

Corporate Parenting Plan

Second publication: 2020 – 2021

go beyond.

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Corporate Parenting Plan

Key Drivers & Strategic Alignment

*"As a University community we are committed to the belief that anyone with the **talent and potential** to succeed should have the opportunity to attend university, regardless of their place of birth, personal circumstances or socio-economic status"*

Edinburgh Napier University Widening Participation Strategy, 2016-2020, p. 3.

This second edition of Edinburgh Napier University's Corporate Parenting Plan provides an update on where progress has been made, outlines the areas where the University seeks further improvement, and states a renewed commitment to support care-experienced learners and applicants with an updated Action Plan for 2020-2021. A key strategic aim for the University is to offer an unrivalled student experience irrespective of background or sociocultural factors promoting equity of opportunities for students to fully participate in higher education. For care-experienced, and indeed all the University's students, nurturing student potential throughout the educational journey, from application, transition to graduation stages, is a key pillar to achieve the aim of providing a positive student experience.

This updated Corporate Parenting Plan seeks to build on progress made by focusing on four key areas: access, participation, attainment and graduate opportunities. The Executive Summary section of this Plan outlines where progress has been made whilst recommitting to future performance indicators for continued success. The Action Plan section provides an itemised narrative on the outcomes of the aims and measures published in the first edition of the University's Corporate Plan. Finally, the *Summary of Actions* section concisely condenses how the University will support care-experienced learners as a Corporate Parent.

Edinburgh Napier University Annual Plan (2018/19, p. 2):

*"To deliver high quality education and research to **add value to the social, cultural and economic capital***

Executive Summary

The Higher Education sector, led by societal changes influenced by governmental initiatives, has made notable progress in providing greater equity of access to Higher Education for care-experienced people of all ages and backgrounds. The introduction of a common 'admissions language' for individuals applying to university study has simplified what was previously a convoluted process for care-experienced learners, and for those who support them, to identify respective institutions' degree entry requirements. From Edinburgh Napier University's perspective, since the publication of our first Corporate Parenting Plan much progress has been made to increase access for learners to university level study, the notable increase of school leavers joining the University is a noteworthy success to celebrate. The University can report growth in the number of care-experienced learners joining our student community, a statistic we are proud of but not complacent to the ongoing work required to support the unique challenges some students may face. Below are the key updates of the progress made since the publication of the University's first Corporate Parenting Plan in 2018:

- Offers to care-experienced individuals increased annually for the period 2015-2018;
- Applications from care-experienced learners increased by 17% in academic year 2018/19 compared to the previous year;
- 52% of care-experienced applicants received an offer to study in academic year 2018/19 compared to 40.8% of applicants in 2015 as reported in our first edition of our Corporate Parenting Plan;
- Progress to increase the number of care-experienced learners matriculating has been made in five of the University's six Schools, with no new care-experienced students starting a degree programme in the School of Computing in academic year 2018/19 – a figure down from 1 student starting in 2017/18;
- An overview of data for academic years starting in 2008 to 2018 report a consistent gender imbalance with 63% female students compared to 37% males, greater prominence to bridge this gender imbalance through outreach initiatives and promotion of self-declaration is a pillar of future work in this area;

- Work to build relationships, increasing outreach outputs and bespoke initiatives targeting final-year learners at secondary schools has resulted in a positive increase in the number of school leavers with care experience joining the University – 38% of University care-experienced population in 2018 compared to 34.4%;
 - students joining from a college also increased during this timeframe;
- Consequently the age profile of our care-experienced learners has decreased with 28.6% aged under 26 years in this updated Corporate Parenting Plan, compared to 22.2% as reported in our first Plan, attributed to an ever increasing number of school-leavers joining the University community;
- Articulation (direct entry) routes from college still account for significant proportion of our care-experienced learners, especially mature students, and we continue to view articulation as a key pillar of our strategy to support access to degree level study in the knowledge that the majority of care-experienced learners enrolled on Higher Education programmes (HNC & HND level) do so at college.

