

**NORTH EAST
SCOTLAND
COLLEGE**



CORPORATE PARENTING PLAN

2024-2026

NORTH EAST SCOTLAND COLLEGE (NESCOL)

NESCol is proud to be a Corporate Parent and takes seriously this privilege and significant responsibility.

As the only further-education college located within the North East of Scotland, NESCol provides a wide range of high-quality education and training opportunities to meet the needs of individuals, communities, and employers across the region in a flexible, engaging, and accessible way.

The College serves an extensive geographical area, with four main campuses – two in Aberdeen, one in Fraserburgh and one in Peterhead. NESCol offers a varied portfolio of training, up to SCQF Level 8, covering a wide variety of subject areas:

- **Business and Creative Professions**
- **Construction, Engineering Skills, Automotive and Science**
- **Care, Education and Social Sciences**
- **Computing and Engineering Technologies**
- **Hospitality and Leisure**
- **Maritime**



1. WHAT IS 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 Children and Young People (Scotland) Act 2014 was passed by the Scottish Parliament in February 2014. 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.

NESCol are committed to embedding a Trauma Informed Approach in providing support to all Care Experienced applicants and students regardless of their age.

Although responsibility for the management of students with care experience is allocated to one team within the College, the role of corporate parent belongs to every individual within the organisation and everyone is responsible for fulfilling the corporate parenting duties.

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)

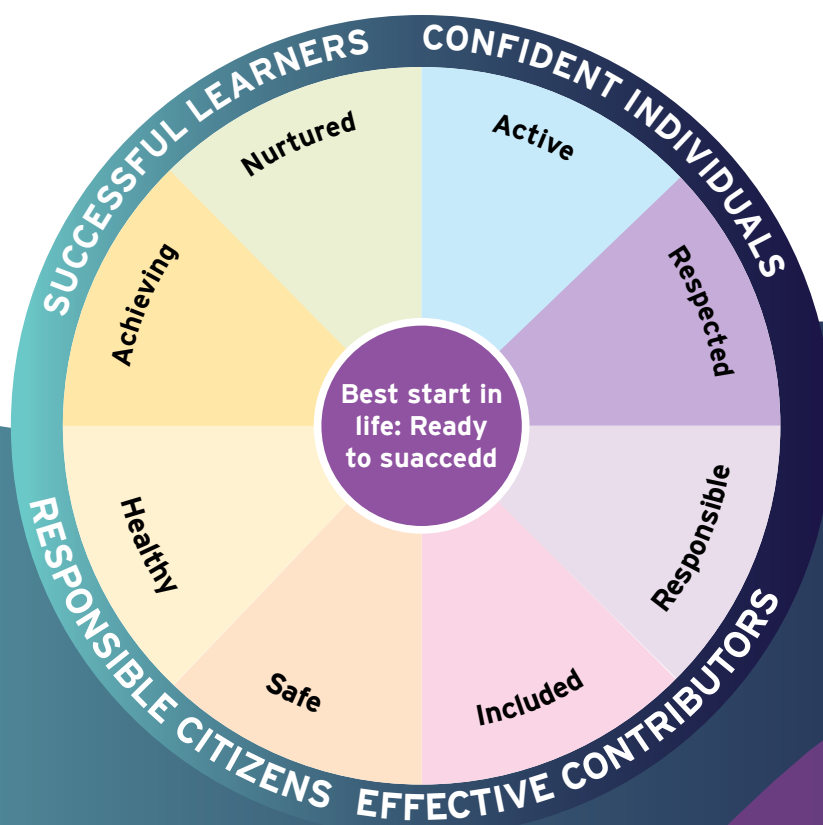


2. WHAT IS MEANT BY WELLBEING?

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.

These indicators are at the heart of The Scottish Government's national approach to improving outcomes for children and young people – Getting it Right for Every Child (GIRFEC). GIRFEC should be holistically applied to policy, practice, strategy, and legislation affecting children, young people, and their families.



3. OUR COMMITMENT

The College's objectives to support care experienced students from pre-entry through to final destination will be focused on supporting the Scottish Government's revised National Ambition and vision that there should be equal outcomes between care experienced students and their peers by 2030.

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 working on a regional approach with the two local universities to support transition from college to university.

The College continues to work on supporting care experienced students. In 2021 a dedicated peer support and engagement platform, Our NESCol S.P.A.C.E was introduced to share and celebrate lived experience, and focus on student voice to influence policies, procedures, and approaches.

