

New College Lanarkshire

Corporate Parenting Plan

Updated March 2018



New College Lanarkshire Corporate Parenting Plan

New College Lanarkshire (NCL) provides learning opportunities right across Lanarkshire and caters to the needs of more than 15,000 learners. It operates from campuses in Coatbridge, Cumbernauld, Kirkintilloch, Broadwood Stadium, Hamilton and Motherwell, with links to community learning centres across the region.

New College Lanarkshire is identified as a 'corporate parent' in the Children and Young People (Scotland) Act 2014. We had a duty to produce a plan, to show how we are delivering on our corporate parenting responsibilities for care-experienced people. We are committed to our looked after young people/care leavers and developed a 3 year plan in 2015. This update reports on progress, whilst identifying areas where development is still required, setting new dates, as appropriate.

What is Corporate Parenting?

A definition of Corporate Parenting is:

“An organisation's performance of actions necessary to uphold the rights and safeguard the wellbeing of a looked after child or care leaver, and through which physical, emotional, spiritual, social and educational development is promoted.” (*Definition from Statutory Guidance on Corporate Parenting (2015), p.7*).

The focus of our corporate parenting effort is on individuals who are 1) 'looked after' in local authority care, and 2) care leavers. The 'looked after' group includes any young person provided with accommodation by a council under Section 25 of the Children (Scotland) Act 1995, or who is subject to relevant legal orders (such as a Compulsory Supervision Order) passed by a Children's Hearing or Court. A care leaver is an individual who was 'looked after' up to their 16th birthday, but who has subsequently left care. An individual can be considered a 'care leaver' until their 26th birthday.

Further information on the definition of 'looked after children' and 'care leaver' is found in the 'Definition of terms' section of the Statutory Guidance on Part 9 (Corporate Parenting), issued by the Scottish Government.

Corporate parenting is not the duty of a specific individual in this organisation but a duty that all members have, regardless of the specific job role. However, it is recognised as important enough in NCL to be fully supported by Senior Management, with a member of the Senior Management Team leading the Corporate Parenting Team, who oversee the implementation of the plan.

Why should we do this?

Section 56 of the Children and Young People (Scotland) Act 2014 identifies colleges as a 'corporate parent'. This Act places an onus on colleges to ensure that the duties laid out in Part 9 of the Act are carried out and are reported on (in terms of our performance). Colleges have a responsibility for

safeguarding and promoting the rights and wellbeing of learners who are care-experienced. The term care-experienced is being used in this plan to include “looked after children’ and ‘care leaver’ up to their 26th birthday. It also includes those in kinship arrangements subject to local authority support.

Care-experienced people often have low levels of educational engagement and attainment, leading to poorer life experience, impacting on health and wellbeing. This is caused by factors outwith their control, such as lack of stability in care arrangements. Attainment for care-experienced people has improved over recent years but is still behind the average population. In 2016, 35% of care-experienced young people left school with one or more qualification at SCQF Level 5 or above, compared to 84% of the general population (Scottish Government, 2016).

Furthermore, ‘looked after’ school leavers are less likely to go into positive destinations after they leave school. Again, the gap is narrowing but is still far wider than is desirable: 74% of ‘looked after’ school leavers compared to 96% of all school leavers. This group also leave school earlier than their counterparts with 77% leaving age 16 or under, compared to 27% of all school leavers. 4% of care-experienced pupils go straight from high school to university, compared to 39% of the general population (Scottish Government, 2016).

Statistics on NCL’s care-experienced learners does not make for good reading either. Using 2016/17 as a baseline, a higher percentage of learners with care-experience withdrew from Further Education fulltime (FEFT) August start courses prior to 1 November, higher for those withdrawing before the end of the course and a lower percentage achieved the full aim of the programme, compared to those who were non care-experienced.

2016/17	Non care-experienced learners		Care-experienced learners	
71 FEFT & 15 HEFT learners	FEFT	HEFT	FEFT	HEFT
Early Withdrawal (by 1 Nov)	14.1%	7.6%	23.9%	26.7%
Further Withdrawal	20.4%	15.7%	25.4%	6.7%
Partial Success	6.3%	9.5%	2.8%	20%
Full Success	59.3%	67.2%	47.9%	46.7%

Our plan is helping NCL to be better at supporting the students that are part of the college community, and enhancing the college’s efforts to improve overall attainment. Fulfilment of the corporate parenting duties is good for young people with care experience. It is also good for New College Lanarkshire. By becoming a ‘good’ corporate parent the college is enhancing the contribution it makes to closing the social inequality gap in Lanarkshire. Through developing the institution as a corporate parent, it offers the opportunity to learn more about the lives and circumstances of vulnerable learners, and moves the agenda out of the ‘student in need’ into a ‘whole college’ corporate plan. The statistics for 2017/18 show an improvement for FEFT Early Withdrawal, now at 19.6% - still high but improving. For HEFT, it is now 12.5% - again, a significant improvement.