Edinburgh Napier University Support for Care-Experienced Students

Edinburgh Napier University has successfully delivered initiatives to support the transition to higher education for a range of under-represented groups including students from care-experienced backgrounds. Recognising the specific challenges that are faced by many care-experienced people contemplating higher education, the University offers a number of targeted programmes of support. Care-experienced applicants and students are

offered a named member of staff to offer support and guidance at application, pre-entry, on-course and moving on stages of the learner journey. At Edinburgh Napier University we are keenly aware that our student population, and indeed our broader university community, is uniquely diverse. We value this truism and seek to build diversity through initiatives to promote inclusivity such as the implementation of our updated minimum threshold admissions policy (Edinburgh Napier University Adjusted Entry Requirements (minimum threshold), 2018), and leading on the project which established the [Hub for SUCCESS](#) in the Edinburgh and Lothian regions.

Financial Support

All matriculated Edinburgh Napier University care-experienced students are eligible to be awarded a Care Experienced Bursary worth £1,000 per year, with this bursary open to students studying an Associate Degree Programme (dual matriculated college-based students). For the period 2016/17 to 2019/20, The Enabling Achievement Bursary provides an additional opportunity for eligible care-experienced students to receive a £1,000 scholarship for each year of study.

In academic year 2017/18, sixteen £1,000 [Care Experienced Students Bursaries](#) were awarded to undergraduate students. Additionally, five [Enabling Achievement Bursaries](#) were awarded to undergraduate and postgraduate students.

In addition care-experienced students can also apply for other more general awards and bursaries, please click [here](#) for details.

Accommodation

Through the University's Student Accommodation Service care-experienced students are guaranteed a place in University accommodation, regardless of the postcode they join the University from, for 52 weeks a year for the entirety of their degree programme from the start of term. This provision of student accommodation is unfunded however the University does work with local authorities and funding agencies, such as SAAS, to offer guidance to prospective and enrolled students on funding options. For further information on SAAS funding please click [here](#).

Edinburgh Napier University is a Unite Foundation Scholarship partner with successful scholars able to avail of 52 week accommodation in a Unite Students property for three years of undergraduate study. Scholars can also avail of internship, mentoring and networking opportunities, where offered. Financial support may also be provided as part of the programme. For further information please click [here](#).

One to One Support

For students who have no experience or knowledge of university life, many elements of the transition from school or college to university may be unfamiliar and daunting, indeed a recent survey of care-experienced learners studying at Scottish tertiary educational institutions highlights the key role pastoral advisors provide during the transition from one educational provider to another (O'Neill et al., 2019). The University offers care-experienced students a named contact providing the opportunity to have questions or concerns addressed in an informal setting, ensuring that students are signposted to appropriate support services and University opportunities in a timely manner. In addition, through the University's Widening Participation team, care-experienced students are welcome to join the paid Widening Participation Student Ambassador programme (opportunities typically become available in Trimester 1 each academic year). The named contact welcomes queries, please find contact details on the cover of this document.

What is Corporate Parenting?

"Corporate parenting refers to an organisation's performance of actions necessary to uphold the rights and secure the wellbeing of a looked after child or care leaver, and through which their physical, emotional, spiritual, social and educational development is promoted, from infancy through to adulthood. In other words, corporate parenting is about certain organisations listening to the needs, fears and wishes of children and young people, and being proactive and determined in their collective efforts to meet them"

(Statutory Guidance: Children on Part 9, the Children and Young People (Scotland) Act 2014, Scottish Government, 2015).

Edinburgh Napier University's Corporate Parenting Plan

The provisions set out within the Children and Young People Act (Scotland) 2014 (Part 9) provide the statutory guidance Edinburgh Napier University must consider in publishing a corporate parenting plan:

- 58 1(a) Be alert to matters which adversely affect the wellbeing of looked after children and care leavers;
- 58 1(b) Assess the needs of those children and young people for the services and support they provide;
- 58 1(c) Promote the interests of those children and young people;
- 58 1(d) Seek to provide opportunities which will promote the wellbeing of looked after children and care leavers;
- 58 1(e) Take action to help those children and young people access such opportunities and make use of the services and support provided;
- 58 1(f) Take action to improve as a corporate parent;
- 59 Prepare publish and keep plan under review;
- 60 Collaborate with other corporate parents;
- 61 Report on fulfilment of corporate parenting duties;
- 62 Provide Scottish Ministers with information on fulfilment of corporate parenting duties.

