

# BRIDGEND COUNTY BOROUGH COUNCIL

## REPORT TO SUBJECT OVERVIEW AND SCRUTINY 1 COMMITTEE

16 OCTOBER 2018

### REPORT OF THE CORPORATE DIRECTOR EDUCATION AND FAMILY SUPPORT SERVICES

#### REVIEW OF POST-16 PROVISIONS ACROSS BRIDGEND PUBLIC CONSULTATION ON CONCEPTS

#### 1. Purpose of report

- 1.1 The purpose of this report is to bring to the attention of Scrutiny the six concepts that will be the subject of the public consultation paper on post-16 provision that is being submitted to Cabinet on 23 October 2018

#### 2. Connection to corporate improvement objectives/other corporate priorities

- 2.1 This report assists in the achievement of the following corporate priority/priorities:

- Supporting a successful economy – taking steps to make the county a good place to do business, for people to live, work, study and visit, and to ensure that our schools are focused on raising the skills, qualifications and ambitions of all people in the county.
- Smarter use of resources – ensuring that all its resources (financial, physical, human and technological) are used as effectively and efficiently as possible and support the development of resources throughout the community that can help deliver the Council's priorities.

#### 3. Background

- 3.1 In 2016 a Strategic Review Board ('SRB') was established with this key objective:

*"A strategic review is required to evaluate education provision and curriculum delivery across Bridgend County Borough including with Bridgend College, and to determine the future direction needed by means of an options appraisal and the recommendation of a preferred option."*

- 3.2 The SRB in turn set up a Post-16 Operational Board to review post-16 provisions across Bridgend County Borough ('BCBC'). This Board presented its report back to the SRB and thence to Cabinet in October 2017. SRB recommended that six concepts be considered for the future of post-16 education and recommended two preferred options. Cabinet endorsed these recommendations and asked for more detailed work to be undertaken. This was completed and reported back to Cabinet in April 2018 where Cabinet gave approval for a public consultation on the six concepts and preferred options for post-16 provision across BCBC.

#### 4. Current situation/proposal

4.1 The current education provision for 16 to 18 year-olds in Bridgend is as follows:

- Sixth forms present in each secondary school varying in size from 61 to 347 (January 2018 PLASC data) predominantly delivering A levels for 1572 learners
- Sixth forms present in the two special schools with pathways for 102 learners
- Bridgend College and Pencoed Comprehensive School working in partnership to develop Penybont Sixth Form College
- Bridgend College provides a range of vocational pathways for 1907 learners 16-18 (October 2017)
- Options X and Y timetabled in common (two afternoons per week for each option) across all nine sixth forms and Bridgend College
- Twilight provision at Bridgend College
- Welsh-medium provision enhanced through extensive collaboration between YGG Llangynwyd in Bridgend and YGG Llanhari in RCT
- Faith education provision available in Archbishop McGrath Catholic High School
- 5 work-based training organisations provide 60 to 70 places on Engagement, Level 1 and Traineeship programmes for Year 11 leavers
- A handful of Year 11 learners will go on to Foundation Apprenticeships
- In 2015 approx. 29 learners from Year 11 went into employment

4.2 From a variety of reports and professional dialogue amongst the local education community including secondary headteachers, college principal, the Education and Family Support Directorate and other stakeholders, there has been general agreement that the current provision does not best meet the stated ambitions for post-16 education across the County. Among the reasons for this are the size of sixth forms, post-16 funding, standards of achievement, the range of subjects offered, access to digital learning and staffing. Detail on these issues will be laid out in the formal public consultation paper to be presented in Cabinet on 23 October 2018. There is a consensus that change is needed.

4.3 As a result of the work of the Post-16 Board and engagement with learners the following set of ambitions for post-16 provision are considered core to any future development:

- High-quality teaching and learning that enables them to secure strong performance and high standards of achievement in examinations
- A broad curriculum offer underpinned by excellent impartial careers advice and guidance
- Positive relationships with staff who are inspirational with students and experts in their work
- First-class support for learners whether in a personal capacity or through the facilities available to support their studies
- A good range of extra-curricular activity and have access to work experience

4.4 The six concepts that are being put forward for public consultation are:

- **Concept 1** The retention of sixth forms in all schools - the current position (ie a distributed tertiary model based on collaboration, but with further development in order to improve the delivery of this concept)

- **Concept 2** The closure of all sixth forms and the development of a local authority maintained sixth-form centre(s)
- **Concept 3** The closure of all sixth forms and the development of a further education (FE) college governed sixth-form centre(s)
- **Concept 4** A mix of school sixth forms with some mergers to create new local authority maintained sixth-form centre(s)
- **Concept 5** A mix of school sixth forms with some mergers to create new FE college governed sixth-form centre(s)
- **Concept 6** A full tertiary model governed by the FE sector

