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Shetland College

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Corporate Parenting Plan



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Shetland College UHI, Gremista, Lerwick

Approved – 30th August 2017

Introduction

As the most northern partner of the University of the Highlands and Islands (UHI) we now have improved access to further and higher education options in Shetland.

We offer an extensive range of flexible learning options, some of which are networked and taught online using innovative learning technologies. Courses are taught from foundation level right through to postgraduate and research degrees.

Our main campus is based in Lerwick and we also deliver courses in our Learning Centres situated in the more remote locations in the islands.

We offer courses in Business, Hospitality & Events, Computing, Community Learning & Essential Skills, Construction, Creative Industries, Heritage & Culture as well as Health & Care.

Over 70% of our enrolments for 2017/18 are for Further Education (FE) and two-thirds of our students study part-time.

Corporate Parenting Responsibilities

Shetland College UHI is defined as a Corporate Parent under the Children and Young People (Scotland) Act 2014.

As a Corporate Parent we will support every care leaver who is under the age of 26 (and was on their 16th birthday or at any subsequent time) but is no longer looked after by a local authority.

It is our duty as a Corporate Parent to:

1. Be alert of issues which might adversely affect the wellbeing of the care experienced learner
2. Assess the needs of care experienced learners for services and support provided
3. Promote the interests of those care experienced learners and provide opportunities and activities designed to promote their wellbeing
4. Take action and support care experienced learners in accessing opportunities, making use of services and receiving support

5. Take action to improve and review our performance as a corporate parent

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

We are committed to widening access to further education in relation to supporting care leavers (only 4% of care leavers in Scotland go from school to university compared with 37% of all school leavers).

Our guiding principles

Care leavers can struggle on their journey into adulthood. Growing up, moving out and becoming independent often happens gradually with ongoing family support.

Care leavers should expect nothing less.

At Shetland College UHI we believe that it is important for us to:

- Recognise the vulnerability of care leavers and prioritise and reference them in policy documents
- Assume all care leavers are entitled to services, support and opportunities. This includes access to bursaries and grants (including Discretionary funds), learning support, support with housing and accommodation options and access to cultural and recreational opportunities
- Demonstrate to care leavers that they are encouraged, enabled and empowered especially with transitions into and out of learning
- Relax age restrictions especially in relation to supporting transitions
- Improve employment transition planning alongside public and third sector bodies
- Give priority to relationship-based practice support

Our commitment

We signed the Who Cares Pledge and we will be proactive in ensuring we deliver the best support that we can to our care experienced learners.

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

The Getting it Right for Every Child (GIRFEC) model is a national approach to supporting the wellbeing and outcomes of all children and young people and is at the source of the Children and Young People (Scotland) Act 2014. Where support cannot be met by family, the GIRFEC approach ensures that all of the child's needs are identified, appropriate support is available and its accessibility is effective. The eight wellbeing indicators which form the basis of GIRFEC: safe, healthy, active, nurtured, achieving, respected, responsible and included (SHANARRI); were taken into account when forming Shetland College's Corporate Parenting Plan and will be used to review and monitor the effective delivery of our duties.

A collaborative approach

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

We are members of the UHI Safeguarding and Care leaver groups which is used to share best practice, knowledge and experience. The University of the Highlands and Islands also has a university wide Corporate Parenting plan which the partner colleges, including Shetland College UHI, hold jointly.

Shetland College UHI works closely with NAFC Marine Centre and Train Shetland. We are all members of the local Employability Working Group (EWG). The EWG comprises local agencies working with vulnerable individuals and those requiring employability support (including care leavers); other members include Skills Development Scotland, Voluntary Action Shetland, NHS Shetland and Council services including Schools, Community Planning and Youth Services. The remit of this group is to "oversee the

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

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

This plan was discussed and developed with our Equalities Committee. The Equalities Committee is represented by a diverse range of college staff and by a member of HISA (Highlands and Islands Student Association) as well as a volunteer student representative.

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

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

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

Review and revision process

Shetland College UHI remains an unincorporated College and operates in accordance with the policies, standing orders and financial regulations of Shetland Islands Council (SIC). On most matters relating to the College SIC has delegated authority to the College Board. In accordance with SIC procedures the Interim Principal makes reports to the Board in an annual cycle of reports and as required.

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

We will update our Corporate Parenting action plan annually and publish it on our website.

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

Our statistical report for 2016-17 provides the most up-to-date information on care leavers applying, accessing and achieving at college. This annual report is our baseline for measuring the progress of our Corporate Parenting Action Plan over time.

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

Every three years, prior to reporting to Scottish Ministers, our Equalities Committee will report on the implementation of the Plan to the College's Academic Board and the Board of Shetland College UHI.

