the campus (A2 of PPS12) and is appropriate under Test 7. We therefore support the principle of the post-hearing changes put forward by the Council (after discussion with the College) which suggest removing the Inset Map and its allocations and replacing it with a symbol on the Proposals Map, accompanied by a criteria based Policy (which includes some additional wording about flooding).

As development in this unsustainable, prominent rural location (see the SA) is only justified for the specific need of ensuring the campus's viability for rural land-based education (which includes student training), the Policy and reasoned justification should be clear on this point (Test 7). If this need became no longer relevant (for whatever reason) or proposals under the Policy became more than a small and limited means of achieving this need, then development should not be permitted.

The SPD required by the Policy should therefore (unlike the Brief produced by the College at CDOther3) set out the need assessment tests for suitable supporting developments (giving relevant examples) in addition to other land use considerations. Given the uncertainty of the College's requirements to



ensure viability, it would be inappropriate for the SPD to set out exact development areas. These Changes to make the Policy sound are set out in Annex A.

A number of other sites are identified for the development of a variety of other uses. Some of these policy objectives were articulated in the Horsham District Local Plan (1997) and are long term policy provisions that will not necessarily be achieved in the period to 2018. Nevertheless, it is considered important to include these policies as they contribute towards the provision of a comprehensive policy approach to development in Horsham District.



## Brinsbury Centre of Rural Excellence Draft SPD

### APPENDIX C: SITE SPECIFIC ALLOCATIONS OF LAND (2007)

#### Centre of Rural Excellence at Brinsbury

Brinsbury Campus is part of Chichester College, set in an estate of 250 hectares; its current facilities include a commercial farm with cattle, sheep, pigs and arable enterprise, a thriving vineyard, a conference centre, a restaurant and shop, greenhouses (commercial horticulture is concerned with crop production and includes protected cropping, hardy nursery stock and fruit and vegetable production). The site adjoins Stane Street Roman road which is an archaeologically sensitive area. The Brinsbury Campus has strong links with the relevant industry sectors and can provide students with the skills, knowledge and experience that they need to progress. The College is a Centre of Vocational Excellence in a number of areas including Rural Business Management Training, Horticulture and Rural Construction and is looking to develop its 'Excellence' package further.

Policy AL15 and the Proposals Map identify the Brinsbury Campus as a location where the development of new and/or extended uses, which may include new buildings, may be acceptable in pursuit of the objective of creating a Centre of Rural Excellence. The intention is to enable the College to develop its facilities in order to ensure the campus's viability for rural land-based education. Growth of the College in accordance with this principle, which could include businesses operating in collaboration with the College, would increase opportunities for education and training. Developing the Brinsbury Campus as a Centre of Rural Excellence would enable considerable potential gains for the College in the form of vocational training for students.

Although the site is in a rural location, detached from a full range of services and facilities, it has good access to the road network via the A29 and could potentially have improved public transport links via Pulborough and Billingshurst railway stations.

College transport is already provided to the two stations and the development of the campus should include sustainable transport choices linked in with the College.

The nature of this site for a Centre of Rural Excellence would require sensitive design and development and should have regard to the rural location of the campus. Nevertheless, it is considered that there are considerable benefits to be gained for the College and its students.



APPENDIX C: SITE SPECIFIC ALLOCATIONS OF LAND (2007)





## Brinsbury Centre of Rural Excellence Draft SPD

### APPENDIX D: POLICY AL15 - BRINSBURY CENTRE OF EXCELLENCE

#### Policy AL15

##### Centre of Rural Excellence at Brinsbury

Developments in support of the expansion and enhancement of Chichester College Brinsbury Campus as a Centre of Rural Excellence will be permitted solely in order to ensure the Campus' financial and educational viability for rural land-based education, and provided any proposals meet the following requirements:

1. careful siting and design of all buildings and associated facilities;
2. the introduction of sustainable transport systems linked in with the Campus;
3. appropriate access provision from the A29;
4. compliance with the financial and educational viability tests as set out in a Supplementary Planning Document;
5. an archaeological investigation of the site for any proposals for development adjoining Stane Street; and
6. a specific flood risk assessment to refine the need for open space provision only alongside the watercourse running through the site (which is within Flood Zones 2 and 3) and to identify the requirement for Sustainable Drainage Systems.

