

Review of
**CORPORATE
PARENTING PLAN**



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 students. 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 was 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 initially a 3-year plan in 2015. This was reviewed each year up until May 2020, with updated reports on progress, whilst identifying areas where further development would be of benefit, setting new dates, as appropriate, as we keep the needs of our care-experienced students to the forefront of our planning and development. We have now updated the plan for the next few years to focus more on the areas still to be developed or where more development is required. There are details of what we have achieved in the section '**Progress so far**' further on in this report.

What is our ambition for care-experienced students?

New College Lanarkshire provides care-experienced young people with the support they need in order to engage and succeed in a college education. . We aim to close the gap they experience with their peers, increasing participation and success at all levels. In this way, New College Lanarkshire plays its part, alongside other corporate parents, in preparing young people to be successful learners, 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.

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' now after their 26th birthday, so we will offer the support at any age.

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 the Executive Board, with a member of the Executive 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 students who are care-experienced. The term care-experienced is being used in this plan to include 'looked after children' and 'care leaver' of any age (this changed in 2020 from age 26 – statistics given below are restricted to up to age 26 until session 2020/21). 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. Those in foster care or placed with relatives tend to do better than other placement types. We still see in 2018/19 42% of school leavers who were looked after within the year left school in S4 or earlier, compared with 12% of school leavers more generally. Attainment for care-experienced people has improved over the last 6 years but is still behind the average population. At the higher levels of qualification, in 2019, 61% of all leavers have at least one qualification at level 6 or better, compared with only 11% of looked after school leavers and 35% of care-experienced young people left school with one or more qualification at SCQF Level 5 or above, compared to 85% of the general population (Scottish Government, Looked after children: education outcomes 2018-2019).

Furthermore, 'looked after' school leavers are still less likely to go into positive destinations after they leave school. The gap has been narrowing but is still far wider than is desirable: 48% of school leavers who were looked after within the last year were in either Higher or Further Education 3 months after leaving school. In comparison, more than two thirds (68%) of all school leavers were in Further or Higher Education. 5% of care-experienced pupils go straight from high school to university, compared to 40% of the general population – this is related to leaving school earlier, with lower entry qualifications. 81% of 'looked after' school leavers go to positive destinations, compared to 95% of all school leavers – an improvement on recent years but still a gap. (Scottish Government, 2018-2019).

Statistics on NCL's care-experienced students did not make for good reading either. Using 2016/17 as a baseline, a higher percentage of students 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 all students.

2016/17	All students		Care-experienced students	
71 FEFT & 15 HEFT students	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%

The delivery on 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 and reducing withdrawal, particularly Early Withdrawal. Fulfilment of the corporate parenting duties is good for young people with care experience. It is also good for New College Lanarkshire. Being a 'good' corporate parent is enhancing the contribution it makes to 'social justice' in Lanarkshire. Through developing the institution as a corporate parent, the opportunity is for us to learn more about the lives and circumstances of vulnerable students, and move the agenda out of the 'student in need' into a 'whole college' corporate plan.

How will we know

WE HAVE ACHIEVED OUR AMBITION/VISION?

Key indicators are used to determine successful outcomes.

Number of full-time and part-time students – 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 students successfully achieving a recognised qualification – expected increase above trends from recent years.

Number and proportion of successful care-experienced students 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 students.

Numbers of students participating is increasing year-on-year. The performance indicators for 2018/19 showed an improvement in early withdrawals for both FEFT and HEFT, although still behind all students.

2018/19	All students		Care-experienced students	
106 FEFT & 38 HEFT students	FEFT	HEFT	FEFT	HEFT
Early Withdrawal (by 1 Nov)	12.3%	6%	18.9%	10.5%
Further Withdrawal	17.7%	14.6%	14.2%	26.3%
Partial Success	6.9%	12.3%	15.1%	21.1%
Full Success	63%	67%	51.9%	42.1%

Further improvement is seen last session 2019/20 in some KPIs but not in others. The average no. of Credits studied per student is now at 12.5, rising from 10 in 2016/17.