To fulfil Edinburgh Napier University's corporate parenting responsibilities in supporting care experienced individuals we seek to:

- increase the number of applications and applicants;
- increase the number of offers to study on a degree program, with a view to;
- increase the numbers of students matriculating onto a degree program;
- promote greater gender balance in application received and offers made through greater outreach and dissemination of information;
- promote articulation (direct-entry from college) and credit transfer (from other universities) routes to a broader audience of people with lived experience of care and professionals;
- promote positive on-course student and graduation experience;
- offer guidance to unsuccessful applicants, promoting other tertiary educational options, alternative study routes to university or positive destinations;
- continue to collaborate with regional university, college and local authority partners on the [Hub for S.U.C.C.E.S.S.](#) project.

Updated Summary of Actions for 2020-2022

The publication of this latest version of our Corporate Parenting Plan reiterates Edinburgh Napier University's unwavering commitment to welcome individuals with personal experiences of the care system into our community. Much progress has been made, as outlined in the data presented within this document, particularly in the area of widening access to Higher Education. However, our institutional ethos is not limited to merely increasing greater access, and as such we will work to promote greater participation rates of care-experienced students as we enter the next phase of our Corporate Parenting Plan, and indeed the responsibility to adapt to offer timely, personalised support as and when required as outlined within the Children and Young People (Scotland) Act (2014). Consequently the following actions will be taken forward for implementation:

- Increase the total number of care-experienced learners enrollments (school leaver and through college routes respectively);
- Seek a gender balance of new learner enrollments;
- Increase students joining Computing degree programmes through school leaver and articulation from college routes;
- Report progress on retention, progression, degree awards and graduation rates;
- Systematically collect postgraduate data in line with undergraduate data procedures;
- Report age-related entrant data and effect of the removal of the upper age restriction to the SAAS Care Experienced Bursary;
- Establish outreach initiatives with the *Hub for SUCCESS* tailored for individuals of all ages;
- Collaborate with the *Hub for SUCCESS* to promote tertiary education to underrepresented in Higher Education care-experienced groups such as those from looked after at home backgrounds;
- Evaluate current initiatives and resources (including online resources), where possible consulting with current university students, Champions' Boards and people with lived experiences.

Edinburgh Napier University's Corporate Parenting Plan								
#	Activity	Action	Action by Whom	Evaluative Measure / Evaluation Since First CP Plan	Monitoring & Analysis	Act Section*	Timescale & Comment	Revised Action
Moving in: pre-entry and outreach								
1.1	The Hub for S.U.C.C.E.S.S. (Support for University and College for Care-Experienced in South-East Scotland)	Work collaboratively with partner higher and further education institutions within the region in the creation of a dedicated physical and electronic resources providing tertiary educational options to care-experienced, (their) carers, professional and voluntary support staff	The University Senior Leadership team Partner institutions Other corporate parents 'The Hub' practitioner team	Achieved: 'The Hub for SUCCESS' was officially launched in February 2019, having been initially established in October 2018. Achieved: Creation of satellite pop-up community hubs within the region Achieved: Anonymised reporting of one-to-one / interactions Ongoing: Matriculations and graduations from tertiary education institutions. Reporting other positive destinations	Internal reports circulated to partners: Publishing of annual reports	58 1(a), (b), (c), (d), (e), 60	Academic year 2018/9	Continue, and enhance, collaboration with partners to: embed the project into university outreach (widening participation); align respective strategies; establish bespoke programme(s) offering tangible attainment/ aspiration raising

*Relevance to sections set out with the Children and Young People Act (Scotland) 2014

