



# University of the Highlands and Islands Moray College



Corporate Parenting Plan

Moray College UHI

Version date: 10<sup>th</sup> April 2017

## **Introduction**

Moray College UHI is one of the three largest academic partners of the University of the Highlands and Islands. Our college is set in the centre of the Cathedral city of Elgin with a population 110,000 where we have two campuses. We deliver courses ranging from Further Education courses including SVQ and National Certificates focusing on learning within a realistic work environment through to HNC, HND, Degree and Postgraduate courses at our main campus and at our Technology Centre. Our courses can be studied full time, part-time, online or as distance learning.

At Moray College UHI there are currently 3743 students enrolled at the college, 2591 on Further Education and 1152 within Higher Education programmes.

We strive to ensure all our students' experiences are the best they can be; our objective is to help them to maximise their potential. We pride ourselves in being an inclusive organisation that welcomes applications from young people, from a wide range of backgrounds and are keen to ensure that looked after children and care leavers have the opportunities and support to make a success of their time at College.

The College's ambitions are expressed in its Mission, Vision and Values which are set out in the Strategic Plan 2016-2020. These are:

## **Mission Statement**

**“To transform lives, and to be at the heart of transformation in Moray and the wider region”**

We will achieve this through delivering experience of teaching, learning and support.

## Vision Statement

Our Vision is that we will be 'famous' for:

- The quality of our **teaching, learning and support**
- Our **partnership work with stakeholders**
- The positive **impact and outcomes** of what we do
- **Our values** – doing the right things in the right way

## Values Statement

The 'CORE' Values that govern our behaviour are therefore:

- **Collaboration**
- **Openness**
- **Respect**
- **Excellence**

## Definition of Corporate Parent

The College is identified as a "Corporate Parent" in the Children and Young People (Scotland) Act 2014. Corporate Parenting is defined as:

*"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."*

Part of the Act requires Corporate Parents to show how they are meeting the requirements in sections 58 to 61: this plan indicates how we will meet these. Although responsibility for the management of the care experienced is allocated to one team within the

college, the role of corporate parent belongs to every individual within the organisation and we are all responsible for fulfilling these corporate parenting duties.

The Act is also underpinned by Getting it Right for Every Child (GIRFEC) which is a national approach to improving the wellbeing of children and young people in Scotland, and it also refers to the eight wellbeing indicators known as SHANARRI, which offer a holistic view of each young person, identifying their strengths along with their barriers to growth and development.

- **Safe:** protected from abuse, neglect or harm
- **Healthy:** having the best possible standards of physical and mental health support to make healthy and safe choices
- **Achieving:** accomplishing goals and boosting skills, confidence and self esteem
- **Nurtured:** having a nurturing and stimulating place to live and grow
- **Active:** having opportunities to take part in activities
- **Respected:** being given a voice, being listened to, and being involved in the decisions which affect their wellbeing
- **Responsible:** taking an active role within their home, school and community
- **Included:** being a full member of the communities in which they live and learn, receiving help and guidance to overcome inequalities

### **Committed as a Corporate Parent**

The College has signed the Who Cares? Scotland “pledge to listen” to children and young people in care pledging that “ the college is totally committed to working as a team, in partnership with care experienced young people to ensure that we provide the best possible opportunities for these young people to develop their talents and achieve their full potential”.