2019/20	All students		Care-experienced students	
182 FEFT & 54 HEFT students	FEFT	HEFT	FEFT	HEFT
Early Withdrawal (by 1 Nov)	11.2%	6.11%	14.8%	11.1%
Further Withdrawal	13.5%	10.3%	21.4%	22.2%
Partial Success	13.2%	12.1%	15.9%	7.4%
Full Success	62.1%	71.5%	47.8%	59.3%

How did we develop our plan?

New College Lanarkshire developed this plan from a strategic vision that wanted to improve the outcomes and close the attainment gap 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 attend the 'Care-experienced, estranged and student carers – West Forum' to share good practice with other colleges and Higher Education Institutions. We have a link member from Skills Development Scotland attending the college Corporate Parenting meeting. We contributed to 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), to ensure there is joined-up thinking.

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 in Feb 2015, 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 Lanarkshire Board's Curriculum and Student Affairs and Outcomes Committee. The Corporate Parenting Team is led by a member of the college's Executive Board, tasked with ensuring that all functions in the college support the delivery of specific actions to improve the position of care-experienced students. All college leaders support this development.

The specific elements in the plan developed from discussions with students via Student Advisers and tutors, in terms of what their needs have been in applying for and taking part in college provision. The plan is reviewed annually by the Corporate Parenting Team, setting out next steps for improvements.

The original plan

There were 4 stages that followed the care-experienced students' journey, from application through to moving on to future endeavours, as well as a review of the processes and the plan itself to ensure we make appropriate progress.

Stage 1 – Transitions, Applications and Enrolments: the plan set out our aspirations for further developing of support for our care-experienced students to participate in college courses, with specific support for the processes involved.

Stage 2 – On Course: improving the information and support networks available, as well as raising aspirations and success, is key.

Stage 3 – Post Course: further work contributing to the improvement in the success of our students.

Stage 4 – Monitoring and Evaluation: review of what is working and what needs further improvement. The student voice is important at each stage, to ensure we are meeting or exceeding our students' expectations.

Each of these 4 stages were 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:

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 has been crucial to the development and success of the plans.

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.

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 was important at all stages of this plan.

These duties are identified for each aim/action in the plan that follows. The plan has been reviewed at several points and is now updated, as of May 2021. We have captured the progress made since 2015, in the section below. We are looking for further improvements to support our students.

Progress to date

FOR THE ORIGINAL PLAN

1. TRANSITIONS, APPLICATIONS AND ENROLMENT

Pre-entry work

Students have 7 points to self-declare that they are care-experienced.

1. On initial application; 2. Applying for bursary; 3. On enrolment; 4. Applying for discretionary funds; 5. At any Educational Learning Support meeting, such as completing a PLSP; 6. To any Student Adviser at any time; 7. During progress reviews with faculty staff.

Prospective students are issued with a tailored acknowledgment at the point of application to direct them to make contact with the Student Advisers. Any student self-declaring is contacted with specific information on what services are available, and a check is made that they are care-experienced. They are given opportunity to correct if it was in error. Those who do not reply are contacted directly to confirm. Curriculum Quality Leaders are given access to list of who has declared in their courses.

Our systems and communications with care-experienced students continue to evolve and adapt, which has strengthened pre-entry arrangements. Contact with care-experienced students happens sooner because of the 'Step into College' transition course arrangements/ planned online enrolment etc. for the forthcoming year. A new online enrolment process operated from last session, so those who ticked care-experienced were identified from then. This allowed for earlier intervention and support.

A Summer support e-mail (Your NCL Experience starts here...) is sent to encourage progressing students to think about and put in place appropriate support for the next academic year.

