

New College Lanarkshire

Corporate Parenting Plan

Updated May 2019



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 initially a 3-year plan in 2015. This update reports on progress, whilst identifying areas where development is still required, setting new dates, as appropriate, as we consider keeping the needs of our care-experienced learners to the forefront of our planning and development.

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. The gap has been narrowing but is still far wider than is desirable: 76% of ‘looked after’ school leavers compared to 92.9% 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	
	FEFT	HEFT	FEFT	HEFT
71 FEFT & 15 HEFT learners				
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 learners 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 ‘learner in need’ into a ‘whole college’ corporate plan.

The statistics for 2017/18 show an improvement for FEFT Early Withdrawal, still high but improving. For HEFT, there is a significant improvement.

2017/18	Non care-experienced learners		Care-experienced learners	
	FEFT	HEFT	FEFT	HEFT
52 FEFT & 24 HEFT learners				
Early Withdrawal (by 1 Nov)	11.75%	6.3%	21.15%	12.5%
Further Withdrawal	19.8%	16.2%	21.15%	33.3%
Partial Success	7%	11.25%	1.9%	8.3%
Full Success	61.45%	66.3%	55.8%	45.8%

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.

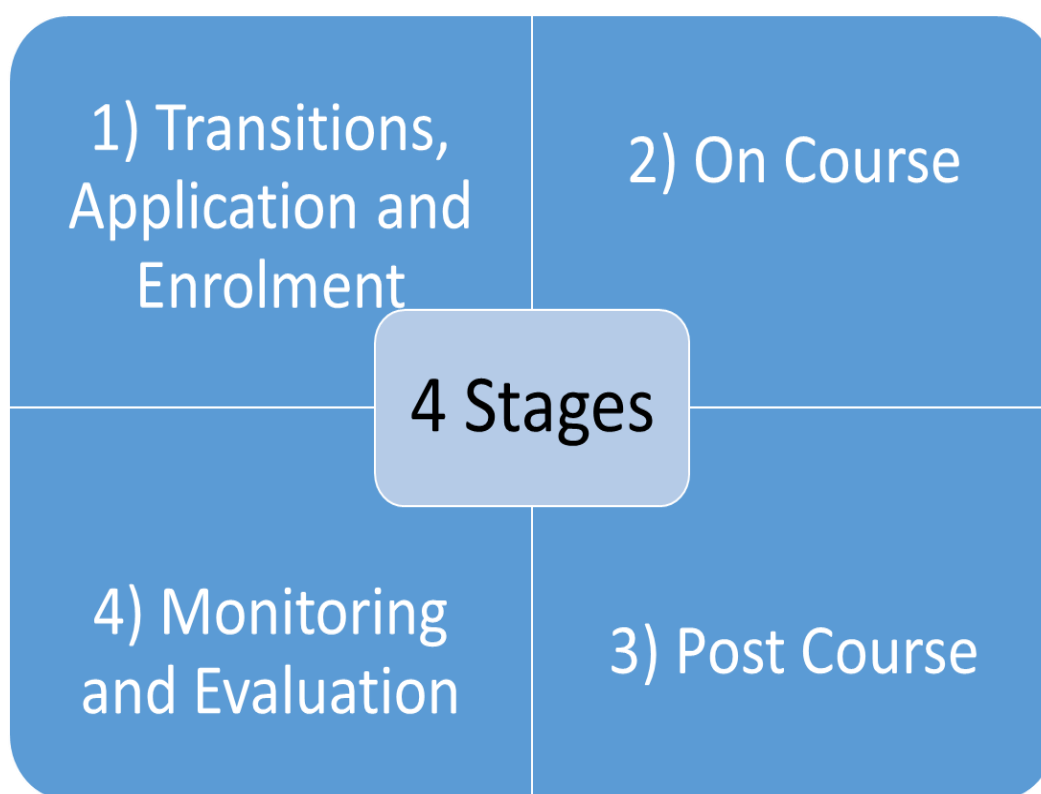
We attend the 'Care-experienced, estranged and student carers – West Forum' to share good practice with other colleges and Higher Education Institutions. We have a link member from Skills Development Scotland attending the college Corporate Parenting meeting. We contributed to Local Authority Groups (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 was 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 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.

