

**SUBJECT: CREATION OF FIXED TERM STUDENT/GRADUATE PLANNER
POST WITHIN THE DEVELOPMENT MANAGEMENT TEAM**
MEETING: INDIVIDUAL CABINET MEMBER DECISION
DATE: 9TH MAY 2018
DIVISION/WARDS AFFECTED: ALL

1. PURPOSE:

- 1.1 The purpose of this report is to seek the Cabinet Member for Enterprise's approval to create a fixed term Student/Graduate Planner post within the Development Management team, to be filled on a 12 month contract.

2. RECOMMENDATION:

- 2.1 That Cabinet Member agrees the proposed creation of a Student/Graduate Planner within the Development Management team, to be filled on a 12 month contract.

3. KEY ISSUES:

Background

- 3.1 This proposal seeks to create a new Student/Graduate Planner post within the Development Management team. The post offers an opportunity to support the next generation of planners to gain valuable and broad experience, allows the Council to seek to 'grow its own' future workforce, promote local government and public sector working as a career opportunity, and will support the development of students most likely studying or recently graduated from Cardiff University or the University of the West of England to locally retain talent. It is proposed that the post would be filled on a 12 month basis, allowing the post to be reviewed annually based upon workload and budget pressures.
- 3.2 The post could be attractive to either year-out students undertaking a sandwich 'year in industry' as part of their qualification, or to a recent graduate seeking their first job post qualification. The job description focusses primarily on the Development Management part of the planning service, however it is proposed that the post-holder would have an opportunity to work in the heritage and planning policy teams to provide them with a well-rounded experience and to support our service flexibly.
- 3.3 A job description has been drafted and is awaiting job evaluation however the proposal is expected to result in a total cost of approximately £20,000 per annum maximum. The fixed term nature of the role means that full on-costs are unlikely, and all employees have the option to opt out of the pension scheme if they wish. Opt out is expected to be a more likely scenario for year-out students than for recent graduates. This is the employee's choice, and we have budgeted for maximum cost. The post would be part funded by a proposed saving over the next three years from changes to the way the Senior Urban Design and Landscape Officer post is funded (see separate Cabinet Member report on this agenda). There is also a funding opportunity from a new area of Planning Performance Agreements (PPA). Cabinet Member has already approved their introduction, and officers are in detailed discussions with a customer about our first PPA, and we already have initial enquiries about two more. A Planning Performance Agreement is a project management agreement entered into by both the Council and customer (applicant/developer) to provide a guaranteed resource to prioritise their project and meet agreed timescales

and deadlines (a commitment by both parties) for an additional fee. Delivering on these commitments requires the relevant service area such as planning, highways, and green infrastructure, to ensure adequate resource is in place, either by back-filling or by engaging external support. The proposed post is intended to support the service deliver on current work commitments and to help cover the workload of colleagues whose increased time and attention is required to deliver on the PPA. This is a new area of work for Monmouthshire and will inevitably be a learning exercise that may require different solutions going forward. The fixed term nature of this post provides that flexibility.

3.4 No colleagues are detrimentally affected by the proposal.

Relationship with wider activities

3.5 A Green Paper has been published by the Welsh Government proposing three options for Local Government Reform. These LGR proposals are at a very early stage and it is unclear which, if any, proposal might be taken forward. The proposals in this report have been made with regard to the potential for significant future change. The fixed term contract associated with the proposed post mean that we have the flexibility to fill or hold vacant or delete the post as and when circumstances change. Consequently, the Green Paper has no implications for these proposals.

4. OPTIONS APPRAISAL

4.1 The following options were considered:

- a) Do nothing.
- b) Create the proposed post of Student/Graduate Planner.
- c) Create a different post
- d) Engage a consultant

5. EVALUATION CRITERIA

5.1 **Option b)** is the preferred option, namely to create the proposed post of Student/Graduate Planner to be filled on a fixed term 12 month basis. This provides flexible additional resource to support service delivery with the added benefits of helping develop the next generation of planners to the benefit of the Council, region and planning profession. Option a) does not address the resource needs. Options c) and d) do not deliver the additional benefits of option b) and are likely to be more expensive.