1.2	Develop contacts and networks	Network, learn and share best practice with relevant regional and national bodies	Named Contact Widening Participation Manger Assistant Principal Widening Participation & Community	Ongoing/standing action: Establish links with fostering, residential, looked after at home and kinship care services and service users Ongoing/standing action: Network with corporate parents from other sectors	Ongoing/standing action: Creation of a database of contacts	58 1(b), (d), (f)	Ongoing	
1.3	Update information presented on the University website	Update and review pertinent content on the University website promoting fair access	Named Contact Widening Participation team Marketing and Communications team	Ongoing/standing action: Highlight Named Contact responsibilities Achieved: Financial and material support available and accommodation options	Achieved: Updated	58 (c)	Completed summer 2018	Regular monitoring of content. Updating information inline with changes to policiy/ service offering
1.4	Outreach	Continue to develop the University's work with local schools, community groups and service providers Collaborate with the Hub for S.U.C.C.E.S.S. and partner organisations to disseminate	Named Contact Widening Participation team	Ongoing/standing action: Provide studying at university options, University taster days Ongoing/standing action: Extend dissemination activities on access	Ongoing/standing action: Organised events	60	Ongoing	Collegiate working with LEAPS (SHEP) schools programme; College partners;

		information on routes into tertiary education		routes and support available				Continue to support third sector partner initiatives
1.5	Sign the Scottish Care Leavers Covenant	Sign and implement where possible the recommendations of the Covenant	The Principal	Achieved: Greater collaboration with schools to promote post-compulsory education options; maintain contact with Local Authorities, SDS and other corporate parents		58 1(c-f)	Signed 17th February 2017 Click here to view the Covenant¹	
1.6	Implementation of the University's Widening Participation Strategy	Implement Commission on Widening Access (CoWA) recommendations and specifically outline care-experienced student support	Assistant Principal Widening Participation & Community Widening Participation Manager University Board(s)	Ongoing/standing action: Internal and sectoral targets (CoWA)	Ongoing/standing action: Reviewed	58 1(c-f)	Click here to view the CoWA report² recommendation 21, 22 & 23 University admissions policy amended (see 2.4, below)	Revise, to enhance, the University's care-experienced policies within the Widening Participation Strategy renewal

¹ The Scottish Care Leavers Covenant supports corporate parents to take a holistic approach in fulfilling their duties to improve the life chances of care-experienced individuals.

² A Blueprint for Fairness: Final Report of the Commission on Widening Access recommendations 21, 22 & 23.

1.7	Care-experienced student resources and directory	Maintain updated information and university directory resources for care-experienced students. Email to all students	Named Contact Widening Participation team Head of Widening Participation	Ongoing/standing action: Student engagement and feedback Achieved: Creation of a dedicated webpage	Ongoing/standing action: Reviewed annually or as required	58 1(a & b)	Ongoing	
1.8	Corporate parenting training	Work with Who Cares? Scotland to deliver training to the Senior Leadership team and staff	Named Contact Principal's Office		Completed³ Standing action	58 1(a & b)	Included in new staff induction from 2018/9 ⁴	Collaborate with WC?S to offer CP training; Continue to contribute to CP e-learning module project led by the Open University in Scotland
1.9	Information and awareness raising events	Secure funding, work individually and with other corporate parents to host 'beyond secondary education' information days	Named Contact Widening Participation team CEECEF group ⁵	Completed and standing action: Securing funding, hosting events: internally and publicly available (e.g.	Annually	58 1 (a,b,c)	Ongoing Open days, training and event ⁶	See activity 1.1: work with the Hub for SUCCESS;

³ Open access staff workshops in October 2016 & Senior Leadership training in July 2017.

⁴ Greater access to e-learning training material from September 2018.

⁵ CEECEF (Care Experienced, Estranged & Carers East Forum).

⁶ CEECEF Your Dynamic Future Day (July 2017); University 'Inclusivity Week' (October 2016); Staff Conferences (2015 & 2016); Carers Network seminar series.

