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Curriculum Quality and Student Experience Report

BORDERS COLLEGE REGIONAL BOARD

Subject: Corporate Parenting Plan Update – October 2023	**Purpose:** **For Approval** ☐ **For Discussion** ☒ **For Information** ☐
Prepared by: Amy Brydon	**Date of Committee**: 19/10/2023

Purpose:

This paper provides an update on the College's Corporate Parenting Plan 2022-2025

Executive Summary:

Key items:

- To date, **4%** of care experienced students have withdrawn from college. Early withdrawals for care-experienced students are **-2.59%** on last year's figures.
- Tentatively, we could suggest that implementation and development of a range of inclusive college initiatives may account for the improved retention early on in the year. However, a continued focus on gathering student feedback and the monitoring of retention trends will help us build a clearer understanding of the key drivers.
- The College continues to provide wrap-around support for Care Experienced students, including establishing a single point of contact at college, effective liaison with community partners and schools, and a range of other in-college support mechanisms.
- Going forward there is opportunity to explore how we can more effectively embed corporate parenting responsibilities across the wider student support team and college community. There is also opportunity to consider ways in which we can better utilise lived experience to develop approaches going forward.

Questions that Members should ask themselves when reading the paper:

- Is the Board satisfied that this report provides a suitable overview of the Corporate Parenting plan? Is there anything else you would like included in future papers?

Linked to Strategic Ambition(s):
Create high quality learning and training opportunities which are relevant, enabling and flexible

Take a leading role in enabling an inclusive, resilient and sustainable Scotland **Performance Measures:** Student Outcomes in top quartile of national colleges Recogise nationally as a progressive organisation	
Linked to Strategic Risk Register: 1c - Learners Needs Choose an item.	
Recommendation:	
Previous Committee Approvals: N/A	
For publication ☐	**Not for publication** ☒ **If not, why not?** For internal use.

BORDERS COLLEGE REGIONAL BOARD

Curriculum Quality and Student Experience Committee.

Thursday 19 October 2023

Title of Paper

Corporate Parenting Plan Progress Update – October 2023

Introduction

Borders College is identified as a 'Corporate Parent' under the Children and Young People (Scotland) Act 2014. Our duties as a Corporate Parent include ensuring we uphold the rights and safeguard the wellbeing of looked after children and care leavers. Our corporate parenting plan outlines the strategy and priorities we have identified to ensure we meet our responsibilities as Corporate Parents. The whole organisation is responsible for fulfilling these duties.

Our work is underpinned by The Promise Scotland.

This paper provides an update on the progress made with our Corporate Parenting action plan 2022-2025

Background

- The college is currently supporting **143** Care Experienced students which equates to **6%** of the total student population (**10%** of full-time students and **5%** of part-time students).

- To date, **4%** of all care experienced students have withdrawn from college. Early withdrawals are **-2.59%** on last year's figures.

- Tentatively, we can suggest that the implementation of a range of supportive mechanisms including quiet induction, quiet room and an enhanced student induction offer may account for improved retention early on in the year. However, a continued focus on gathering student feedback and the monitoring of retention trends will help us build a clearer understanding of the key drivers.

Our Plan 22-25

Not started	
Complete	
Some slippage but will be complete by deadline	
In progress – Ongoing	
Will not be complete by deadline	

No.	Action	Evidence/Measures	Characteristic/Drivers	By whom and when	Progress/Update	Status
AIM 1 - Young People are aware that the College is an inclusive and supportive place to study where they feel safe and nurtured						
1.1	Throughout the transitions phase promote the wraparound services available to support the individual with a focus on mitigating the barriers caused by digital poverty, access to transport and mental health.	Use of various platforms to promote the services ie Social Media, Student Portal Named single point of contact. Care Aware Initiative with reporting available on Pro-Solution.	<u>External</u> CP Duty 58 1(c) GFSC Support Promise – A good childhood, Planning <u>Internal</u> Future Skills Strategy College Development Plan – Actions 1-4 Equality Outcome Action Plan 2 & 3	Director of Student Support Services Student Services Manager – Welfare and Transitions MIS Heads of Sector	All students disclosing Care-Experience or Student Carer status have been emailed to advise of the support available to them. Pro-Monitor learner badges in place and reports available to allow Staff to identify students. Regular liaison with SBC Virtual Head to track and monitor Care-Experienced students who are School leavers.	

		Representation at 14+ Transitions and liaison with SBC Equality Lead Positive destination data Under 22 Travel initiative Referrals for MH support			Student Funding status reports available weekly to allow Student Services team to follow up where required.	

