

CORPORATE PARENTING PLAN

Pre-Entry / Transition

Aim 1.1

Increase participation of Care Experienced People in College Life

Actions	Responsibility	Timeline	Wellbeing Indicator	Corporate Parenting Duty
Develop a data sharing agreement with local authorities, schools and SDS to identify Care Experienced people	Glasgow Colleges Corporate Parenting Forum (GCCPF)	October 2017	Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn Nurtured	58 1 (c) To promote the interests 58 1 (d) To seek to provide opportunities 58 1 (e) To take action to help these children access opportunities and make use of services
Promote Care Experienced students as a priority group within the ROA	GCCPF	December 2017	Having a nurturing and stimulating place to live and grow Respected	58 1 (f) To take action to improve as a Corporate Parent
Promote Corporate Parenting duty and CPD to College Board of Management	AP Student Experience	October 2017	Given a voice, and involved in the decisions that affect their wellbeing Achieving	59 To prepare, publish and keep plan under review
Include Care Experienced people as a priority group in strategic and operational planning activity	AP Student Experience	November 2017	Support and guidance in learning – boosting skills, confidence and self-esteem	60 To collaborate 61 To report on the fulfilment of Corporate Parenting duties

Develop a College statement of commitment to its role as Corporate Parent	AP Student Experience	August 2017		
Produce a timeline for Care Experienced people and relevant staff	Student Advice Manager	October 2017		
Produce an annual Corporate Parenting report	AP Student Experience	June 2018		
Record and report enrolment, retention, withdrawal and attainment data for flagged Care Experienced students	MIS	September 2017		
Fully engage with Care Experience agencies, advocacy groups and individuals	Student Advisers	August 2017		
Collate and monitor the number of Care Experienced people engaging with College services and courses	Student Advice Manager	October 2017		

Aim 1.2

Improve inter-agency working to support and prioritise Care Experienced people

Actions	Responsibility	Timeline	Wellbeing Indicator	Corporate Parenting Duty
Develop a working protocol with key contacts in schools to ensure a successful transition for Care Experienced people to College education	GCCPF	November 2017	<p>Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn</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>Section 60 Collaboration with other Corporate Parents</p>
Fully participate in the Glasgow Colleges Corporate Parenting Forum (GCCPF)	Student Advisers	August 2017		
Develop links with relevant local authority partners	GCCPF / AP	August 2017		
Embed prioritisation of Care experienced people with the GCC/GCCSA partnership agreement	AP Student Experience / Student President	October 2017		
Promote awareness of College provision and the prioritisation of support for Care Experienced people	Student Advice Manager	August 2017		

Aim 1.3

Identify people with a Care Experience background at the earliest stage to allow appropriate information, advice and support to be provided.

Actions	Responsibility	Timeline	Wellbeing Indicator	Corporate Parenting Duty
Develop accessible materials that prioritise Care Experienced people	Student Advice Manager	November 2017	Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn	58 1 (c) To promote the interests 58 1 (d) To seek to provide opportunities 58 1 (e) To take action to help these children access opportunities and make use of services
Improve the knowledge of Care Experienced people of support and contact mechanisms available both prior to and during application	Student Advice Manager	August 2017		
Individual College information sessions for Care Experienced people and carers	Student Advisers	August 2017		
CPD in relation to Care Experienced people for all staff involved in pre-entry activity	OD	August – June 2018		
Provide opportunities for individuals to identify themselves as Care Experienced	All	August 2017 – June 2018		
Flag all students who identify themselves as Care Experienced	MIS	August 2017		
Provide and publicise a named contact for	Student Advice Manager	August 2017		

Care Experienced people				
Contact all applicants and students who identify themselves as Care Experienced prior to the beginning of their course of study	Student Advisers	September 2017		
Remove flagged students who do not fit the Care Experienced profile	MIS / Student Advisers	October 2017		

Aim 1.4

Provide 1-2-1 support for Care Experienced people as required during course and funding application processes

Actions	Responsibility	Timeline	Wellbeing Indicator	Corporate Parenting Duty
Provide a named contact for Care Experienced people	Student Advice Manager	August 2017	Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn Nurtured Having a nurturing and stimulating place to live and grow Respected	58 1 (c) To promote the interests 58 1 (d) To seek to provide opportunities 58 1 (e) To take action to help these children access opportunities and make use of services
Liaise with local authority and school contacts and individual applicants to determine status to support funding applications	Student Advisers	September 2017		