4.5 **Preferred concepts:** Concepts 4 and 5 provide a bridge between Concepts 1 and 2 and are currently the Council's preferred options from among the six concepts being considered. The rationale for this stated preference is as follows:

- When the Post-16 Board ran a scoring analysis against the key ambitions, Concepts 4 and 5 were the two that the Board agreed were most likely to meet these; this was subsequently supported by Cabinet
- It is understood that for a significant number of people the school based sixth form is an attractive option. However, as the consultation paper will indicate there are challenges to be faced in trying to maintain sixth forms in all the County's secondary schools. Concepts 4 and 5 provide options to keep at least some school-based sixth forms open whilst merging others into sixth-form centres either under Council control (Concept 4) or FE control (Concept 5)
- These two concepts respond to the "one size does not fit all" statement that has been voiced by local members, Welsh Government and the Cabinet Secretary for Education. There are a number of factors that will be taken into account when considering actual options and these include the geography of the County, travel and transport issues, the current and predicted capacity of secondary schools, the scale of the curriculum offer, recurrent and capital financial resources and standards of achievement

4.6 In the sections that follow the advantages and concerns for each concept will be explored in order to provide some insight into the range of issues that need to be taken into account before decisions on the future of post-16 provision are made. The suggestions here represent views from a range of stakeholders as part of the on-going review into post-16 education in the County. These are not exhaustive lists and as part of the consultation exercise further recommendations to the tally of advantages and concerns would be welcomed. The preferred concepts are considered first.

4.7 **Concept 4** A mix of school sixth forms with some mergers to create new local authority maintained sixth-form centre(s).

### **Advantages**

- The retention of sixth forms is seen as essential in some areas in response to community aspirations
- Maintaining the link between sixth-form students and the rest of the school, especially as aspirational role models and supporting younger pupils
- Sixth forms add to the overall ethos of the school
- Faith and Welsh medium schools see the retention of their sixth forms as a highly desirable/only acceptable model
- Given the current shortage of teachers Heads believe they can attract and recruit more qualified/experienced staff if the school has a sixth form
- Provides more choice for learners and parents between school-based sixth form, sixth-form centres and FE
- Will benefit from some improvement in economies of scale
- Currently the majority of sixth forms are unable to provide learners a level 2 (GCSE) offer; the larger scale of a sixth-form centre could offer learners this alternative
- Curriculum breadth is retained in the level 3 offer and minority subjects become more viable
- More efficient class sizes providing better value for money
- A greater equality of offer to learners
- Would deal effectively with issues such as class size, financial effectiveness and cross-phase subsidisation
- Teaching staff in the centres may specialise in post-16 delivery potentially producing higher standards of performance
- Subject specialists across centres, through collaborative activity, would develop new approaches to 'blended learning' and support learners to have the skills and resources to use this methodology successfully in preparation for experiencing its wide use in further and higher education
- Creates an opportunity to invest in tailored facilities for 16-18 education provision

## **Concerns**

- Potential impact on schools that may not host a sixth form in terms of surplus capacity, demand for places and recruitment and retention of staff
- Leakage of 'more able' learners to school with a sixth-form centre
- Depending on where the new centres are located it may or may not address the issue of surplus places
- Finding suitable locations and sourcing capital to develop one or more large sixth-form centres
- Bringing all post-16 learners into one or two centres would require an increase in travel arrangements and potentially higher discretionary post-16 transport costs for the Council although the cost may be offset by greater efficiency of delivery costs due to larger teaching groups
- Potential for duplication and competition with Bridgend College and creation of a two tier system in the County
- Increased travel may be a more marked disadvantage for some students
- A potential impact of merging learners from different communities although this does not manifest itself currently within Bridgend College
- If the staff in the new centre(s) also have teaching commitments in schools then timetable management and collaboration with split site complexities will present a significant challenge

- If the teaching staff are recruited directly to the new centre(s) there may be a detrimental effect on the teaching force deployed in the 11-16 schools and certainly an unsettling period of recruitment and appointment
- The identity of post-16 learners with new centres or their home school
- There will be a need for good timetable collaboration between remaining school sixth forms and the new centres

4.8 **Concept 5** A mix of school sixth forms with some mergers to create new FE college governed sixth-form centre(s).