No.	Action	Evidence/Measures	Characteristic/Drivers	By whom and when	Progress/Update	Status
1.2	To adopt a proactive approach and ensure we offer all accepted applicants the opportunity to discuss their support requirements.	Welcome emails sent advising support opportunities available. Collaboration/Liaison with key Stakeholders to provide transitional support. Tracking admissions. Representation at 14+ Transitions and liaison with SBC Equality Lead. Referral analysis. BYT Mentoring Support. Allocated Advisers. Quiet Induction.	<u>External</u> CP Duty 58 1 (d) GFSC Support, Identify Promise – A good childhood, Planning <u>Internal</u> Future Skills Strategy College Development Plan – Action 1-4 Equality Outcome Action Plan 2 & 3	Director of Student Support Services Student Services Manager – Welfare and Transitions Student Services Manager - Learning Support Heads of Sector	All students disclosing Care-Experience or Student Carer status sent initial email detailing support available and contact details. FURTHER ACTION – Could we explore how we could automate these emails, currently a manual process? BYT Mentoring – where CE students had accepted a place, contact was made prior to the summer to start building relationships. All Care-Exp and Student Carers were sent the information regarding the Quiet Induction, Supported Enrolment sessions as well as being promoted through various platforms.	

No.	Action	Evidence/Measures	Characteristic/Drivers	By whom and when	Progress/Update	Status
AIM 2 - All staff are alert and aware of matters that might adversely affect the wellbeing and/or achievement of young people						
2.1	Consider tracking and monitoring data to ensure appropriate scaffolding is in place to support successful outcomes.	Reporting tools available on Pro-Solution to enable identification & tracking. Equality and Inclusion Committee. Regular meetings with the Curricular Teams and key Stakeholders ie SDS/NOLB. Improved Outcomes/KPIs.	<u>External</u> CP Duty 58 1 (a), (b), (c) GFSC Support, Identify Promise – A good childhood, Building Capacity <u>Internal</u> Outcome Agreement Future Skills Strategy College Development Plan – Action 1-4 Equality Outcome Action Plan 2 & 3	Director of Student Support Services Student Services Manager – Welfare and Transitions Student Services Manager - Learning Support Heads of Sector Equalities Officer	Pro-Monitor learner badges allows easy identification of students. BYT Mentoring focussed on CE students, currently supported 23 students. Partnership with SBC Virtual Head supporting CE school leavers, regular tracking and monitoring meetings with SSM – Welfare and Transitions. Close liaison with Skills Development Scotland where concerns are raised around students sustaining their course.	
2.2	Ensure all staff receive relevant CPD to raise awareness and provide appropriate support to learners.	Online Equalities and Corporate Parenting modules available for all Staff and a requirement for staff induction. Key frontline staff will receive relevant CPD.	<u>External</u> CP Duty 58 1 (a), (b), (c) GFSC Support Promise – Supporting the workforce <u>Internal</u> Future Skills Strategy	Director of People Services All Line Managers Equalities Officer	Update to be provided?	

		Staff Induction/Staff Awareness sessions available. Support Policies and Procedures.	College Development Plan – Action 1-4 Equality Outcome Action Plan 2 & 3			

No.	Action	Evidence/Measures	Characteristic/Drivers	By whom and when	Progress/Update	Status
AIM 3 - The College will ensure that young people who face additional barriers to sustaining engagement and achievement are assessed for specific pastoral and learning support						
3.1	Learners who disclose a need for support will have the opportunity to discuss and access the appropriate services to support their learning and progress.	Named Adviser Funding support available from Student Services team to ensure students funding is maximised. Advice/Guidance on Travel to access College. Collaboration/Liaison with key stakeholders. Referral analysis BYT Mentoring	<u>External</u> CP Duty 58 1 (a), (b), (c) GFSC Support, Identify Promise – A good childhood <u>Internal</u> Outcome Agreement Future Skills Strategy College Development Plan – Action 1-4 Equality Outcome Action Plan 2 & 3	Director of Student Support Services Student Services Manager – Welfare and Transitions Student Services Manager - Learning Support Heads of Sector Student Services Teams	Student welcome sessions held during induction advising students of the support available and how to access, followed up by email to all students with links to student portal. BYT Mentoring, capacity to implement support for CE students where a need is identified. Ask us Anything sessions held throughout September, allowing students the opportunity to speak to Staff about Support.	