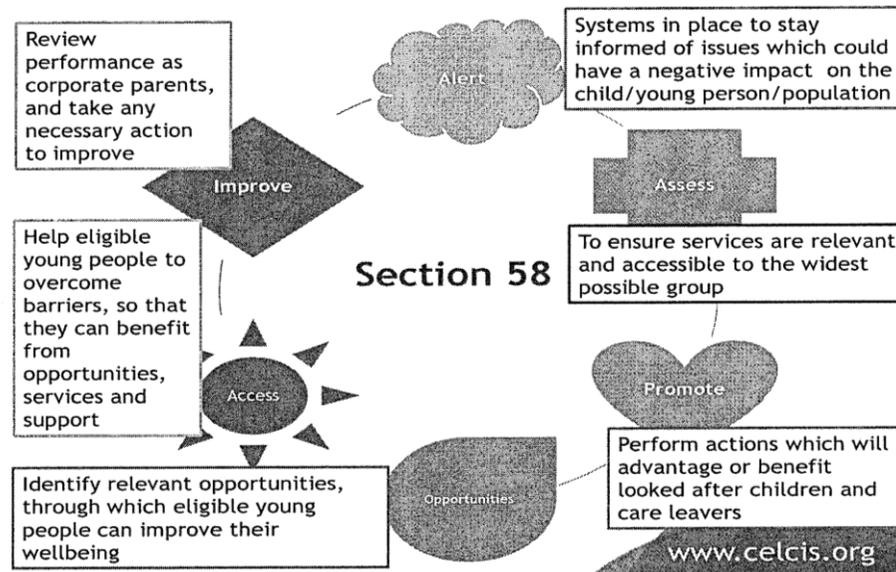
As a Corporate Parent we have also signed up to the Scottish Care Leavers Covenant, where the College will endorse the principles and actions outlined in the Covenant, incorporating them within this action plan and will work with our corporate parenting partners to deliver the transformational change required to improve outcomes for all our care leavers into adulthood.

## **Creating our First Corporate Parenting Plan**

Moray College in preparation of writing this plan has collaborated with students who have experience in the care system, the Highlands and Island Student Association (HISA) and a range of corporate parents. This plan shall be presented to Moray Council Corporate Parenting Operational Group which has representation from Police Scotland, Social Work, Education NHS Moray and Housing. We have also consulted with Who Cares Scotland and The Centre for Excellence for looked after Children In Scotland (CELCIS), the local Developing Young Workforce (DWF) Group and the “Moray Council Family Firm” part of a wider Corporate parenting approach which aims to support young people as they move into adulthood. We have also attended College Development Network Parenting events and in house University of Highlands and Islands (UHI) events, providing opportunities to network and share good practice.

## **Who is our plan for?**

Moray College UHI will support every young person under the age of 26 who is looked after by a local authority through Foster Care placement, Supervision Order, Kinship Care order or in Residential Care and these young people who were in care on or any time after their 16<sup>th</sup> birthday but are no longer looked after by a local authority known as a “Care Leaver”. We have a duty to show how we aim to deliver on our corporate parenting responsibilities for care experienced students and have a duty to produce a plan which will outline how we do this. As a Corporate Parent we should be able to provide the best possible support and care for young people.



## What Corporate Parenting means for us

Moray College is proud to be an integral part of the community serving “**ALL**” and strives to provide excellent support to all students. We recognise the difficulties students from care backgrounds can have and we need to ensure we can make their transition and journey as seamless as possible.

Corporate Parenting means that we have a duty to :

- Collaborate with other corporate parents
- Talk to young people, families and carers
- Develop a plan to specifically support care-experienced students
- Report on what we are doing every 3 years.
- take any other action that we consider appropriate for the purposes of improving the way in which we exercise our service in relation to looked after young people and care leavers
- Ensure we undertake educational and employment transition planning for young people in care. This starts early with sustained support from public and third sector bodies and employers available throughout their journey toward and into employment as is deemed necessary.

### **Current Support**

The College already recognises the needs of care experienced students and has been working to support them. We were awarded the Buttle UK Quality Mark in 2014, which endorsed our commitment to young people in and leaving care, and we are committed to continually improving access to education for this vulnerable group of learners.

We currently gather information which is disclosed. This comes from referrals through Moray Council supported by a Data Sharing Agreement with Skills Development Scotland (SDS). We receive information from students in a care background from themselves verbally, via application and enrolment forms and a wide range of external bodies including:

- Schools
- Through Care After Care
- Action for Children
- Employment Support Services
- Jobcentre Plus
- Beech Brae Education Centre
- Foster Care
- Who Cares Scotland

- Aberlour Mentoring and Kinship Care.

