

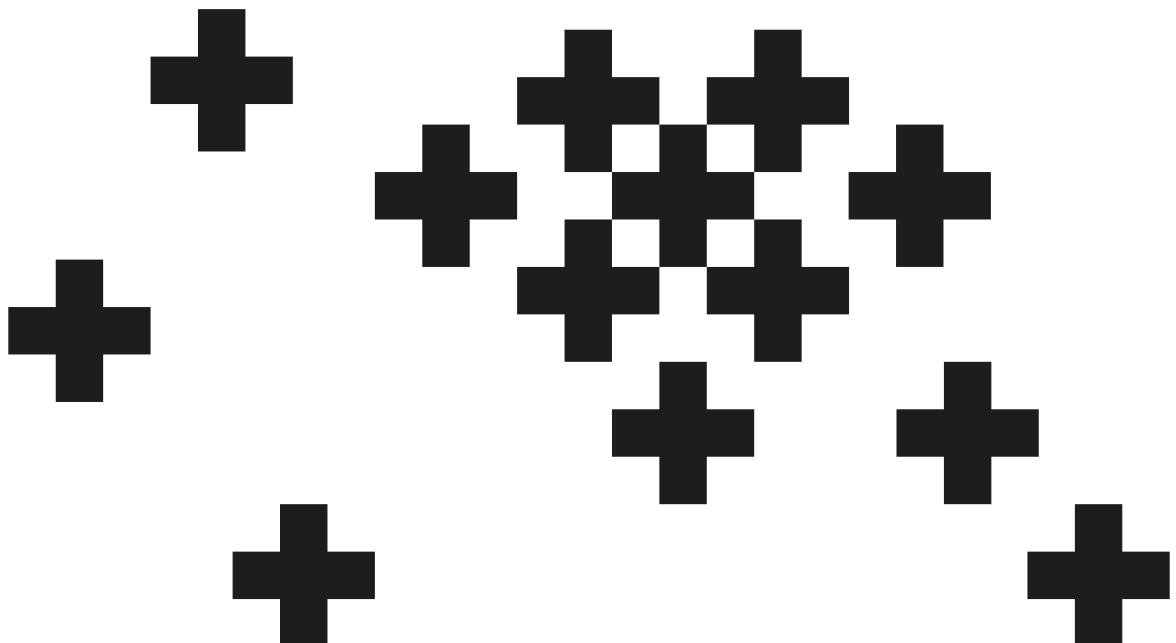


UHI Inverness is committed to providing person centred and trauma informed care to all our students.

Using relevant research, government guidance, and consultation with care experienced students and corporate parenting partners we have worked to identify areas for development in our practice to enhance the support available. We are pleased to include an update of our actions for the Corporate Parenting Plan 2020-2023.

# Corporate Parenting Plan Update

**2020-2023**





UHI Inverness operates a positive declaration environment and encourages declarations of care experience at the earliest point to enable timely and appropriate support. At the earliest possible point, we work with partner agencies and schools to support the transition of care experienced learners. Care experienced learners are invited to discuss their requirements for an effective transition and the Access and Transition Coordinator creates a person centred Transition Plan based on the needs of the individual.

This draws together any relevant support needed both from UHI Inverness and from external partners.

Prior to applying for a course, care experienced learners are provided with preparatory support such as help in identifying suitable routes of study, completing application forms, writing personal statements, preparing for interview and tours of the campus setting. UHI Inverness applies contextualised admissions for all applicants with care experience to ensure a guaranteed interview and an offer of a place on the course of choice, or a suitable alternative.

Over the summer months, UHI Inverness offers a tailored programme to support transitions including advice around funding and accommodation, budgeting and financial planning, and ongoing support arrangements which, wherever possible, are put in place prior to enrolment.

	Action	Timescale	Update
1.1	Seek feedback from care experienced learners on the new Transition Plan through a focus group ensuring the language and content meets their needs and expectations	By April 2021 <b>Complete</b>	The CEAG (Care Experience Action Group) was formed in 2021 and meets monthly to provide a platform for care experienced students to discuss how we represent them and issues which affect them. Our corporate parenting plan was shared with attendees who were happy with our actions. Although attendance throughout the pandemic was adversely affected, we continue to offer monthly meetings and are seeking to increase our membership. We actively seek the opinions of care experienced students on how we can better support them in our practice from student surveys and from our LEEP Ahead group.

