



NAFC Marine Centre
University of the
Highlands and Islands

Building the future of
Shetland through
education, training and
research

Corporate Parenting Plan



July 2017

(Updated – April 2018)

nafc.uhi.ac.uk

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Scalloway, Shetland ZE1 0US

Introduction

The NAFC Marine Centre UHI is an independent educational and scientific institute which provides a range of services relevant to the maritime industries, including training and education, research and development, and consultancy and advisory services. NAFC is an academic partner of the University of the Highlands and Islands (UHI).

The Centre occupies modern, purpose-built buildings on a water-front campus in Scalloway. NAFC is operated by a charitable trust (the Shetland Fisheries Training Centre Trust; SFTCT), which is governed by a Board of Trustees.

NAFC offers an extensive range of training courses, including distance and flexible learning options, from school foundation level to Higher National Diploma level.

Courses are primarily delivered in fields relevant to the aquaculture and fishing industries, the merchant navy, and both shore and land-based engineering.

Over 95% of our enrolments for 2017/18 are for Further Education (FE) and 93% of our students study part-time (most undertaking short courses).

Corporate Parenting Responsibilities

Although not defined as a Corporate Parent under the Children and Young People (Scotland) Act 2014 the NAFC Marine Centre UHI has adopted the duties and responsibilities of a Corporate Parent as a matter of good practice.

As a Corporate Parent we will support every care leaver who is under the age of 26 and who was looked after by a local authority on their 16th birthday or at any subsequent time.

It is our duty as a Corporate Parent to:

1. Be alert to issues which might adversely affect the wellbeing of the care experienced learner.
2. Assess the needs of care experienced learners for services and support provided.
3. Promote the interests of those care experienced learners and provide opportunities and activities designed to promote their wellbeing.
4. Take action and support care experienced learners to access opportunities, make use of services and receive support.
5. Take action to improve and review our performance as a corporate parent.

The Scottish Funding Council 'National Ambition and Vision' aims for there to be no difference in the outcomes of care experienced learners compared to their peers' by 2021.

NAFC is committed to widening access to further education for care leavers (only 4% of care leavers in Scotland go from school to university compared with 37% of all school leavers).

Our guiding principles

Care leavers can struggle on their journey into adulthood. For young people growing up, moving out of the family home and becoming independent often happens gradually with ongoing family support.

Care leavers should expect nothing less.

At NAFC we believe that it is important for us to:

- Recognise the vulnerability of care leavers and prioritise and reference them in policy documents.
- Assume that all care leavers are entitled to services, support and opportunities. This includes access to bursaries and grants (including discretionary funds), learning support, support with housing and

accommodation options and access to cultural and recreational opportunities.

- Demonstrate to care leavers that they are encouraged, enabled and empowered especially with transitions into and out of learning,
- Relax age restrictions especially in relation to supporting transitions.
- Improve employment transition planning alongside public and third sector bodies.
- Give priority to relationship-based practice support.

Our commitment

NAFC has signed the *Who Cares* pledge and we will be proactive in ensuring that we deliver the best support that we can to our care experienced learners.

NAFC has signed up to the *Scottish Care Leavers' Covenant*, which outlines a cross-sector approach to supporting and implementing Part 9, 10 and 11 of the Children and Young People (Scotland) Act 2014.

NAFC's Corporate Parenting Plan has taken account of the *Getting it Right for Every Child* (GIRFEC) model which will be used to review and monitor the effective delivery of our duties.

GIRFEC is a national approach to supporting the wellbeing and outcomes of all children and young people and is at the heart of the Children and Young People (Scotland) Act 2014. Where support cannot be met by family, the GIRFEC approach ensures that all of the child's needs are identified, appropriate support is available and its accessibility is effective. The eight wellbeing indicators which form the basis of GIRFEC are: safe, healthy, active, nurtured, achieving, respected, responsible and included (SHANARRI).

A collaborative approach

NAFC works closely with Shetland College and Train Shetland and has formed a joint Equalities Committee with Shetland College which will oversee the implementation of the Corporate Parenting Plan by both institutes.

The Equalities Committee includes a diverse range of staff from NAFC and Shetland College, a volunteer student representative, and a member of the Highlands and Islands Student Association (HISA).

NAFC and Shetland College are members of the University of the Highlands and Islands' Safeguarding and Care Leaver groups which are used to share best practice, knowledge and experience. The UHI also has a university wide Corporate Parenting plan which the academic partners, including NAFC, hold jointly.

NAFC, Shetland College and Train Shetland are all members of the local Employability Working Group (EWG) in Shetland. The EWG comprises local agencies working with vulnerable individuals and those requiring employability support (including care leavers). Other members include Skills Development Scotland, Voluntary Action Shetland, NHS Shetland and Shetland Islands Council services including Schools, Community Planning and Youth Services.

