



# North East Scotland College Corporate Parenting Plan

2016

Version date: 03 March 2016

## North East Scotland College

Aberdeen College and Banff & Buchan College merged on 01 November 2013 to form North East Scotland College. North East Scotland College is the only further-education college located within the North East of Scotland, and provides a wide range of education and training opportunities across the region to meet the needs of individuals, communities and employers. The College's main (College-owned) centres of delivery are in Aberdeen (three sites), Fraserburgh and Peterhead with a number of leased community based learning centres across the region. Prior to the merger, both Colleges had individual track-records of success and commitment to high standards of service delivery. The new College is committed to maintaining this and to improving opportunities for the people of Aberdeen and Aberdeenshire, to helping the region's young people progress to work or higher education and to supporting businesses through professional updating and workforce development.

### 1. Introduction

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 Looked After Children and care leavers 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 26<sup>th</sup> 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
- Assistance for applicants and holders of a Kinship Care Order

The College is required, under Section 59(3), to publish a plan and update this every three years. This plan must be made available to the general public with ownership remaining with the organisation. The term 'care experienced' will apply to all Looked After Children and care leavers up until their 26<sup>th</sup> birthday referred to in this document. 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 the corporate parenting duties.

The implementation of the Corporate Parenting Action Plan (appendix 1) will be led and monitored through the **Inclusiveness and Guidance Committee** which will then feed in to the **Academic Board**. **Senior Management** will assist in the dissemination and updating of information across the College using a range of committee and leadership meetings to facilitate this process. The current staff induction programme

has been augmented to include a training session on the role of a corporate parent; this will form part of the induction process for all new staff.

## 2. The Definition of Corporate Parenting

Corporate parenting is defined by the Scottish Government 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”*  
(Scottish Government, August 2015)

The Board of Management of the College is responsible for ensuring that the duties set out in Part 9 of the legislation are met (appendix 2). Moreover, senior management will be held accountable for an organisation’s performance in respect to corporate parenting.

## 3. Getting it Right for Every Child (GIRFEC)

The Getting it Right for Every Child approach is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. It’s a consistent way for people to work with all children and young people.

The approach helps practitioners focus on what makes a positive difference for children and young people – and how they can act to deliver these improvements. Getting it Right for Every Child is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

Getting it Right for Every Child should be holistically applied to policy, practice, strategy and legislation affecting children, young people and their families. The College will ensure it remains in compliance with the Act by providing a named person for all students up to the age of 18 (the named person has yet to be determined for FE colleges) and a designated named person for all care experienced students.

Section 96(2) of the Act describes the term wellbeing in terms of eight indicators:-  
‘SHANARRI’

- **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.

#### 4. Overall Objectives

The College's objectives to support the care experienced students from pre-entry through to final destination will be focused on supporting the Scottish Government's National Ambition to increase the positive destinations by 4% points per annum for care experienced students resulting in there being **no difference in the outcomes** of care experienced learners comparative with their peers' by 2021. The action plan will also contribute towards Developing Scotland's Young Workforce ambitions, particularly addressing recommendations 37 and 38 from the Wood Commission report Education Working for All.

**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.

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

#### 5. Our Commitment to Care Experienced Students

North East Scotland College achieved the Buttle UK Quality Mark in respect of care leaver support and confirmed care leavers as a priority group. The achievement of this Quality Mark demonstrates the College's commitment prior to the legal requirement to produce an action plan.

