



CITY OF GLASGOW
COLLEGE

Corporate Parenting Plan

Introduction

City of Glasgow College is proud to be a Corporate Parent, and while it is a great privilege, it is also a significant responsibility, which we take seriously as a College.

City of Glasgow College offers a wide range of educational, technical and training opportunities, at levels ranging from foundation courses through to Higher National Diplomas and degree programmes in association with our Higher Education partners. At City, there are opportunities to study at a level that positively encourages success and progression, enabling all of our students to reach their full potential.

Our Board of Management, with our Principal and CEO, continue to work collaboratively with the Glasgow Colleges' Regional Board, other Glasgow Colleges, and Scotland's Corporate Parents to wide access and promote equality, diversity and Inclusion (EDI), guided by our EDI Statement of Fairness, Opportunity and Respect.

We maintain a commitment to Let Learning Flourish through inspiration, excellence and innovation, and this Plan, sets out how we aim to achieve this for our care experienced young people (CEYP) from Glasgow and beyond. As a Buttle UK Quality Mark recipient (2011), City of Glasgow College was already recognised for its range of services and good practice for CEYP. However, our Corporate Parenting Plan outlines both current practice and our aspiration to do the very best we can for our care experienced young people; both potential and current students. The College's Student Experience Strategy, which was informed by students, sets out a commitment to be a College where "Individual needs are anticipated at every step of the student journey and are met in a proactive and meaningful way".

We started this journey as a Corporate Parent being mindful of the needs and wellbeing of our care experienced students. We have achieved a number of actions since January 2017 and will continue to develop our learning, teaching, assessment and services together to meet their needs and aspirations.

Challenges for Care Experienced Young People (CEYP)

Studies have shown that CEYP are more likely to become vulnerable to a range of socio/economic disadvantages including offending behaviour and health problems. For example:

- A third of young offenders and almost a third of the adult prison population self-identify as being care experienced. Due to the need for prisoners to identify themselves as care experienced, these statistics fail to represent reality.¹
- Educational outcomes for CEYP are poor compared with their non-care experienced peers. In 2017/18, 62% of all school leavers achieved at least one qualification at SCQF level 6 or higher, compared with 12% of leavers in care for at least a year and 11% of leavers in care for part of the year².
- Care Experienced children are less likely to be in positive destinations nine months after leaving school. Figures from 2017/18 show that 76% of children in care for the full year and 69% of children in care for part of the year, were in positive destinations. This is compared to 93% of all schools leavers.³
- Figures from 2016/17 show that nine months after leaving school 30% of children in care for part of the year were unemployed. This is compared to 5% of all school leavers.⁴
- Although formal statistics from the local authority state that Care Experienced people make up 6% of homelessness applications this figure relies on self-declaration and does not include those who are sofa-surfing, or in unsuitable accommodation. Practitioners estimate this number could be as high as 30-50%.⁵

¹ Scottish Prison Services, 2016. Prisoners Survey 2015-Young People in Custody. SPS. Edinburgh.

<https://www.sps.gov.uk/Corporate/Publications/Publication-3908.aspx>

² Scottish Government, 2019. Educational Outcomes for Looked After Children 2017/18.

<https://www.gov.scot/publications/education-outcomes-looked-children-2017-18/>

³ Scottish Government, 2019. Educational Outcomes for Looked After Children 2017/18.

<https://www.gov.scot/publications/education-outcomes-looked-children-2017-18/>

⁴ Scottish Government, 2018. Educational Outcomes for Looked After Children 2016/17

<https://www.gov.scot/Publications/2018/06/5796/downloads#res536997>

⁵ Scottish Government, 2018. Homelessness in Scotland 2017-2018

<https://www.gov.scot/publications/homelessness-scotland-2017-18/>

What is Corporate Parenting?



City of Glasgow College is a Corporate Parent as defined by the Children and Young People (Scotland) Act 2014. As Corporate Parents the College has specific responsibilities for Care Experienced Young People who are attending College to ensure that the support and opportunities provided by any parent to their children, are offered by the College to students who have experienced care.