The remit of the EWG is to "oversee the coordination, planning, delivery and development of employability services in Shetland to ensure that individuals are provided with the right support, at the right time, to move into and sustain employment". Membership allows us to contribute to discussions on interventions, be informed of regional and national policy developments, to track progress through the Employability Pathway and gain feedback on how our services are meeting the needs of vulnerable individuals.

We will continue our collaboration with these and other local partner agencies. These formal and informal arrangements ensure that information sharing is safe and beneficial to care experienced learners.

Central to our collaborative approach is the student who has care experience. The support we provide has to be person centred with emphasis on the individual. We wish our support to be collaborative, involving the individual at all stages to ensure they are informed and part of agreeing support and learning outcomes.

We will actively pursue feedback from care experienced students on their experience and use their feedback to improve the provision of enhanced support services.

We will also seek feedback from our partners. This will include local and external agencies including the College Development Network, Who Cares? Scotland, Shetland Islands Council and a range of community planning partners.

Corporate parenting requires a college wide approach. This document and our action plan will be circulated to all staff and will be available on our intranet.

Review and revision process

Corporate Parents are required to report to Scottish Ministers every three years on how they are carrying out their responsibilities.

Systems are in place to monitor and analyse data in relation to trends in applications, retention and success of care experienced students. A dashboard has been created within the UHI which allows the analysis of outcome trends down to course level. The data can also be broken down to protected characteristics which enables us to identify particular groups who may require more support.

The Scottish Funding Council FE statistical reports will provide the most up-

to-date information on care leavers applying, accessing and achieving. This annual report will be our baseline for measuring the progress of our Corporate Parenting Action Plan over time.

Regular internal review and revision of our progress will ensure that we are successfully delivering on our plan. The joint Equalities Committee will be responsible for driving the implementation of the Corporate Parenting Plan and will review progress on a regular basis. This will include an annual statistical report which will identify actions required for improvement. This annual report will include consultation with care experienced students to ensure their views inform improvements to the support they receive.

Every three years, prior to reporting to Scottish Ministers, the Equalities Committee will report on the implementation of the Plan to NAFC's Senior Management Team and the Trustees of SFTCT.

Publishing the plan

Our Corporate Parenting Plan will be published on the NAFC website to ensure it is openly available alongside other information that is currently available on support for all students.

Alternative formats of the report will be made available, including a large print copy which will be made available in our library.

The annual report, including statistics, consultation and identified actions for improvement, will be published on our website.

Corporate Parenting Responsibilities

Action Plan – NAFC Marine Centre UHI

1. Be alert to issues which might adversely affect the wellbeing of the care experienced learner				
How will we achieve this?	Outcome to be achieved by	Lead responsibility	Progress	Expected Outcomes
Awareness training by local Throughcare & Aftercare Team made available to all College staff	November 2017 Complete	Student Support Officer	<ul style="list-style-type: none"> ○ Attendance records ○ Training evaluations ○ Staff attended bespoke workshop with Throughcare and Aftercare staff ○ Student Support Officer attended Presentation by Who Cares? Scotland 	<ul style="list-style-type: none"> ○ Increased staff awareness of challenges facing care experienced students ○ Improved knowledge of actions that can be taken to support care experienced students has been evaluated ○
Share Corporate Parenting guidance information with staff who were unable to attend training	November 2017 Complete	Student Support Officer	<ul style="list-style-type: none"> ○ Request read receipt on email ○ Request email feedback from staff ○ UHI Blackboard Corporate Parent training module shared with all staff. Proposed to be made mandatory for all staff from next AY. ○ UHI Blackboard Care Leaver training module proposed to be made mandatory for relevant staff from next AY. 	<ul style="list-style-type: none"> ○ Increased staff awareness of challenges facing care experienced students ○ Improved knowledge of actions that can be taken to support care experienced students
Regular attendance at UHI Safeguarding and Care leaver group	Ongoing Complete	Student Support Officer	<ul style="list-style-type: none"> ○ Information gathered shared and discussed with LTAC and Equalities Committee. ○ Corporate parenting is a standing agenda item for Equalities meetings where verbal updates are minuted. 	<ul style="list-style-type: none"> ○ Improved knowledge of actions that can be taken to support care experienced students ○ Enhancement of support services for care experienced students ○ Development of positive relationship with partners

Establish regular sharing of case studies (e.g. Who Cares Scotland) through staff communications each semester	November 2017 Complete	Operations Manager Shetland College and Student Support Officer NAFC	<ul style="list-style-type: none"> ○ Request email feedback from staff at the end of academic year. ○ Improved staff communication – relevant information regularly circulated. 	<ul style="list-style-type: none"> ○ Increased staff awareness of challenges facing care experienced students ○ Improved knowledge of actions that can be taken to support care experienced students
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2. Assess the needs of care experienced learners for services and support provided