Development should reflect the rural location of the Brinsbury Campus and be related to the objectives of the Centre of Rural Excellence with regard to land-based education and training and the linkages with rural enterprises. Development should not detract from the rural environment, and should include provision for landscape enhancement. A Supplementary Planning Document will be prepared in order to provide details of the Policy's principles and approach to the Campus area. Appropriate planning applications will, under the Town and Country Planning (Environmental Impact Assessment) Regulations 1999, be accompanied by an Environmental Impact Assessment.



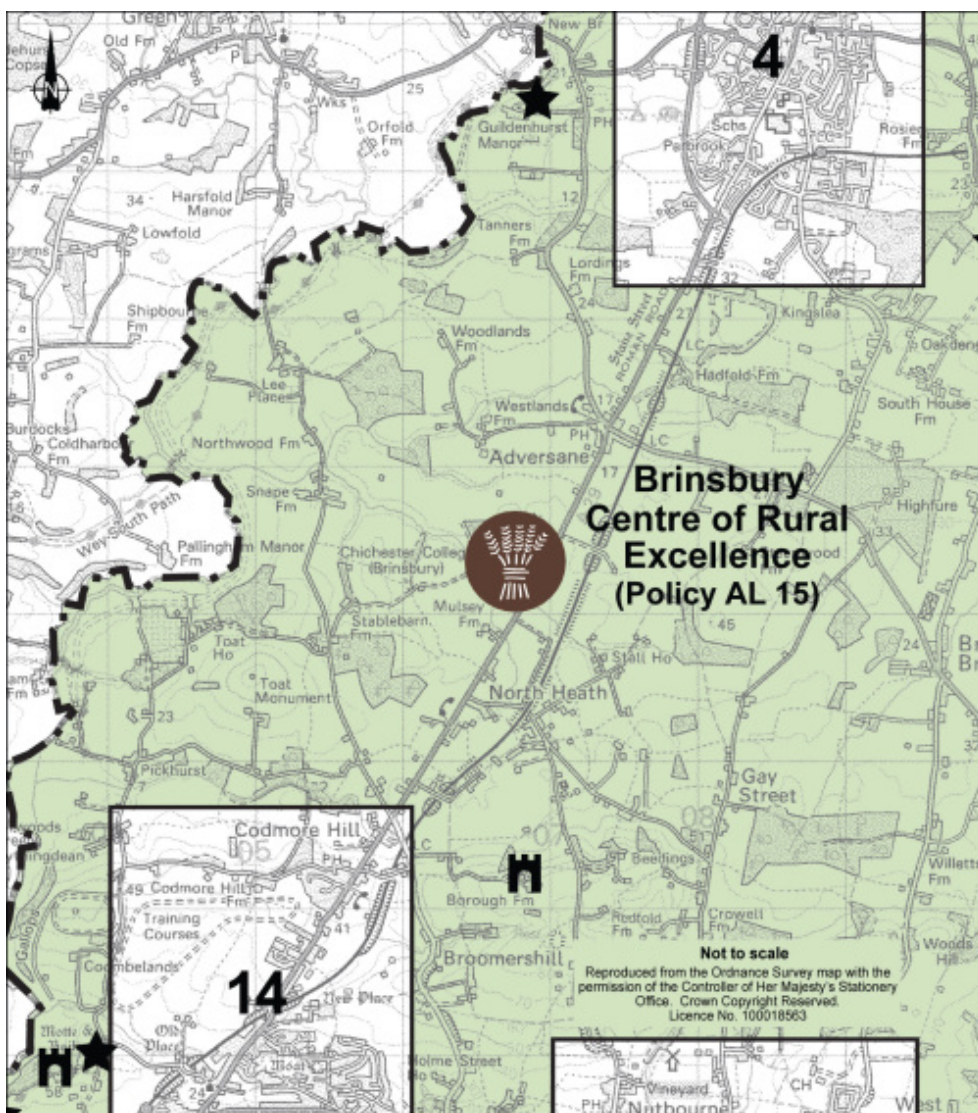


# Brinsbury Centre of Rural Excellence Draft SPD

## APPENDIX E: EXTRACT FROM PROPOSALS MAP

Appendix E illustrates the allocation of the Centre of Rural Excellence at Brinsbury, as set out in Policy AL15 of the Site Specific Allocations of Land document.

The map is an extract from the adopted Proposals Map.



APPENDIX E: EXTRACT FROM PROPOSALS MAP





