



**CITY** OF GLASGOW  
COLLEGE

## Corporate Parenting Plan



Updated November 2018

Admissions & Student Support

22 November 2018

## 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 is 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

As a group, those with experience of care do not have the same life chances as their peers and studies have shown this group are more likely to become vulnerable to a range of socio/economic disadvantages including offending behaviour and health problems. For example:

- In 2015, 33% of young people in Scottish prisons and 31% of adult prisoners self-identified as have been in care as a child<sup>1</sup>.
- Educational outcomes for Care Experienced Young People are poor compared with their non-care experienced peers; however, this is improving. In 2016, 61% of all school leavers left achieved a least one qualification at SCQF level 6, compared with 16% of leavers in care for at least a year and 8% of leavers in care for part of the year<sup>2</sup>.
- Care Experienced children are less likely to be in positive destinations nine months after leaving school. Figures from 2016/17 show that 76% of children in care for the full year and 64% of children in care for part of the year, were in positive destinations. This is compared to 94% of all schools leavers. <sup>3</sup>
- Care experienced young people are also vulnerable to experiencing long term unemployment or unsustainable employment. Figures from 2016/17 show that nine months after leaving school, 18% of children in care for the full year and 30% of children in care for part of the year were unemployed. This is compared to 5% of all school leavers. <sup>4</sup>
- Although no official statistics are available, support organisations report that care experienced young people are particularly vulnerable to homelessness as a result of leaving care.

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

<sup>2</sup> Scottish Government, 2018. Educational Outcomes for Looked After Children 2016/17. <https://www.gov.scot/Publications/2018/06/5796/downloads#res536997>.

<sup>3</sup> Scottish Government, 2018. Educational Outcomes for Looked After Children 2016/17. <https://www.gov.scot/Publications/2018/06/5796/downloads#res536997>.

<sup>4</sup> Scottish Government, 2018. Educational Outcomes for Looked After Children 2016/17. <https://www.gov.scot/Publications/2018/06/5796/downloads#res536997>



## 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:

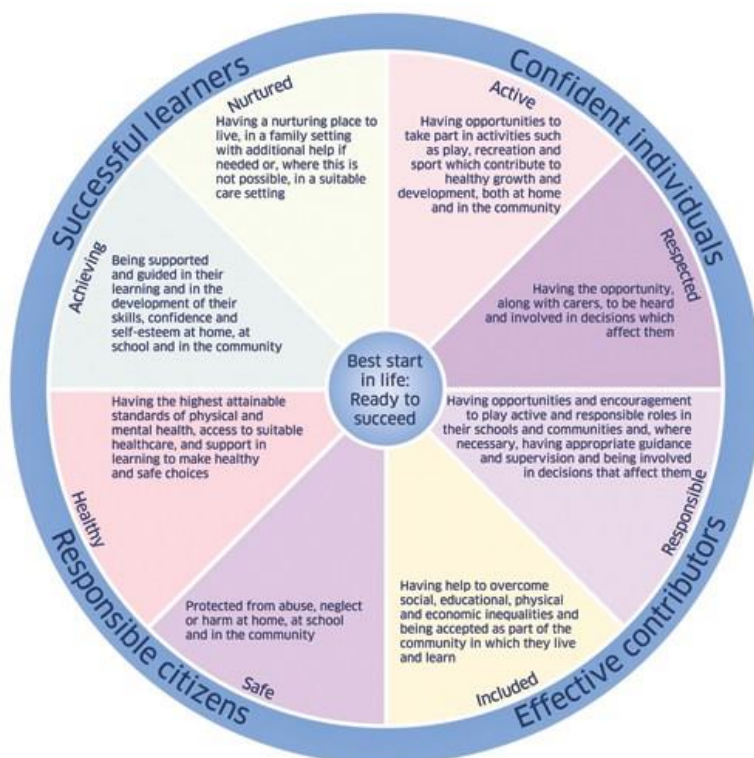
- To be alert to matters which, or which might, adversely affect the wellbeing of a Care Experienced individual.
- Assess the needs of Care Experienced young people for any services or support provided.
- Promote the interests of this group of young people.
- Seek to provide Care Experienced young people 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 using eight indicators. The eight wellbeing indicators are commonly referred to by their initial letters- SHANARRI. 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.