Provide publicised opportunities to receive support in completing applications for courses and funding	Student Advice Manager	November 2017	Given a voice, and involved in the decisions that affect their wellbeing Achieving Support and guidance in learning – boosting skills, confidence and self-esteem
Make direct contact with Care Experienced people to offer support if required	Student Advisers	August 2017 – June 2018	
Provide priority access to course selection processes for Care Experienced people	Admissions	August 2017	

Aim 1.5

Provide an appropriate support network within the College to offer support and guidance for Care Experienced people

Actions	Responsibility	Timeline	Wellbeing Indicator	Corporate Parenting Duty
Provide all staff with regularly updated information regarding the life chances of Care Experienced people	AP Student Experience	November 2017	Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn Nurtured	58 1 (c) To promote the interests 58 1 (d) To seek to provide opportunities 58 1 (e) To take action to help these children access opportunities and make use of services
Promote Care Experienced students through internal College committees and groups	AP Student Experience	August 2017 – June 2018	Having a nurturing and stimulating place to live and grow Respected Given a voice, and involved in the decisions that affect their wellbeing	58 1 (f) To take action to improve as a Corporate Parent

Include Corporate Parenting CPD as a mandatory part of staff induction	OD	November 2017	Achieving Support and guidance in learning – boosting skills, confidence and self-esteem	59 To prepare, publish and keep plan under review 60 To collaborate 61 To report on the fulfilment of Corporate Parenting duties
Provide a named contact for Care Experienced people	Student Advice Manager	August 2017		
Develop a guide to contacts who can provide information, advice, guidance and support for all Care Experienced people	Student Advice Manager	August 2017		
Ensure designated guidance contacts are aware of the Care Experienced students within their specific cohorts	Named Contacts	September 2017		
Ensure Student Funding clearly reflect the Care Experienced status of students and support them appropriately	Student Funding Manager	September 2017		
Ensure Learning Inclusion clearly reflect the Care Experienced status of students and support them appropriately	Head of Equality and Inclusion	September 2017		

Aim 1.6

Provide clear, meaningful and accessible information on specific support available to Care Experienced people

Actions	Responsibility	Timeline	Wellbeing Indicator	Corporate Parenting Duty
Development of a handbook for Care Experienced students	Student Advice Manager	November 2017	Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn	58 1 (c) To promote the interests 58 1 (d) To seek to provide opportunities 58 1 (e) To take action to help these children access opportunities and make use of services
Publicise information for Care Experienced people through internal and external facing College communication platforms	Student Advice Manager	November 2017	Achieving Support and guidance in learning – boosting skills, confidence and self-esteem	58 1 (f) To take action to improve as a Corporate Parent 60 To collaborate

Aim 1.7

Ensure the voice of Care Experienced people in the planning of pre-entry and transition activities and support is fully recognised

Actions	Responsibility	Timeline	Wellbeing Indicator	Corporate Parenting Duty
Promote participation of care Experienced students on	GCCSA	August 2017 – June 2018	Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn	58 1 (c) To promote the interests 58 1 (d) To seek to provide opportunities

appropriate cross College groups				58 1 (e) To take action to help these children access opportunities and make use of services
Participation of relevant staff and Care Experienced students in review of pre-entry activity	Student Advice Manager	August 2017 – June 2018	Achieving Support and guidance in learning – boosting skills, confidence and self-esteem	58 1 (f) To take action to improve as a Corporate Parent

Enrolment & Induction

Aim 2.1

Increase the number of Care Experienced people who disclose their background

Actions	Responsibility	Timeline	Wellbeing Indicator	Corporate Parenting Duty
Publish clear and transparent information on additional support available to Care Experienced students	Student Advice Manager	August 2017	Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn Nurtured	58 1 (c) To promote the interests 58 1 (d) To seek to provide opportunities 58 1 (e) To take action to help these children access opportunities and make use of services
Ensure induction processes provide opportunities for self-disclosure	AP Student Experience	August 2017	Having a nurturing and stimulating place to live and grow Respected Given a voice, and involved in the decisions that affect their wellbeing	
Ensure all staff who interact with students during enrolment and induction are aware of available support mechanisms	AP Student Experience	November 2017	Achieving Support and guidance in learning – boosting skills, confidence and self-esteem	

Aim 2.2

Increase the awareness of Corporate Parenting throughout the staff and student population