Section 58 of the Act outlines six statutory duties for Corporate Parents which include:

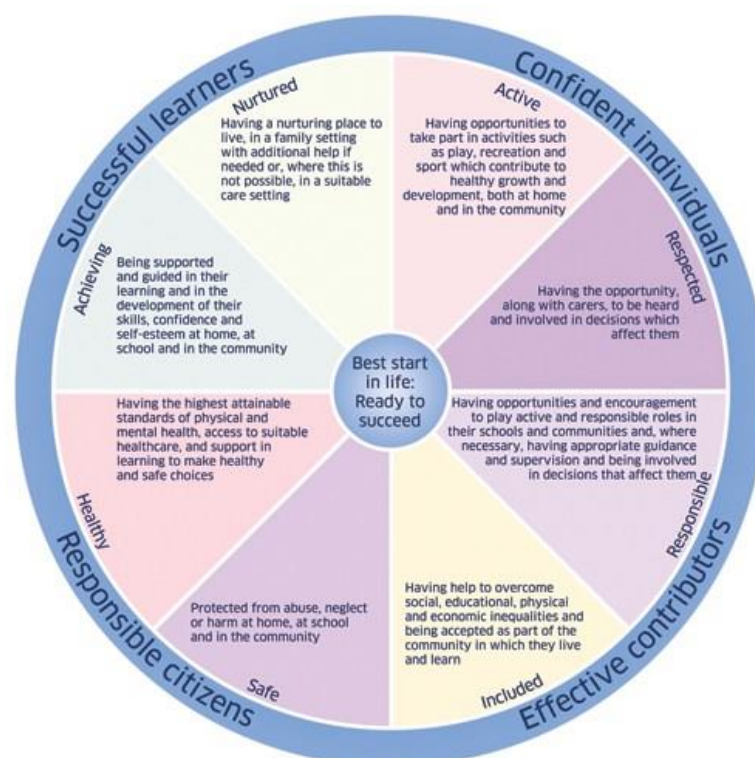
- To be alert to matters which, or which might, adversely affect the wellbeing of a Care Experienced individual.
- Assess the needs of Care Experienced young people for any services or support provided.
- Promote the interests of this group of young people.
- Seek to provide Care Experienced young people with opportunities to promote their wellbeing.
- Take appropriate action to ensure Care Experienced young people can access opportunities and make use of services available to them.
- To review, evaluate and improve our practice and procedures to Corporate Parenting.
- To collaborate with other Corporate Parents when exercising their corporate parenting responsibilities.

As Corporate Parent, the College is committed to working towards the National Ambition and Vision set by the Scottish Funding Council 'for there to be no

difference in outcomes for Care Experienced learners' comparative to their peers by 2021. As a Corporate Parent, City of Glasgow College aims to provide an environment where an individual's needs are met at all stages of the student journey to enable them to become confident, responsible and effective members of the community. Although we cannot replicate some aspects of 'family life', there are many steps we can take to ensure our Care Experienced students feel genuinely supported while at College.

To help make sure everyone- children, young people, parents, and the services that support them- has a common understanding of what wellbeing means, the Scottish Government describes well-being using eight indicators. The College uses the SHANARRI indicators to ensure that Care Experienced young people at City of Glasgow College are provided with equality of opportunity to achieve their potential, realise their talents and ambitions and become successful.

