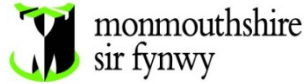


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Neuadd Y Sir
Y Rhadyr
Brynbuga
NP15 1GA

Dydd Mercher, 19 Rhagfyr 2018

Annwyl Cynghorydd

PENDERFYNIADIAU AELOD CABINET UNIGOL

Hysbysir drwy hyn y caiff y penderfyniadau dilynol a wnaed gan aelod o'r cabinet eu gwneud **Dydd Mercher, 2ail Ionawr, 2019**.

AGENDA

1. Rhaglen Cynllun Peilot Rheolwr Busnes Ysgolion Bro

CABINET MEMBER: Councillor Sara Jones

AUTHOR: Sharran Lloyd

CONTACT DETAILS:

Tel: 01633) 644513

E-mail: sharranlloyd@monmouthshire.gov.uk

Yr eiddwch yn gywir,

Paul Matthews
Prif Weithredwr

PORTFFOLIOS CABINET

Cynghorydd Sir	Maes Cyfrifoldeb	Gwaith Partneriaeth ac Allanol	Ward
P.A. Fox (Arweinydd)	Strategaeth a Chyfeiriad Awdurdod Cyfan CCR Cyd Gabinet a Datblygu Rhanbarthol; Trosolwg Sefydliad; Gweithio Rhanbarthol; Cysylltiadau Llywodraeth; Bwrdd Gwasanaethau Cyhoeddus; WLGA	Cyngor WLGA WLGA Bwrdd Cydlynu Gwasanaethau Cyhoeddus	Porthysgewin
R.J.W. Greenland (Dirprwy Arweinydd)	Menter Cynllunio Defnydd Tir; Datblygu Economaidd; Twristiaeth; Rheoli Datblygu; Rheoli Adeiladu; Tai a Digartrefedd; Hamdden; Ieuencid; Addysg Oedolion; Addysg Awyr Agored; Hybiau Cymunedol; Gwasanaethau Diwylliannol	Cyngor WLGA Twristiaeth Rhanbarth y Brifddinas	Devauden
P. Jordan	Llywodraethiant Cefnogaeth y Cyngor a Phenderfyniadau Gweithrediaeth; Craffu; Safonau Pwyllgor Rheoleiddiol; Llywodraethiant Cymunedol; Cefnogaeth Aelodaeth; Etholiadau; Hyrwyddo Democratiaeth ac Ymgysylltu: Y Gyfraith; Moeseg a Safonau; Perfformiad Awdurdod Cyfan; Cynllunio a Gwerthuso Gwasanaeth Awdurdod Cyfan; Cydlynu Corff Rheoleiddiol		Cantref
R. John	Plant a Phobl Ifanc Safonau Ysgolion; Gwella Ysgolion; Llywodraethiant Ysgolion; Trosolwg EAS; Blynyddoedd Cynnar; Anghenion Dysgu Ychwanegol; Cynhwysiant; Cwricwlwm Estynedig; Derbyniadau; Dalgylchoedd; Cynnig Ôl-16; Cydlynu gyda Choleg Gwent.	Cyd Grŵp Addysg (EAS) CBAC	Llanfihangel Troddi
P. Jones	Gofal Cymdeithasol, Diogelu ac Iechyd Plant; Oedolion; Maethu a Mabwysiadu; Gwasanaeth Troseddu Ieuencid; Cefnogi Pobl; Diogelu Awdurdod Cyfan (Plant ac Oedolion); Anableddau; Iechyd Meddwl; Iechyd Cyhoeddus; Cydlynu Iechyd.		Rhaglan
P. Murphy	Adnoddau Cyllid; Technoleg Gwybodaeth (SRS); Adnoddau Dynol; Hyfforddiant; Iechyd a Diogelwch; Cynllunio Argyfwng; Caffaeliad; Archwilio; Tir ac Adeiladau (yn cynnwys Stadau, Mynwentydd, Rhandiroedd, Ffermydd); Cynnal a Chadw Eiddo; Swyddfa Ddigidol; Swyddfa Fasnachol	Consortium Prynu Prosiect Gwyrdd Cymru	Caerwent