Actions	Responsibility	Timeline	Wellbeing Indicator	Corporate Parenting Duty
Publish a College commitment to its role	AP Student Experience	October 2017	Respected	58 1 (c) To promote the interests

as a Corporate parent on internal and external College communication platforms			Given a voice, and involved in the decisions that affect their wellbeing	58 1 (d) To seek to provide opportunities 58 1 (f) To take action to improve as a Corporate Parent 59 To prepare, publish and keep plan under review 60 To collaborate
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Aim 2.3

Ensure the voice of Care Experienced people in the planning of enrolment and induction activities and support is fully recognised

Actions	Responsibility	Timeline	Wellbeing Indicator	Corporate Parenting Duty
Promote participation of care Experienced students on appropriate cross College groups	GCCSA	August 2017 – June 2018	Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn	58 1 (c) To promote the interests 58 1 (d) To seek to provide opportunities 58 1 (e)
Participation of relevant staff and Care Experienced students in review process	AP Student Experience	August 2017 – June 2018	Achieving Support and guidance in learning – boosting skills, confidence and self-esteem	To take action to help these children access opportunities and make use of services 58 1 (f) To take action to improve as a Corporate Parent

On-Course

Aim 3.1

Provide clear and transparent information on support available to Care Experienced students

Actions	Responsibility	Timeline	Wellbeing Indicator	Corporate Parenting Duty
Ensure all staff interacting with Care Experienced students are aware of available support mechanisms and referral networks	Student Advice Manager	November 2017	<p>Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn</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>Achieving Support and guidance in learning – boosting skills, confidence and self-esteem</p>	<p>58 1 (e) To take action to help these children access opportunities and make use of services</p> <p>58 1 (f) To take action to improve as a Corporate Parent</p> <p>59 To prepare, publish and keep plan under review</p> <p>60 To collaborate</p>
Produce leaflets, posters, website information and other communication updates at various points of the year to highlight additional support that is available	Student Advice Manager	August 2017 – June 2018		
Develop a guide to contacts who can provide information, advice, guidance and support for all Care Experienced people	Student Advice Manager	November 2017		

Aim 3.2

Provide activities for Care Experienced students to promote a sense of belonging

Actions	Responsibility	Timeline	Wellbeing Indicator	Corporate Parenting Duty
Investigate a peer mentoring system to give additional support to Care Experienced students	Student Advice Manager	December 2017	Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn	58 1 (c) To promote the interests 58 1 (d) To seek to provide opportunities 58 1 (e)
Develop a support mechanism for Care Experienced students within the GCCSA	Student President	December 2017	Nurtured Having a nurturing and stimulating place to live and grow Respected	To take action to help these children access opportunities and make use of services 58 1 (f)
Plan specific activities for Care Experienced students to increase wellbeing and promote a collective voice	Student Advice Manager	October 2017	Given a voice, and involved in the decisions that affect their wellbeing Achieving Support and guidance in learning – boosting skills, confidence and self-esteem	To take action to improve as a Corporate Parent 60 To collaborate
Invite Care Experienced students to participate in cross College groups and activities	GCCSA	August 2017 – June 2018		

Aim 3.3

Increase support and preventative mechanisms to improve retention of Care Experienced students

Actions	Responsibility	Timeline	Wellbeing Indicator	Corporate Parenting Duty
Develop a referral system that will alert staff to Care	Student Advice Manager	August 2017	Safe Protected from abuse, neglect or harm	58 1 (c) To promote the interests 58 1 (d)

Experienced students who may be in danger of dropping out of College courses, including an early warning set of indicators				To seek to provide opportunities 58 1 (e) To take action to help these children access opportunities and make use of services 60 To collaborate
Provide clear links and access to support services including learning inclusion, careers, counselling and funding	Student Advice Manager	August 2017 – June 2018	Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn	

Aim 3.4

Increase access to information and support on vocational and academic pathways available to Care Experienced students

Actions	Responsibility	Timeline	Wellbeing Indicator	Corporate Parenting Duty
Provide students with support in making UCAS applications with an opportunity for 1-2-1 support in the production of a personal statement	Student Advisers	October 2017	Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn Nurtured Having a nurturing and stimulating place to live and grow Respected Given a voice, and involved in the decisions that affect their wellbeing	58 1 (c) To promote the interests 58 1 (d) To seek to provide opportunities 58 1 (e) To take action to help these children access opportunities and make use of services 60 To collaborate
Provide funds to cover the cost of UCAS fees for Care Experienced students to improve	Student Funding Manager	December 2017		

their willingness to apply to HEIs			Achieving Support and guidance in learning – boosting skills, confidence and self-esteem	
Provide support and advice to encourage application to scholarship funds such as the Robertson Trust and Helena Kennedy Foundation	Student Advisers	January 2018		
Collate and monitor the number of Care Experienced students applying for SCQF level 7 and above courses	Admissions	October 2017		