SHANARRI Indicators

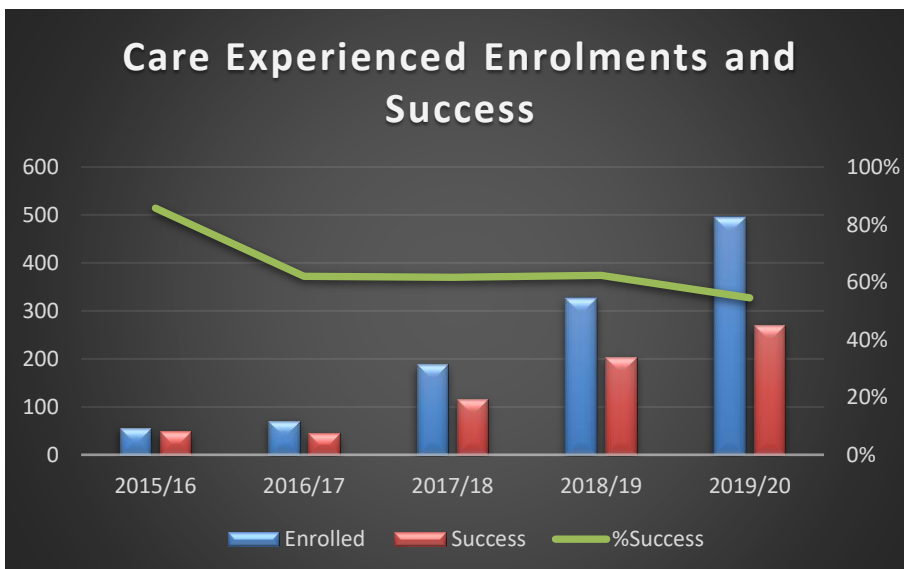


Our Care Experienced Students

The College works closely with our Care Experienced students and partner agencies to provide relevant, person-centred support. Individuals are given a number of opportunities to disclose their status as ‘Care Experienced’ at different stages throughout the application and enrolment process and while on course. At City of



Glasgow College we work closely with partners in Skills Development Scotland, MCR Pathways, Action for Children, Quarriers, Kibble, Throughcare and Aftercare Services and Leaving Care Services to further identify vulnerable individuals. We have a named Student Advisor identified on our website who works with our partners, which helps to develop a supportive working relationship between the College named contact and the student, with the aim of easing some of the stress of transition.



This chart outlines the increase in the number of students declaring their care experience at enrolment. Since the College added the declaration option to our application and enrolment forms numbers have increased annually.

Numbers declaring have increased substantially since 2018/19. This is due in part to Care Experienced individuals being more aware the benefits of self-declaration. The chart also success rates among this group. Success rates for Care Experienced students

were consistent from 2016-2018; however, in 2019/20 success rates dropped to 55% compared to the college average of 72%. This will be due, in part, to the impact of the COVID-19 pandemic; however, a focus on supporting this group to achieve is central to this Corporate Parent plan for 2021-22.

Student destinations for this group are positive. The College leaver destination survey in 2018 identified that 75% of respondents had continued in full-time education, and that only 2% were unemployed.

Responding Care Experienced Students	Percentage
Studying full-time	75%
Studying part-time	2%
Taking time to travel	1%
Unconfirmed	8%
Unemployed and looking for work	2%
Working full-time	9%
Working part-time	3%

Partners

The College works closely with our partners across Glasgow and is represented on a number of Corporate Parent Forums which provide an opportunity to network and share good practice with other Corporate Parents.

- Glasgow Colleges Corporate Parent Forum is a regional forum working with Skills Development Scotland, Social Work, Action for Children and MCR Pathways.
- West of Scotland Care FE & HE Experienced, Estranged and Carer Forum brings named contacts for Care Experienced students at universities and colleges across west and central Scotland.
- Glasgow City Corporate Parent Forum is a working group of corporate parents from across Glasgow city including police, fire service, social work and education providers. The Glasgow Champions Board is also represented on this Forum.
- CDN Access and Inclusion Network is a national FE steering group, which includes information and developments regarding Corporate Parenting.

Action for Children STAY Project

Glasgow College's Regional Board and Action for Children have created a new project focussing on retention of CEYP at College. The STAY Project has funded three Support Workers to work full-time within the three Glasgow Colleges. This project is targeted at young people at risk of withdrawing from their course due to external factors including accommodation, lifestyle and mental health. The Support Workers can work intensively with up to 30 young people who have a high risk of leaving college. The Support Workers have been in place since September 2019. The impact of the project is reviewed annually and has been extended for 2020/21.

Actions achieved and embedded by September 2019

Since publishing our action plan in April 2017, we have achieved and embedded a number of our aims. A number of actions have helped to improve staff awareness of our duties as Corporate Parents. These include:

- Training for the Board of Management, Senior Management Team, Curriculum Heads and Heads of Service. Following restructures, this training is due to be renewed.
- Reviewed college Admissions and Funding Procedures to ensure there are no hidden barriers to gaining access to the College.
- Included College's responsibility as a Corporate Parent within the Equality, Diversity and Inclusion Initiative 2017-21.
- Employed a Student Advisor with responsibility as named Advisor for Care Experienced Young People to ensure a consistent contact.

The following actions are embedded across the college:

- Promotion of duties as a Corporate Parent on college website, prospectus and at school events.
- The Guidance Tracker for teaching staff identifies Care Experienced Young People within a class group.
- Questions on application, enrolment and funding applications to ensure the disclosure process is easy to understand.

