



**Forth Valley College**  
**Corporate Parenting Plan**  
**2017 - 20**

## **Introduction**

Forth Valley College is Scotland's first regional college, delivering from four campuses in Alloa, Falkirk, Raploch and Stirling to students on a range of full-time, part-time and work-based learning programmes.

Our mission is to Make Learning Work and our vision, shaping the future, developing a world class service and driving our momentum.

The college has over 600 staff and 14,500 students per academic session with 94% of learners progressing to further studies or employment upon completion of their course.

There are eight teaching departments including:

- Access & Progression
- Care, Health & Sport
- Applied Science & Mechanical Engineering
- Electrical, Instrumentation & Chemical Engineering
- Creative Industries
- Business
- Construction
- Hospitality & Salon Services

Within these departments there are more than 1,300 diverse courses covering a wide range of levels and disciplines, and offering qualifications from numerous awarding bodies from across the United Kingdom.

There are nine service departments including:

- Access and Student Services
- Business Development
- Communications, Marketing and Print Services
- Learning and Quality
- Estates
- Finance
- Health and Safety
- Human Resources
- Information Systems

## College Strategy

The college has published its Strategic Plan 2017-22. Several of the document's over-arching objectives apply directly to care experienced young people. These include:

- Cultivating a vibrant learning organisation where learners develop skills, achieve qualifications valued by industry and progress seamlessly, and
- Instilling an energy and passion for our people, celebrating success and innovation.



The college has also published its Operational Plan 2016-17. The themes of the Strategic Plan with relation to care experienced young people are reiterated in this document.

The college has agreed and signed its Outcome Agreement 2016-17 with the Scottish Funding Council Regional Outcome Agreement.

This document focuses on supporting care experienced young people including information on the regional demographic profile, youth unemployment, DYW, school-college partnerships, equality and diversity, additional support needs, safeguarding, diversity, student engagement and more.

Forth Valley College has also published its Learning Strategy 2014-18. Within this document, learning objectives focus on the learning experience for care experienced young people in relation to employability, learning skills, citizenship, sustainability, literacy and numeracy, health and wellbeing, technology, assessment, creativity and more.

Forth Valley College has an Equalities Policy in place. Through this policy the college supports care experienced young people by:

- Ensuring all college activities reflect the key principles of equality and diversity to achieve an inclusive organisation,
- Value students by recognising and celebrating success across the college,
- Make reasonable adjustments for students to meet individual needs,
- To ensure the college ethos of inclusion is promoted to students via induction and ongoing training,
- To promote college provision to all sections of the community,
- To meet the needs of all students by responding flexibly and placing students at the heart of delivery,
- To develop links with external community partnerships, local community planning partnerships and equalities groups to assist with the delivery of equality outcome,
- To develop mechanisms for involvement and consultation of equalities groups with the protected characteristics to inform policy and practice,
- To ensure that any incidences of bullying, victimisation or harassment are dealt with using the appropriate procedures.

Relating to the previously named college documents, this strategy sets out its approach to meeting the needs of a variety of students who may require additional support. This includes Extended Learning Support (ELS), disabled students, supported programmes, Additional Support Needs (ASN), LGBT learners, care experienced young people and more. The draft strategy identifies Priority Access Groups (PAGs) as determined by the Scottish Funding Council, including those listed previously, and establishes targets and actions to improve support for these learners.

## Legislation

The Children and Young People (Scotland) Act 2014 was passed by the Scottish Parliament on 19 February 2014 and received Royal Assent on 27 March 2014. The Act introduces a number of important changes for care experienced young people in Scotland. Relevant to the college sector these changes include:

- The category of organisations who are considered to be corporate parents has been extended,
- Eligibility for aftercare assistance has been extended up to the 26th birthday,
- Certain care leavers may continue to have access to the accommodation and assistance they were provided with immediately before they ceased to be looked after,
- Support for children at risk of becoming looked after, and
- Assistance for applicants and holders of a Kinship Care Order.