6. REASONS:

6.1 The proposed post provides flexible additional resource to support service delivery with the added benefits of helping develop the next generation of planners to the benefit of the Council, region and planning profession.

7. RESOURCE IMPLICATIONS:

7.1 The proposal would have a maximum cost of £20,000 which would be part funded by proposed changes to the Senior Urban Design and Landscape Officer post for the 2018-2021 period, and partly funded by Planning Performance Agreements.

8. WELL-BEING OF FUTURE GENERATIONS IMPLICATIONS:

Sustainable Development

8.1 There are no direct implications arising from this proposal, although the intention is to improve outcomes and service resilience. A Future Generations Evaluation (including equalities and sustainability impact assessment) is attached to this report at **Appendix 3**.

Equalities

- 8.2 There are no direct implications arising from this proposal. Recruitment is undertaken in accordance with the Council's HR policies.

Safeguarding and Corporate Parenting

- 8.3 There are no safeguarding or corporate parenting implications arising from the proposal.

9. CONSULTEES

- Planning Services Management Team
- Colleagues in the Planning Team via team meetings and 1:1s
- People Services
- Finance
- SLT
- Cabinet

10. BACKGROUND PAPERS:

Appendix One – Job Description

Appendix Two – Proposed team structure

Appendix Three – Future Generations Evaluation

11. AUTHOR & CONTACT DETAILS:

Mark Hand (Head of Planning, Housing and Place-Shaping)

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E Mail: markhand@monmouthshire.gov.uk

Evaluation Criteria – Cabinet, Individual Cabinet Member Decisions & Council

Title of Report:	CREATION OF FIXED TERM STUDENT/GRADUATE PLANNER POST WITHIN THE DEVELOPMENT MANAGEMENT TEAM
Date decision was made:	9th May 2018
Report Author:	Mark Hand

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

What is the desired outcome of the decision?

What effect will the decision have on the public/officers?

The proposed post provides flexible additional resource to support service delivery with the added benefits of helping develop the next generation of planners to the benefit of our communities, the Council, region and planning profession.

12 month appraisal via Annual Performance Report and review of PPA delivery

Was the desired outcome achieved? What has changed as a result of the decision? Have things improved overall as a result of the decision being taken?

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

Think about what you will use to assess whether the decision has had a positive or negative effect:

Has there been an increase/decrease in the number of users

Has the level of service to the customer changed and how will you know

If decision is to restructure departments, has there been any effect on the team (e.g increase in sick leave)

12 month appraisal: Success will be evaluated via colleague 1:1s, CICO and Development Management Annual Performance Report as well as the review of PPA delivery.

Paint a picture of what has happened since the decision was implemented. Give an overview of how you fared against the criteria. What worked well, what didn't work well. The reasons why you might not have achieved the desired level of outcome. Detail the positive outcomes as a direct result of the decision. If something didn't work, why didn't it work and how has that effected implementation.

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?

Give an overview of the planned costs associated with the project, which should already be included in the report, so that once the evaluation is completed there is a quick overview of whether it was delivered on budget or if the desired level of savings was achieved.

The net cost of the proposal is £20k maximum. This will be monitored via quarterly budget reporting.

Give an overview of whether the decision was implemented within the budget set out in the report or whether the desired amount of savings was realised. If not, give a brief overview of the reasons why and what the actual costs/savings were.

Monmouthshire County Council
Cyngor Sir Fynwy
Development Management

Job Description

Post Title:	Development Management Officer (Student Placement) - Temporary contract for up to 12 months
Post ID:	RDCxx
Salary:	SCP 13 (Band C) £16,491 (pay award pending)
Hours:	37
Based at:	County Hall, Usk
Responsible To:	Development Management Area Team Manager
Responsible for:	0 staff
Job Purpose:	To process, evaluate and determine non-complex planning applications, appeals and pre-application enquiries.

Function	Main Duties
1. To give advice on planning matters	1. To respond to enquiries (including pre-application enquiries) on planning matters and give advice having regard to the Council's planning policies, national planning policy and all relevant material considerations in accordance with the Services' agreed standards.