S.B. Jones	Gweithrediadau Sir Cynnal a Chadw Priffyrdd, Rheoli Trafnidiaeth, Traffig a Rhwydwaith, Rheolaeth Stad; Gwastraff yn cynnwys Ailgylchu; Cyfleusterau Cyhoeddus; Meysydd Parcio; Parciau a Gofodau Agored; Glanhau; Cefn Gwlad; Tirluniau a Bioamrywiaeth; Risg Llifogydd.	SEWTA Prosiect Gwyrdd	Goetre Fawr
S. Jones	Cyfiawnder Cymdeithasol a Datblygu Cymunedol Ymgysylltu â'r Gymuned; Amddifadedd ar Arwahanrwydd; Diogelwch y Gymuned; Cydlyniaeth Gymdeithasol; Tlodi; Cydraddoldeb; Amrywiaeth; Y Gymraeg; Cysylltiadau Cyhoeddus; Safonau Masnach; Iechyd yr Amgylchedd; Trwyddedu; Cyfathrebu		Llanofar

Nodau a Gwerthoedd Cyngor Sir Fynwy

Ein diben

Adeiladu Cymunedau Cynaliadwy a Chydnerth

Amcanion y gweithiwn tuag atynt

- Rhoi'r dechrau gorau posibl mewn bywyd i bobl
- Sir lewyrchus a chysylltiedig
- Cynyddu i'r eithaf botensial yr amgylchedd naturiol ac adeiledig
- Llesiant gydol oes
- Cyngor gyda ffocws ar y dyfodol

Ein Gwerthoedd

Bod yn agored. Rydym yn agored ac yn onest. Mae pobl yn cael cyfle i gymryd rhan mewn penderfyniadau sy'n effeithio arnynt, dweud beth sy'n bwysig iddynt a gwneud pethau drostynt eu hunain/eu cymunedau. Os na allwn wneud rhywbeth i helpu, byddwn yn dweud hynny; os bydd yn cymryd peth amser i gael yr ateb, byddwn yn esbonio pam; os na allwn ateb yn syth, byddwn yn ceisio eich cysylltu gyda'r bobl a all helpu - mae adeiladu ymddiriedaeth ac ymgysylltu yn sylfaen allweddol.

Tegwch. Darparwn gyfleoedd teg, i helpu pobl a chymunedau i ffynnu. Os nad yw rhywbeth yn ymddangos yn deg, byddwn yn gwrando ac yn esbonio pam. Byddwn bob amser yn ceisio trin pawb yn deg ac yn gyson. Ni allwn wneud pawb yn hapus bob amser, ond byddwn yn ymrwymo i wrando ac esbonio pam y gwnaethom weithredu fel y gwnaethom.

Hyblygrwydd. Byddwn yn parhau i newid a bod yn hyblyg i alluogi cyflwyno'r gwasanaethau mwyaf effeithlon ac effeithiol. Mae hyn yn golygu ymrwymiad gwirioneddol i weithio gyda phawb i groesawu ffyrdd newydd o weithio.

Gwaith Tîm. Byddwn yn gweithio gyda chi a'n partneriaid i gefnogi ac ysbrydoli pawb i gymryd rhan fel y gallwn gyflawni pethau gwych gyda'n gilydd. Nid ydym yn gweld ein hunain fel 'trefnwyr' neu ddatrys-wyr problemau, ond gwnawn y gorau o syniadau, asedau ac adnoddau sydd ar gael i wneud yn siŵr ein bod yn gwneud y pethau sy'n cael yr effaith mwyaf cadarnhaol ar ein pobl a lleoedd.



SUBJECT:	Community Focussed School Business Managers Pilot Scheme Programme
MEETING:	Individual Cabinet Member Decision – Cllr Sara Jones
DATE:	2nd January 2019
DIVISION/WARDS AFFECTED:	Chepstow and Usk

1. PURPOSE:

- 1.1 To request approval for the Council to participate in the delivery of the Community Focussed School Business Managers Pilot Scheme Programme.