				1000 Voices event held, Participation Network event held)				and independently
1.10	Induction and transition events	Extend current provision of induction events to ensure all care-experienced students starting at the University, irrespective of year of entry, are invited to attend an academic induction workshop	Named Contact Widening Participation team	Completed and standing action: Scheduled events, accurate records	Annually	58 1 (e)	Care-experienced students invited to an Induction event (completed September 2017 & ongoing) ⁷	Seek to establish a Care-Experienced student-led group for peer led induction support
1.11	Dialogue and guidance	The University will seek ongoing guidance and advice regarding the monitoring and publishing of its corporate parenting plan from CELCIS and other agencies	Named Contact Widening Participation team	Standing action: Seek guidance prior to submitting three-year plan to Scottish Ministers	Annually	58 1 (f), 60, 61	March 2018	
1.12	Collaborate with Champions Boards, Throughcare and Aftercare services	Liaise and work in partnership with regional Champions Boards, Throughcare and Aftercare & 16+ services, fostering agencies, local authorities and City of Edinburgh/Skills Development Scotland initiatives	Named Contact Widening Participation team	Standing action		58 1 (a-e)	Ongoing	Seek to use University facilities to support services/ groups/ agencies

⁷ Hosted by the Widening Participation team

Moving in: application and transition								
#	Activity	Action	Action by Whom	Evaluative Measure	Monitoring & Analysis	Act Section	Timescale & Comment	Revised Action
2.1	Named Contact support and guidance	1:1 contact and support with every applicant with care-experience Publicise pre-application support for care leavers Outreach activities and guidance to care providers Information on available financial and personal support	Named Contact	Standing action: Enhancing service provision Implementing student evaluation	Assistant Principal Widening Participation & Community Champions' Board (2.3) will evaluate and make recommendations	58 1 (a-f)	Ongoing. See 1.9 and 1.3 respectively (above). Completed: all self-declared care-experienced applicants received	Produce progress reports which contains qualitative/verbatim input for students; Greater emphasis on learning from the lived experiences of studying at the University to shape support offering; Seek to support graduates to positive destinations; Enhance post-graduate student guidance including greater prominence on web pages

2.2	Accommodation	Support stable living with full year accommodation and for duration of studies. Ensure staff are trained appropriately. Build relationships with internal and external colleagues in exploring additional accommodation options. Ensure accommodation options are provided at application, pre-entry and transition stages	Named Contact Property and Facilities; Student Accommodation External Agencies	Completed: Flexible accommodation options (i.e. full or part year) Fee-waivered accommodation (Unite Foundation Partner) Flexible payment options Explore working with local authorities	Annually. Consult with Champions' Board	58 1 (b)	Completed: continuous monitoring and evaluation.	Promote University guarantor options
2.3	Champions' Board	Establish an autonomous care-experienced students' advocate board (Champions' Board)	Named Contact (to facilitate founding the group) Students' Union (ENSA)	Standing action: Annual evaluation	Annual briefing update and evaluative report from Champions' Board	58 1 (c)	Founded in January 2018	

2.4	Admissions	<p>Review the University's contextualised admissions policy</p> <ul style="list-style-type: none"> Phase 1 adjusted entry tariffs contextualised by care-experience (for Sep 2018 entry) Phase 2 introduction of minimum entry requirements (for Sep 2019 entry) <p>Provide bespoke feedback to applicants upon request</p>	<p>Head of Student Recruitment & Admissions</p> <p>Assistant Principal Widening Participation & Community</p> <p>Widening Participation Manager</p> <p>Named Contact</p>	<p>Completed:</p> <p>Adjusted (lower) entry tariffs contextualised by care experience – renamed 'minimum threshold offers'</p> <p>Explore gender (im)balance</p> <p>Opportunity to self-declare at matriculation/ during studies</p> <p>Introduction of minimum entry requirements (specific to degree programme)</p>	<p>Applications received</p> <p>Offers made</p> <p>Matriculation ratio</p>	58 1 (c-f)	<p>Admissions policy updated for 2018 entry and thence 2019 entry</p> <p>Click here to view the CoWA report (recommendations 21, 22 & 23)</p> <p>Click here to view SFC outcome agreement⁸</p> <p>Click here to view Widening Participation Strategy objective⁹</p> <p>(see 1.6, above)</p>	<p>Promote updated minimum threshold admissions policy to a wider audience including; schools staff; local authorities; government, community & third sector agencies, carers/guardians /parents; and people with experiences of care</p>
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⁸ Edinburgh Napier University and The Scottish Funding Council Outcome Agreements 2017/18, published March 2018.