### **Advantages**

- Provides more choice for learners and parents between school-based sixth form, FE sixth-form centres and traditional FE setting
- The retention of sixth forms is seen as essential in some areas in response to community aspirations
- Produces effective economies of scale
- Within a college setting a full range of level 2 and level 3 provisions can be offered with learners able to combine both vocational and academic courses into their programme of study
- Curriculum breadth is retained in the level 3 offer and minority subjects become more viable
- More efficient class sizes providing better value for money
- A greater equality of offer to learners
- Would deal effectively with issues such as class size and financial effectiveness
- There would be no possibility of cross-phase subsidisation in schools
- Teaching staff will specialise in post-16 delivery potentially producing higher standards of performance
- Creates an opportunity to invest in tailored facilities for 16-18 education provision
- Maintaining the link between sixth-form students and the rest of the school, especially as aspirational role models and supporting younger pupils
- Sixth forms add to the overall ethos of the schools that retain them
- Faith and Welsh medium schools see the retention of their sixth forms as a highly desirable/only acceptable model
- Removes the likelihood of institutional interest influencing learner choice of progression routes

### **Concerns**

- Potential impact on schools that do not host a sixth form in terms of surplus capacity, demand for places and recruitment and retention of staff
- Leakage of “more able” learners to school or college setting with a sixth-form centre
- There will be a need for good timetable collaboration between remaining school sixth forms and the college
- Does not address the issue of surplus places but will significantly increase the proportion of these
- Finding suitable locations and sourcing capital to develop one or more large sixth-form centres

- Bringing all post-16 learners into one or two centres would require an increase in travel arrangements and potentially higher discretionary post-16 transport costs for the Council
- If there are increased travel costs the Council will not be able to offset these against improved efficiency because the post-16 funding will pass from Welsh Government to the FE college and not to the Council
- Increased travel may be a more marked disadvantage for some learners
- If the teaching staff are recruited directly to the new centre(s) under FE management there may be a detrimental effect on the teaching force deployed in the 11-16 schools and certainly an unsettling period of recruitment and appointment
- The loss of senior students from school settings and their ability to be aspirational role models

4.9 **Concept 1** The retention of sixth forms in all schools – the ‘status quo’ but with further development in order to improve the effectiveness of the delivery of this concept.

### **Advantages**

- The retention of sixth forms is seen as essential in some areas in response to community aspirations
- Maintaining the link between sixth form students and the rest of the school, especially as aspirational role models and supporting younger pupils
- Sixth forms add to the overall ethos of the school
- Some schools believe they can have a viable sixth form under this approach
- Faith and Welsh-medium schools see this as a highly desirable/only acceptable model
- Given the current shortage of teachers, Headteachers believe they can attract and recruit more qualified/experienced staff if the school has a sixth form

### **Concerns**

- Ability to maintain curriculum breadth; some traditional subjects are already being lost in schools
- Resources/budgets/funding all set to reduce and many regard this model as unsustainable
- Does not address the issue of surplus places
- Does not increase the range of choice of providers for learners and parents
- Does not provide value for money and in schools with small sixth forms is likely to lead to cross-stage subsidisation taking away resources from years 7 to 11
- The transport costs of current collaborative arrangements are a drain on resources and will be difficult to maintain
- Where subjects are delivered in small groups this is not always conducive to high standards and a dynamic learning environment
- Limited opportunity to provide investment in 16-18 education facilities

4.10 **Concept 2** The closure of all sixth forms and the development of a local authority maintained sixth-form centre(s).

Whilst this concept produces one or more sixth-form centres that will benefit from economies of scale it could create significant surplus places in some of the

secondary schools. Creating the new centre(s) would require a significant capital investment which might prove problematic for the Council in times of austerity (see also paragraph 24). The governance, accountability and control of funding would remain with the Council.

### **Advantages**

- Produces effective economies of scale
- Currently the majority of sixth forms are unable to provide learners a level 2 (GCSE) offer; the larger scale of a sixth-form centre could offer learners this alternative
- Curriculum breadth is retained in the level 3 offer and minority subjects become more viable
- More efficient class sizes providing better value for money
- A greater equality of offer to learners
- Would deal effectively with issues such as class size, financial effectiveness and cross-phase subsidisation
- Teaching staff will specialise in post-16 delivery potentially producing higher standards of performance
- Creates an opportunity to invest in tailored facilities for 16-18 education provision