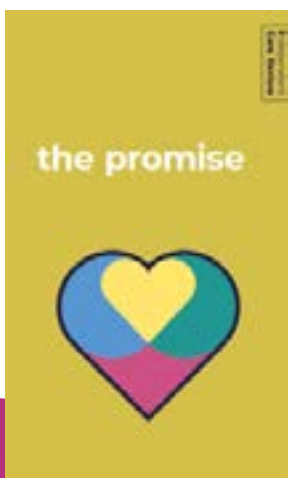
Since 2019 there has been a 20% increase in the number of full-time students declaring care experience and the gap in successful outcomes between full-time care experienced students and their peers has increased by 3% to 19% in that time. All of the objectives from NESCol's action plan (appendix 1) have been created with the intended impact of improving outcomes and experience for care experienced students. The objectives will also consider the following national and international drivers:

3.1 THE PROMISE

The Independent Care Review published in February 2020 aims to identify and deliver lasting change in Scotland's Care System and leave a legacy that will transform the wellbeing of infants, children, and young people. The report recognises that achieving lasting change for people in care is complex and challenging and requires listening to the voices of children and young people in care, care leavers, families, and carers. The review consists of six reports containing five "foundations for change":

Voice, Family, Care, People, Scaffolding, with 80 specific changes to "transform how Scotland cares for children and families".

The College recognises the vital role it has to play in supporting The Promise to affect positive change, and has committed to continue to listen to the voice of its care experienced students to support them to achieve the best possible outcomes and to reach their full potential.



"We grow up loved, safe, and respected so that we realise our full potential."
(Scotland's Ambition for children and young people, (<https://thepromise.scot/>))

3.2 THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC)

This convention is an international human rights treaty and a commitment that the rights of children should be protected and promoted in all areas of their life, including their right to education.

1 DEFINITION OF A CHILD	2 NO DISCRIMINATION	3 BEST INTERESTS OF THE CHILD	4 MAKING RIGHTS REAL	5 FAMILY GUIDANCE AS CHILDREN DEVELOP	6 LIFE, SURVIVAL AND DEVELOPMENT	7 NAME AND NATIONALITY
8 IDENTITY	9 KEEPING FAMILIES TOGETHER	10 CONTACT WITH PARENTS ACROSS COUNTRIES	11 PROTECTION FROM KIDNAPPING	12 RESPECT FOR CHILDREN'S VIEWS	13 SHARING THOUGHTS FREELY	14 FREEDOM OF THOUGHT AND RELIGION
15 SETTING UP BY JOINING GROUPS	16 PROTECTION OF PRIVACY	17 ACCESS TO INFORMATION	18 RESPONSIBILITY OF PARENTS	19 PROTECTION FROM VIOLENCE	20 CHILDREN WITHOUT FAMILIES	21 CHILDREN WHO ARE ADOPTED
22 REFUGEE CHILDREN	23 CHILDREN WITH DISABILITIES	24 HEALTH, WATER, FOOD, ENVIRONMENT	25 REVIEW OF A CHILD'S PLACEMENT	26 SOCIAL AND ECONOMIC HELP	27 FOOD, CLOTHING, A SAFE HOME	28 ACCESS TO EDUCATION
29 AIMS OF EDUCATION	30 MINORITY CULTURE, LANGUAGE AND RELIGION	31 REST, PLAY, CULTURE, ARTS	32 PROTECTION FROM HARMFUL WORK	33 PROTECTION FROM HARMFUL DRUGS	34 PROTECTION FROM SEXUAL ABUSE	35 PREVENTION OF SALE AND TRAFFICKING
36 PROTECTION FROM EXPLOITATION	37 CHILDREN IN DETENTION	38 PROTECTION IN WAR	39 RECOVERY AND REINTEGRATION	40 CHILDREN WHO BREAK THE LAW	41 BEST LAW FOR CHILDREN APPLIES	42 EVERYONE MUST KNOW CHILDREN'S RIGHTS
43-54 HOW THE CONVENTION WORKS	CONVENTION ON THE RIGHTS OF THE CHILD					

3.3 THE UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS (SDGS)

As part of NESCOL's Sustainability Strategy a commitment has been made to the UN Sustainable Development Goals and these drivers are listed in the Action Plan to show clear alignment.



5. PARTNERSHIPS

Collaboration between the College and the two local universities provides a regional approach to improve the positive destinations for the care experienced. The College works 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.