We have recently expanded our support services by introducing Learning Development Workers who, working closely with teaching staff, shall work directly with students to gain the best possible support and outcomes. This role includes a particular remit for ensuring support for students currently in care or those who have come from a care background. They shall work closely with the our Student Services team, our Learning Support team, Skills Development Scotland staff and our Associate Director for Curriculum and Quality who looks after all those transitioning from school.

We also are part of the Moray Corporate Parenting Family Firm, the Moray Corporate Parenting Planning Group and participate in the activities organised by the Champions Board in Moray whose official launch will be on June 7<sup>th</sup> 2017. The proposed Champion's Board represents an excellent opportunity for the College to work with key partners in social care, city governance, health and other sectors to further develop the support offered to people with care experience. The College's support and membership of this body will give it a chance to learn directly from the service users involved regarding what they think and feel would support them; helping the college to improve its services and performance as a Corporate Parent.

### **Baseline Student Data**

The College started to ask whether students were care experienced from Session 2015/2016.

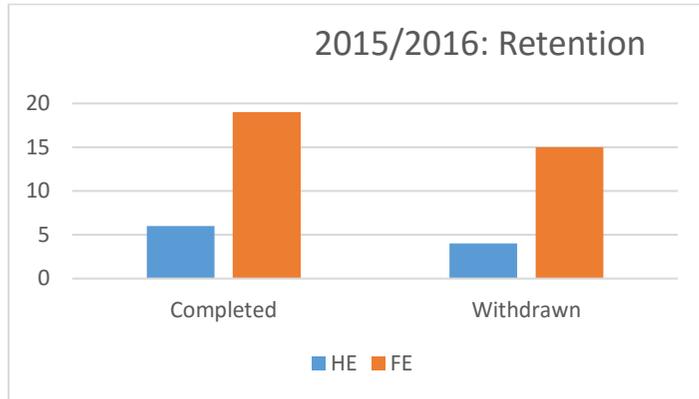
It is clear that the additional support in place for care experienced students in Session 2016/2017 has had a significant impact on the number of students who now complete their course, with an increase of 29% of FE students and 21% of HE students.

At this time the attainment performance indicator rates are not available for Session 2016/2017.

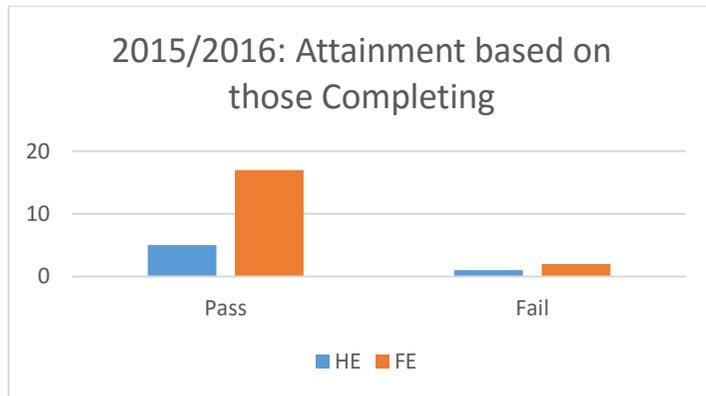
As student numbers are small in terms of overall student population it is difficult to compare the performance indicator rates of those students with care experience against the college student population as a whole however additional plans are in place to improve the support for students and their outcomes will be carefully monitored going forward.

The tables and graphs in Appendix 1 provide summary information however the Corporate Parenting Action Plan (Appendix 2) has been informed by more detailed student data analysis.