- Stage 1 - the plan sets out aspirations for developing work that supports more care-experienced learners to participate in college courses, with specific support for the processes involved.
- Stage 2 - having clear information and support networks, as well as raising aspirations and success, is key.
- Stage 3 - consideration is given to improving the success of our learners.
- 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 has been reviewed and updated in May 2019, to reflect actions already overtaken, and areas where more support and further development of actions is still required.

Stage 1 – Transitions, Application and Enrolment

Aim	Progress so far	Responsible team	Timescale	Next steps	Wellbeing indicators	Corporate Parenting Duty
<p>1. Develop pre-entry work to close the gap, including increasing opportunities to encourage aspiration to go on to FE/HE</p>	<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>Learners 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.</p> <p>Prospective learners are issued with a tailored acknowledgment at the point of application to direct them to make contact with the Student Advisers.</p> <p>Any learner 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. CQLs are given access to list of who has declared in their courses.</p> <p>Our systems and communications with care-experienced learners continue to evolve and</p>	<p>Corporate Parenting Team</p>	<p>Follow-up by Jun 2020</p>	<p>Next steps: a) Contact school guidance staff to increase flow of information regarding those CELs who apply directly when still in school;</p> <p>b) Send a Summer support e-mail to encourage progressing learners to think about and put in place supports for the next academic year;</p> <p>c) Consider having an open event to visit the college and speak to faculty staff for more information prior to interview and to develop better links with residential houses, councils and schools would help.</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 58d</u> to provide opportunities</p> <p><u>Section 60</u> collaboration with other corporate parents.</p>

	adapt, which has strengthened pre-entry arrangements. Contact with care-experienced learners happens sooner because of Transition to College course arrangements/ planned online enrolment etc. for the forthcoming year. The new online enrolment process will operate from late May, so those who have ticked care-experienced will be identified from then. This allows for earlier intervention and support.					
2. Develop effective links with local authorities and other partner agencies in planning action to support the corporate parenting role.	<p>The Corporate Parenting (CP) Team has invited speakers from other organisations to increase links and ensure we are informed appropriately about others' actions. This session (2018/19), we have had speakers from Who Cares? Scotland, Princes Trust and the Lanarkshire Carers Centre. Previously, we had visiting speakers from Who Cares? Scotland, STAF, CELCIS, NLC Inclusion Support Base in Coatbridge and Your Voice, to help inform discussion.</p> <p>We have strengthened links with College Development Network during the creation of the Corporate Parenting online module for use in all colleges.</p> <p>We have a named person from SDS as a member of the CP Team, to increase the support network for our learners.</p>	Corporate Parenting Team	Follow-up by Nov 2019	<p>Next Steps: a) Invite representatives from Corporate Parenting function in local authorities to speak to the CP Team regarding their plans/actions;</p> <p>b) Meeting planned with DWP speaker for new session;</p> <p>c) Consider how the MCR Pathways mentoring scheme could be supportive for our learners.</p>	<p>Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn;</p>	Section 60 collaboration with other parents.
3. Include care-experienced people as a priority group in strategic and operational planning.	<p>A Corporate Parenting Team is established, now meeting 3 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 the previous 2 years</p>	Senior Management Team/ Corporate Parenting Team/ Heads of Faculty	Follow-up by Oct 2019.	<p>Next step: Work with the new Student Association team to increase learner membership of the CP Team.</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>Section 58f to improve as a corporate parent.</p> <p>Section 58a to be alert to any risks;</p>