1.2	Work collaboratively with current care experienced learners and the Student Engagement Officer to design and produce a video detailing their experience at college / services available to support care experienced learners. (This can be used at transition events, meetings with third sector agencies and schools and will also be placed on the college website	By June 2021  <b>Outstanding for completion July '23</b>	Work is ongoing in this area. Care experienced students have told us that they want to be represented but don't want to be publicly identified as care experienced. We are working on the production of a script written by care experienced students which shares their experience of learning at FE/HE level and the support available to them. This will be performed by our drama students for use in upcoming promotional content for the website. This will be completed by Summer '23
1.3	Create a point of contact with every Highland Council secondary school to enhance information sharing prior to supporting learners and to assist in the early identification of individuals	August 2021 <b>Complete</b>	A list of all guidance teachers and school college liaisons are updated every year. All high schools are contacted every year with an update on the transition support available and encouraged to liaise with the team in their 16+ meetings and with individual referrals.
1.4	Work collaboratively with Highland Council to develop professional learning opportunities for teachers to cascade best practice in transitions planning	Nov 20- June 21  <b>Complete</b>	Training and transitions materials were shared at the new guidance teacher induction session run by the local authority
1.5	Continue to promote the prioritisation of places for care experienced learners on Senior Phase Programmes	Nov 20- June 21  <b>Complete</b>	All staff members who deliver on the senior phase programme are given training and support to make selections for course places using the contextualised admissions guidelines.



Declarations of care experience are encouraged during enrolment and at the start of the course. Care experienced individuals, alongside those from other priority groups, are flagged to the Personal Development Advisor / Personal Academic Tutor through the Student Hub and on INSIGHT for FE and HN programmes. A referral system is in place to pass on any 'on course' declarations to the Access and Transitions Coordinator who can offer support to learners. Ongoing support is provided by the Access and Transitions Coordinator in addition to the assigned Personal Development Advisor / Personal Academic Tutor and any other relevant Support Teams.

Ongoing means of support is highlighted via our website, including a directory of local services, and on our Student Support Brightspace hub, 'The Bothy'. Care experienced learners can continue to gain support from the Access and Transition Coordinator to secure accommodation, including in halls of residence for 365 days a year, and for any financial support they may require throughout their course.

	Action	Timescale	Update
2.1	Establish a data sharing agreement between UHI and IC UHI that allows for information sharing relating to the wellbeing and safety of any care experienced students who reside in halls of residence.	Aug 2021 <b>Complete</b>	A data sharing agreement has been signed which has allowed us to a) clearly identify care experienced students who reside in halls. B) keep informed and updated with any concerns raised out of hours C) extend the support we offer to care experienced students through a shared monitoring and information sharing process Weekly meetings take place between the residencies team and the Access and Progression Manager to ensure all students are receiving the support required.



During the academic year care experienced learners, along with their peers on FE programmes, have timetabled weekly pastoral support with their Personal Development Advisor and additional 1:1 support as required. HN / HE learners have their Personal Academic Tutor as a point of contact throughout the year and additional access to the Student Support Team and the Access and Transitions Coordinator.

As part of our continued commitment to improving outcomes for care experienced learners, we regularly monitor the attendance and engagement of all FE FT learners through the INSIGHT monitoring and tracking system. Care experienced learners, amongst other priority learner groups, are flagged for additional consideration. Early interventions are made for learners who show signs of struggling with engagement. Following discussion with the PDA / PAT, referrals to various forms of support are made, for example, wellbeing; funding; additional learning support, to provide the learner with the necessary support required to get back on track.

Transition Plan Review meetings are held between the Access and Transitions Coordinator and individual care experienced learners twice each year. This ties in with the key stages of the learner journey and are designed to review and update any support measures in place. Where care experienced learners do not have an active Transition Plan in place, contact at key stages of the learner journey are in place to check in on wellbeing and remind students of the support available to them.

UHI Inverness welcomes the views of care experienced learners and their voice is captured at several points through the academic year including through student surveys and specific focus groups.

	Action	Timescale	Update
3.1	Establish a peer mentoring scheme to give informal support to fellow care experienced students both within the setting and those who are considering further or higher education as an option	December 2021 <b>Complete</b>	This has been an ongoing challenge with many of our students who have clearly expressed a desire to move away from their care experience status. We have explored alternatives in light of this. We have partnered with MCR Pathways who attended our staff conference in 2022 and we have more than 50 staff who have signed up to be mentors to care experienced young people through that programme.

3.2	<p>Work with partner agencies to plan and promote practical activities available during academic holiday periods, particularly holiday periods centred on family experiences.</p> <p>In partnership with external agencies, establish a structured approach to providing support during periods of academic holiday to overcome the additional challenge caused for care experienced learners due to a loss of routine/separation from meaningful relationships.</p>	<p>March 2020</p> <p><b>Complete</b></p>	<p>UHI Inverness produces a Holiday Toolkit of resources and events for students to support them during holiday periods. Online mental health and wellbeing support is available out of hours with our specialist provision 'Togetherall' and 'Spectrum life'.</p> <p>Following Covid, UHI Inverness ran a summer club every week throughout the academic holidays to maintain contact with care experienced learners.</p> <p>The Access and Transition Coordinator works collaboratively with Barnardos and Highland Council's employability team to offer social days, pizza making and football within the community and on campus.</p>
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Towards the end of the course of study, Personal Development Advisors / Personal Academic Tutors hold exit interviews to discuss progression opportunities or to provide support in taking the next steps to employment. Learners are supported to create a skills profile and find employment opportunities utilising 'My World of Work' or 'Future Me' engagement activities, 1:1 career advisor meeting with SDS coaches, and attendance at careers and employability events organised at both departmental and college level.