Publishing the plan

Our Corporate Parenting Plan will be published on our website to ensure it is openly accessible. It will be published alongside our main college publications and with the information that is currently available on support for all students.

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

Corporate Parenting Responsibilities Action Plan

1. Be alert of issues which might adversely affect the wellbeing of the care experienced learner				
How will we achieve this?	Outcome to be achieved by	Lead responsibility	How will we evaluate our progress?	Expected Outcomes
Awareness training by local Throughcare & Aftercare Team made available to all College staff	August 2017	Operations Manager	<ul style="list-style-type: none"> ○ Attendance records ○ Training evaluations 	<ul style="list-style-type: none"> ○ Increased staff awareness of challenges facing care experienced students ○ Improved knowledge of actions that can be taken to support care experienced students
Share Corporate Parenting guidance information with staff who were unable to attend training	September 2017	Operations Manager	<ul style="list-style-type: none"> ○ Request read receipt on email ○ Request email feedback from staff 	<ul style="list-style-type: none"> ○ Increased staff awareness of challenges facing care experienced students ○ Improved knowledge of actions that can be taken to support care experienced students
Regular attendance at UHI Safeguarding and Care leaver group	Ongoing	Operations Manager	<ul style="list-style-type: none"> ○ Information gathered shared and discussed with Equalities Committee 	<ul style="list-style-type: none"> ○ Improved knowledge of actions that can be taken to support care experienced students ○ Enhancement of support services for care experienced students ○ Development of positive relationship with partners
Establish regular sharing of case studies (e.g. Who Cares Scotland) through staff communications each semester	November 2017	Operations Manager / Communications	<ul style="list-style-type: none"> ○ Request email feedback from staff at the end of academic year 	<ul style="list-style-type: none"> ○ Increased staff awareness of challenges facing care experienced students ○ Improved knowledge of actions that can be taken to support care experienced students

2. Assess the needs of care experienced learners for services and support provided

How will we achieve this?	Outcome achieved by	Lead responsibility	How will we evaluate our progress?	Expected Outcomes
Establish support connections (including finance) with students who are care experienced learners at pre-entry stage - within 3 weeks of application	August 2017	Guidance	<ul style="list-style-type: none"> Annual learning and support evaluations from care experienced students 	<ul style="list-style-type: none"> Improved knowledge of actions that can be taken to support care experienced students Ensure all care leavers are entitled to services, support and opportunities. Care experienced students are aware of funding options Care experienced students are empowered and form trusting relationships Demonstrate to care leavers that they are encouraged, enabled and empowered especially with transitions into and out of learning
Create a co-ordinated student journey record with all care experienced students. This would be in addition to a Personal Learning Support Plan, which is available to all students at any time of the academic year.	August 2017	Guidance	<ul style="list-style-type: none"> Information gathered shared and discussed with Equalities Committee at end of academic year Student evaluation 	<ul style="list-style-type: none"> Improved knowledge of actions that can be taken to support care experienced students Give priority to relationship-based practice support Clearer identification of emerging needs Increase in retention and success rates for care leavers
Regular attendance at the local inter-agency Employability Working Group (EWG)	Ongoing	Operations Manager	<ul style="list-style-type: none"> Information gathered shared and discussed with Equalities Committee 	<ul style="list-style-type: none"> Improved knowledge of actions that can be taken to support care experienced students Enhancement of support services for care experienced students Development of positive relationship with partners Improved inter-agency working

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

How will we achieve this?	Outcome achieved by	Lead responsibility	How will we evaluate our progress?	Expected Outcomes
Create improved internal processes whereby declarations can be made at any stage of the student journey	September 2017	Guidance / PATs	<ul style="list-style-type: none"> ○ Reports from Dashboard ○ Statistical data shared and monitored with Equalities Committee 	<ul style="list-style-type: none"> ○ More accurate recording of care experienced students/applicants
Ensure information sharing and promotion of HISA activities and student social programmes are central to care experienced induction and student journey	August 2017	Guidance	<ul style="list-style-type: none"> ○ Monitor & review as part of student journey with care experienced students ○ Student engagement annual survey 	<ul style="list-style-type: none"> ○ Enhancement of support services for care experienced students ○ Improve wellbeing for care experienced students ○ Improved social connections and increased confidence for care leavers
Produce a leaflet, which will be given to care experienced students at pre-entry stage, which details support available and how to be involved in student activities and HISA	September 2017	Student Engagement	<ul style="list-style-type: none"> ○ Monitor & review as part of student journey with care experienced students, with annual reporting to Equalities Committee 	<ul style="list-style-type: none"> ○ Improved awareness of available support ○ Demonstrate to care leavers that they are encouraged, enabled and empowered especially with transitions into and out of learning
Promote an annual awareness raising campaign with students, involving care experienced learners, to raise awareness and improve understanding amongst the student population	Ongoing	Student engagement	<ul style="list-style-type: none"> ○ Student engagement annual survey 	<ul style="list-style-type: none"> ○ Improved awareness of amongst student population of challenges facing care leavers

