

**APPENDIX J - WELLBEING 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)	<b>1. How does your project / activity balance short-term need with the long-term and planning for the future?</b>
	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.
<b>Prevention</b> (How acting to prevent problems occurring or getting worse may help public bodies meet their objectives)	<b>2. How does your project / activity put resources into preventing problems occurring or getting worse?</b>
	The Council's options on post-16 provision are to retain a few sixth forms and merge others into larger centres or to retain sixth forms in all secondary schools. In the former case 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'. In the latter fresh expectations on the nature and quality of collaboration will be set out.
<b>Integration</b> (Considering how the public body's well-being objectives may impact upon each of the wellbeing goals, on their objectives, or on the objectives of	<b>3. How does your project / activity deliver economic, social, environmental &amp; cultural outcomes together?</b>
	It engages, educates and upskills young people to create a well qualified workforce for the future benefiting both the nation and the individual. The final options 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 range of cultural activities and exchanges will also be exploited.

other public bodies)	
<p><b>Collaboration</b></p> <p>(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 worked with another 2000 young people in the consultation phase as well as a range of educational stakeholders, parents, staff and governors in order to shape the future provision of post-16 education in ways that will be of maximum benefit to young people and thereby their wellbeing.</p>
<p><b>Involvement</b></p> <p>(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 engaged with 2000 learners via consultation workshops and a wider audience through the online survey and direct contact with staff, parents and governors where open workshops were held across the County. All the input from these activities was 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 final 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, reducing the carbon footprint and thereby contributing to a healthier natural environment.</p>	<p>The final options in the project would seek to maximise access to a wide range of high quality education 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 final options 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</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.	the academic demands and therefore improve learner wellbeing.
<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).	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.
<b>A Wales of cohesive communities</b> Attractive, viable, safe and well-connected communities.	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 either through mergers or expanded collaboration. This would expand 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 where strong relationships exist between staff and learners.
<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.	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.
<b>A globally responsible Wales</b> A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of	The Advanced Skills Challenge Certificate element of the revised Welsh Baccalaureate is followed by all learners 16-18 across Bridgend and this will	Maximise impact by universal adoption of the Welsh Baccalaureate and the Advanced Skills Challenge Certificate.

Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.	continue with the development of the final options. As a consequence all students will take part in the Global Challenge, one of four challenges built into the qualification.	
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<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 final options 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 and 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 2019