New College Lanarkshire (NCL) has data sharing agreements in place across a range of external agencies. There is an SDS link person as a member of the college Corporate Parenting Team to further enhance data sharing.

NCL held an evening event at the end of January, 2020, to enhance school guidance staff's knowledge of college provision. The event highlighted STEM provision. An open event in the college, arranged by Brand Team, took place in June 2019. In 2021, a virtual open day took place instead (due to current social distancing guidelines).

Prince's Trust Team programmes, (12 week programmes targeting young unemployed participants) are directly targeting recruitment from care-experienced through engagement with local care homes, SDS, DWP, Social Work and local authorities.

External links

The Corporate Parenting Team has invited speakers from organisations to increase links and ensure we are informed appropriately about others' actions. We have had speakers from Who Cares? Scotland, Barnado's, Department of Work and Pensions, STAF, CELCIS, NLC Inclusion Support Base in Coatbridge, Your Voice, Princes Trust and the Lanarkshire Carers Centre to help inform discussion.

We have strengthened links with College Development Network during the creation of the Corporate Parenting online module for use in all colleges. NCL was fully involved in the creation of the module for college. Staff in NCL are expected to complete the online module and it is highlighted at new staff induction.

NCL's School Development Manager and named staff from the Corporate Parenting Team are working to improve contact pathways with named contacts in schools. More partnership working/info sharing with them will be an important step.

We have a named person from SDS as a member of the Corporate Parenting Team, to increase the support network for our students.

We have made contact with North Lanarkshire Council's team, who are operating a virtual learning school for disengaged care experienced student, funded till 2022, for a future support partnership. Other organisations that offer support have been contacted, such as the SLC Carers Strategy Group.

We are members of the Care-experienced, Estranged and Carers West Forum to share good practice across the West of Scotland.

Planning in place to support care-experienced people

A Corporate Parenting Team is well-established, meeting 3 times a year. This has membership from leaders across the college functions to enable clear commitments to be enacted. Care-experienced students are invited to be a member of the Corporate Parenting Team. This was done successfully in the previous years but participation has not been forthcoming recently despite many requests. The Student Association (SA) encourage CE students to be involved with the college by giving their views on support etc. The SA is invited to all Corporate Parenting meetings. In session 2020/21, a specific post of Student President for Health & Wellbeing has been created that enhances the support for our CE students, and they have a specific role to engage with care-experienced students. We email students bi-monthly and ask them to get in touch if they want to be involved in a way that suits them.

NCL worked with Who Cares? Scotland (WC?S) and College Development Network (CDN) to produce a module that can be used in all colleges. The module information is tailored to the specific college and its students, making it highly relevant. Over 700 staff at NCL have completed the online Corporate Parenting module, making them more aware of the issues for care-experienced students and the college's Corporate Parenting Plan. New staff are being directed to the module as part of their induction, as are members of the Lanarkshire Board. As a result of increasing knowledge across the institution, care-experienced students are always now considered when writing strategies or policies or in operational planning matters.

Increase participation of care-experienced people in college courses

Curriculum and Quality Leaders (CQLs) know who their CE students are in their specific courses, to enable them to support students to complete successfully, as well as encouraging progression to higher level courses. Updates are now being sent monthly, to cover any students who identify themselves later in the course.

Information is available regarding what support care-experienced students can expect at New College Lanarkshire in the form of a leaflet, updated annually to reflect changes since its publication. We also have a poster on support available, which details our support as a corporate parent. This is placed in prominent places throughout the college campuses.

A member of the Corporate Parenting Team has attended South Lanarkshire Council's meetings of a group that oversees the council's Corporate Parenting Role (no similar group currently operating in North Lanarkshire). This is to support sharing of knowledge to increase applications to college courses.

Identification of care-experienced students

Those who identified as care-experienced in the June 2019 'Step into College' courses and in pre-registration events were emailed with information on the support that is offered. Student Advisers also visited all transition courses to let them know of the support available, making specific reference to support for those who are care-experienced. They do the same at all induction events and meetings. NB June 2020 transition events were unable to run due to COVID restrictions.