##### 5.1 Examples to evidence this commitment:

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 - 58 1(a)
- To assess the needs of eligible children and young people for any services or support provided - 58 1(b)
- To promote the interests of eligible children and young people - 58 1(c)
- To seek to provide eligible children and young people with opportunities to promote their wellbeing - 58 1(d)
- To take appropriate action to help eligible young people access those opportunities - 58 1(e)

- To keep their approach to corporate parenting under constant review, seeking out improvement wherever possible - 58 1(f)

a) North East College Scotland has appointed Inclusiveness and Study Skills Co-ordinators (ISSCs) and the majority have a designated responsibility to support applicants/students from a care experienced background. Two of the ISSCs are the named contact for all care experienced students, one at the Aberdeen City campus and one at the Fraserburgh campus. All ISSCs have a remit for providing advice at the pre-application and pre-entry stages then monitoring the attendance, well-being and achievement of the care experienced students. The ISSCs work closely with the care experienced students and implement appropriate interventions that keep students on track with their course of study. They maintain strong links with the local Throughcare and Aftercare Teams and work together to ensure young people have all the relevant information necessary to make the correct decisions for them. The ISSCs also monitors the wellbeing of these students and work with the local authorities, guidance tutors and curriculum staff where appropriate.

b) In our implementation of holistic support we will also collaborate with a range of other corporate parents; *(60) to collaborate with other corporate parents*

c) The College has devised a detailed policy that outlines key responsibilities and roles in supporting applicants/students coming to college.

d) The College has developed a range of e-information and guidance services for applicants/students in care or care leavers and this is available on our StudentNet and College website. The College has also developed an information leaflet which includes the contact details of the named person to contact that is sent out to schools and all applicants identifying themselves as care experienced.

e) The College is working in partnership with Robert Gordon University and the University of Aberdeen to implement a regional approach to supporting care experienced young people, which includes the implementation of new initiatives to assist in this process. The three organisations have devised a regional corporate parenting partnership statement (appendix 3) and are currently working on a regional framework that will be reviewed and augmented as is required.

f) The College application form contains a section in where care experienced applicants can self-identify. This early identification at application stage ensures that any additional learning/support needs are identified as early as possible. It is stated on the application that the information disclosed will not affect or hold up the application or offer of a place. The application form also includes a section where all applicants can indicate if they need extra help with their studies, again supporting the early identification of support greatly assisting the transition to college.

## **6. Raising Aspirations of Learners**

Research indicates that people from a care experienced background are the least likely to progress from school to college or university and some young people are more likely to be excluded from school or leave at a younger age. Poor school attendance and lower attainment create barriers for the care experienced to access further and higher education, and one of NESCol's main objectives is to reduce this barrier by increasing the range of possible access to our courses and also working on a regional approach with the two local universities to support transition from college to university.

Collaboration between the College and the two local universities is the first step in a regional approach to improve the positive destinations for the care experienced. The College and the Universities will be developing a meaningful partnership with the new Virtual School Head Teacher, who is responsible for overseeing all care experienced young people in the City. This link will prove invaluable in the management of data sharing and transition from school to further and higher education. The College will work with a range of partners, appropriate to the individual young person's needs, to address barriers that can affect access, progression and achievement such as stigma, financial barriers and low self-esteem.

## **7. Equalities Impact**

The College has completed an Equalities Impact Assessment for the policy and procedure associated with the management of care experienced students. The College uses the Inclusiveness & Guidance and Equality & Diversity committees to discuss and disseminate any issues and share areas of good practice surrounding corporate parenting responsibilities. Corporate parenting is a standing item on the agenda at the Inclusiveness & Guidance committee and therefore outcomes are reviewed regularly.

## **8. Developments in Student Services**

Representatives from Student Services continue to participate in the Successful Transitions post-16 partnership planning group facilitated by Aberdeen City Council which includes joint working initiatives to improve outcomes for care experienced students.

## **9. Role of the Students' Association**

The Students' Association has strong links with the Student Services Department and works closely with the ISSCs to promote events to celebrate the success of care experienced students. The Students' Association will work with the curriculum areas to promote events in new ways that engage and educate more students in the support available for the care experienced.

## **10. Collaboration**

North East Scotland College, in preparation of writing the Plan, has collaborated extensively with a range of other corporate parents. Attendance at College Development Network Corporate Parenting events provided opportunities to network and collaborate with other colleges and share good practice. Collaboration with the Local Authorities, in particular the Virtual Head School Teacher, has provided a great opportunity to review the needs of the care experienced at a strategic level. Collaboration with the two local universities, Robert Gordon University and the University of Aberdeen has produced regional objectives to support the transitions from FE to HE for the care experienced, the only collaboration of its kind to date in Scotland.