What is our ambition/vision – strategic commitment?

New College Lanarkshire provides care-experienced young people with the support they need in order to engage and succeed in a college education. In this way, New College Lanarkshire plays its part, alongside other corporate parents, in preparing young people to be confident individuals, responsible citizens and effective contributors in their community. Thus, enabling them to take a full part in society, feel included, healthy and safe, and take responsibility for their own future wellbeing. We are committed to working in partnership with other agencies to meet this ambition.

We have a strategic commitment to support the development of an accepting and understanding positive culture in relation to care-experienced learners throughout New College Lanarkshire.

How have we developed our plan?

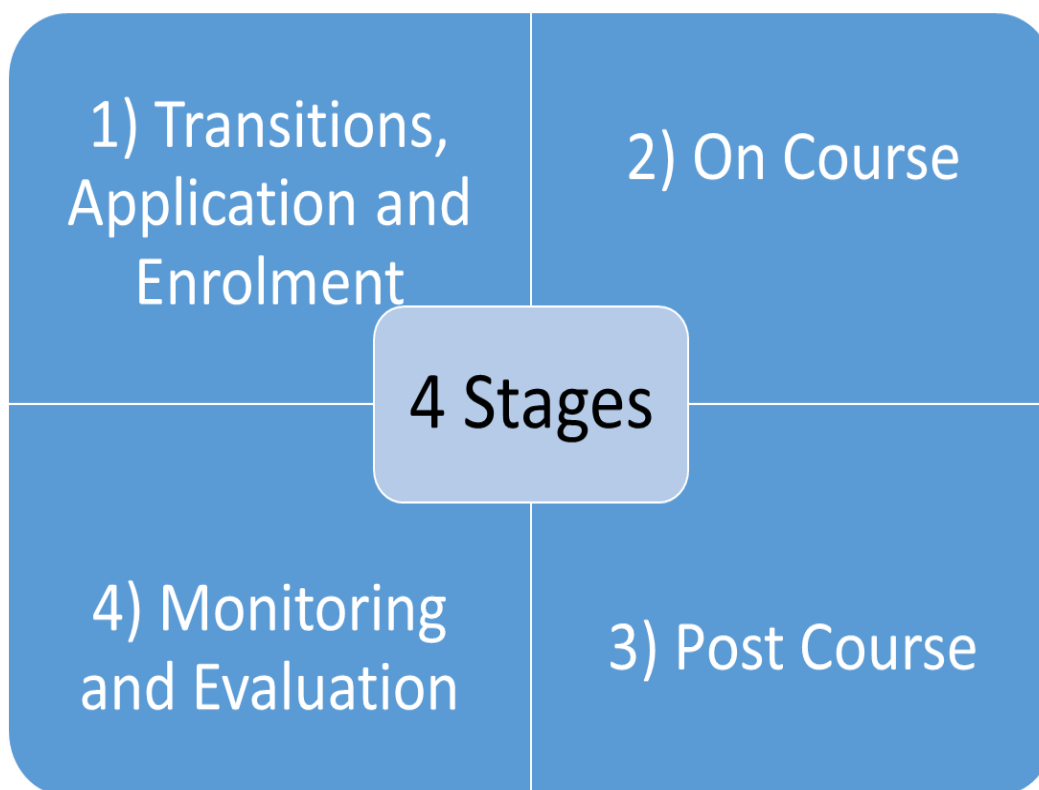
New College Lanarkshire developed this plan from a strategic vision that wanted to improve the outcomes for care-experienced individuals, who could be encouraged to access college provision. Support available in college recognises young people as individuals with differing needs. It is acknowledged that care-experienced individuals face particular barriers that may prevent engagement with college and, therefore, difficulty in finding a suitable course, sustaining a college place or developing appropriate relationships to increase attainment.

We have representation on Local Authority Groups (North Lanarkshire Council's Corporate Parenting Group and South Lanarkshire Council's Corporate Parenting Sub Group - part of Integrating Children's Services), as well as on the West of Scotland Care Leavers' Forum.

We started by raising awareness of the issues associated with having a care experience in our annual CPD, from organisations such as 'Who Cares? Scotland', and the 'Centre for Excellence for Looked After Children in Scotland' (CELCIS). From this point, a Corporate Parenting Team was formed, with representation across the college, including senior managers, student funding, extended learning support, student advisers, faculty staff, staff working with schools and Student Association members. We also invited SDS to be part of this. Partnership working is key to success in this plan. This Corporate Parenting Team reports to the main strategic team in college (Positive Change Team). The Corporate Parenting Team is led by a Senior Manager, tasked with ensuring that all functions in the college support the delivery of specific actions to improve the position of care-experienced learners. All senior managers support this development.

The specific elements in the plan developed from discussions with learners via Student Advisers and tutors, in terms of what their needs have been in applying for and taking part in college provision.