How will we achieve this?	Outcome to be achieved by	Lead responsibility	Progress	Expected Outcomes
Establish support connections (including finance) with students who are care experienced learners at pre-entry stage - within 3 weeks of application	August 2017 Not complete	Academic Quality Manager/Student Support Officer	<ul style="list-style-type: none"> ○ Annual learning and support evaluations from care experienced students. ○ Students contacted at application stage (if declaration made) and advised of support available but they may choose not to engage. This is an area we feel needs to be improved in relation to transitions and closer working with local partners. Our connection to the new SIC Corporate Parent Forum will improve and establish more effective communications. 	<ul style="list-style-type: none"> ○ Improved knowledge of actions that can be taken to support care experienced students ○ Ensure all care leavers are entitled to services, support and opportunities. ○ Care experienced students are aware of funding options ○ Care experienced students are empowered and form trusting relationships ○ Demonstrate to care leavers that they are encouraged, enabled and empowered especially with transitions into and out of learning
Create a co-ordinated student journey record with all care experienced students. This would be in addition to a Personal Learning Support Plan, which is available to all students at any time of the academic year.	August 2017 Not complete	Student Support Officer	<ul style="list-style-type: none"> ○ Information gathered shared and discussed with Equalities Committee at end of academic year ○ Student feedback ○ Staff will meet care experienced students to inform how best to promote these opportunities in future. 	<ul style="list-style-type: none"> ○ Improved knowledge of actions that can be taken to support care experienced students ○ Give priority to relationship-based practice support ○ Clearer identification of emerging needs ○ Increase in retention and success rates for care leavers
Regular attendance at the local inter-agency Employability Working Group (EWG)	Ongoing N/A	Student Support Officer	<ul style="list-style-type: none"> ○ Information gathered shared and discussed with Equalities Committee ○ Group currently suspended and will launch revised remit in due course. 	<ul style="list-style-type: none"> ○ Improved knowledge of actions that can be taken to support care experienced students ○ Enhancement of support services for care experienced students ○ Development of positive relationship with partners ○ Improved inter-agency working

3. Promote the interests of care experienced learners and provide activities and opportunities to promote their wellbeing

How will we achieve this?	Outcome to be achieved by	Lead responsibility	Progress	Expected Outcomes
Create improved internal processes whereby declarations can be made at any stage of the student journey	September 2017 Partially complete	Academic Quality Manager	<ul style="list-style-type: none"> ○ Reports from Dashboard ○ Statistical data shared and monitored with Equalities Committee ○ We can improve communications and awareness in general. We feel that sharing information with staff should be mirrored with efforts to raise awareness within the wider student population and this will be a priority over the next 12 months. 	<ul style="list-style-type: none"> ○ More accurate recording of care experienced students/applicants ○ Requirement that this becomes part of mandatory UHI training and that all PAT's action.
Ensure information sharing and promotion of HISA activities and student social programmes are central to care experienced induction and student journey	August 2017 Complete	Student Support Officer	<ul style="list-style-type: none"> ○ Monitor & review as part of student journey with care experienced students ○ Student engagement annual survey ○ Included in student handbook 	<ul style="list-style-type: none"> ○ Enhancement of support services for care experienced students ○ Improve wellbeing for care experienced students ○ Improved social connections and increased confidence for care leavers
Produce a leaflet, which will be given to care experienced students at pre-entry stage, which details support available and how to be involved in student activities and HISA	September 2017 Not complete	Student Engagement staff at Shetland College	<ul style="list-style-type: none"> ○ Monitor & review as part of student journey with care experienced students, with annual reporting to Equalities Committee ○ It was included in student handbook instead of separate leaflet. ○ Challenging to adequately identify care experienced students and include input. 	<ul style="list-style-type: none"> ○ Improved awareness of available support ○ Demonstrate to care leavers that they are encouraged, enabled and empowered especially with transitions into and out of learning

<p>Promote an annual awareness raising campaign with students, involving care experienced learners, to raise awareness and improve understanding amongst the student population</p>	<p>Ongoing Not complete</p>	<p>Student Engagement staff at Shetland College</p>	<ul style="list-style-type: none"> ○ Student engagement annual survey ○ A care experienced student has agreed to work with us in April on this campaign 	<ul style="list-style-type: none"> ○ Improved awareness amongst student population of challenges facing care leavers
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4. Take action and support care experienced learners in accessing opportunities, making use of services and receiving support