	<p>but no one came forward to join, despite several requests. There was limited engagement with NCL Student Association (NCLSA), however, this will become more of a priority for session 2019/20.</p> <p>NCL worked with WC?S and CDN to produce a module that can be used in all colleges. The module information is tailored to the specific college and its learners, making it highly relevant. Approx. 700 staff at NCL has completed the online Corporate Parenting module, making them more aware of the issues for care-experienced learners and the college's Corporate Parenting Plan. New staff are being directed to the module as part of their induction and as are members of the Board.</p> <p>We ask learners bi-monthly to get in touch if they want to be involved in a way that suits them.</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>	
4. Increase participation of care-experienced people in college courses.	<p>Curriculum and Quality Leaders (CQLs) now know who their CE learners are in their specific courses, so may be able to encourage them to participate in giving feedback, as well as encouraging progression to higher level courses.</p> <p>A leaflet is available that has information regarding what support care-experienced learners can expect at New College Lanarkshire. It has since been updated to reflect changes each year since its publication.</p>	Corporate Parenting Team	Follow-up by Dec 2019	Next step: Discussion to be had with local authority colleagues to consider ways to increase awareness of and participation in college programmes.	<p>Achieving Support and guidance in 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>	<u>Section 58e</u> to ensure access.

<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>Those who identified as care-experienced in the June 2018 'Transition to College' courses and in pre-registration events were emailed with information on the support that is offered. Student Advisers also visit all Transition courses to let them know of support, making specific reference to support for those who are care-experienced.</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).</p> <p>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 learners.</p> <p>Our systems and communications have evolved, which has allowed for quicker contact with care-experienced learners. Earlier contact, offer of support, local contact etc. Also earlier elimination of those who not care-experienced, so reporting is more accurate.</p> <p>Personal contact is made with them, as soon as they subsequently enrol. Learners 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.</p>	<p>Corporate Parenting Team</p>	<p>Follow-up by Oct 2019</p>	<p>Next step: Check that the question being asked on application and enrolment is understood by learners.</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>
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	<p>New online enrolment process, so those who have ticked care-experienced will be showing from May. This allows for earlier intervention and support.</p> <p>A Summer support e-mail is sent to encourage learners to plan what support they need over the summer so it is in place for the new academic year.</p>					
6. Provide a named contact for care-experienced people.	<p>All learners who identified themselves as care-experienced are now receiving a birthday card from staff at New College Lanarkshire.</p> <p>NCL celebrated Care Day in February 2019. Information was available on who the named contacts were on displays of useful information in the 3 main campuses. 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 learner 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>Other communication includes bi-monthly emails with useful information on support available, including reminder of who they can contact. The contacts at each campus are named on the website and on leaflets etc.</p>	Corporate Parenting Team	Follow-up by Jun 2020	Next steps: continue to provide useful information on supportive contacts to care-experienced learners.	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

<p>7. Provide specific support with completing application for courses including applying for funding.</p>	<p>There was an increase in the number of care-experienced learners who came to pre-registration (67 in Jun 2018, compared to 20 in 2017). Pre-registration is aimed at supporting prospective learners to progress their applications for funding. Learners who identify as care-experienced are followed up to ensure funding is in place.</p> <p>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 learners and others. This is publicised online on the college website.</p>	<p>Corporate Parenting Team</p>	<p>Follow-up by Sep 2019</p>	<p>Next steps: a) Further increase number of learners who are care-experienced pre-registering. Online pre-registration is being used in June 2019;</p> <p>b) Financial planning support for CE learners - work with the Learner Engagement Team to arrange a budgeting event for learners, including a budget calculator in the introductory e-mail sent to new entrants.</p>	<p>Nurtured Having a nurturing and stimulating place to live and grow.</p>	<p>Section 58c to promote the interests;</p> <p>Section 58d to provide opportunities</p> <p>Section 58e to ensure access.</p>
<p>8. Provide specific information on availability of additional support network for when care-experienced individuals need it.</p>	<p>Those attending pre-registration, who identified themselves as care-experienced, are emailed with the information leaflet that outlines support available. This was done in July last session, and will be again this year. It is also sent to all learners who identify as care-experienced at course application, funding application or enrolment</p> <p>Contacts' details are given on the college website. A link to the website is on the bi-monthly e-mails.</p> <p>Individual pastoral support is given when requested, including signposting to internal and external services.</p> <p>Student Advisers identify themselves as contacts who offer support and guidance, in talks to learner groups that take place as part of induction/student welcome. Key Support Advisers work in Motherwell, Coatbridge and Cumbernauld campuses, supporting</p>	<p>Corporate Parenting Team</p>	<p>Follow-up by Dec 2019</p>	<p>Next step: Review feedback from Survey Monkey carried out in late May 2019.</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> <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 risks;</p> <p>Section 58c to promote the interests.</p>