### **Concerns**

- Finding suitable locations and sourcing capital to develop one or more large sixth-form centres
- Bringing all post-16 learners into one or two centres would require an increase in travel arrangements and potentially higher discretionary post-16 transport costs for the Council although the cost may be offset by greater efficiency of delivery costs due to larger teaching groups
- Does not increase the range of choice of providers for learners and parents
- Potential for duplication and competition with Bridgend College and creation of a two tier system in the County
- Increased travel may be a more marked disadvantage for some learners
- A potential impact of merging learners from different communities although this does not manifest itself currently within Bridgend College
- If the staff in the new centre(s) also have teaching commitments in schools then timetable management and collaboration with split site complexities will present a significant challenge
- If the teaching staff are recruited directly to the new centre(s) there may be a detrimental effect on the teaching force deployed in the 11-16 schools and certainly an unsettling period of recruitment and appointment
- The identity of post-16 learners with new centres or their home school

#### **4.11 Concept 3** The closure of all sixth forms and the development of a further education (FE) college governed sixth-form centre(s)

In this concept the centre or centres will benefit from even greater economies of scale than Concept 2 brought about through the association with an FE college. The issue of surplus places remains as in Concept 2 as does the requirement to source capital. However in this latter instance the fiscal environment available to a

FE college might be more flexible compared to a local authority. The governance, accountability and control of post-16 funding would pass to the FE college.

### **Advantages**

- Produces effective economies of scale
- Within a college setting a full range of level 2 and level 3 provisions can be offered with learners able to combine both vocational and academic courses into their programme of study
- Curriculum breadth is retained in the level 3 offer and minority subjects become more viable
- More efficient class sizes providing better value for money
- A greater equality of offer to learners
- Would deal effectively with issues such as class size and financial effectiveness
- There would be no possibility of cross-phase subsidisation in schools
- Teaching staff will specialise in post-16 delivery potentially producing higher standards of performance
- Creates an opportunity to invest in tailored facilities for 16-18 education provision
- Removes the likelihood of institutional interest influencing learner choice of progression routes

### **Concerns**

- Finding suitable locations and sourcing capital to develop one or more large sixth-form centres
- Bringing all post-16 learners into one or two centres would require an increase in travel arrangements and potentially higher discretionary post-16 transport costs for the Council
- If there are increased travel costs the Council will not be able to offset these against improved efficiency because the post-16 funding will pass from Welsh Government to the FE college and not to the Council
- Increased travel may be a more marked disadvantage for some learners
- If the teaching staff are recruited directly to the new centre(s) under FE management there may be a detrimental effect on the teaching force deployed in the 11-16 schools and certainly an unsettling period of recruitment and appointment
- Does not increase the range of choice of providers for learners and parents
- The loss of senior students from school settings and their ability to be aspirational role models

#### **4.12 Concept 6** A full tertiary model governed by the FE sector

This concept would see the closure of all sixth forms and require the development of a new large campus within the FE sector capable of providing for an influx of around 1,600 students from the school sixth-form sector which would require significant capital investment in facilities.

### **Advantages**

- Significant economies of scale – the majority of post-16 education delivered by the one provider
- Ability to maintain curriculum breadth; some traditional subjects are already being lost in schools
- Greater resilience to cope with funding cuts
- Should provide good value for money
- Subjects delivered through larger teaching groups which are more conducive to high standards and a dynamic learning environment
- Equality of offer to all learners
- A significant opportunity to provide capital investment in 16-18 education facilities
- Could have a positive effect on Year 11 as they become the senior pupils in schools and greater maturity is expected from them
- Allows schools to focus more comprehensively on the outcomes at the end of key stage 4

### **Concerns**

- Does not address the issue of surplus places but will significantly increase the proportion of these
- Reduces the choice of providers for learners and parents
- Sourcing the capital costs of a new campus in times of austerity and shrinking budgets
- Increased travel may be a more marked disadvantage for some learners
- There is the potential for increased travel costs and the Council will not be able to offset these against improved efficiency because the post-16 funding will pass from Welsh Government to the FE college and not to the Council
- Surplus teachers and redundancy
- If the teaching staff from schools are recruited to the new centre under FE management there may be a detrimental effect on the teaching force deployed in the 11-16 schools and certainly an unsettling period of recruitment and appointment
- The loss of senior students from school settings and their ability to be role models
- Given the current difficulties schools are experiencing in recruiting more qualified/experienced staff the change of status to an 11-16 school could potentially heighten this issue

4.13 It is anticipated that the consultation will run for a twelve week period from 26 November 2018 until 22 February 2019 and a report produced for Cabinet in April 2019.