2. RECOMMENDATIONS:

- 2.1 To approve the Council's participation in the Community Focussed School Business Managers Pilot Scheme Programme funded under the authority of the Cabinet Secretary for Education.
- 2.2 To approve the appointment of a fixed term Community Focussed School Business Manager who will be funded via the programme and an in-kind programme management contribution from the Community and Partnership Development team.

3. KEY ISSUES:

- 3.1 In March 2018 the Council were invited to submit an innovative bid for 'Community Focussed School Business Managers' as part of the Cabinet Secretary for Education's additional £100 million to raise school standards.
- 3.2 The funding opportunity recognised:
- That the new curriculum would be built around four purposes, one of which is to prepare young people for life and work recognising Welsh Government's commitment to increase employer engagement with schools, to help raise young people's aspirations and to understand and gain the skills and behaviours needed in the workplace;
 - The need for partnership working between schools and a range of community partners, including statutory services, in order to better coordinate efforts to improve outcomes, and mitigate the effects of disadvantage; and
 - The current lack of capacity for some schools to identify and nurture these partnerships and to apply it across a cluster of schools.
- 3.3 The Council were therefore invited to submit a proposal aimed at raising standards via a dedicated single point of contact, a Community Focussed School Business Manager, who would manage and facilitate communication and activity with business and community partners. The purpose of the role being to:
- Build upon learning from established national programmes to utilise social capital to address educational disadvantage;
 - Establish and grow connections between the cluster schools and the local business community in order to provide a range of practical and aspirational employment related opportunities for students; and
 - Create a range of opportunities for students to work collaboratively with community members and groups in the Chepstow cluster locality.
- 3.4 The Grade H post will be part time (22 hours per week) and will be line managed by the Community and Partnership Development team to integrate with the priorities of the wider social justice agenda. The majority of the person's time will be spent within the cluster area.

4. EQUALITY AND FUTURE GENERATIONS EVALUATION (INCLUDES SOCIAL JUSTICE, SAFEGUARDING AND CORPORATE PARENTING):

4.1 Summarised below for Members’ consideration from Future Generations Evaluation located in Appendix A:

The initiative seeks to increase employer engagement with schools, to help raise young people’s aspirations and to understand and gain the skills and behaviours needed in the workplace. The partnership arrangement will ensure better coordination to improve outcomes, and mitigate the effects of disadvantage.

5. OPTIONS APPRAISAL:

5.1 Options Analysis

Option	Benefits	Risks	Comments
Do nothing	None identified	Lost opportunity to help raise young people’s aspirations.	Current limited offer of life skill learning opportunities would continue.
Implement programme	<ul style="list-style-type: none"> • Increased school-employer engagement; • Increased partnerships with community organisations and statutory services, to enrich and enhance curriculum delivery and strengthen pastoral support; • Increased school-school working, both within and across clusters; • Increased use of school premises; and • Sharing of good practice between schools and school clusters. 	Delays in implementing the programme due to recruitment issues.	Funded opportunity to raise young people’s aspirations by building relationships with local business and communities.

6. EVALUATION CRITERIA:

6.1 An evaluation assessment has been included in Appendix B for future evaluation of whether the decision has been successfully implemented. Given the time limited nature of the initiative the decision will be evaluated by Stronger Communities Select Committee via a report which will seek to evaluate progress and outcomes.

7. REASONS:

7.1 The initiative builds upon the School Business Manager pilot launched earlier in 2018 to provide dedicated support for leaders and teachers, so that they can better focus on raising standards in schools.

7.2 This second pilot will draw on learning from established national programmes to utilise social capital to address educational disadvantage by establishing and growing

connections between the cluster schools and the local business community in order to provide a range of practical and aspirational employment related opportunities for students. A range of opportunities will be identified to enable students to work collaboratively with community members and groups in the Chepstow cluster locality.