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 students apply (when they tick a specific box).

A Dashboard is available on the college 'Infopoint' to identify those that have identified at the point of application. This allows CQLs, Educational Learning Support and Student Advisers to be aware of CE students.

Our systems and communications have evolved, which has allowed for quicker contact with care-experienced students. Earlier contact, offer of support, local contact etc. Also earlier elimination of those who not care-experienced, so reporting is more accurate. There is a college dashboard available for Curriculum and Quality Leaders to access, to identify who on their own courses are care-experienced.

Personal contact is made with them, as soon as they 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.

A new online enrolment process was put in place from session 2019/20, so those who ticked care-experienced on application or pre-registration were showing from May. This allows for earlier intervention and support.

A Summer support e-mail is sent to encourage students to plan what support they need over the summer so it is in place for the new academic year.

Named contact

Contacts' details are given on the college website. A link to the website is on the bi-monthly e-mails, sent to all who identify as care-experienced. The contacts at each campus are named on the website and on leaflets etc. and now in a poster displayed in each college campus. NCL has a named Student Adviser as the main care-experienced student contact, who supports work across campuses and is named in the information leaflet. 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. 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 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 students.

Other communication includes bi-monthly emails with useful information on support available, including reminder of who they can contact or other relevant information, such as plans for Care Day. Contacts are given in a leaflet and on the college website. They are also given at enrolment and throughout the year in bi-monthly e-mails. All students who identified themselves as care-experienced are now receiving a birthday card from staff at New College Lanarkshire.

Support with applications

There was another increase in the number of care-experienced students who came to pre-registration (301 in Jun 2019, compared to 67 in 2018). Pre-registration is aimed at supporting prospective students to progress their applications for funding. Students who identify as care-experienced are followed up to ensure funding is in place.

40 care-experienced students attended the 'Step into College' 2-day programme in Jun 2019, which supports students in their preparations for college, including funding applications. Full groups are invited to attend, including any care-experienced students, with staff engaging the students to ensure they understand the course requirements and likely activities. Student Advisers visit the classes to introduce themselves and highlight support available, particularly for Care-experienced students.

Funding officers provide a drop-in service for support with funding applications over the Summer, in each of 3 campuses, targeting both care-experienced prospective students and others. This is publicised online on the college website.

Information on the support available for care-experienced applicants can be found on our website. Any applicants who apply and tick that they are care-experienced are automatically sent a leaflet about the support available in college. They are then sent an email to welcome them and given contact details. They are encouraged to have a meeting with a Student Adviser and Educational Learning Support before they start their course.

Those who tick that they are care-experienced in a Funding application are given enhanced funding support, such as processing their applications for funding first, where possible, to ensure funding is in place in good time.

One area of concern reviewed was that of rejections from courses. Although this had been a problem in previous years, last session 100% of applicants who were rejected from their first course were offered another suitable opportunity. This will be kept under review. Admissions has collated reasons for rejection from all provision, which has been discussed at the Corporate Parenting Team. There is no specific reason that differs from other prospective students who may not be given a place. This is considered under Equalities to make sure there is no unintended discrimination.

SDS operate a careers advice service one day a week in the 3 main campuses, so communication with the college's care-experienced contacts has been established. Due to changes in SDS personnel, new face-to-face meetings will take place later, when staff return for the new session. A key member from SDS attends the Corporate Parenting Team meetings, which enhances communication between NCL and SDS in relation to Care-experienced students

Providing information

Information about college services are embedded in the college website and in the 'My Day' App. Students can self-refer for support at any time throughout academic term. Lecturers also refer students to college support services. Support information is available on leaflet, website, welcome e-mail and bi monthly support e-mail. Information being sent was reviewed to ensure only relevant and useful information is included.