		Improved Outcomes/KPIs		Achievement Coaches		

No.	Action	Evidence/Measures	Characteristic/Drivers	By whom and when	Progress/Update	Status
AIM 4 - The College will seek to promote the interest of all our young people who face additional barriers and provide opportunities designed to support achievement, progression and promote wellbeing						
4.1	Using tracking and monitoring data to take appropriate action to provide interventions to support progress.	Reporting tools available on Pro-Solution to enable tracking, monitoring and early identification. Referral Analysis BYT Mentoring.	External CP Duty 58 1 (a), (b), (c) GFSC Support, Identify Promise – Building Capacity Internal Outcome Agreement	Director of Student Support Services Student Services Manager – Welfare and Transitions	Pro-Monitor learner badges allows easy identification of students.	

		Regular meetings with the Curricular Teams and key Stakeholders ie SDS/NOLB.	Future Skills Strategy College Development Plan – Action 1-4 Equality Outcome Action Plan 2 & 3	Student Services Manager - Learning Support Heads of Sector Student Services Teams Achievement Coaches		
4.2	Provide advice and guidance on progression opportunities including support to make applications, attend open days etc.	HE adviser aware of students. Close liaison with SDS/NOLB Promotion of opportunities using various platforms. Effective collaboration and signposting. Work placement opportunities	<u>External</u> CP Duty 58 1 (a), (b), (c) GFSC Support, Identify Promise – A good childhood <u>Internal</u> Future Skills Strategy College Development Plan – Action 1-4 Equality Outcome Action Plan 2 & 3	Student Services Manager – Welfare and Transitions Student Support Officer HE Student Services Teams Achievement Coaches	Advice and Guidance available to students from student services team with close liaison with Skills Development Scotland for advice on Careers and pathways.	

No.	Action	Evidence/Measures	Characteristic/Drivers	By whom and when	Progress/Update	Status
4.3	Through the Students Association provide opportunities for the learners' voice to be heard.	Student Experience Committee BCSA opportunities Collaboration with SBC Champions Board	External CP Duty 58 1 (e) Promise – A good childhood Internal Future Skills Strategy College Development Plan – Action 1-4 Equality Outcome Action Plan	BCSA Development Officer Equalities Officer	Champions Board session held during Induction week. Current discussions with SBC around establishing a regular hub within the College for CE students.	
AIM 5 - The College will work to fulfil its role as an inclusive organisation and good corporate parent, working collaboratively with other local and national agencies and corporate parents						
5.1	Regularly review the Corporate Parenting plan, to ensure it is current and reflects local and national developments.	Representation on local/national forums. Reports to E&I and Curriculum and Quality Committee.	External CP Duty 58 1 (f) Promise – Building Capacity Internal Future Skills Strategy College Development Plan – Action 1-4 Equality Outcome Action Plan	Director of Student Support Services Student Services Manager – Welfare and Transitions Equality and Inclusion Committee	Further discussion on how we progress this action required.	

No.	Action	Evidence/Measures	Characteristic/Drivers	By whom and when	Progress/Update	Status
5.2	Continue active engagement with all Corporate Parents to share good practice and deliver on our duties.	Representation on SBC Operational Group, CDN forums, CEECEF, CPP, SFC Governance. Membership with Scottish Mentoring Network. Collaboration with Who Cares? Scotland.	<u>External</u> CP Duty 58 1 (f) Promise – Building Capacity, Planning <u>Internal</u> Future Skills Strategy College Development Plan – Action 1-4 Equality Outcome Action Plan	Director of Student Support Services Student Services Manager – Welfare and Transitions	Membership on the CYPPP Network 'A Good Childhood', which will allow regular engagement with Corporate Parents and key stakeholders across the local authority.	

Implications and Considerations

Learner Implications:

- We will explore how to engage more effectively with care-experienced students and their representatives on this work to ensure lived experience is a key component of our work going forward.

Equality and Diversity Implications/Equality Impact Assessment:

Equality Impact Assessment – Corporate Parenting Plan

Conclusion

- The College continues to provide wrap-around support for Care Experienced students, including establishing a single point of contact at college, effective liaison with community partners and schools, and a range of other in-college support mechanisms. Early withdrawal of care-experienced students is lower this academic year, suggesting that the initiatives we have implemented are having a positive impact on this group.

- The recent introduction of learner badges enable staff to quickly identify care-experienced students and provide the appropriate support in relation to our corporate parenting responsibilities.

- Transitions support includes student welcome sessions, quiet induction, supported enrolment, BYT mentoring, Ask Us Anything sessions and regular liaison with the SBC Virtual Head to enable important tracking and monitoring of Care experienced school leavers.

- Going forward there is opportunity to explore how we can more effectively embed corporate parenting responsibilities across the wider student support team and college community. There is also opportunity to consider ways in which we can better utilise lived experience to develop approaches going forward.