



Care experienced news update report

Introduction

1. This paper updates CEGG on what has happened since the March meeting. Much will already be known to CEGG members as all of the news is in the public domain but we thought it might still be helpful.

Recommendation

2. CEGG is asked to note the developments in this paper.

Outcome agreements 2018-19 and Guidance 2019-20

3. The college and university Outcome Agreements 2018-19 have still not been published and probably won't be until July 2018. The text on support and outcomes of care experienced students from the drafts at the March meeting have not changed very much.
4. We were very pleased to report to Scottish Government that every college and university had published a Corporate Parenting Plan by the end of March 2018.

College	Published	Link
Ayrshire College	Yes	Ayrshire CPP
Borders College	Yes	Borders CPP
Dumfries and Galloway College	Yes	D&G CPP
Dundee and Angus College	Yes	D&A CPP
Edinburgh College	Yes	Edinburgh CPP
Fife College	Yes	Fife CPP
Forth Valley College	Yes	Forth Valley CPP
City of Glasgow College	Yes	CoGC CPP
Glasgow Clyde College	Yes	GCC CPP
Glasgow Kelvin College	Yes	GKC CPP
New College Lanarkshire	Yes	NCL CPP
South Lanarkshire College	Yes	SLC CPP
Sabhal Mor Ostaig	Yes	SMO CPP
Newbattle Abbey College	Yes	Newbattle CPP
North East Scotland College	Yes	NESC CPP
West College Scotland	Yes	WCS CPP
West Lothian College	Yes	WLC CPP
Highlands and Islands region	Yes	Argyll College , Inverness College , Perth College , Shetland College , Moray College , Lews Castle College , Orkney College , North Highland College , West Highland College

Higher Education Institution	Published	Link
Abertay University	Yes	Abertay CPP
Edinburgh Napier University	Yes	Napier CPP
Glasgow Caledonian University	Yes	GCU CPP
Glasgow School of Art	Yes	GSA CPP
Heriot-Watt University	Yes	HW CPP
Open University in Scotland	Yes	OUiS CPP
Queen Margaret University	Yes	QMU CPP
Robert Gordon University	Yes	RGU CPP
Royal Conservatoire of Scotland	Yes	RCS CPP
Scottish Agricultural College (SRUC)	Yes	SRUC CPP
University of Aberdeen	Yes	Aberdeen CPP
University of Dundee	Yes	Dundee CPP
University of Edinburgh	Yes	Edinburgh CPP
University of Glasgow	Yes	Glasgow CPP
University of St Andrews	Yes	St Andrews CPP
University of Stirling	Yes	Stirling CPP
University of Strathclyde	Yes	Strathclyde CPP
University of the Highlands and Islands	Yes	UHI CPP
University of the West of Scotland	Yes	UWS CPP

5. We are hoping to publish the OA Guidance by the end of July 2018. 2019-20 will be the third year of first three-year OA cycle. Once it is published we will forward the link to CEGG. This will include new guidance that requires all universities to include a COWA Implementation Section within their Outcome Agreements that asks them to evidence how they will meet their COWA targets – this includes both SIMD20 and care experience. This new guidance will also require all universities to provide a response to all the COWA recommendations that are directed to them.

SFC policy for FE bursaries 2018-19

6. In May 2018 SFC published the national policy for FE bursaries 2018-19 of which there is a reference to care experienced students regarding age limit and informal care arrangements
7. Definition of care experienced students as being up to 26 years old to qualify for the bursary. This aligns with the legislative definition and the SAAS policy. Care experienced students aged 26 and above should be means tested for bursary in the usual way. We have also clarified that students in informal care arrangements do not automatically qualify for funding as care experienced students. However, the college may take the decision that students in informal care arrangements are self-supporting and allocate a higher rate of funding on this basis.

8. The guidance has been refreshed to clarify that colleges are not expected to operate a “100% attendance” requirement and to emphasise the flexibilities that exist within SFC’s attendance conditions. Specifically, the college should take into account students’ wider circumstances and, as long as students are engaging in their learning, the college can allocate funding.