### **5. Effect upon policy framework and procedure rules**

5.1 There is no effect upon the policy framework or procedure rules.

## **6. Equality Impact Assessment (EIA)**

- 6.1 The previous reports to Cabinet, when considering the range of concepts, have referenced the issues of Faith, Welsh language and the additional learning needs aspects of post-16 provision. These aspects are again referenced in the consultation paper and it is stated that additional work and reports will be undertaken separate to but complimenting the review of post-16 provision in mainstream settings.
- 6.2 An initial EIA impact screening has been undertaken and is attached to this report in Appendix B. A full EIA will be undertaken as part of the consultation exercise where stakeholders will be asked to contribute to the assessment.

## **7. Well-being of Future Generations (Wales) Act 2015 implications**

- 7.1 Now and in the short and mid-term, the financial pressures in the education system are a challenge to the viability of small sixth forms and the range of subjects that are available to learners 16-18.
- 7.2 The Cabinet's preferred concepts for the future of post-16 provision in the County are aimed at providing choice in post-16 settings, maintaining the breadth of subject choice, improving facilities and enhancing the standards of performance.
- 7.3 Through these developments the Council is striving to meet the ambitions of learners and support them to become high skilled members of the workforce in Wales. This will enable them to access employment and thereby have incomes that allow them to lead fulfilling lives.
- 7.4 Through all stages of the review of post-16 provision there has been close engagement with a range of stakeholders including the young people in schools and college. This has meant that the voice of learners has been clearly articulated in the design of future provision. Learners will continue to be engaged in any future consultation activity.
- 7.5 Further detail can be found in the accompanying Wellbeing Impact Assessment in Appendix A.

## **8. Financial implications**

- 8.1 Funding for sixth-form provision in BCBC is provided by Welsh Government as a single post-16 grant allocation each year. There is a core allocation based mainly on student numbers, with additional allocations to take into account student deprivation and Welsh-medium education. Total funding for 2018-19 is £5,829,430.76, of which over 97% is distributed to secondary schools. In the last three financial years the core grant has been reduced by £672,427 as a result of the combined effects of lower learner numbers and reductions by Welsh Government to the central post-16 grant for schools.
- 8.2 The consultation report will reference the financial pressures being faced by the Council, its secondary schools and Bridgend College. The need to use limited resources efficiently will be discussed along with providing good value for money.

No detail on potential capital costs will be provided although the challenge of obtaining capital investment in times of austerity will be covered.

- 8.3 One area presented in the consultation paper is post-16 transport costs. The pressure on this discretionary expenditure by the Council will vary between the different concepts. In some concepts the efficiencies gained can be used to offset transport costs whereas in others this may not be possible thus there is a varying degree of risk in relation to this particular budget pressure.
- 8.4 Should Cabinet decide after April 2019 to prepare specific option appraisals on post-16 provision then detailed financial models will be incorporated into the various options at that time.

## **9. Recommendation**

Scrutiny is recommended to:

- 9.1 note the concepts that will be the subject of the consultation paper on post-16 education provision which will go to Cabinet on 23 October 2018; and
- 9.2 contribute to the consultation process during the period 26 November 2018 to 22 February 2019.

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16 October 2018  
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### **Background documents:**

Report to Cabinet, 31 October 2017, A REVIEW OF THE FUTURE OF POST-16 PROVISION ACROSS BRIDGEND COUNTY BOROUGH COUNCIL

Report to Cabinet, 24 April 2018, REVIEW OF POST-16 EDUCATION (PHASE TWO)

## WELL-BEING OF FUTURE GENERATIONS (WALES) ACT 2015 ASSESSMENT

<b>Project Description (key aims):</b>	
<b>Section 1</b>	<b>Complete the table below to assess how well you have applied the 5 ways of working.</b>
<b>Long-term</b>  (The importance of balancing short term needs with the need to safeguard the ability to also meet long term needs)	<p><b>1. How does your project / activity balance short-term need with the long-term and planning for the future?</b></p> <p>In the short term BCBC and its secondary schools are faced with financial pressures. With reduced funding it is becoming difficult to maintain financially viable sixth forms in all our schools. The review of post-16 provision and the public consultation addresses this issue but also sets out to protect the long term interest of learners 16-18 by ensuring curriculum breadth, high standards, value for money and enhanced facilities.</p>
<b>Prevention</b>  (How acting to prevent problems occurring or getting worse may help public bodies meet their objectives)	<p><b>2. How does your project / activity put resources into preventing problems occurring or getting worse?</b></p> <p>The Council's preferred option on post-16 provision is to retain a few sixth forms and merge others into larger centres. This will allow for economies of scale, ensure no more subjects are lost and re-instate others, provide value for money and a boost to standards. This in turn will support two of the Council's key corporate objectives – 'Supporting a successful economy' and 'Smarter use of resources'.</p>
<b>Integration</b>  (Considering how the public body's well-being objectives may	<p><b>3. How does your project / activity deliver economic, social, environmental &amp; cultural outcomes together?</b></p> <p>It engages, educates and upskills young people to create a well qualified workforce for the future benefiting both the nation and the individual. The preferred concepts will strengthen the social ties within the larger sixth-form settings and through the larger units will have environmental benefits. The opportunities for a wider</p>