4. Take action and support care experienced learners in accessing opportunities, making use of services and receiving support

How will we achieve this?	Outcome achieved by	Lead responsibility	How will we evaluate our progress?	Expected Outcomes
Work closely with local partners to ensure care experienced students have access to appropriate accommodated 365 days a year	Ongoing	Guidance	<ul style="list-style-type: none"> ○ Guidance records (in relation to funding support for accommodation) ○ Student journey records with care experienced students ○ Bi-annual review meeting with colleagues in Throughcare & Aftercare (SIC) 	<ul style="list-style-type: none"> ○ Enhancement of support services for care experienced students ○ Improved knowledge of actions that can be taken to support care experienced students ○ Improve wellbeing for care experienced students ○ Demonstrate to care leavers that they are encouraged, enabled and empowered especially with transitions into and out of learning
Monitor attendance and progression	Ongoing	Guidance	<ul style="list-style-type: none"> ○ Monitor attendance records and initiate support if attendance or progression drops ○ Monitor & review as part of student journey ○ Report and discuss bi-annually with Equalities Committee 	<ul style="list-style-type: none"> ○ Improved knowledge of actions that can be taken to support care experienced students ○ More accurate recording of care experienced students progression and support needs
Ensure information about College counselling service is included in information shared with care experienced students	August 2017	College Counsellor	<ul style="list-style-type: none"> ○ Statistical data of service usage by care experienced students shared with OM ○ Statistical data shared and monitored with Equalities Committee 	<ul style="list-style-type: none"> ○ Care experienced students supported in asking for and receiving help in relation to their wellbeing ○
Provide academic support for care experienced students where necessary, ensuring care experienced students are signposted at pre-entry stage	Ongoing	Learning Support	<ul style="list-style-type: none"> ○ Statistical data of service usage by care experienced students shared and monitored with Equalities Committee 	<ul style="list-style-type: none"> ○ Care experienced students supported in asking for and receiving help in relation to their learning ○ More accurate recording of care experienced students learning support needs and provision

5. Take action to improve and review our performance as a corporate parent				
How will we achieve this?	Outcome achieved by	Lead responsibility	How will we evaluate our progress?	Expected Outcomes
Improve links with local corporate parent strategic leads	December 2017	Operations Manager	<ul style="list-style-type: none"> ○ Report to Equalities Committee 	<ul style="list-style-type: none"> ○ Improved collaboration and communications
Sign College up to the Care Leavers Covenant	Complete	Operations Manager	<ul style="list-style-type: none"> ○ Report to Equalities Committee 	<ul style="list-style-type: none"> ○ Demonstrate our commitment to principles and actions outlined by the Scottish Care Leavers Covenant
Undertake a rapid impact assessment on College Policies & Procedures to ensure care experienced students are considered	April 2018	Operations Manager	<ul style="list-style-type: none"> ○ Report to Equalities Committee ○ Seek feedback through student journey with care experienced students 	<ul style="list-style-type: none"> ○ Recognise the vulnerability of care leavers and prioritise and reference them in policy documents
Ensure College print marketing materials and online platforms are 'user friendly' and accessible	December 2017	Operations Manager	<ul style="list-style-type: none"> ○ Seek feedback through student journey with care experienced students ○ Student engagement survey ○ Student focus groups 	<ul style="list-style-type: none"> ○ Improve awareness of local learning options ○ Improve understanding of transition routes ○ Increase numbers of care experienced students
Increase information sharing between schools, social work, third sector and the college	December 2017	Operations Manager	<ul style="list-style-type: none"> ○ Data sharing records with statistical reporting monitored and reviewed with Equalities Committee 	<ul style="list-style-type: none"> ○ Improved support continuity and improved transitions ○ Increased collaboration and improved communications
Meet Government requirements for reporting on Corporate Parenting Plan and actions	Awaiting timescales & reporting requirements	OM	<ul style="list-style-type: none"> ○ QIC & Academic Board 	<ul style="list-style-type: none"> ○ Adherence to requirements in relation to Corporate Parenting
Work towards integration within the Tertiary Education sector in Shetland in relation to Corporate Parenting responsibilities	Ongoing	Interim-Joint Principal	<ul style="list-style-type: none"> ○ SMT meetings 	<ul style="list-style-type: none"> ○ Enhancement of support services for care experienced students ○ Shared support resources ○ Increase support provision across sector as a whole