The aspirations and support requirements have been discussed with the care experienced students that attended the focus group meeting with the Learning Development staff and Head of Student Services. The draft plan has been sent out directly to all care experienced students enrolled at the College to gain feedback and to request suggestions of any additional support or areas for improvement they would like us to include in our plan. Along with the Plan an offer of a meeting with an ISSC has been provided should they require support or guidance in reviewing the plan.

## **11. Baseline – 2014 – 2015**

The statistical data from academic session 2014 – 2015 will be used as a baseline for North East Scotland College's action plan to measure success, positive outcomes, positive destinations and any areas for improvement.

North East Scotland College had 19 care experienced students enrolled at the City campus in 2014 – 2015 academic session. In total 11 (58%) students withdrew at some point during the year, 3 enrolled on course never turned up; 2 commenced employment; 2 withdrew as a result of poor attendance; 1 behavioural issues and 3 no reasons were given. Of the 8 care experienced students remaining on their courses, 5 (26% of the total enrolled) mainstream students, 2 (11% of the total enrolled) Learning Opportunities students and 1 (5% of the total enrolled) School Link successfully completed their studies.

North East Scotland College had 7 care experienced students enrolled for study at the Fraserburgh campus in 2014-2015. In total 4 (57.1% of the total enrolled) withdrew at some point during the year, 1 relating to behaviour and disciplinary issues and 3 indicated as reason unknown. 3 (42.9% of the total enrolled) care experienced students, all on mainstream programmes, completed their studies.

The data from 2014 – 2015 will be adopted as a baseline.

## 12. Current Position

112 applicants identified themselves as care experienced at 2015-2016 entry. A verification exercise which involved contacting all these applicants established that many had identified themselves in error. Following this exercise 65 enrolled care experienced students were confirmed regionally Aberdeen City (37), Altens (4), Craibstone (2), Fraserburgh (22). Of these 65 students 61 (94%) are studying FE courses and 4 (6%) are studying HE courses. The current status at February 2016 is that 60 care experienced students remain on their course of study. Of the 5 withdrawals to date 1 has left due to personal reasons and 4 have returned to school. The school returners will be counted in our positive destination analysis, college not being the right destination for them at this point in time but they are currently remaining in education.

We have seen a significant increase in care experienced disclosures in 2015 – 2016 academic session within the College. We cannot fully quantify the reasons for this but the ability to disclose on the application form and the introduction of the new legislation in 2014 could be contributory factors as care experienced individuals become more aware of the support they are entitled to.

The ISSCs have the responsibility for managing the daily monitoring of the care experienced students and the current allocation of care experienced students to these staff is:

ISSC (1) - (20/65 = 31%)

ISSC (2) - (10/65 = 15%)

ISSC (3) - (13/65 = 20%)

ISSC (4) - (22/65 = 34%)

(each of these staff also undertake other roles, which explains the unevenness of the allocations)

Examples of interventions for our care experienced students:

- Needs assessments completed for students and reports sent to teaching teams
- Attendance monitoring and interventions when attendance falls below 90%
- Contact with students – by phone, email and in person
- Contact with external agencies – Social Workers, Children’s Homes staff and foster carers
- Contact with internal staff – Guidance Tutors, Curriculum & Quality Managers and lecturers regarding attendance and progress, Student Advisors regarding funding issues
- Study skills support
- Support with getting Student cards
- Signposting to relevant person/department for advice

We will be using qualitative and quantitative data from academic session 2014-2015 as a baseline for evaluation and measuring outcomes.