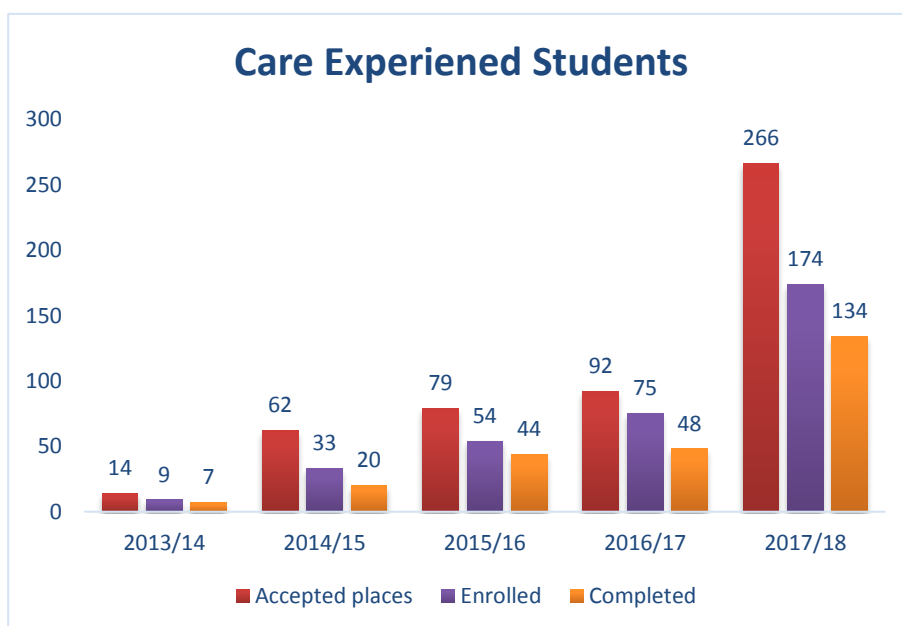
### SHANARRI Indicators



## 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, 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. Since the College added the declaration option to our application and enrolment forms numbers have increased annually. In 2017/18 numbers increased by over 250%. This is due in

part to Care Experienced individuals being more aware the benefits of self-declaration.

The chart also outlines the number of students enrolled and success rates among those students.

College average success for 2017/18 is 82%.

Care exp. Success 2017/18 is 77% compared with 64% in previous year.

## 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 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.

## Actions achieved and embedded by September 2018

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.
- Development of an alert system on our Guidance Tracker for teaching staff to identify Care Experienced Young People within a class group.
- Reviewed questions on application, enrolment and funding applications to ensure the disclosure process is easy to understand.
- 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.
- 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.
- Develop a system of alerts and reports at application and enrolment to ensure appropriate actions are put in place for individuals.
- 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.
- Ensure CEYP are consulted in the development and review of the Corporate Parent Plan.

## 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.

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
1.1.1	Training for new Managers, Associate Deans, Associate Directors and Curriculum Heads following re-organisation.	Director Performance	June 2019
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	November 2018
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	January 2019
1.1.4	A new '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.	CEYP Student Advisor	March 2019?
1.2.	All care-experienced individuals are alert to the support and services offered by the College.	Lead	By
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 2021
1.2.2	Improve engagement with care-experienced young people through social media.	CEYP Student Advisor	June 2019
1.2.3	Continue to promote the College through Propel and Propel FE	CEYP Student Advisor	March 2019
1.3	Student Support Services are alert to the requirement of early identification and support for care-experienced applicants.	Lead	By
1.3.1	The Application Tracker for Priority Groups, introduced in summer 2018 will enable earlier identification of applicants to provide pre-entry support. Applicants will be	CEYP Student Advisor	June 2019

	invited to an initial meeting with the CEYP Student Advisor. This meeting will include a review of needs including Learning Support, welfare needs, and career goals.		
1.3.2	Develop a self-refer/ de-refer option through MyCity so students feel supported to disclose care-experience at any point of their education or to remove this flag from their record if they wish.	Student Support and Wellbeing Manager	January 2019