During one-to-one discussion about pastoral support, Student Advisers and Key Support Advisers, when requested, signpost students to internal and external services. This information is given in specific support talks at induction/student welcome. They also talk to individuals about the support available for care-experienced students, as part of general contact with prospective students. Student Advisers offer person centred support, which fits well with the needs of care-experienced students.

Work with the Brand Team produced an attractive visual representation of support available. This was produced as a poster for 2019/20 term onwards.

A named administration support for corporate parenting contacts all students who identify as care-experienced to ensure they have information. ELS and Student Advisers offer meetings with contact for care-experienced students is contacting those who identify themselves as care-experienced prior to course starting to offer support if required, and to make them aware of what support they can expect once in college.

2. ON COURSE

Providing clear information

Corporate Parenting commitments are clearly identified on the college website, as well as strategic plan, information leaflet, welcome e-mail and bi monthly support e-mail etc. <https://www.nclanarkshire.ac.uk/students/student-support/care-experienced>.

Details of internal support and links with relevant external partners such as Who Cares? Scotland and SDS are listed.

Our care-experienced commitment message is given at all opportunities, such as class inductions, transition groups, on a one-to-one basis. At student welcome/induction talks to class groups, Student Advisers identify themselves as contacts who offer support and guidance to care-experienced students.

Improved systems/database - CQLs now have access to a care-experienced dashboard to allow them to identify who is care-experienced on their specific courses. They are also sent information on a monthly basis to ensure they know who may have self-identified later.

Support and activities on course

NCL has a named care-experienced students' contact as well as Student Advisers, whose role covers support and guidance for this cohort of students, as well as others. Care-experienced students are offered a meeting with Student Advisers and with Educational Learning Support. External agencies are contacted as and when there is a need to do so (always with student's permission) e.g. Social Work, Barnardo's worker etc.

Key Support Advisers are in place in the 3 main campuses to support faculty staff in improving student attendance, with particular focus for care-experienced students.

Bi-monthly contact continues to inform those students about college support. This includes links related to mental health app Togetherall and highlighting the Winter Aid fund from Who Cares? Scotland and Scottish Govt. specifically for CE students and the Winter COVID payment for all students to ensure care experienced students are prompted to apply.

NCL now celebrates Care Day in the 3 main campuses, with fun activities and information regarding care-experience and support available in college. Learner Engagement/Student Experience and the Student Association worked together with Corporate Parenting Team members and HN Hospitality students to host a movie night event to celebrate Care Day. This also increased our students' awareness of what 'Care Experienced' means. In 2021, online activities were planned due to COVID restrictions.

Prince's Trust are piloting a mental health unit with our teams recognising this prevalent issue with young unemployed people and especially those who are care experienced.

We have laptops available for lending from the main Library and Learning Centres. These are earmarked for care experienced students. We were successful in gaining a grant from Connecting Scotland for Chromebooks, many of which will be given to care experienced students (COVID restrictions have held up distribution but that will be prioritised on return to campus in April).

Student Voice

Care Day Events are now embedded in the college's Learner Engagement/Student Experience Calendar. This has allowed us to get some feedback, but more is needed. We ask students bi-monthly to get in touch if they want to be involved in a way that suits them.

We continue to encourage care experienced students to engage in a bi-monthly email. However, this is still a challenge for us, as we have been unable to get participation from Care-experienced students on our Corporate Parenting Team this session (although the Student Association President is a member). The Student Association will have a specific President post for Health & Wellbeing next session, who will take a role in supporting Care-experienced students. This should improve communication.

Preventative measures

The college's Retention and Attainment Improvement Group oversees activities for Care-experienced students, as well as for all students. Part of this work has been to discuss ways to identify 'at risk students'. Each faculty has set up a Retention and Attainment Team to focus on low performing courses. They pay particular attention to care-experienced students.

