

Corporate Parenting Plan

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Corporate Parenting Plan

Key Drivers & Strategic Alignment

Edinburgh Napier University has a strong commitment to widening access to, and participation in, higher education from under-represented groups who may have experienced barriers to progressing to university due to cultural or socio-economic factors. The University's *Strategy 2020: Building Success* (2014) and *Widening Participation Strategy* (2017) seek to develop on this ethos of fair access to higher education for all with a vision of an enterprising and innovative community renowned in Scotland and internationally for providing an unrivalled student experience and for nurturing student potential. It is within this context Edinburgh Napier University is proud to publish this Corporate Parenting Plan and the accompanying shortened *Bitesize* version outlining the support available to care-experienced students from application, transition to graduation stages. Holding corporate parenting responsibilities provides the University an opportunity to demonstrate, using reporting and evaluative measures, a commitment to help improve the futures of care-experienced individuals in Scotland.

This Corporate Parenting Plan formalises the University's enhanced level support for individuals of all ages with an experience of care, with the intention of presenting Edinburgh Napier University as a welcoming, nurturing and positive learning environment. This Plan draws on published literature, from sources such as the Scottish Government, Scottish Funding Council, and Commissioner for Fair Access; corporate parenting training and feedback from Who Cares? Scotland; interviews and focus groups from current and recently graduated care-experienced students; and is in synergy with Edinburgh Napier University Strategy documents.

*"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

Objectives - in delivering this plan the University aims to:

- Increase the number of students from a care-experienced background applying and matriculating as Edinburgh Napier University students;
 - Work towards equality of outcomes with respect to retention, engagement and graduation in line with the University's Widening Participation Strategy 2016-2020 and Strategy 2020: Building Success;
 - Monitor, evaluate and report on the progression, retention and success of our care-experienced students internally, with Scottish Ministers and more widely;
 - Go beyond our institutional corporate parenting requirements with initiatives to enhance educational attainment and successful graduate destinations;
 - Collaborate with regional universities, colleges and local authorities to lead in the establishment of the Hub for S.U.C.C.E.S.S. (Support for University and College for Care Experienced in South-East Scotland) initiative concerned with improving post-school educational outcomes for people of all ages with experience of care.
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Outcomes - in delivering this plan the University seeks to:

- Enable more students from care-experienced backgrounds in realising their full academic potential through providing targeted and tailored support from pre-application to post-graduation with the ambition of doubling the number of care-experienced students starting a degree programme by 2020 with outcomes (engagement in extra-curricular activities, qualification on graduation and post-graduation destination) for care-experienced students mirroring that of student population as a whole;
 - Support engagement in the quality of the learning experience with the establishment of the University's Champions' Board;
 - Further embed the University's admissions policy which takes a holistic approach when considering applicants, based not only on grades achieved but also the potential to succeed, and to continue to offer guidance to unsuccessful applicants to support positive further and higher education destinations through to promotion of appropriate alternative routes;
 - Continue to contribute to the sectoral conversation on access to, and success in, higher education for care-experienced individuals of all ages, through partaking in regional and national forums.
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Summary of Actions – to implement this Corporate Parenting Plan we will:

- Work in partnership within the University, including the six Schools and Professional Service departments, to raise awareness of corporate parenting responsibilities and the associated support provided to care-experienced students;
- Continue to listen to, and identify, our care-experienced students to support their needs and ambitions;
- Go beyond our institutional corporate parenting requirements with initiatives to enhance the educational attainment and expectations of care-experienced individuals.

Introduction

Edinburgh Napier University is proud to publish and enact its Corporate Parenting Plan for 2016–2018. The Children and Young People (Scotland) Act 2014 sets out the legal duty for twenty-four public bodies, including universities, to provide care-experienced children and young people with the support and guidance all good parents and guardians offer, setting out the following duties:

- to be alert to matters which could adversely affect the wellbeing of individuals;
- to assess the needs for the services and support required;
- to promote the interests of care-experienced individuals of all ages;
- to provide opportunities to participate in activities designed to promote wellbeing;
- to take appropriate actions to promote the services and support offered by the University as a corporate parent and as an educational institution;
- to take any other action considered appropriate to improve the way the corporate parent exercises its functions in relation to care-experienced children and young people.

This Corporate Parenting Plan sets out the array of support available to care-experienced individuals studying, or considering applying to study, at Edinburgh Napier University. The University has a proud history of promoting access to higher education study to a wider, often under-represented, population of individuals with care-experienced being one such group. This Corporate Parenting Plan outlines the University's commitment to providing a welcoming, nurturing and positive learning experience to individuals with an experience of care.