The outcomes and destinations of our care experienced learners are carefully monitored and analysed and used to inform future planning.

	Action	Timescale	Update
4.1	<p>Establish longitudinal tracking of learner data to better understand learner journeys from pre-entry to exit.</p> <p>Establish a means of gathering on-going qualitative feedback from care experienced</p>	<p><b>From Jan 2021</b></p> <p><b>Complete</b></p>	<p>A specific monitoring and tracking dashboard has been established to track the retention, progression, and success of care experienced learners from admission.</p> <p>Care experienced students are flagged on the INSIGHT system which is used to monitor attendance and</p>

	<p>learners, particularly at point of withdrawal, to gain better insight into the student experience and help to inform robust evaluation and future planning</p>		<p>engagement and calculates the likelihood of success on a weekly basis.</p> <p>Wherever possible students have an exit interview before withdrawal with the aim of offering further intervention, support, and alternative study options. Regular withdrawal reports are created and interrogated to inform robust evaluation and future planning.</p> <p>Qualitative feedback is also gathered through our student surveys and analysed by learner group. We therefore have clear means of gathering feedback from care experienced young people.</p>
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## Ongoing organisational commitments

UHI Inverness continues to make an explicit commitment to support care experienced learners and will continue to maintain their status as a priority learner group in operational and strategic plans. In our efforts to expand our knowledge and understanding of the challenges faced by care experienced learners and the support available to them on a local, regional and national level, we will continue to engage in regional and national forums and regularly liaise with other local corporate parent strategic leads to share best practice in support of improved outcomes.

To share understanding of the corporate parenting role, we will continue to disseminate information to all our college community. UHI Inverness will continue to commit to providing professional development on corporate parenting to all new staff during induction sessions and to the wider staff body at bi-annual staff development days.

	Action	Timescale	Update
5.1	Expand the corporate parenting strategic steering group to include all relevant public bodies / local corporate parents	August 2022 <b>Complete</b>	<p>The Corporate Parenting Strategic Steering group is now well established and meets bi-annually. We have extended our membership to include local residential homes, Barnardos, the local authority transitions service and third sector through care and after care support agencies.</p> <p>From engagement with our corporate parenting partners within this group the S1-S3 Aspiration project was created. The pilot aims to create a bespoke programme of events designed to increase engagement, raise aspirations, and increase opportunities for transition activity of pupils in S1-S3 at highest risk of not meeting a positive destination.</p> <p>We are also a key member of the regional Corporate Parenting Board and play a key role in that and the Transitions sub-group of the Board.</p>
5.2	Work with UHI to update the mandatory training module to include an overview of the impact of adverse childhood experience on learners	August 2022 <b>Ongoing work</b>	Mandatory training has been centrally created by UHI using information from Who Cares? Scotland. Work is ongoing to update this training package to include a cocreated module by CDN and Who Cares? Scotland which includes the impact of ACEs on learners.
5.3	Establish a 3-year refresher of mandatory training for all staff to complete. Monitor and record staff engagement	August 2022 <b>Complete</b>	All staff have recently updated their mandatory corporate parenting training. Training is now monitored for engagement and completion as part of staff professional development record keeping.



5.4	<p>As part of wider plan to improve access to vulnerable groups and adult returners: plan, develop and deliver community-based short courses in collaboration with partner agencies to address gaps in learning and to prepare learners to cope with the academic, emotional and social challenges faced on transition to on campus FE and HE courses.</p> <p>Courses will also help to raise awareness and understanding of support services provided by Inverness College UHI and to explore available education pathways.</p>	<p>June 2023</p> <p><b>Complete</b></p>	<p>The LEEP Ahead programme was specifically designed in collaboration with Highland Council's Employability team to meet the needs of care experienced learners aged 16-22 who were not engaged in learning or employment. The first year of the 2-year pilot was delivered in AY 2021/22 and experienced high retention, success, and progression rates. The second year of the pilot began in January 2023 and plans to continue the programme beyond the pilot project are now underway.</p>
5.5	<p>Establish an internal IC Corporate Parenting Action Group to include care experienced learner representatives and staff from key areas across the college with a clear purpose and remit to drive the implementation of the Corporate Parenting Plan forward and make and implement timely changes identified by learners.</p>	<p>October 2021</p> <p><b>Complete</b></p>	<p>The Care Experience Action Group was established in 2021 with invitations extended to staff members across UHI Inverness.</p> <p>Membership and attendance lost momentum through Covid restrictions; however, efforts have been made to reestablish the group and build membership across academic and professional service colleagues. This will be discussed again during AY 22-23 when we expect a return to normal business post pandemic</p>
5.6	<p>Improve our data collection and categorisation to ensure we have reliable and accurate data to use for multiple purposes</p>	<p>October 2021</p> <p><b>Complete</b></p>	<p>A specific monitoring and tracking dashboard has been established for care experience learner group data to track the retention, progression, and success of care experienced learners from application onwards.</p>

			<p>We are not reliant solely on self-declaration from students. We also receive a high volume of pre-entry referrals from the promotion of services to other corporate parenting partners.</p>
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