<p>2. To process, evaluate and determine planning applications, appeals and enquiries.</p>	<ol style="list-style-type: none"> 1. To determine whether applications are valid. 2. To carry out consultations, notifications and publicity on applications. 3. To visit and evaluate householder and less complex planning applications having regard to the Council's planning policies, national planning policy and all relevant material considerations. 4. To improve the quality of proposals through negotiations. 5. To consider representations made by other parties on planning applications. 6. To make recommendations on planning applications for determination in accordance with the Services' agreed standards and measures. 7. To consider requests for amendments to decisions and the discharge of conditions. 8. To prepare statements on appeals and to represent the Council at Informal Hearings, accompanied by a more senior officer. 9. To work having regard to Systems review principles and to take part in task groups to initiate improvement in the Department.
<p>4. To assist with the delivery of the heritage management service and/or Local Development Plan production as required.</p>	<ol style="list-style-type: none"> 1. To provide heritage comments on planning, conservation area and/or listed building consent applications. 2. To support in the production of the Local Development Plan, including evidence gathering and assessment, community engagement, assessing proposed sites and drafting policies.
<p>5. To support and abide by the principles and practice of equality of opportunity as laid down in the Council's Equal Opportunity Policy</p>	<ol style="list-style-type: none"> 1. To attend appropriate training
<p>6. To operate in a safe and diligent manner at all times, in line with all health, safety & welfare policies and guidelines in place.</p>	<ol style="list-style-type: none"> 1. To ensure an awareness of health and safety issues

This job description does not present an exhaustive list of work, but aims to demonstrate the breadth of duties required by the post. The post holder may therefore be required to undertake other duties in line with the grade of the post.

Monmouthshire County Council
Cyngor Sir Fynwy
Development Management

Person Specification

Post Title: Development Management Officer (Student Placement)
- Temporary contract for up to 12 months

Post ID: RDCxx

The successful candidate must be able to demonstrate:

1. Be undertaking the later stages of or hold a recognised degree level qualification in Town Planning (or a suitable degree in an appropriate discipline).
2. Practical experience of IT applications such as Office, GIS and document management.
3. The ability to write clear and concise reports and letters.
4. Evidence of previous experience of being an effective team member.
5. Effective and efficient communication skills both written and verbal.
6. A valid driving licence and access to a vehicle.
7. The willingness to support and abide by the principles and practice of equality of opportunity as laid down in the Authority's Equal Opportunities Policy and a commitment to their effective implementation.
8. The willingness to operate in a safe and diligent manner at all times, in line with all Health, Safety & Welfare Policies and Guidelines in place.

The following would be desirable:

9. An organised and varied caseload experience and examples of working to tight deadlines, meeting required performance standards.
10. The willingness to work innovatively and to contribute towards improvements to the service.

For an informal discussion regarding this post, please contact Philip Thomas (Development Services Manager) on 01633 644809 or Craig O'Connor (Development Management Area Team Manager) on 01633 644849.

