

Orkney College UHI

Corporate Parenting Plan

2016- 2018

Corporate Parenting Plan

Orkney College UHI is identified as a 'corporate parent' in the Children and Young People (Scotland) Act 2014. We have a duty to produce a plan, to show how we are going to deliver on our corporate parenting responsibilities for care-experienced people. We are committed to our looked after young people/care leavers and have developed this as a 3 year plan.

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 will be 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.

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 often caused by factors outside of their control, such as lack of stability in their care arrangements. Furthermore, 'looked after' school leavers are less likely to go into positive destinations after they leave school and although the gap is narrowing it is still far wider than is desirable.

Orkney College's ambition

Orkney College's ambition is to provide care-experienced young people with the support they need in order to engage and succeed in tertiary education and will play its part alongside other corporate parents, in preparing young people to be confident individuals, responsible citizens and effective contributors within their community. We are committed to working in partnership with other agencies to meet this ambition and we have a strategic commitment to support the development of an accepting and understanding positive culture in relation to care-experienced learners.

It is recognised 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.

Orkney College has representation on Orkney Islands Council's Corporate Parenting forum and UHI Care Leavers Forum. Identified staff have attended training sessions from 'Who Cares? Scotland', and the 'Access and Inclusion Committee at Orkney College will monitor the attainment of care-experience young people within the college. The College has a single point of contact for all care experienced young people in the College because of the numbers involved.

Orkney College's Plan

The four stages of the plan, Transitions, Application and Enrolment; Staying on-Course; Post Course and Monitoring and Evaluation are collectively considered in terms of the Wellbeing Indicators of "Getting it Right for Every Child". The eight 'indicators' of wellbeing that form the basis of Getting it Right for Every Child are – safe, healthy, achieving, nurtured, active, respected, responsible and included.

The Children and Young People (Scotland) Act 2014 also requires Corporate Parents to demonstrate how they intend to meet the obligations in Sections 58 to 61 of the Act. This plan indicates where these are met or will be met.

Stage 1 - Transitions, Application and Enrolment

Aim	How we will undertake this	Responsible team	Timescale	Progress so far	Wellbeing indicators	Corporate Parenting Duty
Develop pre-entry work to close the gap, including increasing opportunities to encourage aspiration to go on to FE/HE.	<p>Develop an agreement with local authorities and schools and SDS to identify early care-experienced learners who would benefit from early awareness raising of possible avenues and pathways in college.</p> <p>Work with key contacts in schools and in OIC local authority to ensure a successful transition for individuals within this group.</p>	<p>Access & Inclusion Group</p> <p>AP –Corporate Parenting</p> <p>AP – Schools Liaison</p>	By 31 July 2017	<p>This is at an early stage.</p> <p>Further discussion needed with SDS/Schools and OIC to identify how this could work.</p>	<p>Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn.</p>	<p>Section 58d to provide opportunities;</p> <p>Section 60 collaboration with other corporate parents.</p>
Develop effective links with local authority in planning action to support the corporate parenting role.	Have college representation on OIC local authority corporate parenting planning group.	AP	December 2016	A named staff OC staff representing Orkney College on OIC Corporate Parenting Group.	<p>Included Getting help and guidance to overcome inequalities; full members of the community in which they live and learn.</p>	<p>Section 60 collaboration with other parents.</p>
Include care-experienced people as a priority group in strategic and operational planning.	<p>Highlight care-experienced people as a priority group in the Orkney College UHI strategic plan.</p> <p>Give all staff information regarding the life chances of care-experienced people to ensure all are aware of the need for this to be a priority.</p> <p>Use internal college committees and teams to promote the positive aspects of supporting care-experienced learners to achieve.</p> <p>Invite care-experienced representative onto the Access & Inclusion Committee.</p>	Senior Management Team/ Access & Inclusion Group	December 2016	<p>CPD event planned on Corporate Parenting in June allowing more staff to be aware of the needs and life chances of care-experienced people.</p> <p>Corporate Parenting has been included as part of the remit of the Access & Inclusion group.</p> <p>A care-experienced learner will be invited to attend the Access & Inclusion group committee in the academic year 2016/17</p>	<p>Achieving Support and guidance in learning - boosting skills, confidence & self-esteem;</p> <p>Nurtured Having a nurturing and stimulating place to live and grow;</p> <p>Respected Given a voice, and involved in the decisions that affect their wellbeing;</p> <p>Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn.</p>	<p>Section 58f to improve as a corporate parent.</p>