What is our plan?



The stages follow the learners' journey, from application through to moving on to future endeavours. The final stage ensures that we review the processes and the plan itself to ensure we make appropriate progress. In stage 1, the plan sets out aspirations for developing work that supports more care-experienced learners to participate in colleges courses, with specific support for the processes involved. In stage 2, having clear information and support networks, as well as raising aspirations and success, is key. In stage 3, consideration is given to improving the success of our learners, and stage 4 allows us to review what is working and what needs further improvement. The learner voice is important at each stage, to ensure we are meeting or exceeding our learners' expectations.

Each of these 4 stages are considered in terms of the Wellbeing Indicators of Getting it Right for Every Child (GIRFEC). These indicators are used in Scotland, putting wellbeing at the very heart of any approach. The eight 'indicators' of wellbeing that form the basis of GIRFEC – safe, healthy, achieving, nurtured, active, respected, responsible and included – are often referred to as 'SHANARRI'. The appropriate indicators are listed on the following plan.

The Children and Young People (Scotland) Act 2014 also requires corporate parents to show how they are meeting the obligations in Sections 58 to 61 of the act. The plan indicates where these are met.

The preparation and publishing of this plan and any subsequent updates meets requirements in Section 59 and 61. The specific duties are outlined below. They fall into 3 categories:

1. Understanding the issues faced by care-experienced people, and assessing their needs:
58 1(a) – to be alert to matters which, or which might, adversely affect the wellbeing of children and young people;
58 1(b) – to assess the needs of care experienced children and young people for services and support.

This understanding is prevalent particularly at stage 1 and 2 of the plan.

2. Promoting the interests of care-experienced people and providing them with opportunities:
58 1(c) – to promote the interests of those children and young people;
58 1(d) – to seek to provide those children and young people with opportunities to participate in activities designed to promote their wellbeing.

Promoting of the interests is at the heart of the plan and is prevalent at each stage.

3. Collaborating with other Corporate Parents and improve the work we do to support care-experienced young people:
58 1(e) – to take action to help these children access opportunities and make use of services and access support;
58 1(f) – to take such other action as it considers appropriate for the purposes of improving the way in which it exercises its functions in relation to those children and young people;
60 – Corporate Parents must, in so far as reasonably practicable, collaborate with each other when exercising their corporate parenting responsibilities or any other functions where they consider that doing so would safeguard or promote the wellbeing of children or young people.

Collaboration with others is important at all 4 stages of this plan.

These duties are identified for each aim/action in the plan that follows. The plan was updated in March 2018, to reflect actions already overtaken, and areas where more support and development of actions is still required.

Stage 1 – Transitions, Application and Enrolment

Aim	How we will undertake this	Responsible team	Timescale	Progress so far	Wellbeing indicators	Corporate Parenting Duty
1. Develop pre-entry work to close the gap, including increasing opportunities to encourage aspiration to go on to FE/HE	<p>Develop a data sharing agreement with local authorities and schools and SDS to identify early care-experienced learners who would benefit from early awareness raising of possible avenues and pathways in college.</p> <p>Work with key contacts in schools and in local authority accommodation to ensure a successful transition for individuals within this group.</p>	Corporate Parenting Team	Follow-up by Dec 2018	<p>NCL has data sharing agreements in place across a range of external agencies. SDS was invited to send a link person as a member of the CP Team to further enhance data sharing.</p> <p>NCL's School Development Manager and named staff from the Corporate Parenting (CP) Team are working to improve contact pathways with named contacts in schools.</p> <p>Next step: more work on specific identification of prospective care-experienced learners is required, and ways to make early contact.</p>	Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn.	<u>Section 58d</u> to provide opportunities; <u>Section 60</u> collaboration with other corporate parents.
2. Develop effective links with local authorities and other partner agencies in planning action to support the corporate parenting role.	<p>Have college staff as members of key local authority corporate parenting planning groups.</p> <p>Increase participation of relevant external agencies by inviting onto college corporate parenting planning groups.</p>	Corporate Parenting Team	Follow-up by Sept 2018	<p>We have named staff representing NCL on both North and South Lanarkshire Council Corporate Parenting Groups. SDS has a link person as member of the CP Team. We have had visiting speakers from Who Cares? Scotland, STAF, CELCIS, NLC Inclusion Support Base in Coatbridge and Your Voice, to help inform discussion.</p> <p>Next step: Invitations being considered to other relevant external groups to increase representation and information at CP Team meetings.</p>	Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn;	<u>Section 60</u> collaboration with other parents.