Background

On 31st July 2015, 15,404 care-experienced individuals were 'looked after', while an additional 2,751 were listed on a local authority Child Protection Register in Scotland. The term 'looked after children' refers to children in care provided by the state, including those:

- in residential care;
- in foster care (through a local authority or charity/agency);
- in kinship care (with grandparents or other family members);
- looked after at home (Compulsory Supervision Order with no condition of residence);
- in other community homes;
- in secure residential homes (<10%).

The type of care provision, outlined above, and frequency of accommodation changes are significantly correlated with educational attainment (The Scottish Government, 2017).

The term 'care-experienced' is used in this document to represent both children and young people who are presently looked after by a local authority and those who have left care. Edinburgh Napier University understands care-experienced young people are amongst the most vulnerable in our society, and that all too often their life chances are restricted (Scottish Government, 2017). As a higher education institution, Edinburgh Napier University believes that corporate parenting is not just a responsibility, it is a real opportunity to help improve the futures of care-experienced individuals in Scotland. The University is committed to the vision of a Scotland where all children and young people with an experience of care are understood, believed in, and given every opportunity to thrive. Edinburgh Napier University will work in partnership, wherever possible, to fulfil its responsibilities as a corporate parent as demonstrated with the University's commitment and leadership in the establishment of a dedicated hub to advise and disseminate information on tertiary educational options, namely The Hub for S.U.C.C.E.S.S. This Corporate Parenting Plan sets out the framework within which the University will contribute to improving the opportunities of Scotland's care-experienced people of all ages and draws on the Scottish Governments (2017) *Getting It Right For Every Child* (GIRFEC) approach to improving wellbeing and positive post-care outcomes. As a corporate parent, the University is required to uphold the rights and safeguard the wellbeing of its students with an experience of care. The legislation defines wellbeing in terms of the eight SHANARRI indicators, outlined below.

- Safe: protected from abuse, neglect or harm;
- Healthy: having the best possible standards of physical and mental health, supported 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.

While each indicator is separately defined, in practice they are often inter-connected. Taken together, the eight indicators offer a holistic view of each child or young person, identifying strengths as well as barriers to growth and development and provide a mechanism by which the University can appraise its performance as a corporate parent.

Corporate Parenting: A Brief History

The Children Act 2004 placed a statutory emphasis on local authorities as corporate parents to promote and support the educational attainment of care-experienced children and young people, with guidance from the Department of Education and Skills (2005) for corporate parents:

“Local authorities as corporate parents should demonstrate the strongest commitment to helping every child looked after, wherever the child is placed, to achieve the highest educational standards he or she possibly can. This includes supporting their aspirations to achieve in further and higher education.”

The Scottish Government (2008), in partnership with local authorities, released *These Are Our Bairns: a guide for community planning partnerships on being a good corporate parent* which outlined the need for public agencies to work collaboratively to support care-experienced children and young people:

“Corporate parenting means the formal and local partnerships needed between all local authority departments and services, and associated agencies, who are responsible for working together to meet the needs of looked after children and young people, and care leavers.”

Building on this early publication, the Scottish Government published The Children and Young People (Scotland) Act (2014) – herein referred to as the Act – introducing corporate parenting duties to a wider group of public bodies, including tertiary education providers such as Edinburgh Napier University. In the context

of the higher education sector, the enactment of the Act requires universities to publish a Corporate Parenting Plan outlining the steps taken to support students with experience of care to transition into and successfully through university and to report activities to Scottish Ministers.

The Act places responsibilities on corporate parents to improve the lives and futures of Scotland's care-experienced young people. Three key elements of corporate parenting as set out by The Scottish Government are:

- the statutory duty on all parts of a local authority to co-operate in promoting the welfare of care-experienced children and young people, and places a duty on other agencies to co-operate with councils in fulfilling that duty;
- co-ordinating the activities of the many different professionals and carers who are involved in a child or young person's life, and taking a strategic, child-centred approach to service delivery;
- shifting the emphasis from 'corporate' to 'parenting', taking all actions necessary to promote and support the physical, emotional, social and cognitive development of a child from infancy to adulthood.

In practice the Act, and the guidance from the Scottish Government outlined above, requires universities to:

- work with other corporate parents to remove barriers and pool resources where required;
- take a holistic approach to support care-experienced students' wellbeing, including gaining access to university.

Care Experience and Educational Attainment

The educational outcomes for care-experienced individuals are exceptionally poor in comparison to their non-care-experienced peers. Scottish Government (2017) statistics highlight that the exclusion rates for this group are unacceptably high, with 218 exclusions per 1000 for care experienced young people in comparison to only 33 per 1000 in the wider population. Trauma, mental ill health, stigma, frequent placement moves, chaotic and/or disorderly living arrangements are frequent examples to explain lower attainment levels. Additionally, and of pertinent importance with regards to raising student expectations and promoting university study as a viable option, research reports the importance of disseminating information to professionals to help foster a sense of the opportunities available and to promote self-supporting at an early age (Jackson and Cameron, 2012).