Aim 3.5

Ensure the voice of Care Experienced people in the planning of on-course activities and support is fully recognised

Actions	Responsibility	Timeline	Wellbeing Indicator	Corporate Parenting Duty
Participation of relevant staff and Care Experienced students in review of guidance process	AP Student Experience	November 2017	Achieving Support and guidance in learning – boosting skills, confidence and self-esteem	58 1 (c) To promote the interests 58 1 (d) To seek to provide opportunities 58 1 (f) To take action to improve as a Corporate Parent

Pre-Exit / Transition

Aim 4.1

Increase the number positive post-course destinations of Care Experienced students

Actions	Responsibility	Timeline	Wellbeing Indicator	Corporate Parenting Duty
Agree data sharing protocol with SDS to support referrals from College	AP Student Experience	October 2017	Included Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn	58 1 (b) To assess the needs 58 1 (c) To promote the interests 58 1 (d) To seek to provide opportunities 58 1 (e) To take action to help these children access opportunities and make use of services
Refer all Care Experienced students who withdraw from their course of study without a positive destination to SDS for support	Student Advisers	August 2017 – June 2018	Nurtured Having a nurturing and stimulating place to live and grow Respected Given a voice, and involved in the decisions that affect their wellbeing	
Make contact with all Care Experienced students through the named contact to offer pre-exit and transition support	Student Advisers	June 2018	Achieving Support and guidance in learning – boosting skills, confidence and self-esteem	
Develop and publicise links on the College website for Care Experienced students highlighting opportunities and support available	Student Advice Manager	August 2017 – June 2018		

Develop a guide to contacts who can provide information, advice, guidance and support for all Care Experienced people	Student Advice Manager	November 2017		
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Aim 4.2

Celebrate the success of Care Experienced students

Actions	Responsibility	Timeline	Wellbeing Indicator	Corporate Parenting Duty
Contact Care Experienced students to agree payment for graduation gowns as required to increase the likelihood of participation	Student Advisers	September 2017	Achieving Support and guidance in learning – boosting skills, confidence and self-esteem	58 1 (c) To promote the interests
Invite successful Care Experienced students and named contacts to attend the graduation ceremony as guests	AP Student Experience	October 2017	Respected Given a voice, and involved in the decisions that affect their wellbeing	

Aim 4.3

Ensure the voice of Care Experienced people in the planning of pre-exit and transition activities and support is fully recognised

Actions	Responsibility	Timeline	Wellbeing Indicator	Corporate Parenting Duty
Participation of relevant staff and Care Experienced students in review of pre-exit activity	Student Advisers	June 2018	Achieving Support and guidance in learning – boosting skills, confidence and self-esteem	58 1 (c) To promote the interests

KPIs

- Increase the number of Care Experienced people accessing pre-entry advice and support services
- Increase the number of Care Experienced people who apply for courses at GCC
- Increase the number of Care Experienced people who enrol for courses at GCC
- Increase the number of Care Experienced students who are successfully retained after early withdrawal dates for courses at GCC
- Increase the number of Care Experienced students who complete their course of study at GCC
- Increase the number of Care Experienced students who complete their course of study with partial success at GCC
- Increase the number of Care Experienced students who successfully complete their course of study at GCC
- Increase the satisfaction of Care Experienced students in relation to support services
- Production of Corporate Annual Report

Wellness Indicators

Achieving

Support and guidance in learning – boosting skills, confidence and self-esteem

Nurtured

Having a nurturing and stimulating place to live and grow

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

Safe

Protected from abuse, neglect or harm

Corporate Parenting Duty

58 1(a)

To be alert

58 1 (b)

To assess the needs

58 1 (c)

To promote the interests

58 1 (d)

To seek to provide opportunities

58 1 (e)

To take action to help these children access opportunities and make use of services

58 1 (f)

To take action to improve as a Corporate Parent

59

To prepare, publish and keep plan under review

60

To collaborate

61

To report on the fulfilment of Corporate Parenting duties

62

To provide Scottish Ministers with information on fulfilment of Corporate Parenting duties

63

To have regard to any guidance about Corporate Parenting issued by Scottish Ministers

64

To comply with relevant direction issued by Scottish Ministers