- Provide access to Care Experienced Bursary for FE students and support HE students to apply to SAAS.
- Support staff maintain regular CPD through attendance at conferences and seminars to update and maintain skills and knowledge.
- Awareness raising of duties as a Corporate Parent through the Student Induction process.
- Promotion of the college and support available through Propel and Propel FE Scotland.
- Actively work with our partner agencies including universities to ensure smooth transition from college to degree study.
- Unsuccessful applicants are offered a career guidance interview to explore alternative options at the college or partner institutions.
- The requirement for some elements of documentary evidence for Student Support Funds is waived to ensure that Care Experienced will have funding available at the start of their course.
- Students are assisted financially to apply for missing documents e.g. birth certificates that they may require in the future.
- The CEYP Student Advisor tracks attendance and makes contact where the student is absent for more than one week to support return or to support exit and onward referral.
- CEYP Student Advisor checks other declarations e.g. disabilities and introduces the student to the appropriate team.
- Support CEYP to attend graduation and ensure gowns and associated costs are covered.
- Report on outcomes for CEYP to the College's Students, Staff and Equalities Committee.

Actions achieved and embedded by September 2020

- Raise awareness of well-being events to include representation of support services for CEYP.
- Promotion of the College through Propel and Propel FE.
- The Application Tracker for Priority Groups enables early identification of applicants to provide relevant pre-entry support.

- On-course self-referral disclosure option available ‘forever’ on student details area of VLE.
- CEYP can access 52-week lease at Student Accommodation.
- Care Experienced Fund, part of Discretionary Funds, is ring fenced for care-experienced students to access one-off payments for additional costs of attending college.
- Focus groups/forums for care-experienced students are created to input into new and additional services.
- Links created with Baxter Storey for initiative on affordable healthy food such as the free soup initiative.
- Work in partnership with the Students’ Association to both introduce and involve care-experienced students to the work and life of the College through encouragement to join in and become a class representative. Raise awareness of this opportunity during induction class talks.
- The CEYP Student Advisor creates an annual action plan to support this action plan, taking forward new initiatives to support this group.
- A named Careers Advisor is identified and will take on the remit of working with care-experienced individuals at all stages of the learner journey.
- Work with grassroots organisations who support care-experienced individuals to enhance service provision and improve signposting to specialist services.

Action Plan

Our Action Plan was developed with our Care Experienced Young People. The plan focuses on sections 58-61 of the Children and Young People's (Scotland) Act 2014, and outlines our continued actions and the outcomes from 2018-2021. This is a live working document and has been updated in January 2021.

1 Be alert to matters, which might adversely affect the wellbeing of a care-experienced individual.			
Outcome and Related Actions			
1.1	Through College-wide training, staff are alert to the responsibilities of being a Corporate Parent and that this is a whole College responsibility, with additional training opportunities offered where appropriate.	Lead	By (RAG)
1.1.1	Training for new Managers, Associate Deans, Associate Directors and Curriculum Heads following re-organisation.	Director Performance	June 2020
1.1.2	A new training module will be launched as part of mandatory training which will ensure all staff are aware of their individual responsibilities.	Director Performance	June 2020
1.1.3	Training will be embedded in the College-wide New Staff Integration Guide and will ensure all new staff are aware of the College's and their individual responsibilities.	Director Performance	June 2021
1.1.4	Annual 'Care Aware' event will promote the College's responsibilities as a Corporate Parent to staff and students and will involve students with care-experience to help deliver the event. This will be incorporated into other events due to the college closure during covid-19.	CEYP Student Advisor/ CitySA	June 2022
1.1.5	Training rolled out to lecturing staff to improve awareness of barriers for CE students and to improve support for CEYP as part of the Inclusive College Programme.	CEYP Student Advisor	June 2022
1.2.	All care-experienced individuals are alert to the support and services offered by the College.	Lead	By (RAG)
1.2.1	Increase engagement of care-experienced young people with services including CEYP Student Advisor and Learning Support to 50% in year 1 to 75% in year 3.	CEYP Student Advisor	June 2022
1.2.2	Improve engagement with care-experienced young people through social media.	CEYP Student Advisor	Dec 2021