One area of concern reviewed was that of rejections from courses. Although this had been a problem in previous years, last session 100% of applicants who were rejected from their first course were offered another suitable opportunity. This will be kept under review.

Learner Engagement/Student Experience is now supporting a mentoring project in NCL. They invited volunteers from the class reps to act as mentors. Training was set up for them. There are now 70 mentors trained, with 54 students being mentored. This pilot will be further strengthened in next session to include care-experienced students, as another source of support for them. The Key Support Advisers' database highlights care-experienced students, so when they contact absent students, they are aware of their status, and can identify risk better.

CQLs have access to a dashboard that lists those who are care-experienced in their courses. This is supporting their ability to consider circumstances when making decisions or offering support.

A bi-monthly contact via e-mail encourages care-experienced students to access support, if needed. We also send care experienced students a card or an email to say Happy Birthday from the college.

A filter for care-experienced students is being added to the attendance dashboard so staff can generate a run chart and look for any patterns of attendance. This gives the intelligence we need to be pro-active in implementing early intervention strategies to help care-experienced students maintain their engagement with their studies. This will be activated for session 2020/21.

Progression pathways including HEIs

Clearer information on pathways generally is now on the website for all courses. Entry requirements are the same across campuses for provision in each curriculum area.

<https://www.nclanarkshire.ac.uk/students/student-support/care-experienced>.

Admissions has collated reasons for rejection from all provision, which has been discussed at the Corporate Parenting Team. There is no specific reason that differs from other prospective students who may not be given a place. This is considered under Equalities to make sure there is no unintended discrimination.

All care-experienced students in appropriate feeder courses, such as HNC/D or SWAP Access, are sent an email to let them know that NCL will pay for UCAS fees, to encourage them to consider the option of articulating to higher education, such as degree at an HEI. This session 2020/21, we are covering fees for 10 students. *There has been an increase in CE students applying for Higher Education through UCAS Apply, up from 6 in 2018/19 to 14 in 2019/20.* Alongside the usual support for UCAS applications, the college offered a 4pm daily drop-in session for any students who wanted extra support. Care-experienced students were emailed separately to inform them of this support.

3. POST COURSE

Positive destinations and student success

Care-experienced students are given information on groups that could support them after leaving college.

Any care-experienced students who withdraw are referred to SDS to contact for follow-up. Those who leave us without identified progression route should be followed up by SDS.

All Prince's Trust students are tracked by college staff and Prince's Trust staff up to 6 months after their team completion date (this can be a course that attracts care-experienced students to engage in education and training).

For all care-experienced students who are eligible, NCL offers that we will pay for graduation gowns at the annual Awards Ceremony. This is to encourage attendance at the ceremony to celebrate their success. Each year 2 or 3 students take up the offer.

4. MONITORING AND EVALUATION

NCL works with Who Cares? Scotland and College Development Network to ensure up-to-date knowledge of the position of care-experienced people nationally and in New College Lanarkshire. This helps us to review our actions to make improvements each year.

We review KPIs for care-experienced students, comparing to all students in the college, looking for improvements, reviewing support and identifying areas to work on in future. Improvements have been made over the years of the plan, particularly in early withdrawal rates. Continued focus on this is crucial and is overseen by the Corporate Parenting Team.

As a college, we now consider 'care experience' alongside the protected characteristics, including this as a category in work on equalities in terms of monitoring KPIs.

Support and the student voice

Information gathered from our online student survey can now be filtered to identify care-experienced students. This survey is undertaken twice per year during the course. A specific survey was carried out in Jan 2020 of our care experienced students to ask what extra support they need.

NCL's Corporate Parenting Team meetings include support as a major discussion point. The work of this team is to ensure processes in college have the support of care-experienced students at the heart. The plan is reviewed annually to ensure an appropriate level of support is available.

Student Advisers discuss how support is working, when meeting with individual care-experienced students.