7.3 The pilot will build on strong foundations of existing work and partnerships (e.g. Youth Enterprise, Volunteering, Community Ambassadors) whilst embracing learning from programmes elsewhere (e.g. Action Tutoring, Big Alliance, Reading Buddies). However it will also be focused on the development of Monmouthshire-specific solutions, tapping into the rich social capital of the Chepstow area.

7.4 In measuring the success of the initiative the team will consider:

- No. businesses involved in the cluster (through mentoring, volunteering, visiting, etc.);
- No. community members volunteering in the cluster schools;
- No. pupils engaged through volunteer mentor / tutoring programmes;
- Average progress of target FSM pupils in target subjects;
- An assessment of pupil career intentions (measured at outset and again at end); and
- No. young people engaged in volunteering activity

8. RESOURCE IMPLICATIONS:

8.1 The Council received approval for the funding application in October 2018 of up to £16,000 for 2018/19 and £7k in 2019/20. There are no cash implications for the Council for this initiative other than match funding of management officer time 'in-kind'.

9. CONSULTEES:

Chepstow Cluster Co-ordinator;
Heads of Chepstow Cluster Schools (Chepstow School, The Dell, Pembroke, Shirenewton, St Mary's, Thornwell) Cluster schools;
Senior Leadership Team; and
Cabinet

10. BACKGROUND PAPERS:

- a) Appendix A – Future Generations Evaluation
- b) Appendix B – Evaluation Criteria

11. AUTHOR:

Sharran Lloyd

12. CONTACT DETAILS:

Email: sharranlloyd@monmouthshire.gov.uk

Tel: (01633) 644513

Title of Report:	COMMUNITY FOCUSED SCHOOL BUSINESS MANAGERS PILOT
Date decision was made:	5TH DECEMBER 2018
Report Author:	Sharran Lloyd

What will happen as a result of this decision being approved by Cabinet or Council?

Given the time limited nature of the initiative the decision will be evaluated by Stronger Communities Select Committee via a report which will be presented to Stronger Communities Select Committee to evaluate progress and outcomes.

What benchmarks and/or criteria will you use to determine whether the decision has been successfully implemented?

In measuring the success of the initiative the team will consider:

- No. businesses involved in the cluster (through mentoring, volunteering, visiting, etc.);
- No. community members volunteering in the cluster schools;
- No. pupils engaged through volunteer mentor / tutoring programmes;
- Average progress of target FSM pupils in target subjects;
- An assessment of pupil career intentions (measured at outset and again at end); and
- No. young people engaged in volunteering activity

What is the estimate cost of implementing this decision or, if the decision is designed to save money, what is the proposed saving that the decision will achieve?

There are no cash implications for the Council for this initiative other than match funding of management officer time 'in-kind'.

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Future Generations Evaluation (includes Equalities and Sustainability Impact)

<p>Name of the Officer Sharran Lloyd</p> <p>Phone no: (01633) 644513 E-mail: sharranlloyd@monmouthshire.gov.uk</p>	<p>Community Focussed School Business Manager</p>
<p>Name of Service: Enterprise and Community Development</p>	<p>Date: Future Generations Evaluation 5th December 2018</p>

NB. Key strategies and documents that may help you identify your contribution to the wellbeing goals and sustainable development principles include: Single Integrated Plan, Continuance Agreement, Improvement Plan, Local Development Plan, People Strategy, Asset Management Plan, Green Infrastructure SPG, Welsh Language Standards, etc.

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7. Does your proposal deliver any of the well-being goals below?




Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p>A prosperous Wales Efficient use of resources, skilled, educated people, generates wealth, provides jobs</p>	<p>This proposal will prepare young people for life and work by increasing employer engagement with schools; helping to raise young people's aspirations and to understand and gain the skills and behaviours needed in the workplace in order to help them sustain employment and increase earnings potential in the future.</p>	<p>The programme will be monitored as part of the Cabinet Secretary for Education's additional £100 million to raise school standards.</p>
<p>A resilient Wales</p>	<p>N/A</p>	



Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)		
A healthier Wales People's physical and mental wellbeing is maximized and health impacts are understood	The proposal will prepare young people in life skills thus maximizing their mental well-being.	To ensure the programme focuses on the encouraging young people's participation.
A Wales of cohesive communities Communities are attractive, viable, safe and well connected	The provision will be community based and will have the flexibility to respond to local need.	To ensure the programme focuses on encouraging community cohesion as one of its social drivers.
A globally responsible Wales Taking account of impact on global well-being when considering local social, economic and environmental wellbeing	The programme will work to ensure high standards are met and maintained that do not conflict with the global drivers.	Any decisions taken will take into account global and well-being issues as part of its day to day processes.
A Wales of vibrant culture and thriving Welsh language Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation	Equality and diversity is a cross cutting theme of the programme and as such will be integral to all aspects of the programme.	All marketing and promotional materials will be produced bilingually.
A more equal Wales People can fulfil their potential no matter what their background or circumstances	Equality and diversity is a cross cutting theme of the ESF programme and as such will be integral to all aspects of the programme	With the ability to better market and understand data there will be opportunities to target areas of the community that may not currently be aware of the

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Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
		opportunity to engage with local schools on this basis.

2. How has your proposal embedded and prioritised the sustainable governance principles in its development?

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Long Term</p> <p>Balancing short term need with long term and planning for the future</p>	<p>The programme will be monitored as part of the Cabinet Secretary for Education's additional £100 million to raise school standards.</p>	<p>The initiative looks to raise young people's work aspirations for the future.</p>
 <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>	<p>This is a national proposal working with partners in the Chepstow cluster area.</p>	<p>MCC officers will be part of cluster working opportunity.</p>
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>	<p>The provision will be community based and as such will be able to engage with communities at a local level and respond to localised need.</p>	<p>The engagement process will be constantly reviewed and evaluated to ensure the views of all those who have an interest are taken into account.</p>

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Prevention</p> <p>Putting resources into preventing problems occurring or getting worse</p>	<p>Investing in skills is a key driver in the development of a modern knowledge-based economy and in responding and adapting to economic changes.</p>	<p>A national strategic approach will ensure a clear focus and alignment to national priorities.</p>
 <p>Integration</p> <p>Considering impact on all wellbeing goals together and on other bodies</p>	<p>The opportunity to develop a new way of delivering the offer and sustaining its long term future should give the opportunity to better connect wellbeing outcomes to other partners and bodies. The service contributes to the wellbeing goals and staff are to demonstrate and understand their input into the wellbeing goals whilst also considering the impact.</p>	<p>One of the key drivers of the offer is the promotion of future work opportunities and key developments will reflect that.</p>

3. **Are your proposals going to affect any people or groups of people with protected characteristics?** Please explain the impact, the evidence you have used and any action you are taking below. For more detailed information on the protected characteristics, the Equality Act 2010 and the Welsh Language Standards that apply to Monmouthshire Council please follow this link: <http://hub/corporatedocs/Equalities/Forms/AllItems.aspx> or contact Alan Burkitt on 01633 644010 or alanburkitt@monmouthshire.gov.uk

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	Consider the impact on our community in relation to this e.g. how do we engage with older and younger people about our services, access issues etc. Also consider what issues there are for employment and training.	n/a	The initiative will focus on the future work aspirations of the county's young people.
Disability	What issues are there are around each of the disability needs groups e.g. access to buildings/services, how we provide services and the way we do this, producing information in alternative formats, employment issues.	n/a	All young people regardless of disability will be encouraged to participate.
Gender Reassignment	Consider the provision of inclusive services for Transgender people and groups. Also consider what issues there are for employment and training.	n/a	All young people regardless of gender assignment will be encouraged to participate.
Marriage or civil partnership	Same-sex couples who register as civil partners have the same rights as married couples in employment and must be provided with the same benefits available to married couples, such as survivor pensions, flexible working, maternity/paternity pay and healthcare insurance	n/a	n/a
Pregnancy or maternity	<i>In employment a woman is protected from discrimination during the period of her pregnancy and during any period of compulsory or additional maternity leave. In the provision of services, good and facilities, recreational or training facilities, a woman is protected from discrimination during the period of her pregnancy and the period of 26 weeks beginning with the day on which she gives birth</i>	n/a	n/a