<p>impact upon each of the wellbeing goals, on their objectives, or on the objectives of other public bodies)</p>	<p>range of cultural activities and exchanges will also be exploited.</p>
<p><b>Collaboration</b>  (Acting in collaboration with any other person (or different parts of the body itself) that could help the body meet its well-being objectives)</p>	<p><b>4. How does your project / activity involve working together with partners (internal and external) to deliver well-being objectives?</b></p> <p>As part of this change programme BCBC has already engaged with over 2000 learners and staff in schools and college to inform the ambitions of the project. We anticipate working with a further 3000 learners in the consultation phase as well as a range of educational stakeholders and parents in order to shape the future provision of post-16 education in ways that will be of maximum benefit to learners and thereby their wellbeing.</p>
<p><b>Involvement</b>  (The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves)</p>	<p><b>5. How does your project / activity involve stakeholders with an interest in achieving the well-being goals? How do those stakeholders reflect the diversity of the area?</b></p> <p>As indicated in 4. the project has already engaged every secondary school council in workshops to determine the principles for 16-18 education. In turn they ran workshops with pupils in their own schools. Over 1500 learners 16-18 and 500 staff in school and college responded to a survey on the current state of 16-18 provision which informed the process of considering concepts for the future. Moving forward through the public consultation on post-16 provision the Council will engage with 3000 learners via school councils and a wider audience through the online survey and direct contact. Open workshops with parents and other stakeholders will be held across the County. All the input from these activities will be fed into the future deliberations on how post-16 provision will be delivered in the years ahead.</p>

Section 2		
Assess how well your project / activity will result in multiple benefits for our communities and contribute to the national well-being goals (use Appendix 1 to help you).		
Description of the Well-being goals	How will your project / activity deliver benefits to our communities under the national well-being goals?	Is there any way to maximise the benefits or minimise any negative impacts to our communities (and the contribution to the national well-being goals)?
<p><b>A prosperous Wales</b> An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	<p>The project is at the heart of developing a skilled and well-educated workforce by providing outstanding 16-18 education. These young people will provide the skilled adults employers are seeking and will underpin the growth of employment opportunities, the economy and wealth in the local economy. The preferred changes are predicated on the efficient use of resources by creating economies of scale in the educational provision.</p>	<p>The Council's preferred options set out to maximise the benefits to the young people in our communities by increasing choice of subjects to study and raising standards of achievement. Facilities will be enhanced and extra-curricular opportunities will be expanded.</p>
<p><b>A resilient Wales</b> A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	<p>The project will rationalise the transport infrastructure that supports post-16 education in the County thereby making efficient use of resources and reducing the carbon footprint and thus contributing to a healthier natural environment.</p>	<p>The preferred concepts in the project would seek to maximise access to a wide range of high quality education provisions with rationalised transport and good value for money.</p>
<p><b>A healthier Wales</b> A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p>	<p>The preferred concepts will create larger 16-18 settings with viable teaching groups. Research has shown that the dynamic and interactions that occur in the larger units have a positive effect on the learning</p>	<p>Creating larger settings for post-16 will enable those learning communities to provide more physical and cultural activities in the working week to balance the academic demands and therefore</p>

	experience resulting in higher standards and better wellbeing. There is the potential for increasing the amount of participation in physical activities which in turn will have positive effects on wellbeing.	improve learner wellbeing.
<p><b>A more equal Wales</b> A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).</p>	This is a critical factor in the review – producing a result where all young people 16-18, regardless of background, circumstance or geography can enjoy access to the same wide range of high quality educational opportunities.	The project is seeking to maximise the opportunity for young people from some of our more disadvantaged backgrounds to access the full range of progression routes post-16 thus providing every learner with a possible and realisable route into their future.
<p><b>A Wales of cohesive communities</b> Attractive, viable, safe and well-connected communities.</p>	The current post-16 community is fragmented and the project aims to bring together learners from a range of settings into well-designed learning provision alongside peers from across the County thus expanding their social interactions and increasing the connectedness of young people from different communities across the County.	The project aims to maximise opportunities for high quality learning in settings which are financially viable, safe, with excellent facilities and strong relationships between staff and learners.
<p><b>A Wales of vibrant culture and thriving Welsh language</b> A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.</p>	The extra-curricular dimension and expanded engagement of learners 16-18 in the arts and sport will be built into any developmental plans. The lack of sport in the current post-16 curriculum was identified as a weakness by learners and will be addressed through the preferred concepts.	The project will proactively support a thriving Welsh-medium post-16 provision in partnership with schools in RCT with long term plans to expand the numbers in this sector.
<p><b>A globally responsible Wales</b> A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing</p>	The Skills Challenge Certificate element of the revised Welsh Baccalaureate is followed by all learners 16-18 across Bridgend and this will continue with the development of the preferred concepts.	Maximise impact by universal adoption of the Welsh Baccalaureate.