	Broadwood, Hamilton and Kirkintilloch campuses also. They contribute to monitoring and signposting support for care-experienced learners.					
9. Provide clear and transparent information on additional support available to care-experienced people.	<p>Information about college services are embedded in the college website and in the 'My Day' App. Learners can self-refer for support at any time throughout academic term. Lecturers also refer learners to college support services.</p> <p>Support information is available on leaflet, website, welcome e-mail and bi monthly support e-mail.</p> <p>During one-to-one discussion about pastoral support, Student Advisers and Key Support Advisers, when requested, signpost learners to internal and external services.</p> <p>Student Advisers identify themselves as contacts who offer support and guidance, in talks to learner 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.</p> <p>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 starting to offer support if required, and to make them aware of what support they can expect once in college.</p>	Corporate Parenting Team	Follow-up by Jan 2020	<p>Next steps: a) Review information with those who are care-experienced to ensure that it is clear enough;</p> <p>b) Work with Marketing to produce a more visual representation of support available that can be reproduced as a poster or leaflet.</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>	<u>Section 58e</u> to ensure access.

	<p>College staff are strongly encouraged to complete the Corporate Parenting online module to ensure they are fully informed about the need to support our care-experienced learners.</p> <p>There is a college dashboard available for Curriculum and Quality Leaders to access, to identify who on their own courses are care-experienced.</p>					
<p>10. Improve the admission/recruitment processes for care-experienced learners to ensure a smooth procedure that does not discourage participation.</p>	<p>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.</p> <p>Those who tick that they are care-experienced in a Funding application are processed first, where possible, to ensure funding is in place in good time.</p>	<p>Corporate Parenting Team</p>	<p>Follow-up by Jan 2020</p>	<p>Next step: Ensure those who work with care-experienced people, such as school guidance and SDS know where information is available.</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; Section 58b to assess the needs of this group; Section 58e to ensure access.</p>

Stage 2 – On Course

Aim	Progress so far	Responsible team	Timescale	Next steps	Wellbeing indicators	Corporate Parenting Duty
<p>11. Provide clear and transparent information on additional support available to care-experienced people, whilst on-course.</p>	<p>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/care-experienced</p> <p>Details of internal support and links with relevant external partners such as Who Cares? Scotland and SDS are listed.</p> <p>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 learners.</p> <p>Improved systems/database - CQL now have access to a care-experienced dashboard to allow them to identify who is care-experienced on their specific courses.</p>	<p>Corporate Parenting Team</p>	<p>Follow-up by Jan 2020</p>	<p>Next step: Review information with those who are care-experienced to ensure that it is clear enough.</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>	<p><u>Section 58e</u> to ensure access.</p>

<p>12. Provide additional support networks for when care-experienced individuals need it.</p>	<p>In initial contact with care-experienced learners, support arrangements are clearly detailed and local contacts given in a welcome email.</p> <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 improving attendance for care-experienced learners.</p> <p>Bi-monthly contact continues to inform those learners about college support. External agencies are contacted as and when there is a need to do so (always with learner's permission) e.g. Social Work, Barnardo's worker etc.</p>	<p>Corporate Parenting Team</p>	<p>Follow-up by Dec 2018</p>	<p>Next step: Progress still to be made on developing peer mentoring support specifically for CE learners. Follow up on pilot held for specific courses this year.</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> <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 alerts to risks;</p> <p><u>Section 58c</u> to promote the interests.</p>
<p>13. Provide specific activities for care-experienced people to create a sense of belonging.</p>	<p>Survey planned to be carried out before the end of term – 2019 – questions completed for use.</p> <p>NCL now celebrates Care Day in the 3 main campuses, with fun activities and information regarding care-experience and support available in college.</p>	<p>Corporate Parenting Team</p>	<p>Follow-up by Oct 2019</p>	<p>Next step: Review suggested activities with Student Association/Learner Engagement support.</p>	<p>Healthy High standards of physical and mental health; support to make healthy, safe choices;</p> <p>Nurtured Having a nurturing and stimulating place to live and grow.</p>	<p><u>Section 58d</u> to provide opportunities.</p>
<p>14. Include the learner voice from care-experienced people in</p>	<p>This is definitely an area for improvement, as we have had no learner representatives on our Corporate Parenting Team this academic</p>	<p>Corporate Parenting Team</p>	<p>Follow-up by Oct 2019</p>	<p>Next step: Ask Student Association and Learner Engagement to contact</p>	<p>Achieving Support and guidance in</p>	<p><u>Section 58c</u> to promote the interests;</p>