External groups are invited to speak to colleagues at the Corporate Parenting Team, to work in partnership to benefit our care-experienced students, eg speakers from Who Cares? Scotland, Barnado's and Department of Work and Pensions. The speakers help us to gauge what support may need to be enhanced, based on feedback from these organisations.

NCL'S CORPORATE PARENTING PLAN – MAY 2021

Principle	Key Actions	Responsible Team(s)	Timescale	Wellbeing indicators	Corporate Parenting Duty
<p>Identification: Care-experienced students should be proactively identified</p>	<p>1a) Continue to identify those students who are care-experienced as early as possible in the application and enrolment processes to allow us to provide information and support.</p> <p>1b) Review processes used in other colleges to ensure all appropriate methods are being used to identify our care-experienced students as early as possible.</p>	<p>Corporate Parenting Team/ Admissions/ Student Funding</p>	<p>Jun 2022</p>	<p>Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn.</p>	<p>Section 58a to be alert to any risks;</p> <p>Section 58b to assess the needs of this group;</p> <p>Section 58c to promote the interests.</p>

Principle	Key Actions	Responsible Team(s)	Timescale	Wellbeing indicators	Corporate Parenting Duty
<p>Transitions: Improve transition work both internally and externally.</p>	<p>2a) Send school guidance staff information on what support the college offers to care-experienced students, to increase flow of information to care-experienced pupils, who apply directly when still in school.</p> <p>2b) Improve links with residential houses, and local authorities.</p> <p>2c) Develop a pilot with local authority/schools to work with all their care-experienced S4/5/6 pupils leaving school at the end of the session.</p> <p>2d) Continue to make links with representatives from Corporate Parenting functions in local authorities or other organisations to support information sharing to aid transitions.</p> <p>2e) Work with the Brand Team to update website information and make it more visible.</p>	<p>Corporate Parenting Team/ School-college Partnership Team/Brand Team</p>	<p>Jun 2022</p>	<p>Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn.</p>	<p>Section 58d to provide opportunities</p> <p>Section 58e to ensure access.</p> <p>Section 60 collaboration with other corporate parents.</p> <p>Section 58f to improve as a corporate parent.</p>

Principle	Key Actions	Responsible Team(s)	Timescale	Wellbeing indicators	Corporate Parenting Duty
<p>Support: Care-experienced students should be supported to give them a fair chance to be successful in their studies.</p>	<p>3a) Work with the incoming Student Association's President for Health & Wellbeing to increase support and representation from care-experienced students, with attendance at Corporate Parenting Team meetings to represent those students.</p> <p>3b) Review with the Student Association, information given, to ensure is clear enough for our care-experienced students.</p> <p>3c) Further develop the new Mentoring programme to include care-experienced students.</p> <p>3d) Financial planning support for CE students - work with the Student Experience Team to arrange a budgeting event for students and include a budget calculator in the introductory e-mail sent to new entrants.</p> <p>3e) Develop the tile for care-experienced students further on the MyNCL App for relevant information to be posted.</p> <p>3f) Work with Student Experience and the Student Association team to include activities for our care-experienced students.</p> <p>3g) Work with the Student Experience and Student Association team to increase care-experienced students' contributions to the student voice.</p>	<p>Corporate Parenting Team/ Student Association/ Learner Engagement</p>	<p>Jun 2022</p>	<p>Safe Protected from abuse, neglect or harm;</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>Section 58a to be alert to any risks;</p> <p>Section 58c to promote the interests</p> <p>Section 58d to provide opportunities</p> <p>Section 58e to ensure access.</p>