such a thing may make a positive contribution to global well-being.

As a consequence all learners will take part in the Global Challenge, one of four challenges built into the qualification.

<b>Section 3</b>		<b>Will your project / activity affect people or groups of people with protected characteristics? Explain what will be done to maximise any positive impacts or minimise any negative impacts</b>		
Protected characteristics	Will your project / activity have any positive impacts on those with a protected characteristic?	Will your project / activity have any negative impacts on those with a protected characteristic?	Is there any way to maximise any positive impacts or minimise any negative impacts?	
Age:	Yes through enhancing and improving educational opportunities for 16-18 year olds	No	Through the implementation of the Council's preferred concepts for post-16 provision across the Borough.	
Gender reassignment:	Neutral	Neutral		
Marriage or civil partnership:	Neutral	Neutral		
Pregnancy or maternity:	Neutral	Neutral		
Race:	Neutral	Neutral		
Religion or Belief:	Yes	No	Retention of Faith-based post-16 provision	
Race:	Neutral	Neutral		
Sex:	Neutral	Neutral		
Welsh Language:	Yes	No	Full support for partnership ad collaboration that enriches and expands the opportunities within Welsh-medium post-16 provision	

<b>Section 4</b>	<b>Identify decision meeting for Project/activity e.g. Cabinet, Council or delegated decision taken by Executive Members and/or Chief Officers</b>
<b>Compiling Officers Name:</b>	John Fabes
<b>Compiling Officers Job Title:</b>	Specialist Officer: Post-16 Education and Training
<b>Date completed:</b>	02 October 2018

## Equality impact assessment (EIA) screening form

Department	Completed by (lead)	Date of initial assessment	Revision date(s)
Education and Family Support	John Fabes	1 <sup>st</sup> March 2018	
Name of policy being screened:	Post-16 Education		
Who is responsible for delivery of the policy?	Lindsay Harvey		
Is this an existing or new function/policy, practice, procedure or decision?	The post-16 education project is looking to change the existing post-16 education model.		
Brief description and aim of policy:	<p>The Post-16 Education phase two project aims to develop proposals for the strategy for post-16 education which is signed off by all stakeholders and which will inform future planning.</p> <p>The strategy for post-16 education in Bridgend will be underpinned by robust models, which will deliver the right education in the right place and with the best outcomes for learners.</p>		
Does this policy relate to any other policies (please state)	<p>The following legislation, principles, and policies which will assist in the development of the policy and to be considered are:</p> <ul style="list-style-type: none"> <li>• United Nations Convention on the Rights of the Child</li> <li>• The Well-being of Future Generations (Wales) Act 2015</li> <li>• 2050, A Million Welsh Speakers</li> <li>• Action Plan, Cymraeg 2050</li> <li>• One Wales: One planet, a new sustainable development scheme for Wales May 2009 or any successor strategy</li> <li>• Child Poverty Strategy for Wales (issued February 2011 information document number 95/2011) or any successor strategy</li> <li>• Faith in Education</li> <li>• Local plans for economic or housing development</li> <li>• Welsh in Education Strategic Plans (made under Part 4 of the School Standards and Organisation (Wales) Act 2013</li> <li>• Children and young Peoples Plans (or successor plans)</li> </ul>		

	<ul style="list-style-type: none"> <li>• 21<sup>st</sup> Century Schools – Capital Investment Programme and the relevant wave of investment</li> <li>• Learner Travel Statutory Provision and Operational Guidance 2014</li> <li>• Measuring the capacity of schools in Wales, Circular No: 021/2011</li> </ul>
Who is affected by this policy (e.g. Staff, residents, disabled people, women only?)	Staff, schools, learners, parents/carers/guardians
What evidence has been used to inform the assessment and policy? (please list only)	Informal consultation completed Options appraisal on concepts completed Formal consultation and engagement due to be held November 2018 to February 2019
If this is a review or amendment of an existing policy, has an EIA been carried out? Please include date of completion:	No previous EIA in place
If an EIA exists, what new data has been collected on equality groups since its completion?	N/A