<b>GOVERNANCE AND LEADERSHIP</b>				
<b>Objective</b>	<b>Our current position On-going Development</b>	<b>Lead Person/s</b>	<b>Outcome</b>	<b>Review/Update of Objective/Action</b>
Update policy and procedure to reflect the new requirements of the legislation and complete associated Equality Impact Assessments. s58 (1)(c)	All policies and procedures have been updated to reflect the new requirements of the legislation and Equality Impact Assessments completed.  Review supports the care proofing practice as referred to in the Care Leavers Covenant.	Head of Student Services  Learning Support Manager	Clear policy and procedure ensure a consistent approach is attained in the management of the care experienced students.	Closed This will be continue to be reviewed and updated as per policy/procedure review dates or to reflect any changes to legislation or support needs identified.
Complete mandatory training for all new staff to brief them on the requirements of the legislation. s58(1)(a)	The staff induction programme has been augmented to include a face to face training session on corporate parenting. This will be delivered in conjunction with the current Safeguarding mandatory training.  The perception of staff awareness will be evaluated by a questionnaire organised by CPD.  Care experienced students will participate in the evaluation process through a Survey Monkey questionnaire and discussions at the focus group meetings. Actions from such evaluations will be incorporated into any amendments required to the training session.	Head of Student Services  HR Manager Organisational Development	The College will ensure that all staff have an awareness of the legislation and how this applies to our corporate parenting responsibilities.  It demonstrates due care within our organisation and ensures all staff are aware that the legislation applies to all staff within the organisation.	Staff induction programme updated to incorporate training – closed.  Staff complete questionnaires following the training to measure their understanding of requirements  Questionnaires and evaluation of impact to be completed at the end of the academic session.
Senior Management representation on the	The Vice Principal for Learning & Quality has submitted his interest in participating in the Champions Board and will attend his first	Vice Principal Learning & Quality	Representation at a senior level will ensure the College liaises	Meeting has not yet taken place

Aberdeen City Council's Champions Board. s58(1)(a)	meeting on the 17 <sup>th</sup> February 2016. This board looks at ways to support the care experienced at a strategic level and is represented only at a senior level to ensure participants have the autonomy to make clear directives. The VP representative liaises regularly with the Head of Student Services and receives updates on the care experienced students at committee meetings.		effectively with a range of partners in the region to support and make decisions to impact positively on the care experienced individuals.	
Dissemination of the Corporate Parenting Plan to all staff, students and the wider public. s58(1)(c)	<p>The published plan will be made available to all staff within the College and an overview provided at the core briefing sessions (Key Comms). The final plan will be placed on the intranet and College website. The plan will be available to all students and will be sent directly to all identified care experienced students in the College. The plan will be a standing agenda item on the new focus group meetings to ensure the students are included in the review of the plan to shape the support required for the future.</p> <p>A 'Corporate Parenting' folder will be developed and placed on the college Intranet – this folder will hold key documentation relating to the corporate parenting responsibilities and will be updated on a regular basis to ensure all relevant information is available to all staff.</p>	<p>Head of Student Services</p> <p>Head of Marketing &amp; PR</p>	Publication and dissemination will ensure all staff are aware of their responsibilities and care experienced young people are aware of what support they are entitled to. The College will demonstrate to students and the wider audience their action plan to support the care experienced and their compliance with the new legislation.	Plan to be approved by Senior Management and the Board of Management. Estimated date for publication March/April 2016.
<b>PLANNING AND CONSULTATION</b>				
<b>Objective</b>	<b>Our current position On-going Development</b>	<b>Lead Person/s</b>	<b>Outcome</b>	<b>Review/Update of Objective/Action</b>