The College is required, under Section 59(3), to publish a plan and keep its plan under review. This plan must be made available to the public with ownership remaining with the organisation. In addition, there is a duty to provide information to Scottish Ministers as they may reasonably require. The term 'care experienced' will apply to all care experienced young people up until their 26th birthday referred to in this document. The role of corporate parent belongs to every individual within the organisation and we are all responsible for fulfilling the corporate parenting duties.

In the report "Education Working for All! Commission for Developing Scotland's Young Workforce" three of the total 39 Recommendations pertain specifically to Equalities and care experienced young people:

**Recommendation 37:** Educational and employment transition planning for young people in care should start early with sustained support from public and third sector bodies and employers available throughout their journey toward and into employment as is deemed necessary.

**Recommendation 38:** Across vocational education and training, age restrictions should be relaxed for those care leavers whose transition takes longer.

**Recommendation 39:** In partnership with the third sector, the Scottish Government should consider developing a programme, which offers supported employment opportunities lasting up to a year for care leavers.

In March 2016, the Scottish Government published "A Blueprint for Fairness" report of the Commission on Widening Access. Three recommendations stemming from this report are applicable to care experienced young people:

**Recommendation 21:** By 2017, those with a care experience who meet the access threshold should be entitled to the offer of a place at a Scottish university. Entitlement should also apply to those with a care experience who have had to take a break from higher education and wish to return. Learners should be assessed at the minimum entry levels in 2017 and 2018 and the access thresholds thereafter.

**Recommendation 22:** The Scottish Government should replace student living costs loans with a non-repayable bursary and provide a more flexible package of student support for learners with a care experience from academic year 2017/18. This should include:

- Amending the previous study rules to allow those with a care experience more than one extra year of full funding where circumstances require this, and
- Options for those with a care experience to extend a year of their course to complete it part-time over two years with full funding, similar to the arrangements already in place for those with disabilities and elite athletes.

**Recommendation 23:** The Scottish Government should develop an approach to allow those with a care experience to be identified from early years to post-school and on to employment to enable additional support, for example, a marker or flag. Young people with care experience must be included in the development of how this would be used and shared.

### **Partnership Working**

Forth Valley College works very closely with Who Cares? Scotland (Appendix C). Who Cares? Scotland is a national voluntary organisation working with care experienced young people and care leavers across Scotland. Their priorities are to engage, mobilise and empower care experienced young people, to influence decision makers and to challenge stigma and discrimination. Forth Valley College have signed the Who Cares? “Pledge to Listen” which commits us to:

- Listen to the voice of Scotland’s care experienced young people,
- Act so that Scotland is a better place for care experienced young people, and
- Unite with and around Scotland’s care experienced young people.

In addition, all staff have received or will be participating in either face-to-face or online training from Who Cares? Scotland or similar.

CELCIS is the Centre for Excellence for Looked after Children in Scotland based at the University of Strathclyde. They are dedicated to making positive and lasting improvements in the wellbeing of children and young people living in and on the edges of care. Partnership work includes Forth Valley College along with carers, social workers, teachers, nurses, charities, the police, local authorities and the Scottish Government. They provide a unique package of services including:

- Consultancy
- Learning and development
- Policy
- Qualifications
- Research

CEECEF is the Care Experienced, Estranged and Carers East Forum of which the college is a member. The members of this group include universities, colleges, local

authorities and Third Sector organisations. They hold regular meetings to increase partnership working and act as advocates for care experienced young people. This can include support, workshops, events and sharing of good practice.

The college is also a member of the West of Scotland Care Leaver Forum. This group consists of university and college partners and meets regularly to address barriers to support and progression for care experienced young people transitioning from college to university.

STAF is the Scottish Through care and Aftercare Forum of which Forth Valley College is a member. STAF is committed to a Scotland, which supports all children and young people to live happy and successful lives on their own terms. Their five key areas include:

- Policy and Influence
- Connectivity and Collaboration
- Networking, Identification and Share of Good Practice
- Learning and Development
- Young People's Voice

Forth Valley College has representation on the Falkirk Corporate Parenting Steering Group (Appendix C) where it works in conjunction with Falkirk Council, Police Scotland, NHS, SDS and other members to carry out the actions of the Falkirk Community Planning Strategic Board. These actions help support a multi-agency approach to improving all stages in the journey of a care experienced young person in the Falkirk area.