College representation on Aberdeen City Council's Care Experienced Champion's Board and Aberdeenshire's Corporate Parenting Lead's Group enables liaison and networking with all key Corporate Parenting partners such as the NHS, Fire and Rescue Service, Police Scotland, Social Work, Housing, Schools, and Children's Panel. This extends even further in Aberdeenshire via The NESCOL Forum, a partnership between Through Care After Care and NESCOL support staff. The collaboration allows for queries or concerns to be raised by both organisations with students' permission to increase attendance and attainment and this has contributed positively to student outcomes with a 7% increase in complete success for Aberdeenshire students. Work is ongoing to replicate this model for Aberdeen City.

As part of the whole-college support model all teams, including the Students' Association, work in close partnership to promote events to raise awareness of the support available and celebrate the success of care experienced students.

6. MONITORING AND REPORTING

The implementation of the Corporate Parenting Action Plan (appendix 1) will be led and monitored through the Curriculum, Quality and Student Support Committee. The Regional Board 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 performance in respect to corporate parenting and will assist in the dissemination and updating of information across the College using a range of committee and leadership meetings to facilitate this process.

North East Scotland College Corporate Parenting Action Plan SPECIFIC OBJECTIVES 2024 – 2026 (Appendix 1)

CORPORATE PARENTING DUTY	ACTION	LEAD PERSON/S	TIMESCALE	DRIVERS
ALERT: To be alert to matters which do, or which might, adversely affect the wellbeing of an eligible young person s58(1)(a)	Mandatory Corporate Parenting training for all new staff to brief them on the requirements of the legislation, The Promise, UNCRC and NESCol's approach including policies and procedures.	Learning and Information Manager Head of Student Support and Engagement	Annually	UNCRC: 1- 4, 12, 14-16, 18, 19-22, 28, 29, 33-36, 39, 41, 42 The Promise: SCAFFOLDING SDGs: 3, 10, 15, 17
	Refresher Corporate Parenting training for all current staff on 3 year cycle.	Learning and Information Manager Head of Student Support and Engagement	Annually	UNCRC: 1- 4, 12, 14-16, 18, 19-22, 28, 29, 33-36, 39, 41, 42 The Promise: SCAFFOLDING SDGs: 3, 10, 15, 17
	Undertake new training opportunities offered by WhoCares? Scotland to continually improve and embed best practice.	Learning and Information Manager Head of Student Support and Engagement	Annually	UNCRC: 1- 4, 12, 14-16, 18, 19-22, 28, 29, 33-36, 39, 41, 42 The Promise: SCAFFOLDING SDGs: 3, 10, 15, 17
	Ensure all staff including Students' Association Executives undertake Trauma informed Practice Training.	Learning and Information Manager Head of Student Support and Engagement	2025	UNCRC: 1- 4, 12, 14-16, 18, 19-22, 28, 29, 33-36, 39, 41, 42 The Promise: SCAFFOLDING SDGs: 3, 10, 15, 17
	Continue to develop Our NESCol S.P.A.C.E and engagement opportunities for Care Experienced Young People to benefit from peer support as well as opportunities to share and celebrate lived experience to influence our approaches.	Head of Student Support and Engagement	Annually	UNCRC : 12-15, 30 The Promise: VOICE SDGs: 3-5, 10, 15, 17
	Enhance Data Systems to accurately capture CE data to allow for effective implementation of student support, reporting and monitoring outcomes and progress.	Director of IT and Technical Services Director of Student Access and Information	2025	UNCRC: 16, 28, 29 The Promise: SCAFFOLDING SDGs: 3-5, 8, 10, 16, 17
	Senior Management representation on the Aberdeen City Council's Champions Board and Aberdeenshire's Corporate Parenting Leads Group.	Associate Vice Principal Head of Student Support and Engagement	2024	UNCRC: 1-4, 12-14, 16, 28, 29, 42 The Promise: SCAFFOLDING SDGs: 3-5, 10, 15, 17
ASSESS: To assess the needs of eligible children and young people for any services or support provided s58(1)(b)	Review and develop partnership agreements with the regional multi-agency support services to ensure effective sharing of information to provide appropriate support.	Head of Student Support and Engagement	2025	UNCRC: 1-4, 12-14, 16, 28, 29, 42 The Promise: SCAFFOLDING SDGs: 3-5, 10, 15, 17
	Review the disclosures of Care Experience via the application form which allows for data cleansing and early implementation of support, ensuring a smooth transition to College is enjoyed.	Director of Student Access and Information Head of Student Support and Engagement	2024	UNCRC: 1-4, 6, 7, 16, 17, 20-23, 26, 28-30, 32, 42 The Promise: PEOPLE SDGs: 3-5, 10, 15, 17
	Run dedicated transition support sessions for Care Experienced applicants.	Director of Student Access and Information Head of Student Support and Engagement	Annually	UNCRC: 1-4, 6, 14-16, 20-23, 28-30, 42 The Promise: VOICE, PEOPLE, SCAFFOLDING SDGs: 3-5, 10, 17
	Participate in regular meetings between curriculum teams and support teams to monitor progress, support requirements and student outcomes.	Heads of Sector Head of Student Support and Engagement	Monthly	UNCRC: 28, 29, The Promise: SCAFFOLDING SDGs: 3-5, 10, 15, 17