⁹ Edinburgh Napier University Widening Participation Strategy 2016-2020.

	Admissions (continued)	Review Learner Journey for Care Experienced applicants with a view to determine a route into higher education for those with non-traditional entrance requirements	Head of Student Recruitment & Admissions Assistant Principal Widening Participation & Community Widening Participation Manager Named Contact	Incomplete at time of publication: Introduction of Learner Passport with identified pathway into Higher Education	Applications received Offers Made	58 1 (c-f)	See 5.3 above	
2.5	Financial Support	Liaise with external partner organisations to fund the Enabling Achievement Bursary on an ongoing basis	Development and External Relations	Completed: Successful applicants	Annually	58 1 (b)	Funding secured until 2019/2020. Ongoing	

Moving through: successful progression								
#	Activity	Action	Action by Whom	Evaluative Measure	Monitoring & Analysis	Act Section	Timescale & Comment	Revised Action
3.1	Corporate Parenting Group	Representatives from across the University Sharing of initiatives and best practice Opportunities for training and networking Publish an annual Corporate Parenting Plan (update)	Named Contact Group Members	Minuted meetings	Annual updates of plan	58 1 (a,b,c)	Corporate Parenting Group established in 2015. Reports submitted annually (summer). Meetings to be included in annual calendar of events (1.9, above).	
3.2	Retention and Progress	Monitor retention and academic progress	Named Contact	Continued progress Successful outcomes Exit interviews	Annual monitoring & update	58 1 (a-c)	Ongoing: Named Contact monitors progress.	

3.3	Health and Wellbeing	Discounted University gym memberships Information on, and access to, University services	Named Contact	Successful implementation and student uptake A 'welcome email' and ongoing contact	Annually	58 1 (c & d)	Completed and ongoing	Seek student input and professional guidance to improve/ adapt programme
3.4	Mentoring programme	Work with Student and Employer Mentoring respectively	Named Contact Widening Participation team Employment and Opportunities	Implementation	Annually	58 1 (d & e)	Completed	Seek student input to improve/ adapt programme
3.5	Graduation support	Material, financial and personal support Accompaniment to graduation ceremony Referral to Edinburgh Napier University's Alumni Society	Professional Services Named Contact	Successful implementation	Annually	58 1 (c & d)	From 2018/9	

3.6	Celebrating Success	An invitation to attend a celebratory graduation lunch	Assistant Principal Widening Participation & Community Named Contact	Organised event (through student engagement)	Annually (summer and winter graduations)	58 1(d)	From summer 2018 graduations	
3.7	Student Ambassador opportunities	Paid opportunities to develop experiences working across the University and on behalf of the University in the local community	Widening Participation team Employer Opportunities	Student engagement	Annually, Student feedback	58 1 (c & d)	Completed	Promote directly to students

Reporting, Evaluation and Data

This report presents student enrolment and progression data, offers insight into demographic data relating to student age, gender, and programmes of study. Where relevant an analysis of data is provided.

Application Data

Care-experienced students are traditionally a group with very low participation rates in university, with the most recent figures reporting only 5% of looked after school leavers enrolling directly onto a university degree programme in Scotland (The Scottish Government, 2018). Figure 1, below, illustrates the number of applications Edinburgh Napier University received from care-experienced learners over a four year period (2015-2018, inclusive). This data represents all applicants who self-declared their care-experience by ticking the 'Care Leaver box' on the UCAS application form or upon University enrolment, however as with all data pertaining to care-experienced learners studying at tertiary education level in Scotland, it is advisable to consider data with caution due to the propensity for learners to withhold self-declaring or to take into account erroneous declarations (Connelly and Kinlochan, 2013).

Admissions data, table 1 (below), demonstrates an increase in applications, offers made and matriculations to self-declared care-experienced applicants in 2015, 2016, 2017 and 2018 respectively.