	Yes	No	Unknown
Is this policy an important or large scale function	✓		
Is it likely the policy will impact upon a large number of staff, residents and/or contractors?	✓		

Is it possible that any aspect of the policy will impact on people from different groups in different ways?					
Characteristic	High (H)	Med (M)	Low (L)	None	Explanation of impact
Age	✓				This policy directly impacts on post-16 education learners.
Disability	✓				The policy will be considering post-16 education for learners with additional learning needs
Gender Reassignment				X	
Race				X	

Religion/ Belief	✓				The policy will be considering post-16 education for learners educated in schools of a religious character.
Pregnancy and maternity				X	
Sexual Orientation				X	
Sex				X	
Civil Partnerships and Marriage				X	
Welsh Language	✓				The policy will be considering post-16 education for Welsh-medium learners.
What is the risk that any aspect of the policy could in fact lead to discrimination or adverse effects against any group of people? (see guidance notes for list of protected characteristics?)					
The risk is minimal because the policy is aiming to provide all learners with an access to the right post-16 education.					
What action has been taken to mitigate this risk?					
As part of the post-16 education review a children's rights impact assessment and a Welsh impact assessment will be completed. Full consultation is scheduled. The school organisation code is being consulted. The appropriate religious bodies and the Archdioceses will be consulted before the consultation document is published.					

Could any aspect of the policy help BCBC to meet the main public sector duties? Bear in mind that the duty covers nine protected characteristics.			
Duty	Yes	No	Unknown
Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act	✓		
Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it	✓		
Foster good relations between persons who share a relevant protected characteristic and persons who do not share it	✓		
Please set out fully your reasoning for the answers given above including an awareness of how your decisions are justified.			
The project is aiming to provide all post 16 learners with access to the right education. The proposals will ensure equality of opportunity for learners regardless of geographical location.			

Could any aspect of this “policy” assist Bridgend County Borough Council with its compliance with the Welsh Language Standards and the Welsh Language (Wales) Measure 2011

	Yes	No	Unknown
The policy would impact on people’s opportunity to a) use the Welsh language in a positive or negative way and b) treat both languages equally	✓		
The policy could be changed to have a positive effect or increase the positive effect on a) people’s opportunity to use the Welsh language and b) treating both languages equally	✓		
The policy could be changed to minimise or remove any adverse effects on a) people’s opportunity to use the Welsh language and b) treating both languages equally	✓		

Is this policy likely to impact on community cohesion?

This policy may impact positively on the education community as greater links would be made between institutions.

However, this policy may negatively impact on the residential community as sixth forms may be removed from local comprehensive schools or located outside of the local community.

	Yes	No	Unknown
<b>Procurement:</b> Are there any procurement implications to the activity, proposal or service. (Please take the findings of this assessment to your procurement plan).		✓	
<b>Human Resource:</b> Are there any HR resource implications to the activity, proposal or service	✓		

What level of EIA priority would you give to this policy?

<b>High</b> full EIA within 6 months, or before approval of policy	<b>Medium</b> Full EIA within one year of screening	<b>Low</b> Full EIA within three years of screening	<b>Screen out</b> No further EIA required at this time
✓			

*Please consider if timescale for EIA will be affected by any other influence e.g. Committee deadline, external deadline, part of a wider review process?*

Please explain fully the reasons for this judgement, where “screened out” here you must include information how your decisions are justifiable and evidence based.

This policy is an important and large scale function. It will be impacting on a wide range of people and will impact on protected characteristic groups. The policy will enhance equality of opportunity for learners and could positively impact on the ability to use the Welsh Language.

A full consultation and engagement exercise is being arranged to take place between November 2018 and February 2019. Following consultation a full equalities impact assessment will be completed.

Who will carry out the full EIA?	Specialist Officer: Post 16 Education and Training
Full EIA to be completed by (Date):	April 2019
Date EIA screening completed:	
Approved by (Head of Service):	

**When complete, this form must be retained by the service area. The EIA screening should be recorded as complete on share point (your business manager has access to share point). The EIA screening should be referenced and summarised in the relevant cabinet report for this policy. Where a full EIA is needed this should be included as an appendix with the cabinet report and therefore available publically on the website.**

**If you have queries in relation to the use of this toolkit please contact the Equalities Team on 01656 643664 or [equalities@bridgend.gov.uk](mailto:equalities@bridgend.gov.uk)**