Scottish Government response to the review of student support

9. At previous meetings members discussed the report of the Independent Review of Student Support. The review recommended that care experienced students should receive an annual award of £8,100 as a bursary (non-repayable) at both college and university. At the SNP Party Conference on Saturday 9th June the First Minister announced that £5 million will be provided in academic year 2018-19.
10. The FE bursary will rise from £4,185 to £8,100 and the Care Experienced HE bursary will rise from £7,625 to £8,100. Both will take effect in this financial year, 2018-19. Students on HE courses will apply to SAAS for this funding and students on FE courses will apply to the student funding teams in the college in which they study.

Scottish Toolkit for Fair Access

11. CFE Research and academic partners have been commissioned by SFC, on behalf of the Commissioner for Fair Access, to produce a Scottish Toolkit for Fair Access. The Toolkit will collate evidence on widening access to, successful participation in and positive outcomes from higher education. It will indicate the effectiveness, cost and credibility of supporting evidence for a variety of interventions to help practitioners and funders to select those interventions that are most appropriate.
12. The Toolkit should have a distinctive Scottish focus, and to achieve this it is crucial that CFE Research collate as much evidence as possible from Scottish HE institutions, colleges and other access providers. They are asking Scottish education providers to submit evaluation evidence to be included in the Toolkit.
13. One of the groups they are particularly in is care experienced. They would like to know of any of your projects to support this cohort together with costs and evaluation of the impact.
14. Please follow <https://tinyurl.com/sfcevidence> to submit evidence about an intervention to the Toolkit. You can complete a new online form for each intervention you wish to submit evidence about. The Toolkit will be developed in two phases - the first phase will focus on retention, progression and successful outcomes and will be published in August 2018. Please submit your evidence on interventions to address retention, progression and success by 13th July. The call will remain open after this date for you to submit evidence on

access interventions, which will be included in the second phase of the Toolkit to address Access including articulation, summer schools, campus visits etc. due to be published in December 2018.

The 15-24 Learner Journey Review

15. The Scottish Government published this [report](#) in May 2018 where they set out the approach to achieve a fully aligned and coherent education and skills system post-15. The report is worth reading and looks at the journey through the education system for 15-24 year olds.
16. There are no references to care experienced however Scottish Candidate Number features highly (next point) but it's worth first outlining the five key priorities for improvement:
 - Information Advice and Support: Making it easier for young people to understand their learning and career choices at the earliest stage and providing long-term person-centred support for the young people who need this most
 - Provision: Broadening our approach to education and reframing our offer, doing more for those who get less out of the system and ensuring all young people access the high level work-based skills Scotland's economy needs
 - Alignment: Making the best use of our four year degree to give greater earner flexibility for more learners to move from S5 to year one of a degree, more from S6 to year 2, and more from college into years 2 and 3 of a degree where appropriate
 - Leadership: Building collective leadership across the education and skills system
 - Performance: Knowing how well our education and skills system is performing

Scottish Candidate Number

17. The report contains 17 recommendations. The Learner Journey Review Group is continuing to meet with stakeholders to discuss findings so implementation of these recommendations has not commenced.
18. Four of the recommendations mention Scottish Candidate Number (SCN)¹ which CEGG has been tracking as we understand how data within the education sector can be shared throughout the learner journey.

¹ The Scottish Candidate Number (SCN), administered by the SQA, is in place for candidates undertaking SQA qualifications and has been used as the unique pupil identifier in all publicly-funded schools in Scotland since 2006 and covers all children from entry to P1. For post-school learning and training, the SCN is recorded for a large proportion of university full-time undergraduates, college students and those undertaking training.