## Appendix 1: Summary Baseline Student Data

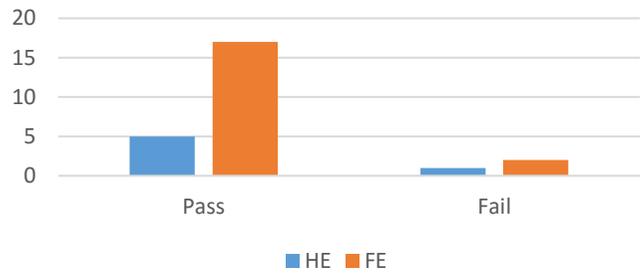


2015/2016: : Retention				
	Completed	Withdrawn	Rate	Overall College Rate
HE	6	4	60%	
FE	19	15	56%	76%
Total	25	19		



2015/2016: Attainment (based on those completing)			
	Pass	Fail	Rate
HE	5	1	83%
FE	17	2	89%

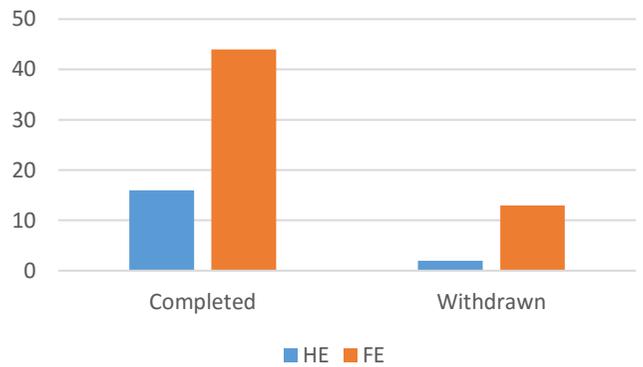
2015/2016: Attainment based on Enrolments



2015/2016: Attainment (based on student numbers enrolling)

	Pass	Fail	Withdrawn	Rate	Overall College Rate
HE	5	1	4	50%	
FE	17	2	15	50%	64%

2016/2017: Retention



2016/2017: Retention (as of date of report)

	Completed	Withdrawn	Rate
HE	16	2	89%
FE	44	13	77%
Total	60	15	

## Appendix 2: Corporate Parenting Action Plan

### The Plan

The plan covers each of the six area's and follows the model developed by the Centre For Excellence for looked after Children in Scotland (CELCIS). The six areas are:



#### Corporate Parenting Action Plan

Area	Current Relevant Activities	Actions needed to progress work in this area	Expected Outcomes
1 Alert	1.1 Care Leavers and Looked After Young People (LAYP) have a named person in Student Services, The Student Advice manager. All staff are aware who to signpost too and will support the student until contact is made.	All Staff in college are aware of issues which may affect LAYP and Care leavers.	Monitor attendance and progress. Liaise with social workers, residential care workers, through care after care etc. attend review meetings.

Area	Current Relevant Activities	Actions needed to progress work in this area	Expected Outcomes
	1.2 Moray college is involved in Transitional planning with Moray Council and a member of their Family Firm. This provides a framework for the council and Corporate parenting partners to offer learning opportunities for care experienced young people and others who require additional support. Our Associate Director of Curriculum and quality oversees all transitional issues. We have a Data Sharing HUB with Skills development Scotland (SDS) and work closely with them.	Continue communication with school guidance and sharing data.	We should be aware of all students who have been in care from our other corporate parents and who have disclosed themselves. Continue to collaborate with our partners to identify prospective students and encourage disclosure.
	1.3 Keep in communication and engage with corporate partners.	Phone calls/ visits and emails.	Fewer students arriving whose needs we are not aware. Identify all care leavers and LAYP.
<b>1 Alert</b>	1.4 Advice sessions for students at pre start events and induction to include general care leaver info. Ensuring named person is introduced.	All teaching staff made aware to sign post students in their class inductions.	Students aware of the support in place. Give advice and information to make sure they are fully supported and aware of support available.
	1.5 Application and enrolment forms have section for care leavers to disclose.	Continue to do this.	Making sure all students have an opportunity to disclose at start of session and also during session.
	1.6 Ensure we have named contact for The Family Firm and Champions board.	Information sent out to all relevant agencies.	More direct communication.