<p>planning of support and activities.</p>	<p>term, despite several attempts to encourage participation. We need to review how we get the learner voice without learner needing to attend Corporate Parenting meetings, as this may be a barrier.</p> <p>Care Day Events are now embedded in the college's Learner Engagement Calendar. This has allowed us to get some feedback, but more is needed. We ask learners bi-monthly to get in touch if they want to be involved in a way that suits them.</p>			<p>care-experienced learners at start of term, to promote participation and to find an appropriate mechanism for getting feedback from them.</p>	<p>learning - boosting skills, confidence & self-esteem;</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 58d</u> to provide opportunities.</p>
<p>15. Develop preventative measures to prevent care-experienced learners withdrawing from college.</p>	<p>NCL continues to work with the Scottish Government Improvement Advisers on the national College Improvement Project (CIP). Part of this project has been to discuss ways to identify 'at risk learners'. Each faculty has set up a Retention and Attainment Team to focus on low performing courses. They are paying particular attention to care-experienced learners.</p> <p>One specific PDSA project for the national CIP has been to establish a pilot on peer mentoring. Although this was not specifically focused on care-experienced learners, the format and the success of this will contribute to further projects that can support CELs.</p> <p>The Key Support Advisers' database has been updated to highlight care-experienced learners, so when they contact absent learners, they are aware of their status, and</p>	<p>Corporate Parenting Team</p>	<p>Follow-up by Jan 2020</p>	<p>Next step: Work with the cross-college Retention and Attainment Improvement Group to look at specific interventions for CELs.</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>

	<p>can identify risk better.</p> <p>CQLs have access now 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.</p> <p>Summer e-mail and welcome e-mail to learners with support available to allow them to plan the support they need. There is also a bi-monthly contact via e-mail to encourage learners to access support, if needed.</p>					
16. Provide clear information on academic/vocational pathways available to care-experienced people.	<p>Clearer information on pathways generally is now on the website for school-college link programmes, which supports care-experienced pupils who may consider college as a route. Entry requirements are now the same across campuses for provision in each curriculum area.</p> <p>http://www.nclanarkshire.ac.uk/students/care-experienced</p>	Corporate Parenting Team/ Heads of Faculty	Follow-up by Jan 2020	Next step: Clearer minimum standards for entry to be established across all course provision.	<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>	<u>Section 58e</u> to ensure access.
17. Increase uptake of HEI opportunities for learners with care experience.	<p>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 learners who may not be given a place. This will be considered under Equalities to make sure there is no unintended discrimination.</p> <p>All care-experienced learners in appropriate</p>	Corporate Parenting Team	Follow-up by Jan 2020	<p>Next Step: a) Liaise with SDS and others who may be working with prospective learners, to ensure they understand the routes available in each curriculum area;</p> <p>b) Collate the current numbers of care-</p>	<p>Achieving Support and guidance in learning - boosting skills, confidence & self-esteem;</p> <p>Included Getting help and guidance to overcome</p>	<u>Section 58d</u> to provide opportunities.