- Every learner in Scotland will have an online learner account to link their skills and attributes to better course choices. This work will start in 2018 and be accessible by the start of 2019. The online learner account for each individual learner would be based on the existing SCN.
 - Support of practitioners, parents, carers and learners to have access to an online prospectus setting out the learning choices available in their region, building towards a 'one-stop shop' approach. This work will start in 2018. The SCN is seen as the means for enabling learners to easily access their learning information.
 - Greater alignment and collaboration across the education and skills system making best use of the SCN to help support effective transitions. It sets an expectation for leaders to commit to further improving the collaboration effort across the system, and including the commitments of head teachers, CLD leaders, college and university senior staff and employers.
 - Better use of SCN is to develop better data and improve how existing data is used to support learners make the right choices for them. We will also develop a performance framework to drive improvements across the system as a whole.
19. The report continues “the existing SCN offered the most potential to allow learners to better track their progress through the education and skills system, and to assist easier transitions. At a national level, the SCN would allow agencies which support young people to better understand learner pathways through school and beyond and more accurately capture the outcomes of their different choices. Predictive analysis could also support planning of interventions from early years, through school and into further and higher education and training and employment.”

Update for CEGG on SCN

20. Since the report has been published there has been some dialogue with Scottish Government. They re-emphasise that the SCN is currently considered to offer the most potential as a learner number but nothing has been decided yet.
21. This is because for post-school, UCAS require the SCN to verify the SQA qualifications of a Scottish domiciled candidates prior to entry to university, so coverage of the SCN in HESA statistics is high, especially for full-time under graduates. The coverage in the college sector is also high as the SCN is required for those undertaking a SQA qualification, which is the majority of awards at college in Scotland.

However, it is not used in a systematic way across the sectors where further learning can be linked to school education, or work-based learning.

22. However for students that don't fall into these categories, such as post graduate students at HEIs and students taking non-SQA course at colleges, SCN coverage is lower as it is not mandatory. And, it is not used for all students or always held as part of a student's record and so it would currently be difficult to link school records with post-school pathways in all cases. We will continue to track progress on SCN.

Education Outcomes for Looked After Children Statistics 2016/17

23. The Scottish Government will publish the Education Outcomes for Looked After Children Statistics 2016/17 on Tuesday 19 June. This publication provides 2016/17 data on Looked After Children's:
- Attainment
 - post-school destinations
 - attendance
 - exclusions; and
 - curriculum for excellence attainment.
24. This publication will be made available here:
<http://www.gov.scot/Topics/Statistics/Browse/Children/EducOutcomesLAC>

Response from Minister on Corporate Parenting

25. SFC wrote to Maree Todd, Minister for Childcare and Early Years, in April to outline our support to students at college and university from a care experienced background in response to her call for information for her update to Parliament on Children and Young People (Scotland) Act 2014 in June 2018. A copy of the letter was forwarded to CEGG members on 27th April.
26. We received a reply from the Minister's officials which can be seen in Annex A. CEGG receives a mention as does the Propel website.

UK Charity of the Year

27. Many congratulations to Who Cares? Scotland who has been awarded UK Charity of the Year. They also won the Campaigning and Advocacy Award for their 1,000 voices campaign which ultimately led the establishment of the independent review of the Scottish care system.
28. Who Cares? has also been celebrating their 40th birthday and has launched a [40 Acts of Love](#) campaign which asks their friends and neighbours to give their time to show care experienced people that they are loved, celebrated and shown respect and equality they deserve.

Strathclyde Cares

29. The University of Strathclyde has won an award for its innovative programme *Strathclyde Cares* which supports care experienced young people progressing through higher education, from pre-application to graduation and beyond. They were presented The Guardian University Award under the 'Retention, support and student outcomes' category. The Awards, which are in their sixth year, recognise the universities that inspire students and transform communities.
30. The project was established to reduce the gap between looked after young people in Scotland who go to university, compared to all school leavers. It was one of the first programmes in the UK to help students who have experience of the care system and support includes: one-to-one mentoring support from staff; a chance to become a paid student ambassador; and financial assistance with graduation, accommodation and other funding opportunities.

Champions Boards

31. Stirling now has a Champions Board thanks to £220,000 funding from the Life Changes Trust. The money will be used to set up and support a local 'Champions Board' in the area.
32. Champions Boards provide a unique platform for care experienced young people to draw on their own experiences to act as expert advisors, talking directly with staff and elected members from local authorities, health boards and other public agencies. In this way they can highlight the challenges that being in care can bring and how these challenges can be faced and overcome with the right support.
33. Stirling Council has around 277 young people in the care system and they have identified improved housing, better access to mental health services, access to peer support as well as improvements to educational support as priorities.
34. There are other Champions Boards in Aberdeen, Argyll & Bute, South Ayrshire, Dumfries and Galloway, West Dunbartonshire, Dundee, East Lothian, Falkirk, Highlands, Midlothian, Renfrewshire and West Lothian.