Table 1. Self-declared care-experienced applicants and matriculations (enrolled onto University degree programme) data by year.

<i>YEAR</i>	<i>Care-experienced applications**</i>	<i>Year on year %</i>	<i>Care-experienced offers</i>	<i>Care-experienced offers %</i>	<i>Matriculated</i>
2015	125	#	51	40.8%	15 [^]
2016	137	9.6%	67	48.9%	21
2017	130	-5.4%	70	53.8%	20
2018	152	16.9%	79	52%	27

(Key: ** multiple applications per applicant commonplace. [^] discrepancies between matriculation and retention rates affect consistency of data)

Coming from College

For the period between 2008/9 and 2017/8, over half (58.6%) of the self-declared care-experienced students starting a degree programme at Edinburgh Napier University progressed from a college¹⁰ as a direct-entrant gaining access with 'advanced standing' or through an access course such as the Scottish Wider Access Programme (SWAP) into first year of a degree programme. However, as illustrated in table 2, an increase in school leavers joining the University in recent academic years has resulted in the proportion of care-experienced college entrants decrease in percentage terms.

Table 2. (a) Self-declared care-experienced entrants by academic year, point of entry with reference to the Scottish Credit & Qualifications Framework (SCQF), and (b) by previous education institution (2008/9 to 2018/19) n=155. Students confirmed care-experienced status by email post matriculation. * denotes information redacted due to fewer than 5.

Entrants	SCQF level 7	SCQF level 8	SCQF level 9	SCQF level 10	SCQF level 11+				Previous Education Institution		
	1st year	2nd year	3rd year	4th year	Postgraduate	Total	Female	Male	School	College	University
2008/9	8	*	*			11	6	5	5	6	
2009/10	5	*	*			9	6	3	5	4	
2010/11	5	*	0			5	4	1	2	3	
2011/12	*	*	*			6	4	2	1	5	
2012/13	11	*	*			15	10	5	7	7	1
2013/14	11	*	*			16	8	8	6	9	1
2014/15	12	*	*	*		17	12	5	7	8	2
2015/16	9	*	*		*	14	10	4	4	7	3
2016/17	15	*	*			21	12	9	6	13	2
2017/18	*	5	7		*	14	7	7	1	13	
2018/19	22	*	*			27	19	8	15	11	1
Total	103	24	24	*	*	155	98	57	59	86	10
%	66	15	15	*	*	100	63	37	38	55	6

¹⁰ Progression from college includes access routes to year 1 study; articulation with advanced standing and full award of credit; articulation with partial award of credit without advanced standing

School Leavers

The most recent care-experienced student entrant data has shown a dramatic increase in the number of school-leavers starting a degree programming first year (n=22), in comparison to previous years. As a consequence of this increase, the proportion of care-experienced student joining Edinburgh Napier University from school has increased from 34.4% to 38%. These figures present 'running totals' based on data collected from 2008 to 2016 (Corporate Parenting Plan 2018) and 2008 to 2018 for this current Corporate Parenting Plan (2020). This positive trend of increased access to degree level study may, in part, be due to many factors including greater awareness of tertiary education options, greater knowledge of admissions policies such as minimum (contextual) offers, broader engagement from the University Widening Participation team, and knowledge exchange of initiatives to support access to higher education with partner schools, colleges, local authority agencies and third sector organisations. The proportion of students gaining access to the University from other higher education providers/universities as remained static at 7%.

Table 2. (b) Self-declared care-experienced entrants by previous educational institution: School, College or University). Data presented in 'running total' comprised of all data held from 2008 to 2016 for Corporate

	Entrants by Previous Education Institution 2008-2018		
	School	College	University
CP Plan 2020	38%	55%	6%
CP Plan 2018	34.4%	58.6%	7%

Care-Experienced Student Entry Data: by University School

The University can report a near doubling of care-experienced learners, from 14 to 27 students, enrolling on degree courses in academic year 2018/19 compared to 2017/18 as displayed in table 3. Five of the University's Schools reported an increase in the numbers of students from care-experienced backgrounds enrolling onto a degree programme whilst one School, the School of Computing, reported no new care-experienced learners enrolled in the 2018/19 academic year.