<p>Work with other corporate parents and internal stakeholders to develop the corporate parenting plan with a regional focus. s59, s60</p>	<p>The Learning Development Team, who manage the care experienced within the College, has reviewed the requirements of the corporate parenting plan and contributed to the draft version.</p> <p>Substantial networking has taken place with Robert Gordon University and the University of Aberdeen on a regional approach to corporate parenting.</p> <p>Attendance at College Development Network planning events on corporate parenting to assist in the development of the action plan.</p> <p>Consultation with the Local Authority to develop effective links with the schools in Aberdeen and Aberdeenshire to support transitions.</p>	<p>Head of Student Services</p> <p>Learning Support Manager</p>	<p>The development of a corporate parenting action plan that will involve meaningful collaboration with other corporate parents and care experienced applicants and students and support transitions and positive destinations for the care experienced.</p>	<p>Substantial networking and collaboration has taken place over the last 8 months.</p> <p>Networking and collaboration with other corporate parents will be ongoing to support and augment the objective as evaluations and further needs are identified.</p>
<p>Publication of plan. s58(1)(f), s59</p>	<p>CELCIS has reviewed all 3 plans and provided comments and suggestions for areas of improvement. The plan has been augmented to reflect these suggestions.</p> <p>A final draft version has been submitted to SMT (16<sup>TH</sup> February 2016) which includes the regional statement of support between the two local universities and the College.</p> <p>The plan will be reviewed on an annual basis and a full update published every 3 years as per legal requirements.</p>	<p>Head of Student Services</p> <p>Learning Support Manager</p>	<p>Compliance with legislation under Section 9 of the Children and Young People Act 2014</p>	<p>Plan submitted to SMT for comment and will then be presented to the Board of Management in March for approval.</p> <p>Publication anticipated March/April 2016.</p>

**COLLABORATION, PARTNERSHIP WORKING AND NETWORKS**

<b>Objective</b>	<b>Our current position On-going Development</b>	<b>Lead Person/s</b>	<b>Outcome</b>	<b>Review/Update of Objective/Action</b>
<p>Develop effective links with Local Authorities/external agencies, foster care providers and others in order to make available relevant information, guidance and support about pre-entry, transition and progression. s58(1)(b) (c) (d) (e)</p>	<p>Links are in place with the Schools, social work department and local universities, care and foster care providers. Partnership agreements, meaningful dialogues and multi-agency support will ensure support is consistently reviewed and improved through quality review processes.</p> <p>The College has a named person at both the City and Fraserburgh campuses ensuring a main point of contact is available for all care experienced students.</p> <p>A team of Inclusiveness &amp; Study Skills Co-ordinators manage the attendance, progression, well-being and support of the care experienced across all campuses throughout the academic session.</p> <p>Arrangements are made for applicants to meet with the Inclusiveness and Study Skills Co-ordinator for pre-application guidance.</p> <p>Care experienced applicants, and their designated support workers/parents, are invited to attend a Transition Day to familiarise themselves with the College and staff.</p> <p>The application form allows early identification of any care experienced individual so that</p>	<p>Head of Student Services</p> <p>Learning Support Manager</p> <p>School Liaison Manager</p>	<p>Networks are in place supporting the data sharing and transition process for the care experienced ensuring a holistic approach is achieved to implement the most appropriate support. Attendance at multi-agency meetings with the Local Authority assists in this process.</p> <p>Support and guidance provided at an early stage ensures early interventions are implemented to support transitions, achievement and progression.</p> <p>Students will familiarise themselves with the College and meet peers and other staff involved in the delivery of their support.</p>	<p>Current links in place continue to be developed and supported. Opportunities to develop a wider range of links/partners is ongoing.</p>