<p>3. Include care-experienced people as a priority group in strategic and operational planning.</p>	<p>Highlight care-experienced people as a priority group in the Regional Outcome Agreement.</p> <p>Give all staff information regarding the life chances of care-experienced people to ensure all are aware of the need for this to be a priority.</p> <p>Use internal college committees and teams to promote the positive aspects of supporting care-experienced learners to achieve. Invite care-experienced people onto the Corporate Parenting Team.</p>	<p>Senior Management Team/ Corporate Parenting Team/ Heads of Faculty</p>	<p>Follow-up by Dec 2018.</p>	<p>A statement on care-experienced people is now included in the Lanarkshire Regional Outcome Agreement to highlight this group as a priority.</p> <p>CPD events on Corporate Parenting were provided in annual CPD sessions, in 2014 - 2016, allowing more staff to be aware of the needs and life chances of care-experienced people.</p> <p>A Corporate Parenting Team is established, meeting 4 times a year, reporting to the Positive Change Team (college strategic team). This has membership from across the college functions (managers and senior managers) to enable clear commitments to be effected.</p> <p>Care-experienced learners are invited to be a member of the Corporate Parenting Team. This was done successfully in last 2 years.</p> <p>Next step: work with the Student Association to increase learner membership of the CP Team.</p> <p>Plan a comprehensive CPD programme available for all staff to increase knowledge of care experience and its impact on learning.</p>	<p>Achieving Support and guidance in learning - boosting skills, confidence & self-esteem;</p> <p>Nurtured Having a nurturing and stimulating place to live and grow;</p> <p>Respected Given a voice, and involved in the decisions that affect their wellbeing;</p> <p>Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn.</p>	<p><u>Section 58f</u> to improve as a corporate parent. <u>Section 58a</u> to be alert to any risks;</p>
<p>4. Increase participation of care-experienced</p>	<p>Develop materials that target care-experienced learners to increase</p>	<p>Corporate Parenting Team</p>		<p>A leaflet was produced that has information regarding what</p>	<p>Achieving Support and guidance in</p>	<p><u>Section 58e</u> to ensure access.</p>

<p>people in college courses.</p>	<p>knowledge of support available, improving contact both prior and during application.</p> <p>Collate and monitor the numbers of care-experienced people participating in college courses.</p> <p>Run an open day/evening for care-experienced people and carers to promote aspiration to FE/HE and to encourage understanding of the norms and traditions in making applications to college and beyond.</p> <p>Liaise with key contacts in schools to increase their awareness of courses and support in college, to lead to increased participation.</p>			<p>support care-experienced learners can expect at New College Lanarkshire. It has since been updated to reflect changes since its publication.</p> <p>College Management Information Systems have developed within their dashboards a way to provide statistics on care-experienced learners from 2015 to present. This allows comparison.</p> <p>A planned event for current students had to be cancelled due to lack of uptake from care-experienced learners. A broader event aimed at publicising our CP role was successful in getting learner feedback on what we could do better.</p> <p>Next step: discussion to be had with local authority colleagues to consider ways to increase awareness of and participation in college programmes.</p>	<p>learning - boosting skills, confidence & self-esteem;</p> <p>Responsible Taking an active role within their schools and communities;</p> <p>Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn.</p>	
<p>5. Identify those learners who are care-experienced as early as possible in the application and enrolment processes to allow us to provide information and support.</p>	<p>Provide opportunities for individuals to identify themselves as care-experienced via question on application form, at bursary/EMA stage and on enrolment.</p>	<p>Corporate Parenting Team</p>		<p>A question is asked at the application stage, during funding application and at enrolment. Individuals who identified at any stage are contacted and given information via a leaflet on what support NCL can offer. There is now an automated system, which gives clear information as soon as care-experienced learners apply (when they tick a specific box). Personal contact is made with them, as soon as they</p>	<p>Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn.</p>	<p><u>Section 58a</u> to be alert to any risks; <u>Section 58b</u> to assess the needs of this group; <u>Section 58c</u> to promote the interests.</p>

				subsequently enrol. Students can also speak to Student Advisers to declare, or via Educational Learning Support or curriculum staff – all methods will result in amendment to enrolment details, and any subsequent support needs being identified.		
			Follow-up by Aug 2018	Next steps: consideration given to making contact after pre-registration events for those on FEFT programmes.		
6. Provide a named contact for care-experienced people.	<p>A named contact will be publicised in leaflets and on website, as well as in external publications, such as 'The College Handbook for Looked After Young People and Care Leavers'. This named contact will be a source of support for care-experienced learners across all campuses.</p> <p>Contact to be made with all applicants/learners who identify themselves as care-experienced to offer support prior to courses beginning.</p>	Corporate Parenting Team		<p>NCL has a named Student Adviser as the main care-experienced learner contact, who supports work across campuses and is named in the information leaflet. We also have other Student Advisers who have identified themselves as contacts and support in talks to student groups that take place as part of induction/student welcome.</p> <p>All those who have self-identified as care-experienced are emailed to introduce the support mechanisms, and to check if any support is required. They also receive contact from Educational Learning Support team, with an invite to a support meeting. Student Advisers also email to suggest a meeting for pastoral support.</p> <p>Next step: consideration given to other forms of communication with learners, e.g. birthday cards or phone calls.</p>	Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn.	<u>Section 58c</u> to promote the interests
			Follow-up by Sept 2018			