Forth Valley College staff members regularly attend CPD events focused on Corporate Parenting at the College Development Network (CDN). These events allows staff to share good practice, obtain information updates, network with other corporate parents and bring new ideas and initiatives to Forth Valley College to further support care experienced young people.

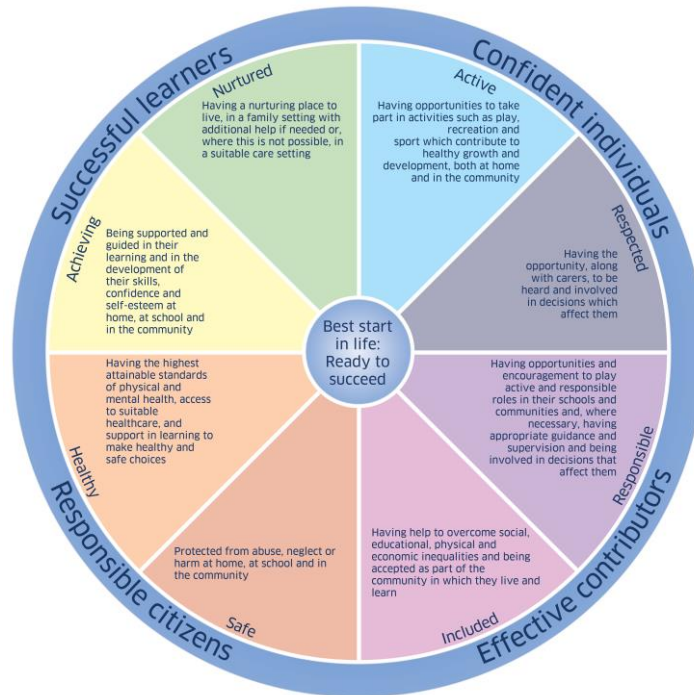
### **Corporate Parenting**

Forth Valley 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. Corporate Parenting is not a task, which can be delegated to an individual or team. The whole organisation is responsible for fulfilling the corporate parenting duties.

Getting It Right for Every Child (GIRFEC), also underpins the Act, which is a national approach to improving the wellbeing of children and young people in Scotland. It also refers to the eight wellbeing indicators known as SHANARRI (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included), which offer a holistic view of each young person, identifying their strengths along with their barriers to growth and development. The eight wellbeing indicators are shown in the diagram below.



- **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, and
- **Included:** being a full member of the communities in which they live and learn, receiving help and guidance to overcome inequalities.

For a young person to become a responsible citizen, an effective contributor, a successful learner and a confident individual, each of these wellbeing indicators require to be worked towards. The College will play its part in ensuring that the services that we provide will contribute to the young person's sense of wellbeing.



## Buttle UK Quality Mark

Forth Valley College understands the many barriers that care experienced young people may have to overcome before even considering attending college and beginning their learning journey. Forth Valley College achieved the Buttle UK Quality Mark in respect of support for care experienced young people and confirmed care leavers as a priority group. The achievement of this Quality Mark demonstrated the college's commitment prior to the legal requirement to produce an action plan.

The six key duties of the corporate parenting role are considered in all aspects of management and support of the care-experienced students. These are:

- To be alert to matters which do, or which might, adversely affect the wellbeing of an eligible young person
- To assess the needs of eligible children and young people for any services or support provided
- To promote the interests of eligible children and young people
- To seek to provide eligible children and young people with opportunities to promote their wellbeing
- To take appropriate action to help eligible young people access those opportunities
- To keep their approach to corporate parenting under constant review, seeking out improvement wherever possible

## Baseline Figures

In 2012, the college added a question to its course application form: "Have you ever been in Care? If so, for how long?". The addition of this question allowed the college to obtain accurate data for those students who wished to disclose that they are care experienced. In addition, it now allows the college to evaluate annual statistics and create actions for improvement with recruitment, retention, achievement and progression of care experienced young people.