1.2.3	Engage with Action for Children STAY Project Worker to improve retention.	SSWB Manager & CEYP Advisors	Annually
1.2.4	Increase online presence in general for offering support in place of face-to-face meetings during times of college closure.	CEYP Advisor	June 2021
1.2.5	Develop new content, including videos, to include testimonials from former students to highlight their experiences of college.	CEYP Advisor & SSWB Digital Officer	August 2021
1.3	Student Support Services are alert to the requirement of early identification and support for care-experienced applicants.	Lead	By (RAG)
1.3.1	Strengthen partnerships with MCR Pathways to identify CEYP who received targeted support at school earlier in application process.	CEYP Advisor	September 2021
1.3.2	Work with Action for Children school-college support worker to provide pre-entry support for young people from Glasgow schools.	Student Support and Wellbeing Manager	September 2021

2	Assess the needs of care-experienced young people for any services or support.		
Outcome and Related Actions			
2.1	Referral to appropriate services is made at an early stage in the application process.	Lead	By (RAG)
2.1.1	Partnerships with all external student accommodation providers will be established to ensure continuity of accommodation for care-experienced students.	Student Support and Wellbeing Manager/ CEYP Student Advisor	August 2021
2.1.2	A 'summer school' for care-experienced offer holders will provide individuals with an opportunity to attend classes for Library induction; gain knowledge around referencing and formal writing; to complete outstanding funding applications and enrolment forms; and engage with support services. During COVID-19 restrictions may be delivered online.	CEYP Student Advisor	August 2021
2.2	Support Services and Curriculum Teams anticipate and are responsive to the needs of CEYP.	Lead	By (RAG)

2.2.1	Create student-led Care Experienced peer support network within the Students' Association.	CitySA	June 2021
2.2.2	College Dashboard data provides early indicator of likely success providing Academic Advisors and Curriculum Heads with opportunity to put interventions in place to support the student.	Curriculum Heads/Academic Advisors	June 2022
2.2.3	Learning Support teams use college dashboard to identify students with a PLSP, including CEYP, who are not on track to succeed and provides opportunity to put support in place at an early point.	Learning Support and Inclusion Manager	Annually

3	Promote the interests of care-experienced young people.		
Outcome and Related Actions			
3.1	The College is a place where the interests of CEYP are taken fully into account.	Lead	By (RAG)
3.1.1	Ensure the corporate communications to staff and students include positive news stories and celebrate the success of our care-experienced students.	Head Corporate Communications	June 2021
3.1.2	Highlight key dates such as care leavers week to staff and students.	CEYP Advisor	Dec 2021
3.2	The College will have a dedicated, professional support services for all CEYP	Lead	By (RAG)
3.2.1	The CEYP Student Advisor and Careers Advisor will develop new initiatives to improve numbers of care-experienced students articulating successfully to university.	CEYP Student Advisor/Careers Advisor	August 2021
3.2.2	A series of workshops will be developed by CEYP Advisor and Careers Advisor to support employability skills of this group. Due to the COVID-19 lockdown this has been postponed. Students are offered ongoing support on an individual basis.	CEYP Advisor/Careers Advisor	June 2021

4 Seek to provide care-experienced young people with opportunities to promote their wellbeing.			
Outcome and Related Actions			
4.1	Increase the number of CEYP making a successful transition from school to college	Lead	By (RAG)
4.1.1	Analyse application data to identify schools where care experienced students apply from to target these with specific information/outreach. Establish clear routes for transition with MCR pathways Co-ordinators in Glasgow schools.	CEYP Student Advisor/ Schools Prog. Co-ordinator	December 2021
4.1.2	Improve number of offer holders to attend Get Ready for College activities to aid affiliation and increase conversion rates for this group.	CEYP Student Advisor	August 2021
4.1.3	Arrange warm handovers where requested from school/support living accommodations.	CEYP Advisor	August 2021
4.1.4	CEYP are referred to the Named Careers Advisor for exit support with next steps advice and guidance. Ensure seamless transition to support from SDS Careers Advisors for post-college careers support and opportunities, where necessary.	CEYP Student Advisor	August 2021
4.1.5	Exiting CEYP can continue to receive support from Action For Children to avoid becoming NEET.	CEYP Student Advisor	August 2021
4.1.6	Provide exiting CEYP with financial support, if necessary, in the interim while they wait for welfare benefits to start.	CEYP Student Advisor	Annually