<p>7. Provide specific support with completing application for courses including applying for funding.</p>	<p>Liaise with local authorities to determine status to support funding application (confirming someone's care status following self-identification)</p> <p>Provide publicised opportunities to have support in completing applications for courses and funding.</p> <p>Make contact with care-experienced individuals to offer support, if required.</p>	<p>Corporate Parenting Team</p>	<p>Follow-up by Jun 2018</p>	<p>Currently the 'named contact' is undertaking the liaison role, as well as Student Advisers in each campus, supporting the funding team to ascertain status.</p> <p>Funding officers provides a drop-in service for support with funding applications over the Summer in each of 3 campuses, targeting both care-experienced prospective learners and others. This is publicised online on the college website. Pre-registration events were held in June 2017 to support 16-19 yr olds in progressing their applications for funding, which were successful in supporting the processes. Care-experienced learners were also invited to this.</p> <p>Next step: the number of courses being pre-registered will be extended in June 2018 and will include care-experienced learners.</p>	<p>Nurtured Having a nurturing and stimulating place to live and grow.</p>	<p><u>Section 58c</u> to promote the interests; <u>Section 58d</u> to provide opportunities; <u>Section 58e</u> to ensure access.</p>
<p>8. Provide specific information on availability of additional support network for when care-experienced individuals need it.</p>	<p>Provide a clear guide to contacts who can offer support and guidance (Student Advisers and Key Support Advisers, as well as the named contact and counselling services).</p>	<p>Corporate Parenting Team</p>		<p>An information leaflet is published and available and has been updated for the 2018 intake. All learners who identify as care-experienced at course application, funding application or enrolment are being sent this leaflet. It is also on the college website. Student Advisers identify themselves as contacts who offer support and guidance, in talks to student groups that take place as part of induction/student welcome. Key</p>	<p>Safe Protected from abuse, neglect or harm; Achieving Support and guidance in learning - boosting skills, confidence & self-esteem; Respected Given a voice, and involved in the decisions that affect their</p>	<p><u>Section 58a</u> to be alert to risks; <u>Section 58c</u> to promote the interests.</p>

				<p>Support Advisers work in Motherwell, Coatbridge and Cumbernauld campuses, supporting Broadwood, Hamilton and Kirkintilloch campuses also. They contribute to monitoring and signposting support for care-experienced learners.</p> <p>Next steps: consideration given to contact after pre-registration events for those on FEFT courses.</p>	<p>wellbeing; Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn.</p>	
<p>9. Provide clear and transparent information on additional support available to care-experienced people.</p>	<p>Improve induction processes to give information on support available for care-experienced learners.</p> <p>Ensure all staff interacting with learners are aware of support mechanisms.</p>	<p>Corporate Parenting Team</p>	<p>Follow-up by Aug 2018</p>	<p>An information leaflet is published and available and has been updated for the 2018 intake. All learners who identify as care-experienced at course application, funding application or enrolment are sent this leaflet. It is also on the college website. Student Advisers identify themselves as contacts who offer support and guidance, in talks to student groups that take place as part of induction/student welcome. They also talk to individuals about the support available for care-experienced learners, as part of general contact with prospective learners. A named administration support for corporate parenting contacts all learners who identify as care-experienced to ensure they have information. ELS and Student Advisers offer meetings with contact for care-experienced learners is contacting those who identify themselves as care-experienced prior to course</p>	<p>Safe Protected from abuse, neglect or harm; Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn. Achieving Support and guidance in learning - boosting skills, confidence & self-esteem.</p>	<p>Section 58e to ensure access.</p>

			Follow-up by Sept 2018	<p>starting to offer support if required, and to make them aware of what support they can expect once in college.</p> <p>Next step: remind staff of the need to support their care-experienced learners. Also, find a mechanism to ensure appropriate staff are informed of who is care-experienced on their programmes.</p>		
10. Improve the admission/recruitment processes for care-experienced learners to ensure a smooth procedure that does not discourage participation.	Review of recruitment processes in college.	Corporate Parenting Team	Follow-up by Jan 2019	A short-life working group is planned for session 2018/2019 to progress this. This will look at contextual admissions, minimum entry requirements, guaranteed interviews and guaranteed places for those who meet minimum entry requirements in terms of improving ability of care-experienced people to participate in courses.	Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn.	<u>Section 58a</u> to be alert to any risks; <u>Section 58b</u> to assess the needs of this group; <u>Section 58e</u> to ensure access.