How will we achieve this?	Outcome to be achieved by	Lead responsibility	Progress	Expected Outcomes
Work closely with local partners to ensure care experienced students have access to appropriate accommodation 365 days a year	Ongoing	Student Support Officer	<ul style="list-style-type: none"> ○ Records (in relation to funding support for accommodation) ○ Student journey records with care experienced students ○ Bi-annual review meeting with colleagues in Throughcare & Aftercare (SIC) ○ We can improve communications due to Port Arthur House accommodation now being available to Shetland College students 	<ul style="list-style-type: none"> ○ Enhancement of support services for care experienced students ○ Improved knowledge of actions that can be taken to support care experienced students ○ Improve wellbeing for care experienced students ○ Demonstrate to care leavers that they are encouraged, enabled and empowered especially with transitions into and out of learning
Monitor attendance and progression	Ongoing Not complete	Student Support Officer	<ul style="list-style-type: none"> ○ Monitor attendance records and initiate support if attendance or progression drops ○ Monitor & review as part of student journey ○ Report and discuss bi-annually with Equalities Committee ○ No current care experienced learners attending NAFC on a full time basis 	<ul style="list-style-type: none"> ○ Improved knowledge of actions that can be taken to support care experienced students ○ More accurate recording of care experienced students progression and support needs
Ensure information about College counselling service is included in information shared with care experienced students	During induction process and ongoing Complete	Student Support Officer	<ul style="list-style-type: none"> ○ Statistical data of service usage by care experienced students shared with Academic Quality Manager ○ Statistical data shared and monitored with Equalities Committee ○ Student Handbook and induction 	<ul style="list-style-type: none"> ○ Care experienced students supported in asking for and receiving help in relation to their wellbeing

Provide academic support for care experienced students where necessary, ensuring care experienced students are signposted at pre-entry stage	Ongoing Was not requested (AY 2017/18)	Student Support Officer	<ul style="list-style-type: none"> ○ Statistical data of service usage by care experienced students shared and monitored with Equalities Committee 	<ul style="list-style-type: none"> ○ Care experienced students supported in asking for and receiving help in relation to their learning ○ More accurate recording of care experienced students learning support needs and provision
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5. Take action to improve and review our performance as a corporate parent

How will we achieve this?	Outcome to be achieved by	Lead responsibility	Progress?	Expected Outcomes
Improve links with local corporate parent strategic leads	December 2017 Ongoing	Student Support Officer	<ul style="list-style-type: none"> ○ Report to Equalities Committee ○ SCUHI and NAFC represented in SIC Corporate Parenting Forum formed March 2018 	<ul style="list-style-type: none"> ○ Improved collaboration and communications
Sign NAFC up to the Care Leavers Covenant	Complete	Student Support Officer	<ul style="list-style-type: none"> ○ Report to Equalities Committee 	<ul style="list-style-type: none"> ○ Demonstrate our commitment to principles and actions outlined by the Scottish Care Leavers Covenant
Undertake a rapid impact assessment on NAFC Policies & Procedures to ensure care experienced students are considered	April 2018 Extended to June 2018	Academic Quality Manager	<ul style="list-style-type: none"> ○ Report to Equalities Committee ○ Seek feedback through student journey with care experienced students ○ UHI Single Policy Environment for Learning Support Initiative 	<ul style="list-style-type: none"> ○ Recognise the vulnerability of care leavers and prioritise and reference them in policy documents
Ensure NAFC print marketing materials and online platforms are 'user friendly' and accessible	December 2017 Complete	Student Support Officer	<ul style="list-style-type: none"> ○ Seek feedback through student journey with care experienced students ○ Student engagement survey ○ Student focus groups ○ New Marketing plan noted Jan/Feb 2018. Implementation will begin during next AY 	<ul style="list-style-type: none"> ○ Improve awareness of local learning options ○ Improve understanding of transition routes ○ Increase numbers of care experienced students
Increase information sharing between schools, social work, third sector and NAFC	December 2017 Complete	Student Support Officer	<ul style="list-style-type: none"> ○ Data sharing records with statistical reporting monitored and reviewed with Equalities Committee ○ SCUHI and NAFC represented in SIC Corporate Parenting Forum formed March 2018 	<ul style="list-style-type: none"> ○ Improved support continuity and improved transitions ○ Increased collaboration and improved communications
Meet Government requirements as appropriate for reporting on Corporate Parenting Plan and actions	Awaiting timescales & reporting requirements Complete	Chair of LTAC	<ul style="list-style-type: none"> ○ LTAC & SMT ○ Annexe B Pro-forma submitted March 2018 	<ul style="list-style-type: none"> ○ Adherence to requirements and good practice in relation to Corporate Parenting

Work towards integration within the Tertiary Education sector in Shetland in relation to Corporate Parenting responsibilities	Ongoing Extended to January 2019	Interim-Joint Principal	<ul style="list-style-type: none"> ○ SMT meetings ○ In line with the ongoing Business Case for Merger project this deadline has been extended. 	<ul style="list-style-type: none"> ○ Enhancement of support services for care experienced students ○ Shared support resources ○ Increase support provision across sector as a whole
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