5 Take appropriate action to ensure care-experienced young people can access opportunities and make use of the services available to them.			
Outcome and Related Actions			
5.1	Ensure that CEYP are aware of local, regional and national support available to them via email, text and social media.	Lead	By (RAG)
5.1.1	Strengthen networks of support specific for care-experienced individuals e.g. Quarriers Life Coaching initiative and Kibble Transitions Class.	Student Support and Wellbeing Manager/ CEYP Student Advisor	July 2021
5.1.2	Continue to work with Action for Children STAY project to provide support, space and resources for AfC Support Worker for duration of project.	Student Support and Wellbeing	June 2022

		Manager/ CEYP Student Advisor	
5.1.3	Identify appropriate referrals for AfC STAY project to engage with to improve retention for this group.	Student Support and Wellbeing Manager	June 2022
5.1.4	Mentoring programme set up in partnership with Strathclyde University Students' Association to support students moving from FE to HE institutions.	CEYP Student Advisor/CitySA	June 2021
5.2	Ensure that CEYP are aware of and have access to local health services and entitlements.	Lead	By (RAG)
5.2.1	Ensure care-experienced student is registered with their local health centre and if not, signpost to nearest service.	CEYP Student Advisor	Complete
5.2.2	Create an online resource area for care-experienced students to access with links and signposting to various health and wellbeing services including internal college services.	Student Counsellors	Complete
5.2.3	Plan and develop engaging activities, which highlight safety in relation to social media, drugs and alcohol, which may have been missed at school or from family guidance. Physical activities are on-hold due to COVID-19 restrictions; however, messaging has continued via social media.	Student Advisors	July 2021

6	Collaborate with other Corporate Parents when exercising their corporate parenting responsibilities.		
Outcome and Related Actions			
6.1	Review College policies to ensure they take account and support the success of CEYP	Lead	By (RAG)
6.1.1	Review the process for Equality Impact Assessment to include care-experienced individuals.	Equality, Diversity and Inclusion Manager	June 2021
6.1.2	As an employer, include information for care-experienced individuals in recruitment to highlight support available to this group.	Director Human Resources	September 2021
6.2	Monitor conversion rates, retention and success indicators to ensure that PIs for this group are on track	Lead	By (RAG)

6.1.1	Monitor care-experienced conversion rates in Admissions Review to ensure rates are better or equal to that of other priority groups.	Student Admissions and Funding Manager	Complete
6.1.2	Add care-experienced students to the Dashboard to ascertain if success rates are better than or equal to other students.	Performance	June 2021

7	Collaborate with other Corporate Parents when exercising their corporate parenting responsibilities.		
Outcome and Related Actions			
7.1	Ensure continuation and building of relationships with partner agencies.	Lead	By (RAG)
7.1.1	Engage in feedback from partner organisations including CELCIS and Who Cares? Scotland to facilitate continuing improvement in support for this group.	Student Support and Wellbeing Manager	June 2021
7.1.2	Continue to work with partners on local and national forums to assist with seamless transition to college. For example, partnership agreements with SDS and MCR Pathways.	Student Support and Wellbeing Manager	Annually
7.1.3	Monitor conversion rates, retention and success indicators to ensure that PIs for this group are better than national average.	Student Support and Wellbeing Manager	August 2021

8	Continually review and improve performance for care-experienced young people.		
Outcome and Related Actions			
8.1	Review and improve performance	Lead	By (RAG)
8.1.1	Report on outcomes for care-experienced students to the College's Students, Staff and Equalities Committee.	Student Experience Director	Annually

8.1.2	Publish the results for care-experienced students in the College Annual Review to include: % applications declaring care-experience. % conversion from application to enrolment. % partial success on course. % complete success on course. % withdrawal. % destinations. % progressed.	Student Experience Director	Annually
8.1.3	Ensure care-experienced students are consulted on the review of this Action Plan.	Student Support and Wellbeing Manager	April 2021
8.1.4	Work with Glasgow Champions Board via Glasgow Corporate Parent Forum to continually review and improve performance based on sharing good practice with corporate parents across the city.	Student Support and Wellbeing Manager	Annually

Monitoring and Reporting

In accordance with Section 60 of the Children and Young People (Scotland) Act we will produce a Corporate Parenting Report annually in July of each year. The first report was submitted to Scottish Government in July 2018. Further reports will outline our progress against the commitments we have made and will outline further actions up to 2021. The College is fully committed to its duties towards Care Experienced Young People and understands that Scottish Ministers will require the College to report on progress. In this regard the College will ensure that progress is monitored and recorded.