Area	Current Relevant Activities	Actions needed to progress work in this area	Expected Outcomes
	1.7 Organise a care leavers group.	Arrange meetings twice a semester.	Awareness of issues/difficulties from the young people themselves. Opportunity to develop more user friendly systems.
	1.8 Staff development.	August staff development programme to communicate information regarding care leaver LAYP and carers. Developing online training module for all UHI staff.	Awareness of the difficulties to make sure the care leavers are not disadvantaged.
	1.9 Learning support workers hold session in The Study bar.	Identify struggling students and refer for assessment and possible personal support plan.	Support plan put in place.
	1.20 All new staff made aware of care and LAYP plan.	At induction.	An awareness of responsibilities and risks.
	1.21 Through care after care team.	Continue to keep in regular contact.	Continue Multi Agency support.
	1.22 member of councils Corporate parenting team and Family Firm.	Ensuring all communication between partners.	Relevant Information sharing.
	1.23 A change in Student Behaviour.	Be proactive rather than re –active.	Support and sign post to appropriate agencies for help.
<b>1 Alert</b>	1.24 Highlands and islands Student Association (HISA )and Class reps are made aware of who to liaise with if they are dealing with an issue regarding a LAYP person or care leaver. They must sign post.	Training for Class Reps and HISA.	All relevant staff aware of possible issues surrounding a LAYP or Care leaver.
	1.25 Residential Care homes, Kinship placements, Foster carers, contact details of the member of staff responsible for LAYP and care leavers in college.	Ensure that agencies involved have the contact details at the earliest opportunity.	Information is shared effectively.

Area	Current Relevant Activities	Actions needed to progress work in this area	Expected Outcomes
<b>2 To Assess</b>	2.1 Consult and engage with LAYP and care leavers to identify needs and potential barriers to participation.	Individual or group meetings as the group see fit.	To alleviate possible barriers.
	2.2 Develop information sheet and display college handbook for looked after young people and carers around college.	Form being developed. Awareness of SHANARRI principles.	Useful information relevant to individual students to ensure we effectively teach and support the students.
	2.3 Transitional meetings with Care Providers and the prospective students. Collaboration with other agencies. Data sharing.	Awareness of provision in the community.	Awareness of issues to ensure the best possible start at college. Early Intervention. Effective partnership with care providers to ensure any additional needs are identified and the process of providing specific support in place ie personal support plan. Ensure care providers have sufficient information on all support offered.
	2.4 Application and enrolment forms allows student to alert us to fact they are LAYP or care leaver.	Emphasise this at meetings, advice session to social workers and other relevant staff.	Their needs are met as soon as possible and everything in place before they start their course and less chance of getting lost in the system.
<b>3 To promote the Interests</b>	3.1 Liaise with external groups students are involved in voluntary groups etc.	Meeting with appropriate person.	Information on students who have taken part, and any problems of which we need to be aware/ address.
	3.2 Liaise with HISA.	Introduce students to HISA representatives.	Awareness/inclusion in events.

<b>Area</b>	<b>Current Relevant Activities</b>	<b>Actions needed to progress work in this area</b>	<b>Expected Outcomes</b>
	3.3 Get together with students who feel comfortable with meeting as a group.	2 meetings per academic year.	Friendships.
	3.4 Try to arrange peer mentoring.	Work with HISA to enable this. Training for HISA within strict guidelines for peer mentoring.	Students feeling supported and introduce to new friends out-with course.
	3.5 Student Advice Manager for LAYP and Care Leaver supports student with any additional financial help they may require.	Keep fully informed through student development workers of concerns/absence.	Improve retention.
	3.6 Student contact details.	Ensure we have relevant email/contact details of students not just their care providers.	Ensure students have all relevant information/ all empowering.
<b>4 To seek to provide opportunities</b>	4.1 Pre-course meetings as necessary.	Dates/times arranged in advance.	Smooth transition and awareness of possible barriers to learning/inclusion.
	4.2 encourage disclosure throughout the year at centralised event.	Targeting students to make them aware.	Help with increased activity.
	4.3 Work closely with Skills development Scotland and other agencies to promote opportunities.	Contact and meetings.	Help with positive destinations/awareness of career paths.
	4.4 Promote activities.	Engage with HISA activities co-ordinator.	Confidence/inclusion.
	4.5 Involvement in volunteer week.	Students aware of opportunities.	Confidence/inclusion.
	4.6 Thorough pre exit meeting.	Arrange one to one meetings.	Positive destination after college course.
<b>5 To take action to help these children access opportunities</b>	5.1 We display the college handbook for looked after young people and care leaver for students to take away.	Keep this up dated through the "who cares trust".	Keeping prospective and current students informed.

