

Corporate Parenting

Progress Report April 2018

Please note - This action plan progress update was presented to our Learning Teaching and Assessment Committee on 27 April 2018.

Evaluation progress

Reporting and reviewing progress is informed by student satisfaction surveys and one to one feedback meetings. We have good mechanisms in place to support and encourage student engagement alongside HISA, the student association. We feel this is a particularly important route to obtaining feedback on what we are trying to achieve.

Corporate Parenting is a standing agenda item at quarterly Equalities Committee meetings, which is one of our cross-college committees (including student representation). Our annual progress report is presented annually to our Learning, Teaching and Assessment Committee for approval.

Our updated Corporate Parenting Policy can be viewed at:

<https://www.nafc.uhi.ac.uk/about-us/policies-and-documents/corporate-parenting/>

Progress summary

We feel it is important to reflect that we have been on an important journey, one which started as an organisation which perhaps lacked real focus in relation to corporate parenting or real understanding of what was involved in being an effective corporate parent. We have improved staff communication with relevant information regularly circulated.

During the first year of our plan we feel we have moved forward a great deal but there are more things we could be doing, especially in relation to removing barriers to education in our community. We are also keen to put in place more meaningful ways to measure our progress, ensuring that students who are care leavers are part of that. The UHI Blackboard Corporate Parent and Care Leaver training modules were shared with all staff with the proposal they be made mandatory for all staff from next Academic Year.

Since publishing our plan we think it is important to highlight some examples of progress we have made, including:

- Improved staff awareness achieved by circulation of training modules and relevant information.
- Developed positive connections with local partners which in turn can help us improve opportunities locally for looked after children and care leavers evidenced by staff attending a bespoke workshop with Throughcare and Aftercare staff.

We want to remove barriers which exist for care leavers in accessing learning opportunities and make sure that all of our staff are aware of their responsibilities. We want our priorities for improvement to be informed by care leavers rather than words written in a plan on their behalf - even if these words are written with the very best of intentions they must connect with who they are there for.

Challenges and enablers

We have low numbers of students who have declared that they are care leavers and none currently attending NAFC on a full-time basis. We do believe current students are aware of the support available but we are keen to improve awareness in general throughout the student population.

We think we've not done enough to reach out and break down barriers which can exist for care leavers who may find accessing further or higher education challenging. We want to work on improving this alongside local partners and we hope that our involvement in the Shetland Islands Corporate Parenting Board will be an important part of that work.

We have a small student support staff group so have to be realistic in what is achievable within a busy service.

The ongoing Business Case for Merger may prove an enabler regardless of final outcome.

Case study

Who Cares? Scotland delivered a session attended by NAFC Student Support Officer at the start of the current academic year. A young care leaver shared their personal story as part of that session. They had previously been a student at Shetland College, who dropped out half way through their course. Their sharing of their story was both brave and powerful. What was incredibly helpful was their ability to explain why their attendance at College had dropped off and why they had ultimately withdrawn from their course. This was an important session for all staff present and directly informs how we can make improvements to our support services. There are things we can do better but on a very basic level having better understanding of the challenges for care leavers in everyday life is really a powerful lesson for us all.

Future plans

We intend work closely with Shetland College and endeavour to meet with students (past and present) who are care leavers. This will help inform our work towards integration within the Tertiary Education sector in Shetland in relation to Corporate Parenting responsibilities.

Caroline Hepburn, Student Support Officer
NAFC Marine Centre UHI
May 2018

Do you have any comments or feedback on our Corporate Parenting Plan or this Progress Report? Tell us via sctalkbox@uhi.ac.uk or talk to the Student Support Officer.

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 	<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

			Equalities meetings where verbal updates are minuted.	<ul style="list-style-type: none"> ○ 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

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. 	<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

			<ul style="list-style-type: none"> ○ Challenging to adequately identify care experienced students and include input. 	
Promote an annual awareness raising campaign with students, involving care experienced learners, to raise awareness and improve understanding amongst the student population	Ongoing Not complete	Student Engagement staff at Shetland College	<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

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 	<ul style="list-style-type: none"> Care experienced students supported in asking for and receiving help in relation to their wellbeing

			<ul style="list-style-type: none"> ○ Student Handbook and induction 	
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

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 	<ul style="list-style-type: none"> ○ Improved support continuity and improved transitions ○ Increased collaboration and improved communications

			Parenting Forum formed March 2018	
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