



Collaborative Corporate Parenting (July 23 – June 24)¹

We know that our colleges and universities are stronger if each and every student has what they need to learn, achieve and thrive. We want our places of learning to be the very best for our care experienced students and recognize that as connected corporate parents we can achieve so much more. We have specific duties and responsibilities under the Children and Young People (Scotland) Act 20. We extend the support, policy, and practice to care experienced learners and consider this best practice.

Collaboration

We are committed to working collaboratively as is encouraged in part 9 section 60 of the 2014 Act. Our first collaborative plan highlights the role we play as adjacent parts of the wider scaffolding of the care system in Scotland. In line with our duties in the 2014 Act we will keep this plan under continual review and ensure it is aligned with the Promise Scotland Change Plan 21-24. We will continue these iterative, short-term plans to facilitate creative collaborative working encouraging us to remain alert and responsive to emergent themes.

Developing the plan


The HfS staff worked with representative group of student ambassadors from across the partnership. This work explored corporate parenting, what it means, how it impacted on students' daily life and identified ideas for improvement. Finally, we worked together as a partnership to co-design, co-develop and co-produce this plan.

We celebrate an increase in the number of care experienced learners joining our institutions, however the retention rates for our learners are lower than their non-care experienced peers, this was further exacerbated by the covid 19 pandemic and as such this requires collective attention and action. We collectively agreed that the spotlight of this plan was to identify solutions on improving processes and policy supporting students' retention.

¹ This plan runs from July 2023 to June 2024 as aligned with external funding reporting and delivery requirements.

Our 3 Joint Commitments



	Commitment – We will	When	How- Collective actions/outcomes	Outcome/who/when
 <p>1.Student Retention, student finance</p>	<p><i>Improve our collective understanding of the relationship between good financial support and student retention.</i></p>	<p>March 2024</p>	<ol style="list-style-type: none"> 1. All partners signed up to the Guiding Principles for administration of Discretionary Funds (Scottish Government) (action) 2. Sharing of data on retention rates, collective solutions identified, balanced and proportionate approach to accessing funds (action, outcome) 3. Decrease in students dropping out due to financial issues (outcome) 4. Increase in number of students progressing from college to university (outcome) 5. Increase in numbers of applying for and successful in discretionary funds application process (outcome) 6. Collectively review the FE Care Experienced Student Bursary attendance policy, lobby, influence, apply change across partners (action, outcome) 7. Achieve voice led changes on National Policy for the Care Experienced Bursary in FE written by Scottish Funding Council agree in Care experienced National Policy Group 	<ol style="list-style-type: none"> 1. Achieved ALL partners August 2023 2. Partially Achieved Nov 2023 3. Partial 4. Achieved Nov 2023 5. Partial 6. Partial 7. Partial Nov 2023

2. Agree and apply a Common Language of Care Experience

Improve consistency of language Ensure that no matter where Care Experienced Students are spoken to, or about, they see consistency.

For release of 24-25 prospectus

1. Students experience consistency in approach across their place of study in policy, finance, academic and pastoral areas (outcome)
2. Students see consistency in language around what is on offer when articulating from college to university across partnership (outcome)
3. Students more informed about their rights and how to reach out for support at partner institutions (outcome)

1. Started July 2023
2. Started July 2023
3. Started July 2023

3. Improved partnership working

Increase productivity of HfS through better connectivity between HfS Advisory Board and Steering Group.

Increase opportunities to work collaboratively.

Increase in professional development/ understanding of the needs of care experienced learners.

July 2024

1. Our advisory board and steering group members are clear on their respective roles and the function of each group and are better placed to drive the development of the partnership (outcome)
2. Review terms of reference of steering group and advisory board (action)
3. The issues raised by learners and by partners are shared explored at steering group with a view to driving change (outcome)
4. Solutions identified by steering group are raised with advisory board, for advice, direction, agreement, and implementation (outcome).
5. The Hub for Success strategic priorities -reviewed, co-re-designed, and addressing systemic issues and barriers getting in the way of retention (outcome)
6. Co-design and co-deliver a summit to share this plan (outcome)
7. Share Learning and good practice by delivering joint events aimed at drive professional development (action)
8. Increased partner participation in delivery of work

1. Achieved
2. Achieved
3. Achieved
4. Achieved
5. Achieved
6. Partial – Feb event planned
7. Partial
8. Partially Met November 2023

Actions – Led by the HUB for Success – delivered together.

1. Student Retention/Student Finance.

- a) Share discretionary funding data.
- b) Explore/review retention data - what can we learn from this – agree solutions.
- c) Explore, debate, and change our discretionary funding processes.
- d) Share student experiences data (if available).
- e) Agree joint activities and actions to support increased retention of CE students (drive professional development i.e workforce trauma informed training).

2. Agree and apply a Common Language of Care Experience.

- a) Short term/time limited cross institutional working groups for specific topics for change.
- b) Co-design approach to working groups.
- c) Agreed communications policy.
- d) Drive professional development – HfS steering group agree strategy for collaborative training.
- e) Co-design and co-deliver a summit to share this plan.

3. Improved collaborative working across HfS partnership.

- a) Effective, robust governance model.
- b) Share learning and good practice.
- c) Encourage and drive professional development.
- d) Seek increased and diverse cross institutional participation.
- e) Seek participation of secondary education, social work and third sector in the development of our aims.
- f) Bring the sector together, explore further and higher education themes, drive professional development.