Funding for creative arts

35. The Citizens Theatre was awarded £110,000 from Life Changes Trust in May 2018 to support care experienced young people to get more creative. They will use the funding to provide young people with the opportunity to learn all aspects of professional theatre-making in a positive and empowering creative space. They will also be supported to develop their talents and ideas, so that they can tell the stories which are important to them.

36. The Citizens Theatre applied for funding from the Life Changes Trust with the aim of creating a unique Theatre Company for the many diverse voices of care experienced young people, enabling them to be heard, listened to and celebrated. The project will encourage care experienced young people's aspirations and ambitions, as well as increase their access to employment, education and training opportunities within the creative arts and related fields.
37. SFC welcomes the announcement of this funding as it will help care experienced young people develop their skills in the creative arts, a subject area which we know where they are currently under-represented compared to their peers.

Recommendation

38. CEGG is asked to note the developments in this paper.

Further information

39. We shall continue to update CEGG on news items. Email Nick nstansfeld@sfc.ac.uk if you would like any stories included to inform others.

Children and Families Directorate
Care, Protection and Justice Division



T: 0131-244 3507 F: 0131-244 7445
E: carolyn.younie@gov.scot

Mr John Kemp
Interim Chief Executive
Scottish Funding Council
Apex 2
97 Haymarket Terrace
Edinburgh
EH12 5HD

Your ref: 49116668
Our ref: 2018/0015205
10 May 2018

Dear Mr Kemp,

Thank you very much for your letter of 27 April to Maree Todd, Minister for Childcare and Early Years, copied to Minister for Further Education, Higher Education and Science, Shirley Ann Somerville, providing information on how the Scottish Funding Council has been supporting Corporate Parenting responsibilities. As I am sure you will understand, it is normal practice for Ministers to ask their officials help respond to correspondence and on this occasion I have been asked to reply to you.

Firstly I would like to emphasise that our Ministers appreciate that although the Scottish Funding Council is not a listed Corporate Parent, your organisation recognises the importance and have adopted a corporate parenting approach towards making improvements for care experienced students. Setting a National Ambition for Care Experienced Students for Scotland's colleges and universities is proving itself to be a very helpful, structured way of encouraging them to fulfil their statutory duties as Corporate Parents. Clearly it is a key part in helping them to understand the challenges faced by our students who are looked after or are care leavers. It is evidence of your ambitious to improve outcomes of care experienced students in order to bring them in line with their peers by 2021-22.

We also recognise the value of the funding and support that you provide for the Propel website. Providing useful and easy to access information in one place about entering and staying in further and higher education across all of Scotland's institutions makes it a wonderful tool. I hope this will continue to be of value, providing care experienced students and those people caring for and supporting them with the best information; helping to increase their confidence and aspirations. Hopefully this will encourage more to consider becoming a student when they feel ready.

Victoria Quay, Edinburgh EH6 6QQ
www.gov.scot



The Scottish Government values the opportunity to be part of your Care Experienced Governance Group meetings, with me or a member of my team regularly hearing first-hand how the college and university sectors are developing their corporate parenting approaches, supported and informed by your improved data collections on care experienced students. We fundamentally believe that taking an evidence-based approach to implementation is the most effective way to ensure that care experienced students are able to exercise their rights and can be encouraged to actively seek support from their corporate parents as necessary.

I am convinced that this collective effort among all corporate parents is how we help each individual care experienced student realise their potential and improve their wellbeing and outcomes.

The Corporate Parenting Plans and Survey returns contain lots of excellent information which will very much evidence the National Ambition that has been set. We look forward to continuing to work with the Scottish Funding Council on this agenda, and through our participation on the Care Experienced Governance Group.

Yours sincerely,



Carolyn Younie
Head of Corporate Parenting and Formal Care Team