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
2.1.1	Students can access a 52-week lease in Student Accommodation.	Head Student Accommodation	June 2019
2.1.2	Partnerships with external student accommodation providers will be established to ensure continuity of accommodation for care-experienced students.	Student Support and Wellbeing Manager/ CEYP Student Advisor	June 2019
2.1.3	Create a new Care Experienced Scholarship/Fund from Discretionary Funds ring fenced for care-experienced students to access one-off payments for additional costs of attending college.	Student Support and Wellbeing Manager	August 2019
2.1.4	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.	CEYP Student Advisor	July 2019
2.2	Support Services anticipate and are responsive to the needs of CEYP.	Lead	By
2.2.1	Focus groups/forums for care-experienced students are created to input into new and additional services.	CEYP Student Advisor	December 2018
2.2.2	Breakfast Clubs for care-experienced individuals will provide a regular opportunity to get a healthy meal and engage with the CEYP Student Advisor	CEYP Student Advisor	August 2019

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
3.1.1	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.	Student Engagement Manager/ CEYP Student Advisor	March 2019
3.1.2	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 2019
3.2	The College will have a dedicated, professional support services for all CEYP	Lead	By
3.2.1	The CEYP Student Advisor will create an annual action plan to support this action plan, taking forward new initiatives to support this group.	CEYP Student Advisor	August 2019
3.2.2	A named Careers Advisor will be identified and will take on the remit of working with care-experienced individuals at all stages of the learner journey.	Student Support and Wellbeing Manager	January 2019
3.2.3	The CEYP Student Advisor and Careers Advisor will develop new initiative to improve numbers of care-experienced students articulating successfully to university.	CEYP Student Advisor/ Careers Advisor	May 2019

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
4.1.1	Analyse application data to identify schools where care experienced students apply from to target these with specific information/outreach.	CEYP Student Advisor	August 2019
4.1.2	Improve partnership with MCR Pathways to formalise transitions routes for school pupils.	CEYP Student Advisor	August 2019
4.1.3	Encourage offer holders to attend Get Ready for College activities to aid affiliation and increase conversion rates for this group.	CEYP Student Advisor	August 2019



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.	Lead	By
5.1.1	Develop formalised networks of support specific for care-experienced individuals e.g. Quarriers Life Coaching initiative.	Student Support and Wellbeing Manager/ CEYP Student Advisor	July 2019
5.2	Ensure that CEYP are aware of and have access to local health services and entitlements.	Lead	By
5.2.1	Ensure care-experienced student is registered with their local health centre and if not, signpost to nearest service.	CEYP Student Advisor	December 2019
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	June 2019
5.2.3	Develop an online Hub of mental health services available to individuals.	MHWB Co-ordinator	March 2019
5.2.4	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.	Student Advisors	July 2019

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
6.1.1	Review the process for Equality Impact Assessment to include care-experienced individuals.	Equality, Diversity and Inclusion Manager	August 2019
6.1.2	As an employer, include information for care-experienced individuals in recruitment to highlight support available to this group.	Director Human Resources	August 2019
6.2	Monitor conversion rates, retention and success indicators to ensure that PIs for this group are on track	Lead	By

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	September 2019
6.1.2	Add care-experienced students to the Dashboard to ascertain if success rates are better than or equal to other students.	Student Admissions and Funding Manager	June 2020

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
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	March 2019
7.1.2	Work with grassroots organisations who support care-experienced individuals to enhance service provision and improve signposting to specialist services.	Student Support and Wellbeing Manager	June 2019
7.1.3	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	June 2019
7.2	Monitor conversion rates, retention and success indicators to ensure that PIs for this group are on track	Student Support and Wellbeing Manager	June 2019

8	Continually review and improve performance for care-experienced young people.		
Outcome and Related Actions			
8.1	Review and improve performance	Lead	By
8.1.1	Report on outcomes for care-experienced students to the College’s Students, Staff and Equalities Committee.	Student Experience Director/	October 2019

		Associate Director	
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	November 2019
8.1.3	Ensure care-experienced students are consulted on the review of this Action Plan.	Student Support and Wellbeing Manager	January 2019

## 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.