	<p>support can be implemented at an early stage.</p> <p>An information sharing consent form is used to provide pertinent information to other professionals involved with the individual's care and wellbeing.</p> <p>Formalising referral processes through data sharing protocols. Currently working closely with Robert Gordon University and University of Aberdeen in terms of enabling identification and joint working practices for the care experienced to support transitions from school/FE/HE.</p> <p>A working group exists between the College, RGU and the Local Authority to establish robust data sharing protocols. This agreement needs to be signed by the Local Authority therefore ongoing process.</p> <p>Attendance at inter-agency meetings to review working practices and identify support that can be implemented to support the transition into further or higher education.</p> <p>Regular interaction with the Schools Liaison Manager to implement early intervention measures for care experienced students who are also exceptional entrants and may struggle with their college experience.</p>		<p>Data sharing allows effective support to be implemented across a range of professionals involved with the student.</p>	
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	Robust partnership in place with the new Virtual Head Teacher to review data sharing protocols and create a holistic approach to transitions from school to college/university.			
<b>REPORTING PROCESS</b>				
<b>Objective</b>	<b>Our current position On-going Development</b>	<b>Lead Person/s</b>	<b>Outcome</b>	<b>Review/Update of Objective/Action</b>
Develop and implement a range of reporting methods to ensure robust review and evaluation takes place and all relevant stakeholders updated s61, s62, s63	<p>Review the College's role as a corporate parent at committee meetings ensuring the evaluation process is robust and findings disseminated to all levels of stakeholders.</p> <p>Provide regular updates to all staff in the College through Key Comms medium.</p> <p>Learning Support Manager to report to the Head of Student Services on the management of the care experienced students – QDS summary report.</p> <p>Provide an annual report to Senior Management that will then be made available to all care experienced students.</p> <p>Report on the progress of any actions to the care experienced at their designated focus groups and send out information to all care experienced students.</p> <p>Benchmark against the SFC national ambition statistical information across the FE Sector, provide a report of findings to then be disseminated to all stakeholders.</p>	<p>Head of Student Services</p> <p>Learning Support Manager</p>	<p>A range of outcomes will be produced:</p> <p>Quality systems in place to review the service provided and ensure compliance with the Act is attained</p> <p>Effective communication of information to all stakeholders including the care experienced students</p> <p>Determine success or areas for improvement by benchmarking at a sector level against SFC statistical data</p> <p>Determine the success of the regional framework with the two</p>	<p>As per committee schedules</p> <p>Monthly Key Comms briefings</p> <p>Fortnightly summary reports from Learning Support Manager</p> <p>October 2016 – Annual Report</p> <p>Focus Group Meetings: February 2016 April 2016 June 2016 All records to be provided within two weeks of meeting date</p>

	<p>Working with the two local universities to produce a three yearly report reviewing the progress and outcomes of the FE and HE Regional Corporate Parenting Framework.</p> <p>Provide a full report once every three years as required by Scottish Ministers to comply with the Act.</p>		<p>universities and determine impact</p>	<p>SFC Benchmarking – determined by first statistical report provided</p> <p>Regional Framework Report – 2018</p> <p>Report to SMPs - 2018</p>
<b>GOOD PRACTICE</b>				
<b>Examples</b>		<b>Our current position On-going Development</b>		<b>Review/Update of Objective/Action</b>
<p>A regional approach with Robert Gordon University and University of Aberdeen in supporting the care experienced, regular meetings, customising support available, regional approach to promoting the success of the care experienced.</p> <p>Working with the new Virtual School Head Teacher in Aberdeen to support the care experienced with pre-entry advice and transition from school to College.</p>		<p>Meetings continue to take place, the next meeting scheduled for the 17<sup>th</sup> February 2016. A regional framework will be developed and reviewed on a regular basis. Development of the criteria for the annual award ceremony for care experienced students will be discussed at the next meeting.</p> <p>An initial meeting has taken place (12<sup>th</sup> November) to discuss how we can work in collaboration. Since then the Head of Student Services has liaised at multi-agency meetings and networked at a conference on Improving Outcomes for Looked After Children and Young People, 26<sup>th</sup> November 2016. The next</p>		<p>Plan will continue to be updated following every regional meeting.</p> <p>Ongoing, plan will be updated to reflect timescales for events and update on outcomes.</p>