Aim	How we will undertake this	Responsible team	Timescale	Progress so far	Wellbeing indicators	Corporate Parenting Duty
<p>Increase participation of care-experienced people in college courses.</p>	<p>Develop materials that target care- experienced learners to increase knowledge of support available, improving contact both prior and during application.</p> <p>Liaise with key contacts in schools to increase their awareness of courses and support in college, to lead to increased participation.</p> <p>Collate and monitor the numbers of care-experienced people participating in college courses.</p>	<p>Access & Inclusion group</p> <p>Student Engagement</p> <p>Marketing</p> <p>CMT</p>	<p>June 2018</p>	<p>A leaflet will be produced for 2016/17 to include information regarding what support care-experienced learners can expect at Orkney College and their entitlements.</p> <p>Student Records to provide statistics on last session's care-experienced learners for comparison.</p>	<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>	<p>Section 58e to ensure access.</p>
<p>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>Provide opportunities for individuals to identify themselves as care-experienced via question on application form, at bursary/EMA stage and on enrolment.</p>	<p>Student Records/Admissions/Access & Inclusion Group</p>	<p>September 2016</p>	<p>Individuals who identified at funding application stage to be contacted and given information via a leaflet on what support Orkney College can offer.</p>	<p>Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn.</p>	<p>Section 58a to be alert to any risks;</p> <p>Section 58b to assess the needs of this group;</p> <p>Section 58c to promote the interests.</p>
<p>Provide a named contact for care-experienced people.</p>	<p>A named contact will be publicized in leaflets and on website and at induction, as well as in external publications, such as 'The College Handbook for Looked After Young People and Care Leavers'. This named contact will be a source of support for care-experienced learners.</p> <p>Contact to be made with all applicants/learners who identify themselves as care-experienced to offer support prior to course beginning</p>	<p>AP</p>	<p>September 2016</p>	<p>AP will be the main care-experienced learner contact and will be named in the information leaflet.</p>	<p>Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn.</p>	<p>Section 58c to promote the interests</p>

Aim	How we will undertake this	Responsible team	Timescale	Progress so far	Wellbeing indicators	Corporate Parenting Duty
Provide specific support with completing application for courses including applying for funding.	Liaise with OIC to determine status to support funding application. Make contact with care-experienced individuals to offer support if required.	AP Student Records/Admissions	September 2016	Currently the 'named contact' will undertake the liaison role. Admissions Officer will also offer support with funding applications targeting both care-experienced prospective learners and others. This will be published on the college website.	Nurtured Having a nurturing and stimulating place to live and grow.	Section 58c to promote the interests; Section 58d to provide opportunities; Section 58e to ensure access.
Provide additional support network for when care-experienced individuals at the point of need.	Provide a clear guide to contacts who can offer support and guidance; the named contact, College counselling service and external agencies within OIC	AP Access & Inclusion	December 2016	An information leaflet will be published and available to all learners who identify themselves as care-experienced at funding application or enrolment . It will also be placed on the College website.	Safe Protected from abuse, neglect or harm; Achieving Support and guidance in learning - boosting skills, confidence & self-esteem; Respected Given a voice, and involved in the decisions that affect their wellbeing; Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn.	Section 58a to be alert to risks; Section 58c to promote the interests.
Provide clear and transparent information on additional support available to care-experienced people.	At induction provide individual information on support available for care-experienced learners. Ensure all Curriculum are aware of support mechanisms in place at the College	AP CL's	December 2016	An information leaflet will be published and available for the start of the academic year 2016/17. All learners who identify as care-experienced at funding application or enrolment will be given this leaflet. It will also be placed on the college intranet and website. The named contact will liaise with individuals about the support available for care-experienced learners to make them aware of what support they can expect once in college.	Safe Protected from abuse, neglect or harm; 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.	Section 58e to ensure access.

Stage 2 – Staying-on-Course

Aim	How we will undertake this	Responsible team	Timescale	Progress so far	Wellbeing indicators	Corporate Parenting Duty
Provide clear and transparent information on additional support available to care-experienced people.	<p>Ensure all staff interacting with learners are aware of support mechanisms.</p> <p>Information is Staff and Student College News to be made available throughout academic year to highlight additional support available and progress made</p>	<p>AP</p> <p>Access & Inclusion group</p>	<p>June 2017</p>	<p>An information leaflet to be published by September 2016. All learners who identify as care-experienced at funding application or enrolment to be sent this leaflet. It will also be placed on the college intranet and website.</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>Section 58e to ensure access.</p>
Provide additional support networks for when care-experienced individuals at the point of need.	<p>Provide a clear guide to contacts who can offer support and guidance as well as the named contact, counselling service and services within OIC.</p> <p>Use Student Records staff to help support track and monitor attendance and participation to prevent care-experienced learners withdrawing from their course.</p>	<p>Access & Inclusion group</p>	<p>June 2017</p>	<p>Orkney College has a named care-experienced learners' contact whose role covers support and guidance for this cohort of learners</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 alerts to risks;</p> <p>Section 58c to promote the interests.</p>
Include the learner voice from care-experienced people in planning of support and activities.	<p>Invite care-experienced learner representative on to Access & Inclusion group to help shape further work and action on the College's Corporate Parenting plan.</p>	<p>Access & Inclusion</p>	<p>June 2017</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 58c to promote the interests;</p> <p>Section 58d to provide opportunities.</p>