Stage 2 – On Course

Aim	How we will undertake this	Responsible team	Timescale	Progress so far	Wellbeing indicators	Corporate Parenting Duty
11. Provide clear and transparent information on additional support available to care-experienced people, whilst on-course.	<p>Ensure all staff interacting with learners are aware of support mechanisms.</p> <p>Leaflets, posters and website information to be made available at various points throughout a college year to highlight additional support available.</p>	Corporate Parenting Team	Follow-up by Sept 2018	<p>An email is sent to learners who identify as care-experienced at funding application or enrolment, with a link to an information leaflet, with details of support available. This is followed by a monthly update email, with useful information. At student welcome/induction talks to class groups, Student Advisers identify themselves as contacts who offer support and guidance to care-experienced learners.</p> <p>Next step: remind staff of the need to continue to support their care-experienced learners throughout the course. Also, find a mechanism to ensure appropriate staff are informed of who is care-experienced on their programmes.</p>	<p>Safe Protected from abuse, neglect or harm;</p> <p>Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn;</p> <p>Achieving Support and guidance in learning - boosting skills, confidence & self-esteem.</p>	Section 58e to ensure access.
12. Provide additional support networks for when care-experienced individuals need it.	<p>Provide a clear guide to contacts who can offer support and guidance (Student Advisers and Key Support Advisers, as well as the named contact and counselling services).</p> <p>Use Key Support Advisers to help support tracking and monitoring of attendance and participation to</p>	Corporate Parenting Team		<p>NCL has a named care-experienced learners' contact as well as Student Advisers whose role covers support and guidance for this cohort of learners, as well as others. Care-experienced learners are offered a meeting with Student Advisers and with Educational Learning Support.</p> <p>Key Support Advisers are in place in the 3 main campuses to support faculty staff in</p>	<p>Safe Protected from abuse, neglect or harm;</p> <p>Achieving Support and guidance in learning - boosting skills, confidence & self-esteem;</p> <p>Respected Given a voice, and involved in the decisions that affect their wellbeing;</p>	Section 58a to be alerts to risks; Section 58c to promote the interests.

	<p>prevent care-experienced learners dropping out of college.</p> <p>Investigate and develop a peer mentoring system to give additional support to care-experienced people.</p>		<p>Follow-up by Dec 2018</p>	<p>improving attendance for care-experienced learners.</p> <p>Next steps: pre-emptive offers of support to be more clearly communicated to care-experienced learners. Progress still to be made on peer mentoring support.</p> <p>Contact external agencies that offer support to care-experienced people to discuss ways to make this support more transparent.</p>	<p>Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn.</p>	
13. Provide specific activities for care-experienced people to create a sense of belonging.	Specific activities, such as a meeting or gathering, to be offered to current care-experienced learners, to increase wellbeing and allow their voice to be heard.	Corporate Parenting Team	<p>Follow-up by Sept 2018</p>	<p>A planned event for current students had to be cancelled due to lack of uptake from care-experienced learners. A broader event, on Care Day 2018, aimed at publicising our corporate parenting role was successful in getting learner feedback on what we could do better.</p> <p>Next step: survey of care-experienced learners to ask what events would be useful.</p>	<p>Healthy High standards of physical and mental health; support to make healthy, safe choices; Nurtured Having a nurturing and stimulating place to live and grow.</p>	<p><u>Section 58d</u> to provide opportunities.</p>
14. Include the learner voice from care-experienced people in planning of support and activities.	Invite care-experienced learners on to Corporate Parenting Team.	Corporate Parenting Team	<p>Follow-up by Sept 2018</p>	<p>Care-experienced learners are included as members of the college's Corporate Parenting Team. This was more successful in 2016/17 session. Recently, it has been difficult to get current students to commit to the meetings.</p> <p>Next step: host meeting at start of term, with learner engagement support, for care-</p>	<p>Achieving Support and guidance in learning - boosting skills, confidence & self-esteem; Respected Given a voice, and involved in the decisions that affect their wellbeing; Included Getting help and guidance to</p>	<p><u>Section 58c</u> to promote the interests; <u>Section 58d</u> to provide opportunities.</p>