The table below shows the number of total enrolments on all modes of study for applicants who disclosed that they are care experienced. This table includes statistics over the past three academic sessions including total number of enrolments per block, total number of withdrawals, number of learners successfully completing their course and how many students progressed onto another internal course.

<b>Year</b>	<b>Block 1 enrolments</b>	<b>Block 2 enrolments</b>	<b>Withdrawals</b>	<b>Completed course</b>	<b>Progression</b>
2014-15	191	34	41	176	42
2015-16	166	41	38	153	38
2016-17	164	25	37	139	8

## Corporate Parenting Action Plan

(Children and Young People (Scotland) Act 2014 – Corporate Parenting)

Section	Number	Action	Lead	Completion Date
Assess needs & access services				
	1	Applications and enrolment forms will include a question to allow for disclosure of care experience	Student Records Manager	August 2017
	2	Applications from care experienced young people will be given additional appraisal to maximise opportunities for offers to be given	Student Records Manager, Curriculum Managers	As required
	3	Applicants who disclose that they are care experienced will be invited to attend an initial meeting with a Learner Advisor to review support available (example: funding, childcare, accommodation, counselling)	Student Services Manager	As required
	4	Applicants who disclose that they have learning support needs will meet with a Learning Development Facilitator or departmental staff responsible for Extended Learning Support to review any learning support requirements	Head of Equalities, Inclusion & Learning Services  Curriculum Managers	As required
	5	Transition information will be obtained for care leavers from schools or other corporate parents and disseminated to appropriate staff in a confidential manner	School Provision Co-ordinator	August 2017
	6	Funding applications with required documentation will be processed prior to the start date of a course	Finance Manager	August 2017

	7	Learners will receive a thorough induction including specific information on support for care experienced young people to aid them positively with their transition into college	Curriculum Managers	August 2017/ January 2018
	8	Guidance and pastoral care is provided on an ongoing basis and support plans completed as required	Learning Development Workers, Learner Advisors, Wellbeing Support Officer	As required
	9	Offer advice on volunteering, work experience, peer mentoring and class representative opportunities	Student Association, Learner Advisors, Learning Development Workers	October 2017 February 2018
	10	Provide support and guidance on completion of college, funding and UCAS applications	Learner Advisors	As required
	11	Maintain a Cause for Concern folder for learners who are identified as being vulnerable and who have or may require support during the college session. Inclusion in this folder is a supportive measure to highlight vulnerable learners. This process ensures the Learner Advisory Team can reference any concerns for these learners with funding payments. Where a learner is not being paid funding, the Learner Advisory Team will contact these learners and work with them to identify appropriate support interventions.	Learner Advisors	As required
Planning				
	12	Consult with other corporate parents on support provided in this plan	Student Services Manager	May 2018
	13	Conduct Listening to Learners focus groups to obtain feedback for improvement	Curriculum Managers	October 2017 April 2018

	14	FVC Access & Inclusion Group will meet to review this action plan and update it as required	Head of Equalities, Inclusion & Learning Services	As required
	15	Amend college policies and procedures in accordance with legislation	Student Services Manager	As required
	16	Apply for funding to create a role to support care experienced young people	Development & Fundraising Manager	December 2017
	17	Review articulation agreements to maximise opportunities for care experienced young people to progress with appropriate support	HEI Partnership Officer	December 2017
	18	Draft college Corporate Parenting Plan	Curriculum Manager A&P	February 2017
Partnership working				
	19	Staff are made aware of care experienced young people via Enquirer	Information Systems Co-ordinator	August 2017
	20	Weekly attendance reports will be produced and absent care experienced learners will be contacted if required	Learning Development Workers, Curriculum Managers	Weekly
	21	Maintain a database of partners and communicate information regularly	Student Services Manager	As required
	22	Appointments with Skills Development Scotland Careers Advisers are available on each campus	Student Services Manager	Weekly
	23	Engage with external groups to share good practice and obtain information for dissemination (Example: Who Cares?, CDN (College Development Network), STAF (Scottish Through Care and Aftercare Forum), CELCIS (Centre for Excellence for Looked After Children in Scotland))	Curriculum Manager A&P	As required