<b>Area</b>	<b>Current Relevant Activities</b>	<b>Actions needed to progress work in this area</b>	<b>Expected Outcomes</b>
	5.2 Information in Students Services on smoking cessation, pregnancy health sexual health drugs and alcohol. Mental Health awareness.	Created time out room with information on all these topics along with Mindfulness colouring in and origami. An Empathy room staffed on a Tuesday and Thursday for pop in sessions. Peer support group every month on Mental Health.	Improved Health and Wellbeing.
	5.3 Promote use of College Fitness suite.	Students encouraged to use at induction.	Feel good factor/healthy living/inclusion.
	5.4 Encourage students to take advantage of our open door policy, no question too stupid or trivial.	Make students aware that they can "just ask".	Included and listened too.
	5.5 introduction to Study Bar.	Meeting.	Support academically.
<b>5 To take action to help these children access opportunities</b>	5.6 A new tile on Student Portal for all students who have been in care and are a LAYP with a relevant information to them including named person and others who can support.	Keep the Tile (Student Portal) information up to date relevant and current.	More effective direct communication with students
	5.7 Pre Exit one to one meetings.	Via LAYP and students who have been in care report.	Positive destinations.
	5.8 Vacation grant form SAAS and new finance for LAYP and students who have been in care.	Make Students aware.	Encourage to progress in their education and help financially.
<b>6 To take actions to improve as a corporate parent:</b>	6.1 Promote discretionary funds to help with financial difficulties.	Guidance staff and Development workers explaining benefits.	Relieve some monetary stress.
	6.2 Awareness of current provision and associated services for young people leaving care.	Contact with Job centre, social work and housing.	Awareness of difficulties and provision available when advising young people.
<b>6 To take actions to improve as a corporate parent</b>	6.3 Liaise with UHI Safeguarding group sharing good practice.	Continue membership of this group.	Awareness of issues and steps which may need to be taken.

<b>Area</b>	<b>Current Relevant Activities</b>	<b>Actions needed to progress work in this area</b>	<b>Expected Outcomes</b>
	6.4 To ensure all funds and support is being accessed.	Advisers, Learning Development workers and learning support staff identifying appropriate students.	Ensuring students are making applications to help support them both financially and academically.
	6.5 Continue to provide a good quality and effective service.	Get feedback from LAYP and care leavers through focus groups.	Any feedback we receive,act on and make appropriate changes to provide effective and high quality service.
<b>7 To collaborate with other corporate parents</b>	7.1 Schools through Schools liaison.	Communicate regularly with schools ensuring all information is accurate and any staff changes are informed to us to ensure they know the process on transitional meetings.	Young people's needs flagged up to college before they enrol onto a college course.
	7.2 Children's hearings reporter.	Continue to attend meetings and raise awareness.	Panel members aware of college courses and issues.
	7.3 Skills development Scotland.	Continue transitional talks and meetings.	Positive sign posting for college and SDS..
	7.4 Corporate Parent Working Group for Moray.	Continue to attend and contribute about issues arising from FE/HE education sector.	Support and information.
	7.5 Police.	Continue to liaise and maintain close links.	Support and information.
	7.6 Social Work.	Continue to liaise and inform.	Support and information.
	7.7 Local authority Care homes, Private and foster carers.	Making them aware of our facilities/support systems.	Working in partnership to ensure the best possible outcomes for students in residential care.
	7.8 The college is committed to attending external training events on looked after children young people and care leavers.	Being aware/alert to training opportunities. Staff members share information to relevant staff groups.	Constantly improve skills for working with this group of students.