<p>A flyer introducing the role of the Inclusiveness and Study Skill Co-ordinator is sent to all schools and relevant external agencies prior to the start of each new academic session. The named person's details is provided as a main point of contact.</p> <p>Attendance, wellbeing and support monitoring is reviewed by the Head of Student Services and the Learning Support Manager to identify trends and areas for improvement.</p> <p>A care experienced focus group will be established in the College to ensure the views and needs of the care experienced are taken into consideration when decisions on support are made. Care experienced students will be invited to present their views and will lead on the agendas for future meetings. The meetings will be held three times a year until fully established and this may then reduce down to twice annually.</p> <p>North East Scotland College, Robert Gordon University and University of Aberdeen presented information on their regional approach to supporting the care experienced at the Improving Outcomes for Looked After Children and Young People Conference on Thursday 26th November, in Edinburgh.</p> <p>North East Scotland College has established a formal partnership with Aberdeen Foyer, a successful social enterprise working to support individuals in communities. The College and the Foyer work in partnership to develop bespoke pre-entry criteria for applicants from care experienced backgrounds who may not have the formal qualifications required to undertake certain courses. Collaborative support measures will be implemented to ensure a holistic approach is provided to support the care experienced through their educational journey.</p>	<p>meeting will be held at end of February 2016.</p> <p>Sent out between May and September and also handed out at the Transition days. This allows a named person to be provided and early contact made to support the transition to college.</p> <p>Standing agenda item at managers meetings to enable issues to be identified at an early stage and in interventions can then be applied.</p> <p>The first care experienced focus group meetings will be held on 17<sup>th</sup> February 2016 (ACC) and 22<sup>nd</sup> February (FB). A low rate of response to date, plan to be updated following both meetings.</p> <p>CDN has now asked us to present at another conference based on the feedback from CELCIS following the conference.</p> <p>As yet there has not been any individual requests for this. All processes are however in place should the need arise.</p>	<p>Closed Flyer is reviewed annually and updated if required.</p> <p>Data reviewed fortnightly at managers meetings, this is an ongoing process.</p> <p>To be reviewed and updated after meetings have taken place.</p> <p>Date and venue to be provided by CDN.</p> <p>Plan will be updated to reflect any update on students supported into college through this partnership.</p>
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Part 9 (Corporate Parenting) of the Children and Young People (Scotland) Act 2014 confers new statutory duties on a range of publicly-funded organisations. These duties ensure that the attention and resources of corporate parents are focused on the task of safeguarding and promoting the wellbeing of Scotland's looked after children and care leavers.

Robert Gordon University, North East Scotland College and University of Aberdeen are currently working together to support care experienced applicants and students in Further and Higher Education.

All three partners will work together to an agreed framework that will be reviewed at regular intervals. Each partner will contribute resources, share good practice and contribute towards a holistic model of support for care experienced learners.

The partners have identified the following as its joint corporate parenting responsibilities in relation to its care experienced students:

- Work jointly to raise the aspirations of care experienced individuals/students, e.g. the partnership has launched a new yearly award that will recognise and celebrate the achievements of a care experienced student.
- Each of the three institutions affiliated student's associations will work jointly together to offer support to care experienced students and to raise awareness.
- The three partners are committed to attending regular meetings to review and augment the agreed framework.
- The three partners will implement a joint approach to matters that may adversely affect the wellbeing of their care experienced students.
- Creating joint opportunities which will promote the wellbeing of care experienced students.
- Taking positive action to help students access such opportunities and make use of the service and support provided across all 3 organisations.
- Working in close co-operation with partners where it is regarded as promoting the interests of those students.
- Working at a national level with CELCIS and WhoCares? Scotland and other relevant partners.

**Examples of Good Practice:**

- Joint presentation and panel interviews at the Capita's Improving Outcomes for Looked After Children and Young People Conference, 26th November 2015, Edinburgh.
- Partnership working with the new Virtual School Head Teacher whose role is to be the person who co-ordinates provision for care experienced children in the city. This is the first role of its kind in Scotland.

- Joint work with the Local Authorities to further the corporate parenting agenda.
- Participation on the Aberdeen City Council's Champions Board at a senior level – commitment from SMT – ensuring a strategic approach to supporting the care experienced young people.
- Participation in the joint working group supporting the care experienced in Aberdeenshire.