The School of Applied Sciences reported a quadrupling of new care-experienced students from two to eight, a figure which represents 29.6% of all care-experienced entrants in 2018/19 academic year. This positive increase in students studying scientific programmes is possibly related to the introduction of a 'standard common language' on minimum entry tariffs and more prominent outreach and applicant conversion activities, especially for school leavers. Table 4 reports the age bands of entrants upon starting at the University.

As with the previous edition of this report, the School of Health and Social Care accounted for a large proportion (26% or 7 students) of the new students who started a degree programme in 2018/19 with college routes typically facilitating access.

Table 3. Care-Experienced Students by School of Study for Academic Years 2017/18 and 2018/19

School	2018/19		2017/18	
	Count	%	Count	%
SAS	8	29.6	2	14.3
SACI	4	14.8	3	21.4
TBS	5	18.5	3	21.4
SEBE	3	11.1	2	14.3
SHSC	7	26	3	21.4
SoC	0	0.0	1	7.2
Total	27	100.00	14	100.00

Key: University Schools (n=6)

Abbreviation	School Name
SAS	School of Applied Sciences
SACI	School of Arts & the Creative Industries
TBS	The Business School
SEBE	School of Engineering & the Built Environment
SHSC	School of Health & Social Care
SoC	School of Computing

Care-Experienced Student Entry Data: by Age

Table 4 reports the age bands of entrants starting at the University for 2018/19 and 2017/18 academic years, respectively. As reported in table 3 the University can report a dramatic rise in the number of care-experienced learners starting at the University in all but one of the six University Schools. Table 4 demonstrates that the majority of this increase in student numbers was driven by people under 26 years of age – the then age bracket eligible to receive a SAAS Care Experienced Student Bursary – predominantly comprising of school leavers.

The proportion of those aged 26 years or over reduced in percentage terms (from 29% to 22%) from 2017/18 to 2018/19 academic years.

It is important to note that the removal of the upper 26 years of age limit to SAAS Bursary from academic year 2020/21 potential aids greater access for learners over 26 to access degree and honours degree level study, especially for those at college who may be hesitant to continue to university study via articulation routes due to financial concerns.

Table 4. Care-Experienced Students by Age on Entry for Academic Years 2017/18 and 2018/19

Age	2018/19		2017/18	
	Count	%	Count	%
Under 18	3	11.1	0	0.0
19-25	18	66.7	10	71.4
26 or over	6	22.2	4	28.6
Total	27	100.00	14	100.00

Gender

Data from the period 2008/9 to 2018/19 (academic year commencing study) illustrates a distinct gender difference in self-declared care-experienced students at Edinburgh Napier University, illustrated in table 5. Higher Education participation in the UK display a distinct gender imbalance in favour of female (57%) compared to male (43%) students (HESA, 2020), however this trend is exaggerated in Edinburgh Napier's care-experienced student population. For further reading see Edinburgh Napier University's 'Gender Action Plan 2017-2020'.

Matriculated students	Female (%)	Male (%)
	63	37

Table 5. Self-declared care-experienced identified by gender (2008/9 to 2018/19)
n=155. NB. At time of data sampling only binary options were available. Data rounded.

Table 5. 2018/19 Care-Experienced Students by Age

Age	2018/19 Entrants and continuing students	
Under 18	3	Under 26 years 52 (66%)
18-20	20	
21-24	26	
25-29	9	Over 27 years 27 (34%)
30+	21	
Total	79	

A total of 79 care-experienced students were enrolled at Edinburgh Napier University in academic year 2018/19 of which 66% were aged 26 years or younger, with 49 students aged twenty-four or younger. This figure included those students who continued their studies and those who joined the University.

One third (34%) of the students were aged 27 or over, a group eligible to receive the SAAS Care Experienced Bursary from academic year 2020/21. Data presented in table 5 demonstrates the University's mature care-experienced student population, were aged 30 or older, equating to over a quarter of care-experienced learners.

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