				experienced learners to promote participation and to find an appropriate mechanism for getting feedback.	overcome inequalities; full members of the communities in which they live and learn.	
15. Develop preventative measures to prevent care-experienced learners withdrawing from college.	<p>Develop a system of contact that identifies learners who may be in danger of dropping out of college courses, including an early warning set of indicators.</p> <p>Investigate and develop a peer mentoring system to give additional support to care-experienced people.</p>	Corporate Parenting Team	Follow-up by July 2019	<p>NCL is part of a national project on retention. This should help support identification of early warning indicators.</p> <p>Progress still to be made on peer mentoring support. This will be in collaboration with other Corporate Parents, such as local authority.</p>	<p>Achieving Support and guidance in learning - boosting skills, confidence & self-esteem;</p> <p>Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn.</p>	<p><u>Section 58a</u> to be alert to risks; <u>Section 58c</u> to promote the interests.</p>
16. Provide clear information on academic/vocational pathways available to care-experienced people.	Provide links on website and in publications directly to care-experienced people, with support from CQLs, named contact or other Student Advisers.	Corporate Parenting Team/ Heads of Faculty	Follow-up by Jun 2019	<p>There is a dedicated section of the college website that gives information on support available for care-experienced learners http://www.nclanarkshire.ac.uk/students/care-experienced</p> <p>Next steps: clearer minimum standards for entry to be established across all course provision.</p>	<p>Achieving Support and guidance in learning - boosting skills, confidence & self-esteem;</p> <p>Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn.</p>	<p><u>Section 58e</u> to ensure access.</p>
17. Increase uptake of HEI opportunities for learners with care experience.	<p>Agree payment of UCAS fee for care-experienced learners to increase likelihood of making an application to HEIs.</p> <p>Support learners with UCAS applications, with opportunity for</p>	Corporate Parenting Team		<p>Every care-experienced HE or Highers learner was informed that the college would pay for the cost of fee for UCAS Apply. 8 learners took the opportunity provided.</p> <p>Alongside the usual support for UCAS applications, the college</p>	<p>Achieving Support and guidance in learning - boosting skills, confidence & self-esteem;</p> <p>Included Getting help and guidance to overcome</p>	<p><u>Section 58d</u> to provide opportunities.</p>

	<p>one-to-one support for personal statements.</p> <p>Collate and monitor the numbers of care-experienced people applying for SCQF level 7 and above and using UCAS Apply.</p>		<p>Follow-up by Sept 2018</p>	<p>offered a 4pm daily drop-in session for any students who wanted extra support. Care-experienced learners were emailed separately to inform them of this support.</p> <p>Next Steps: collation of numbers applying and successful or otherwise to be completed by end of this application period. This will be used as the baseline for improvements.</p>	<p>inequalities; full members of the communities in which they live and learn.</p>	
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Stage 3 – Post Course

Aim	How we will undertake this	Responsible team	Timescale	Progress so far	Wellbeing indicators	Corporate Parenting Duty
18. Ensure all care-experienced learners have a positive destination after course.	<p>Agree data sharing protocol with SDS to allow for referrals from college, particularly for learners who are not progressing to next course.</p> <p>Ensure all care-experienced people withdrawing for courses are referred to SDS where there is no positive destination.</p> <p>Contact learners at end of course to ensure they are aware of next steps and alternatives. This will be done in collaboration with Student Advisers, CQLs and course leaders, with appropriate referral to SDS, if required.</p>	Corporate Parenting Team	Follow-up by July 2019	<p>A member of SDS is on NCL's Corporate Parenting Team. All care-experienced students who withdraw without a positive destination are referred to SDS for follow-up support.</p> <p>Next steps: the need to establish a protocol for follow-up after successful completion of course those who do not progress to further college-based study.</p>	<p>Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn;</p> <p>Achieving Support and guidance in learning - boosting skills, confidence & self-esteem.</p>	<p><u>Section 58b</u> to assess the needs;</p> <p><u>Section 58c</u> to promote the interests.</p>
19. Celebrate success of care-experienced learners.	Contact learners to agree payment for academic gowns for awards ceremony (SCQF Level 7 and above) to increase likelihood of participation in college celebration of success.	Corporate Parenting Team	Follow-up by Sept 2018	<p>Care-experienced learners who were eligible to attend NCL's Awards Ceremony were offered a free gown, to encourage attendance. One learner took up the offer for the 2017 ceremony.</p> <p>Next step: offer to be made again in Summer 2018 to all eligible students.</p>	<p>Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn;</p> <p>Achieving Support and guidance in learning - boosting skills, confidence & self-esteem.</p>	<p><u>Section 58c</u> to promote the interests.</p>
20. Increase the learner voice for care-experienced learners post course.	Contact care-experienced learners to ask for specific feedback on course and college support.	Corporate Parenting Team	Follow-up by Sept 2018	Part of NCL's Care Day, 2018 event was to gather feedback on support of care-experienced learners. This is being collated and actions will follow.	<p>Respected Given a voice, and involved in the decisions that affect their wellbeing;</p>	<p><u>Section 58c</u> to promote the interests.</p>