WELSH LANGUAGE SKILLS FRAMEWORK

LEVEL 1			
<p><i>Can understand basic everyday phrases if the speaker talks slowly and clearly and is willing to help. Can introduce yourself and others and can ask and answer questions regarding basic information, e.g. individual asking to see someone, where is the xxx meeting, toilet etc. Can transfer phone calls pass on a simple message or make a straightforward request, e.g. via e-mail.</i></p>			
UNDERSTANDING	SPEAKING	READING	WRITING
<ul style="list-style-type: none"> ➤ Can understand simple questions: where is the xxx meeting, where is the toilet, who is the person they wish to see. Can understand who to transfer a phone call to etc., 	<ul style="list-style-type: none"> ➤ Can pronounce place names and personal names correctly. ➤ Can greet individuals face to face or over the phone ➤ Can open and close a conversation or open and close a meeting. 	<ul style="list-style-type: none"> ➤ Can read short sentence, e.g. basic signs, simple instructions, agenda items, simple information on forms 	<ul style="list-style-type: none"> ➤ Can open and close an e-mail or letter ➤ Can write personal names, place names, job titles ➤ Can write a simple message to a colleague on paper or e-mail, e.g. such and such has called.
LEVEL 2			
<p><i>Can understand sentences when people talk about everyday situations, e.g. simple personal and family information. Can hold a basic conversation with someone to obtain or exchange straightforward information, e.g. discuss how a person is feeling; something which has happened; simple plan for the future. Can write and read messages in letters or e-mails describing familiar issues and written in short sentences.</i></p>			
UNDERSTANDING	SPEAKING	READING	WRITING
<ul style="list-style-type: none"> ➤ Can understand when people speak slowly about everyday situations, e.g. providing personal information, talking about what they have been doing, what they would like to do, how they feel general ➤ Can understand when people ask you do something 	<ul style="list-style-type: none"> ➤ Can communicate simple information or ask common questions, e.g. to acquire information from an individual ➤ Can use Welsh to get to and emphasise with the individual but not able to conduct the entire conversation or session in Welsh ➤ Can hold a short conversation with an individual or exchange relatively straightforward information ➤ Can contribute to a meeting, but need to revert to English for specialist terms. 	<ul style="list-style-type: none"> ➤ Can read short message and certain letters or e-mails, e.g. those which make a request or ask you to pass on a message 	<ul style="list-style-type: none"> ➤ Can write a short message to a colleague asking a question, thanking her/him, explaining something, e.g. time and place of a meeting ➤ Can write a short letter or e-mail to arrange an appointment
LEVEL 3			
<p><i>Can understand the main points when an individual or colleague is talking about familiar subjects, e.g. during a conversation or small group meeting. Can hold extended conversations with fluent speakers about familiar subjects involving everyday work. Can describe experiences and events and provide concise explanations and reasons for opinions and plans. Can read articles, letters or e-mails about general subjects. Can write letters or e-mails about most subjects, e.g. requesting something; providing information; inviting somebody or organising an event.</i></p>			

UNDERSTANDING	SPEAKING	READING	WRITING
<ul style="list-style-type: none"> ➤ Can understand individuals and colleagues when exchanging information or discussing plans, if the subject is familiar. ➤ Can understand a discussion at a meeting if the subject is familiar. ➤ Can understand individuals and colleagues in a familiar situation or in everyday conversation. 	<ul style="list-style-type: none"> ➤ Can take part in most conversations with colleagues about work and plans if the vocabulary is not too technical. ➤ Can hold a conversation with an individual or exchanging relatively straightforward information. ➤ Can contribute to a meeting but need to revert to English for specialist terms. ➤ Can adapt the style of language to suit the audience. 	<ul style="list-style-type: none"> ➤ Can understand most e-mail messages or letters concerning day to day work. ➤ Can guess the meaning of a word based on context if the subject is familiar. ➤ Can read a simple, straightforward article in a newspaper or magazine types of written material. 	<ul style="list-style-type: none"> ➤ Can write a letter or e-mail to an individual, or colleague about most topics in order to request something; provide an explanation; describe an experience or situation; invite people or organise an event. ➤ Can write relatively accurately when drafting a short information leaflet or poster in Welsh as required.

LEVEL 4

Can usually follow most conversations or discussions, even on unfamiliar topics, Can talk confidently with fluent speakers about familiar subjects relating to work, and can express an opinion, take part in discussion, and talk extensively about general topics, e.g. in meetings or one-to-one situations with individuals. Can understand most correspondence, newspaper articles and reports intended for fluent speakers with the aid of Welsh language resources and can scan long texts to find details. Can complete forms and write reports relating to work and respond accurately.

UNDERSTANDING	SPEAKING	READING	WRITING
<ul style="list-style-type: none"> ➤ Can follow most conversations and discussions with individuals or colleagues even if the subject matter is unfamiliar. 	<ul style="list-style-type: none"> ➤ Can contribute effectively to internal and external meetings in a work context. ➤ Can converse comfortably with individuals and exchange information as required. ➤ Can argue for and against a specific case. ➤ Can chair meetings and answer questions from the chair confidently. 	<ul style="list-style-type: none"> ➤ Can read most correspondence and scan long texts to find details. ➤ Can understand most newspaper articles and reports with the aid of a dictionary. ➤ Can understand texts, unless written in a very formal or colloquial form. 	<ul style="list-style-type: none"> ➤ Can produce correspondence of all types, short reports, documents and literature with support of Welsh language translation aids eg. Cysgeir, cysill.