CORPORATE PARENTING DUTY	ACTION	LEAD PERSON/S	TIMESCALE	DRIVERS
PROMOTE: To promote the interests of eligible children and young people s58(1)(c)	Review and update all policies and procedures to reflect the requirements of the legislation, The Promise, Trauma Informed Practice and UNCRC, including Equality Impact Assessments, and ensure these documents are readily available and accessible for staff, students, and stakeholders	Director of Quality Associate Vice Principal Head of Student Support and Engagement Director of Marketing and Communications	2026	UNCRC: 1-4, 12, 16, 28-30, 39, 42 The Promise: SCAFFOLDING SDGs: 3- 5, 10, 15, 17
	Deliver Care Day events and activities	Head of Student Support and Engagement	Annually	UNCRC: 2-4, 12, 15, 28, 29, 42 The Promise: Voice, People, Scaffolding SDGs: 3-5, 10, 15, 17
OPPORTUNITIES: To seek to provide eligible children and young people with opportunities to promote their wellbeing s58(1)(d)	Through Active Campus Plan create opportunities for general engagement as well as Care Experience specific activities to encourage better peer support networks	Head of Student Support and Engagement	2025	UNCRC: 2, 3, 12, 14, 24, 28, 29, 31, 42 The Promise: SCAFFOLDING SDGs: 3-5, 10, 15, 17
	Introduce Wellbeing Support Plans	Head of Student Support and Engagement	2024	UNCRC: 2, 3, 12, 14, 16, 17, 24, 28, 29, 31, 42 The Promise: SCAFFOLDING SDGs: 3-5, 10, 15, 17
ACCESS: To take appropriate action to help eligible young people access those opportunities s58(1)(e)	Named contact at strategic and operational levels widely publicised to internal and external stakeholders	Associate Vice Principal Head of Student Support and Engagement	2024	UNCRC: 2-5, 12, 28, 29, 42 The Promise: SCAFFOLDING SDGs: 3-5, 10, 15, 17
	Send quarterly newsletters to students with information and updates to support positive engagement	Head of Student Support and Engagement	2024	UNCRC: 2-4, 6, 12, 17, 28, 29, 42 The Promise: SCAFFOLDING SDGs: 3-5, 10, 15, 17
	Understand student wellbeing by encouraging all students to complete Wellbeing Questionnaires throughout each academic year to allow for proactive support to be implemented	Head of Student Support and Engagement	2025	UNCRC: 1-4, 12, 13, 16, 17, 24, 27-29, 42 The Promise: VOICE SDGs: 3-5, 10, 15, 17
IMPROVE: To keep their approach to corporate parenting under constant review, seeking out improvement wherever possible s58(1)(f)	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	Associate Vice Principal Head of Student Support and Engagement	2025	UNCRC: 2-4, 6, 24, 28, 29, 42 The Promise: SCAFFOLDING SDGs: 3-5, 8, 10, 17
	Work in partnership with the Students' Association to ensure student voice at the heart of our approach and review the impact of the support model	Head of Student Support and Engagement	2024	UNCRC: 1-4, 13-16, 20-24, 28, 29, 42 The Promise: VOICE SDGs: 3-5, 8, 10, 17
	Review, in partnership with curriculum teams, student outcome data and support information to collaboratively improve outcomes for Care Experienced Learners	Head of Student Support and Engagement	2025	UNCRC: 2-4, 6, 24, 28, 29, 42 The Promise: SCAFFOLDING SDGs: 3-5, 8, 10, 17
	Benchmark against the SFC national ambition statistical information across the FE Sector, provide a report of findings to then be disseminated to all stakeholders	Associate Vice Principal Head of Student Support and Engagement	2025	UNCRC: 2-4, 6, 24, 28, 29, 42 The Promise: SCAFFOLDING SDGs: 3-5, 8, 10, 17

REGIONAL CORPORATE PARENTING PARTNERSHIP STATEMENT (APPENDIX 2)

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.