	<p>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.</p> <p>Alongside the usual support for UCAS applications, the college offers a 4pm daily drop-in session for any learners who wanted extra support. Care-experienced learners were emailed separately to inform them of this support.</p>			<p>experienced people applying for SCQF level 7 and above and using UCAS Apply to act as a baseline.</p>	<p>inequalities; full members of the communities in which they live and learn.</p>	
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Stage 3 – Post Course

Aim	Progress so far	Responsible team	Timescale	Next steps	Wellbeing indicators	Corporate Parenting Duty
18. Ensure all care-experienced learners have a positive destination after course.	<p>Any care-experienced learners who withdraw are referred to SDS to contact for follow-up.</p> <p>All care-experienced learners 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. 7 learners this session 2018/19 have taken up the offer, similar to last session.</p>	Corporate Parenting Team	Follow-up by Dec 2019	Next step: To establish a protocol to follow-up those who, after successful completion of course, do not progress to further college-based or HEI study or employment.	<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.	NCL offers, all care-experienced learners who are eligible, to pay for graduation gowns at the annual Awards Ceremony. This is to encourage attendance at the ceremony. Each year approx. 2 or 3 learners take up the offer.	Corporate Parenting Team	Follow-up by Sept 2019	Next step: Offer to be made again each Summer to all eligible learners.	<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.	Part of NCL's Care Day, 2019 event was to gather feedback on the support we offer care-experienced learners. This was	Corporate Parenting Team	Follow-up by Dec 2019	Next step: Make contact with external groups that support care-experienced	<p>Respected Given a voice, and involved in the</p>	<p><u>Section 58c</u> to promote the interests.</p>

	collated and actions are being discussed. We ask learners bi-monthly to get in touch if they want to be involved in a way that suits them.			young people to consider what support we might give for those who are no longer our learners.	decisions that affect their wellbeing;	
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Stage 4 – Monitoring and Evaluation

Aim	Progress so far	Responsible team	Timescale	Next Steps	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.	NCL worked with Who Cares? Scotland and College Development Network to develop an online module for staff to use to better understand the issues for care-experienced learners. The module was tailored to the information related to NCL. College staff are being strongly encouraged to complete this module – around 700 staff have done so, so far. All new staff are asked to complete this module, as it is now part of the staff induction.	Corporate Parenting Team	Follow-up by Jan 2020	Next step: Further check of those who have still to complete the online module to encourage full completion.	Achieving Support and guidance in learning - boosting skills, confidence & self-esteem.	<u>Section 58a</u> to be alert to risks; <u>Section 58c</u> to promote the interests; <u>Section 58f</u> to improve as a corporate parent.
22. Ensure appropriate levels of support available for care-experienced learners pre, during and post-course.	Information gathered from online learner survey can now be filtered to identify care-experienced learners. Survey undertaken twice per year. A Survey Monkey is planned for completing learners by end of May 2019. 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 learners at the heart. The plan is reviewed annually and to ensure an appropriate level of support is available.	Corporate Parenting Team	Follow-up by Sept 2019	Next step: Review the information from the survey of completing care-experienced learners.	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.	<u>Section 58a</u> to be alert to risks; <u>Section 58c</u> to promote the interests.

<p>23. Include the learner voice from care-experienced people in evaluating any aspects of support.</p>	<p>Information gathered from online learner survey can now be filtered to identify care-experienced learners. Survey undertaken twice per year. This will be reviewed to see what differences there might be between care-experienced learners' views and others.</p> <p>Part of NCL's Care Day, 2019 event was to gather feedback on support of care-experienced learners. This is collated and possible actions discussed.</p> <p>Student Advisers discuss how support is working, when meeting with individual care-experienced learners.</p> <p>A Survey Monkey is planned for completing learners by end of May 2019.</p>	<p>Corporate Parenting Team</p>	<p>Follow-up by Dec 2019</p>	<p>Next steps: a) Contact other external agencies for support in improving feedback mechanisms for care-experienced learners; b) Review the information from the survey of completing care-experienced learners.</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 58a</u> to be alert to risks;</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 are 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 learner – 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 on consulting young people about level and type of support required to progress in college, as well as on the plan itself. NCL is working 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.

Ensuring all staff are aware of the needs of care-experienced learners 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 learners. 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 2017 and 31 July 2018) 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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