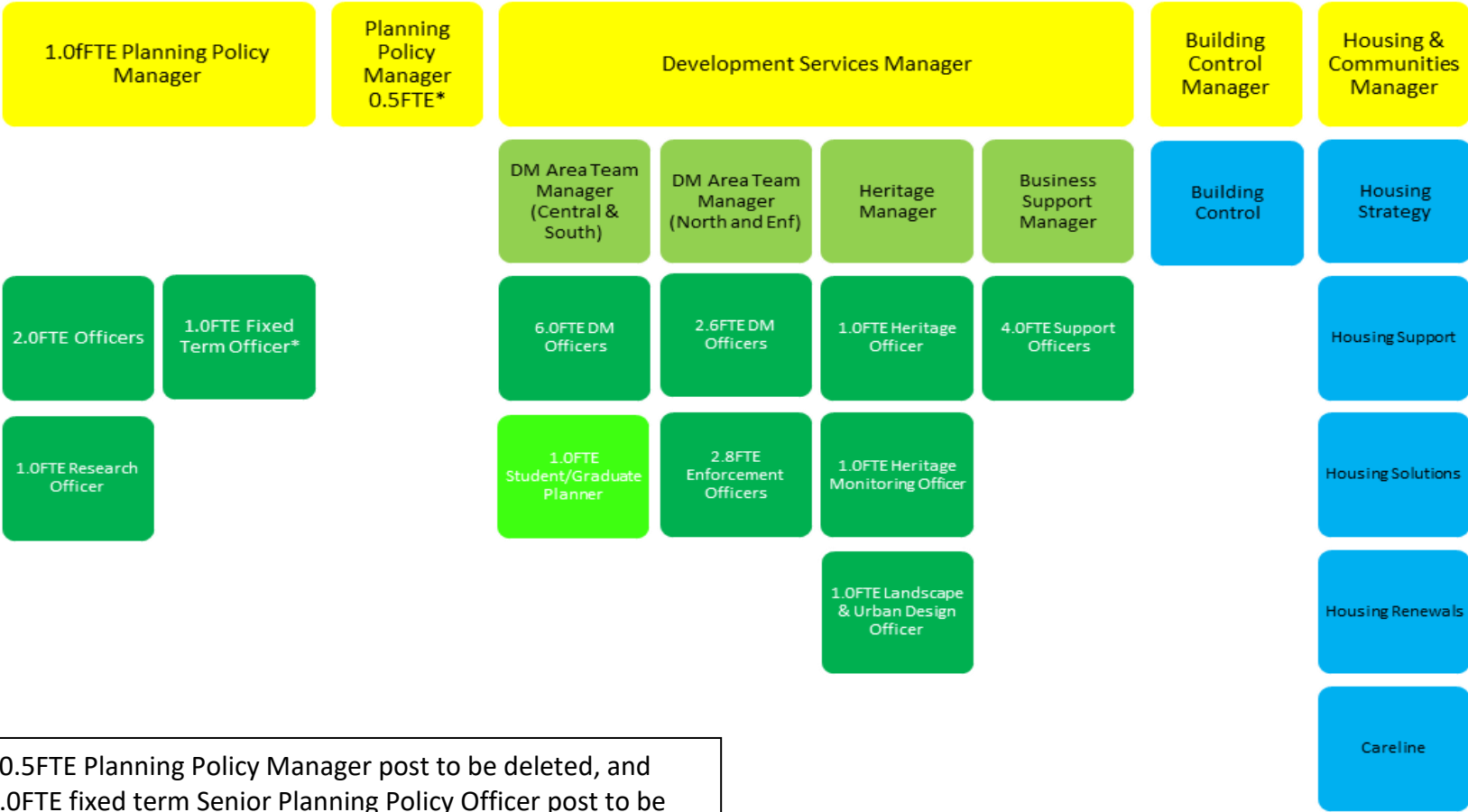
LEVEL 5

Can understand everything that is being said. Can talk extensively about complex issues, presenting difficult information and can facilitate and summarise extended or complex discussions. Can summarise information from different sources (orally and in writing) and present it in a coherent way. Can express themselves spontaneously, fluently and in detail, adapting the language to suit the audience.