Stage 4 – Monitoring and Evaluation

Aim	How we will undertake this	Responsible team	Timescale	Progress so far	Wellbeing indicators	Corporate Parenting Duty
21. To ensure up-to-date knowledge of the position of care-experienced people nationally and in New College Lanarkshire.	<p>Collate statistics on number of care-experienced individuals taking part and succeeding in college courses, comparing that to national statistics.</p> <p>Statistics including the number and proportion of learners moving SCQF levels, early withdrawal and later withdrawal and successful outcomes.</p>	Corporate Parenting Team	Follow-up by Dec 2018	<p>National statistics on attainment provided by Who Cares? Scotland and Scottish Government Statistics. Performance Indicators are collated in NCL and are available via college dashboards to faculty management teams.</p> <p>Next steps: review of learners moving SCQF levels to be done to support future action planning.</p> <p>Further support to be sought from organisations, such as 'Who Cares? Scotland' or 'College Development Network', to ensure NCL is up-to-date with issues that may have a negative impact on care-experienced learners.</p>	Achieving Support and guidance in learning - boosting skills, confidence & self-esteem.	<p>Section 58a to be alert to risks;</p> <p>Section 58c to promote the interests;</p> <p>Section 58f to improve as a corporate parent.</p>
22. Ensure appropriate levels of support available for care-experienced learners pre, during and post-course.	<p>Review aspects of plan to ensure appropriate levels of support and success.</p> <p>Take feedback from completing care-experienced learners.</p> <p>Have as agenda item for Corporate Parenting Team.</p>	Corporate Parenting Team	Follow-up by Sept 2018	<p>NCL's Corporate Parenting Team meetings include support as a discussion point. The whole crux of this team is to ensure processes in college have the support of care-experienced learners at the heart. The plan was reviewed and updated in March 2018, to ensure appropriate level of support is available.</p> <p>Next step: survey of completing care-experienced learners to ask what other support would be useful.</p>	Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn; Achieving Support and guidance in learning - boosting skills, confidence & self-esteem.	<p>Section 58a to be alert to risks;</p> <p>Section 58c to promote the interests.</p>
23. Include the learner voice from care-experienced people in	Ask for specific feedback from care-experienced people on the plan, the activities and the support available.	Corporate Parenting Team		Part of NCL's Care Day, 2018 event was to gather feedback on support of care-experienced	Respected Given a voice, and involved in the	Section 58a to be alert to risks;

<p>evaluating any aspects of support.</p>			<p>Follow-up by Dec 2018</p>	<p>learners. This is being collated and actions will follow.</p> <p>Student Advisers discuss support, in terms of how it is working, when meeting with individual care-experienced learners.</p> <p>Next steps: Encourage care-experienced learners to lend their voices to the work of the Corporate Parenting Team.</p> <p>Survey care-experienced learners regarding support available and its use.</p> <p>Contact other external agencies for support in improving feedback mechanisms for care-experienced learners.</p> <p>Host a specific Be Heard event via the Learner Engagement Team for care-experienced learners.</p>	<p>decisions that affect their wellbeing; Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn.</p>	<p><u>Section 58f</u> to improve as a corporate parent.</p>
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How will we know we have achieved our ambition/vision?

Key indicators will be used to determine successful outcomes.

Number of full-time and part-time learners – expected increase above trends from recent years.	Early and further withdrawal rates for both groups – expected decrease, showing improvement from recent years.	No. of credits studied per student – expected increase above trends from recent years.	Percentage of enrolled care-experienced learners successfully achieving a recognised qualification – expected increase above trends from recent years.	Number and proportion of successful care-experienced learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing – expected increase above trends from recent years.	Positive feedback from care-experienced learners.

What more do we need to do?

Further work to be done to consider ways to improve learners’ experiences in other areas, for example links to disability and those young people in secure accommodation. Also, more work to be done on consulting young people about level and type of support required to progress in college, as well as on the plan itself. NCL will work to increase the confidence of any care-experienced learners in us, to encourage them to disclose their care status, which allows us to offer appropriate support for their learning journey.

Useful sources of further information

- CELCIS (Centre for Excellence for Looked After Children in Scotland) <http://www.celcis.org/>;
- WhoCares? Scotland <http://www.whocarescotland.org/>;
- Your Voice (North Lanarkshire) <http://www.elament.org.uk/finding-a-service/your-voice-scotland/>;
- North Lanarkshire Council's Corporate Parenting Group <https://www.northlanarkshire.gov.uk/index.aspx?articleid=32671>;
- South Lanarkshire Council's Corporate Parenting Sub Group - part of Integrating Children's Services http://www.southlanarkshire.gov.uk/info/200221/children_and_families/1298/corporate_parenting;
- Skills Development Scotland <https://www.skillsdevelopmentscotland.co.uk/>;
- The College Handbook for Looked After Young People and Care Leavers <http://www.stir.ac.uk/media/wwwstiracuk/studentrecruitment/documents/CollegeHandbookforLookedAfterYoungPeopleandCareLeavers.pdf>;
- Scottish Government statistics
The looked after children statistics were collected by Children and Families statistics team in the Scottish Government from local authorities. Demographic information on all children looked after (including the most recent data covering children who were looked after between 1 August 2015 and 31 July 2016) is available here:
<http://www.gov.scot/Topics/Statistics/Browse/Children/PubChildrenSocialWork>;
- Scottish Throughcare and Aftercare Forum <http://www.staf.scot/>;
- The Children and Young People (Scotland) Act 2014 <http://www.legislation.gov.uk/asp/2014/8/contents/enacted>;
- Wellbeing Indicators of GIRFEC: <http://www.gov.scot/Topics/People/Young-People/gettingitright/background/wellbeing>.



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