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Race	<i>Think about what the proposal will do to promote race equality with the aim of: eliminating unlawful discrimination, promoting equality of opportunity and promoting good relations between persons of different racial groups. Also think about the potential to affect racial groups differently. Issues to look at include providing translation/interpreting services, cultural issues and customs, access to services, issues relating to Asylum Seeker, Refugee, Gypsy & Traveller, migrant communities and recording of racist incidents etc.</i>	n/a	All young people regardless of race will be encouraged to participate.
Religion or Belief	<i>What the likely impact is e.g. dietary issues, religious holidays or days associated with religious observance, cultural issues and customs. Also consider what issues there are for employment and training.</i>	n/a	All young people regardless of religion or belief will be encouraged to participate.
Sex	<i>Consider what issues there are for men and women e.g. equal pay, responsibilities for dependents, issues for carers, access to training, employment issues. Will this impact disproportionately on one group more than another</i>	n/a	n/a
Sexual Orientation	<i>Consider the provision of inclusive services for e.g. older and younger people from the Lesbian, Gay and Bi-sexual communities. Also consider what issues there are for employment and training.</i>	n/a	All young people regardless of sexual orientation will be encouraged to participate.

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Welsh Language	<i>Under the Welsh Language measure of 2011, we need to be considering Welsh Language in signage, documentation, posters, language skills etc. and also the requirement to promote the language.</i>	n/a	All marketing and promotional materials will be produced bilingually.

4. Council has agreed the need to consider the impact its decisions has on important responsibilities of Corporate Parenting and safeguarding. Are your proposals going to affect either of these responsibilities? For more information please see the guidance <http://hub/corporatedocs/Democratic%20Services/Safeguarding%20Guidance.docx> and for more on Monmouthshire's Corporate Parenting Strategy see <http://hub/corporatedocs/SitePages/Corporate%20Parenting%20Strategy.aspx>

	Describe any positive impacts your proposal has on safeguarding and corporate parenting	Describe any negative impacts your proposal has on safeguarding and corporate parenting	What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?
Safeguarding	<i>Safeguarding is about ensuring that everything is in place to promote the well-being of children and vulnerable adults, preventing them from being harmed and protecting those who are at risk of abuse and neglect.</i>	n/a	The manager will be trained to the appropriate level of safeguarding and have a duty to fulfil their personal responsibilities for safeguarding.
Corporate Parenting	<i>This relates to those children who are 'looked after' by the local authority either through a voluntary arrangement with their parents or through a court order. The council has a corporate duty to consider looked after children especially and promote their welfare (in a way, as though those children were their own).</i>	n/a	n/a

5. What evidence and data has informed the development of your proposal?

This report is founded upon the following:

- Builds upon a previous School Business Manager pilot
- The initiative is as part of the Cabinet Secretary for Education's additional £100 million to raise school standards.

6. SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?

The initiative seeks to increase employer engagement with schools, to help raise young people's aspirations and to understand and gain the skills and behaviours needed in the workplace. The partnership arrangement will ensure better coordination to improve outcomes, and mitigate the effects of disadvantage.

7. ACTIONS: As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.

What are you going to do	When are you going to do it?	Who is responsible	Progress
Submission of funding application	March 2018	Judith Langdon	Approved October 2018
Submission of ICMD	January 2019	Sharron Lloyd	Awaiting approval

8. MONITORING: The impacts of this proposal will need to be monitored and reviewed. Please specify the date at which you will evaluate the impact, and where you will report the results of the review.

The impacts of this proposal will be evaluated on:	On going
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9. VERSION CONTROL: The Future Generations Evaluation should be used at the earliest stages of decision making, and then honed and refined throughout the decision making process. It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable development wherever possible.

Version No.	Decision making stage	Date considered	Brief description of any amendments made following consideration
1	ICMD	2 nd January 2019	<i>Initial proposal to be approved</i>

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