Principle	Key Actions	Responsible Team(s)	Timescale	Wellbeing indicators	Corporate Parenting Duty
Progression	<p>4a) Review current numbers of care-experienced people applying for SCQF level 7 and above and using UCAS Apply to act as a baseline to increase uptake of HEI opportunities.</p> <p>4b) Refer to SDS all care-experienced students who, after successful completion of course, do not progress to further college-based or HEI study or employment.</p> <p>4c) Ensure information on NCL paying the UCAS fees for care-experienced students appears in the UCAS information available for all students each year.</p>	Corporate Parenting Team/ Student Advisers	Jun 2022	<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>Responsible Taking an active role within their schools and communities; and learn.</p>	<p>Section 58b to assess the needs;</p> <p>Section 58c to promote the interests.</p> <p>Section 58d to provide opportunities.</p>
Review – what is working and what needs further improvement	<p>5a) Continue to review the Corporate Parenting Plan annually, identifying areas for further improvement.</p> <p>5b) Include the student voice from care-experienced people in evaluating support available.</p> <p>5c) Review the information from any surveys that include care-experienced students to lead to improvements in our care for them.</p> <p>5d) Continue to speak with external agencies for support in improving feedback mechanisms for our care-experienced students.</p> <p>5e) Continue to monitor impact of actions taken e.g. trends in participation, retention, success, (KPIs).</p>	Corporate Parenting Team	Jun 2022	<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>Section 58a to be alert to any risks;</p> <p>Section 58c to promote the interests.</p> <p>Section 58f to improve as a corporate parent</p>

Are you **care-experienced** and studying at NCL?



NEED A LAPTOP FOR COURSE WORK?

We have dedicated laptops set aside for you to loan at our campuses. Contact laptoplibrary@nclan.ac.uk



HAVE QUESTIONS ABOUT COLLEGE?

We can arrange for you to speak with a student adviser (StudentAdviser@nclan.ac.uk) who can help with any questions about what to expect at college before you start.



APPLYING FOR FUNDING?

If eligible, your Bursary/EMA application will be prioritised and processed without delay. Subject to evidence being provided, you would be assessed for a Care-Experienced bursary.



FIND OUT WHAT'S GOING ON?

We will email you every second month to provide you with updates, offer support, and make you aware of college events e.g. Care Day Events.



HAPPY BIRTHDAY!

We love to celebrate here at NCL, look out for an e-mail in your inbox.



DEDICATED EDUCATIONAL LEARNING SUPPORT (ELS)

Are you struggling with reading, writing or numbers? Do you need help with your course work? The ELS team is here to provide the appropriate support. Email els@nclan.ac.uk



NEED TO TALK?

Student Advisers are available to offer you confidential support, helping you with any personal issues you are experiencing both at home and at college.

StudentAdviser@nclan.ac.uk



APPLYING TO UNIVERSITY?

Is your next step University or a degree? Did you know we will pay your UCAS Apply Fee!



COMPLETED YOUR COURSES & THINKING OF ATTENDING GRADUATION?

Don't worry about gown fees, we've got you covered!



NEED A TIME OUT?

Our CQLs can authorise absence in exceptional circumstances, when care-experienced learners have exceeded the number of absences allowed, and need time to deal with issues related to their care-experience.

What more do we need to do?

There will always be further 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 works to increase the confidence of any care-experienced students in us, to encourage them to disclose their care status, which allows us to offer appropriate support for their learning journey.

Ensuring all staff are aware of the needs of care-experienced students is crucial to success. To that end NCL worked with Who Cares? Scotland and College Development Network to develop an online module for use in all colleges. This resource can be customised by each college to reflect their particular position in relation to care-experienced students. So far, over 700 staff have completed this online module and it is now a fixed part of new staff induction.

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/>

North Lanarkshire Council's Corporate Parenting Strategy:
<https://www.northlanarkshire.gov.uk/index.aspx?articleid=32671>

South Lanarkshire Council's Corporate Parenting:
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:
<https://www.celcis.org/knowledge-bank/search-bank/college-handbook-looked-after-young-people-and-care-leavers-2015/>

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 2018 and 31 July 2019) is available here: <https://www.gov.scot/publications/childrens-social-work-statistics-scotland-2018-2019/pages/1/>

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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