UNDERSTANDING	SPEAKING	READING	WRITING
<ul style="list-style-type: none"> ➤ Can follow all conversations and discussions with individuals or colleagues. ➤ Can understand the ambiguity and nuance of language. 	<ul style="list-style-type: none"> ➤ Can express yourself fully in detail, even when discussing complex issues. ➤ Can adapt the style and register of your language to suit the audience. 	<ul style="list-style-type: none"> ➤ Can read and understand almost all written texts without difficulty, referring to a dictionary occasionally. ➤ Can read long texts to find relevant details and can understand most types of written material. 	<ul style="list-style-type: none"> ➤ Can write reports in a clear style appropriate to the reader with the support of electronic language aids. ➤ Can write formal or informal Welsh as required. ➤ Can write a range of documents accurately and with confidence.

Appendix 2: structure chart

Head of Planning, Housing & Place-Shaping



*0.5FTE Planning Policy Manager post to be deleted, and 1.0FTE fixed term Senior Planning Policy Officer post to be created, under a separate Cabinet Member decision

Bright green = post affected by this Cabinet Member decision

Appendix 3: Future Generations Appraisal

Future Generations Evaluation (includes Equalities and Sustainability Impact)

<p>APPENDIX ONE</p> <p>Name of the Officer Mark Hand Phone no:07773 478579 E-mail: markhand@monmouthshire.gov.uk</p>	<p>CREATION OF FIXED TERM STUDENT/GRADUATE PLANNER POST WITHIN THE DEVELOPMENT MANAGEMENT TEAM</p>
<p>Name of Service: Planning (Enterprise and Innovation Directorate)</p>	<p>Date: Future Generations Evaluation 23 April 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.





1. 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>The proposal seeks to ensure resources are best utilised and that a resilient service is provided for the benefit of colleagues, the wider Council and our communities. The proposal, by definition, provides job opportunities and seeks to provide opportunities for the next generation of planners.</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?
A resilient Wales Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)	Ensuring the planning service is properly resourced is essential to an effective service.	
A healthier Wales People's physical and mental wellbeing is maximized and health impacts are understood	Positive impact by ensuring quality services are provided and better outcomes delivered.	
A Wales of cohesive communities Communities are attractive, viable, safe and well connected	Positive impact by ensuring quality services are provided and better outcomes delivered.	
A globally responsible Wales Taking account of impact on global well-being when considering local social, economic and environmental wellbeing	Positive impact by ensuring quality services are provided and better outcomes delivered.	
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	Positive impact by ensuring quality services are provided and better outcomes delivered.	
A more equal Wales People can fulfil their potential no matter what their background or circumstances	Positive impact by ensuring quality services are provided.	

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>Balancing short term need with long term and planning for the future</p> <p>Long Term</p>	The proposal seeks to balance budget pressures with short term workload and priorities and longer term benefits of better outcomes and LDP project, even though some of those benefits (financial and otherwise) will not directly benefit the service or organisation.	

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>Working together with other partners to deliver objectives</p> <p>Collaboration</p>	<p>Developing expertise and capacity to deliver better outcomes.</p>	
 <p>Involving those with an interest and seeking their views</p> <p>Involvement</p>	<p>As above</p>	
 <p>Putting resources into preventing problems occurring or getting worse</p> <p>Prevention</p>	<p>The proposal seeks to balance budget pressures with short term workload and priorities and longer term benefits of better outcomes and developing the next generation of planners.</p>	
 <p>Considering impact on all wellbeing goals together and on other bodies</p> <p>Integration</p>	<p>The service contributes to the wellbeing goals and therefore an improvement to service delivery and outcomes should have a positive impact on delivering the well-being goals.</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?
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 proposal seeks to develop and retain in Wales the next generation of planners. Student/graduate applicants are likely to be younger people although there may be mature students too.
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	n/a
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	n/a
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	n/a
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	n/a
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	n/a
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	n/a

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	n/a
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:

- Experience, liaison with colleagues regarding resource requirements, available budgets.

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 proposed post provides flexible additional resource to support service delivery with the added benefits of helping develop the next generation of planners to the benefit of the Council, region and planning profession.

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
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n/a			
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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:	October 2018 via Annual Performance Report and progress with Planning Performance Agreements.
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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.	<i>Submission of the proposal</i>	<i>May 2018</i>	<i>This will demonstrate how we have considered and built in sustainable development throughout the evolution of a proposal.</i>