Aim	How we will undertake this	Responsible team	Timescale	Progress so far	Wellbeing indicators	Corporate Parenting Duty
<p>Increase support mechanisms available for care-experienced people.</p> <p>Develop preventative measures to prevent care-experienced learners withdrawing from college.</p>	<p>Develop a system of contact that identifies learners who may be at risk of withdrawing from their course, including an early warning set of indicators for the same.</p>	<p>AP Access & Inclusion group</p>	<p>June 2018</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>Section 58a to be alert to risks;</p> <p>Section 58c to promote the interests.</p>
<p>Provide clear information on academic/vocational pathways available to care-experienced people.</p>	<p>Named contact to offer guidance on possible progression opportunities within College, UHI and into employment</p>	<p>AP UHI Careers Service SDS</p>	<p>June 2017</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>Section 58e to ensure access.</p>
<p>Increase uptake of HEI opportunities for learners with care experience.</p>	<p>Collate and monitor the numbers of care-experienced people applying for SCQF level 7 and above.</p> <p>Support learners with UCAS applications, with opportunity for one-to-one support for personal statements and payment of UCAS fee.</p>	<p>AP Access & Inclusion</p>	<p>June 2018</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>Section 58d to provide opportunities.</p>

Stage 3 – Post Course

Aim	How we will undertake this	Responsible team	Timescale	Progress so far	Wellbeing indicators	Corporate Parenting Duty
Ensure all care-experienced learners have a positive destination after course.	<p>Ensure all care-experienced people withdrawing for courses are referred to SDS where there is no positive destination.</p> <p>Make contact via the named contact to offer any additional support or contacts for learners.</p>	<p>AP Access & Inclusion group</p>	<p>June 2018</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>Section 58b to assess the needs;</p> <p>Section 58c to promote the interests.</p>
Provide clear information on academic/vocational pathways available to care-experienced people.	<p>Provide links on website and in publications directly to care-experienced people, with support from named contact</p> <p>Contact learners at end of course to ensure they are aware of next steps and alternatives. This will be done in collaboration with UHI careers service, CL's, with appropriate referral to SDS, if required.</p>	<p>AP Access & Inclusion UHI Careers Service SDS</p>	<p>By 31 July 2018</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>Section 58e to ensure access.</p>
Celebrate success of care-experienced learners.	<p>Contact learners to agree payment for academic gowns for awards ceremony (SCQF Level 7 and above) to increase likelihood of participation in college celebration of success.</p>	<p>AP/CMT Secretary</p>	<p>June 2017</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>Section 58c to promote the interests.</p>
Increase the learner voice for care-experienced learners post course.	<p>Contact care-experienced learners to ask for specific feedback on course and college support.</p>	<p>AP Access & Inclusion</p>	<p>June 2018</p>		<p>Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn.</p>	<p>Section 58c to promote the interests.</p>

Stage 4 – Monitoring and Evaluation

Aim	How we will undertake this	Responsible team	Timescale	Progress so far	Wellbeing indicators	Corporate Parenting Duty
To ensure up-to-date knowledge of the position of care-experienced people nationally and in Orkney.	Collate statistics on number of care-experienced individuals taking part and succeeding in college courses, comparing that to national statistics. Statistics including the number and proportion of learners moving SCQF levels, early withdrawal and later withdrawal and successful outcomes.	AP Access & Inclusion Student Records	By 31 July 2017	National statistics on attainment provided by WhoCares? Scotland and Scottish Government Statistics. Performance Indicators to be devised for the 2016/17 session	Achieving Support and guidance in learning - boosting skills, confidence & self-esteem.	Section 58a to be alert to risks; Section 58c to promote the interests; Section 58f to improve as a corporate parent.
Ensure appropriate levels of support available for care-experienced learners pre, during and post-course.	Review aspects of plan to ensure appropriate levels of support and success. Take feedback from completing care-experienced learners. Have as agenda item for Access & Inclusion Group	AP Access & Inclusion	June 2018	Access & Inclusion agenda includes Corporate Parenting as an agenda item.	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.	Section 58a to be alert to risks; Section 58c to promote the interests.
Include the learner voice from care-experienced people in evaluating any aspects of support.	Ask for specific feedback from care-experienced people on the plan, the activities and the support available.	Access & Inclusion	June 2017		Respected Given a voice, and involved in the decisions that affect their wellbeing; Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn.	Section 58a to be alert to risks; Section 58f to improve as a corporate parent.

Key indicators to be used to determine successful outcomes of the Orkney College plan

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 student –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.
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Further work needed:

Further work also needs to be undertaken to consider ways in which to improve learners’ experiences in other areas of the protected characteristics such as disability, gender and age.

Sources of further information

- CELCIS (Centre for Excellence for Looked After Children in Scotland) <http://www.celcis.org/>;
- WhoCares? Scotland
- Skills Development Scotland <https://www.skillsdevelopmentscotland.co.uk/> ;
- The College Handbook for Looked After Young People and Care Leavers <http://www.stir.ac.uk/media/wwwstiracuk/studentrecruitment/documents/CollegeHandbookforLookedAfterYoungPeopleandCareLeavers.pdf> ;
- Scottish Government statistics
- The Children and Young People (Scotland) Act 2014;
- Wellbeing Indicators of GIRFEC: <http://www.gov.scot/Topics/People/Young-People/gettingitright/background/wellbeing>