Reporting				
	24	Monitor and report on learner destinations	Curriculum & Quality team, Information Systems Co-ordinator	August 2017
	25	Report on care experienced young people data as part of the Outcome Agreement	Associate Principal and Executive Director - Information Systems and Communications	April 2017
	26	Publish updated Corporate Parenting Plan	Marketing Manager	April 2017
	27	Report information on care experienced learners to Scottish Government as required	Associate Principal and Executive Director - Information Systems and Communications	As required
63 – Promote awareness				
	28	Sign the “Pledge to Listen” with Who Cares? Scotland	Principal	January 2016
	29	Visit schools, residential care homes, social work, foster carers and Through care & Aftercare to promote full-time, part-time and work-based learning opportunities available at college and provide information on the support accessible to care experienced young people	School Provision Co-ordinator, Curriculum Managers, Learner Advisors	As required
	30	Provide a diverse and flexible curriculum portfolio with appropriate access for care experienced young people	Heads of Departments	April 2017
	31	Maintain a dedicated page on the college website	Marketing Manager	August 2017
	32	Distribute information leaflets	Marketing Manager	August 2017
	33	Include support information in course handbooks	Curriculum Managers, Client Manager – Business Development	August 2017

	34	All staff will receive specific training on supporting care experienced young people	Head of Human Resources	February 2018
	35	Offer summer induction sessions	Student Services Manager	January 2018
	36	Promote and celebrate national events (Ex: Care Leavers' Week)	Student Association	As required
	37	Disseminate new government information, initiatives and legislation as required	Student Services Manager	As required
	38	Update college listing on the Propel Scotland website run by Become, the charity for children in care and young care leavers. This is an online resource for care experienced young people and the carers and professionals that support them.	Curriculum Manager A&P	February 2018
	39	Receive regular updates from Children in Scotland Daily News and disseminate information as appropriate.	Curriculum Manager A&P	Ongoing

## **Links to college documents**

Strategic Plan - <https://www.forthvalley.ac.uk/media/2838/strategic-plan-20172022.pdf>

Operational Plan - <https://www.forthvalley.ac.uk/media/1114/operational-plan-16-17-cm321.pdf>

Outcome Agreement - <https://www.forthvalley.ac.uk/media/1115/outcome-agreement-16-17.pdf>

Learning Strategy - <https://www.forthvalley.ac.uk/media/1116/learning-strategy-14-18.pdf>

Equalities Policy - <https://www.forthvalley.ac.uk/media/1344/equalities-policy.pdf>

## **Links to legislation**

Children and Young People (Scotland) Act 2014 – Corporate Parenting - <http://www.legislation.gov.uk/asp/2014/8/contents/enacted>

Education Working For All! Commission for Developing Scotland’s Young Workforce - <http://www.gov.scot/resource/0045/00451746.pdf>

“A Blueprint for Fairness” report of the Commission on Widening Access - <http://www.gov.scot/Resource/0049/00496619.pdf>

## **Partnership Working**

Who Cares? Scotland - <https://www.whocaresScotland.org/>

CELCIS – Centre for Excellence for Looked after Children In Scotland - <https://www.celcis.org/>

West of Scotland Care Leaver Forum - <http://www.uws.ac.uk/careleavers/>

STAF - Scottish Throughcare and Aftercare Forum - <http://www.staf.scot/>

Falkirk Children’s Commission Structure - <https://blogs.glowScotland.org.uk/fa/GirfecFalkirk/files/2016/10/Childrens-Commission-Structure-March-2017.pdf>

College Development Network (CDN) events - <http://events.collegedevelopmentnetwork.ac.uk/events>

## **Useful Links**

SHANARRI Wellbeing Indicators - <http://www.gov.scot/Topics/People/Young-People/gettingitright/wellbeing>