Figures published by the Scottish Government (2017) emphasise the educational gap between care-experienced young people and their peers:

- 73% of care-experienced young people leave school on or before their 16th birthday;
- 5% of care-experienced school leavers go directly to a university, compared to 40% of their peers in the wider population;
 - The Scottish Funding Council (2017) report only 286, or 0.4% of the total university student population, self-declare as care-experienced;
- A linear negative correlation between an increased number of accommodation placements and lower levels of educational attainment;
- Young people 'looked after at home' display the lowest educational attainment with 1% going from school to university;
- 50% of prisoners in Scotland identify as having been in care at some point in their life (Who Cares? Scotland, ND);
- One third of young offenders in Scotland have experience of living in care (Who Cares? Scotland, ND).

Despite some progress having been made to limit the divergences in attainment between individuals with care-experience and those without, a parity of opportunities through educational attainment is still some way off. As with wider society, not all care-experienced young people share similar experiences during their formative childhood and adolescent years. Statistics concerning educational attainment and life opportunities for Scotland's care-experienced young people are unambiguous, contrasting and stark: being looked after at home, a placement unique to Scotland whereby a child or young person is subject to a Compulsory Supervision Order and supervised living at home continues, display poorer positive future destinations (Barnardo's Scotland, 2015) and exhibit lower educational attainment (secondary qualifications achieved) than care-experienced peers (Scottish Government, 2017). Similarly, a greater number of accommodation moves is associated with lower educational attainment (Scottish Government, 2017).

Recently, recommendations 21, 22 and 23 from *A Blueprint for Fairness: The Final Report of the Commission on Widening Access* (2016) outlines ways the Scottish Government, and universities, can support individuals from a care-experienced background into higher education:

"Recommendation 21: By 2017, those with a care experience, who meet the access threshold should be entitled to the offer of a place at a Scottish university. Entitlement should also apply to those with a care experience who have had to take a break from higher education and wish to return. Learners should be assessed against minimum entry levels in 2017 and 2018 and the access threshold thereafter.

Recommendation 22: The Scottish Government should replace student living costs loans with a non-repayable bursary and provide a more flexible package of student support for learners with a care experience from academic year 2017/18.

Recommendation 23: The Scottish Government should develop an approach to allow those with a care experience to be identified from early years to post-school and on to employment to enable additional support, for example, a marker or flag. Young people with care experience must be included in the development of how this would be used and shared."

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 a care-experienced background. Recognising the specific challenges that are faced by many care-experienced young people contemplating higher education, Edinburgh Napier University offers a number of targeted programmes of support for care-experienced students. Care-experienced applicants and students are offered a named member of staff to offer support and guidance at application stage, transition into and moving on from university. Edinburgh Napier University is keenly aware its student population and applicants are unique and diverse, and its admissions policy represents this ethos considering applicants as individuals and not solely on academic grades achieved (Edinburgh Napier University Contextualised Admissions Policy, 2016).

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, subject to availability. Students can be awarded both bursaries.

In academic year 2016/17, 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. This provision of student accommodation is unfunded though 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. The University offers care-experienced students a named contact from the point of application onwards, giving students the opportunity to have their questions addressed in an informal setting. This ensures that these students have someone who can signpost them to appropriate services from application through to graduation. In addition, through the University's Widening Participation team, care-experienced students are invited to register for the student mentoring programme. The named contact welcomes queries, please find contact details on the cover of this document.

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 (from 14 in 2017/18 to 28 by 2020/21);
- promote a positive student experience, and commit to;
- offer guidance to unsuccessful applicants, promoting other tertiary educational options or positive destinations;
- collaborate with regional partners in the establishment of the Hub for S.U.C.C.E.S.S., outlined in detail below.

Edinburgh Napier University's Corporate Parenting Plan							
#	Activity	Action	Action by Whom	Evaluative Measure	Monitoring & Analysis	Act Section	Timescale & Comment
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 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	Launching 'The Hub for SUCCESS' Creation of satellite pop-up community hubs within the region Anonymised reporting of one-to-one / interactions Matriculations and graduations from tertiary education institutions. Reporting other positive destinations	Publishing of annual reports	58 1(a), (b), (c), (d), (e), 60	Academic year 2018/9
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	Establish links with fostering, residential, looked after at home and kinship care services and service users Network with corporate parents from other sectors	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	Highlight Named Contact responsibilities Financial and material support available and accommodation options	Updated	58 (c)	Completion by summer 2018
1.4	Outreach	Continue to develop the University's work with local schools, community groups and service providers Once established collaborate with the Hub for S.U.C.C.E.S.S. and partner organisations to disseminate information on routes into tertiary education	Named Contact Widening Participation team	Provide studying at university options, University taster days Extend dissemination activities on access routes and support available	Organised events	60	Ongoing
1.5	Sign the Scottish Care Leavers Covenant	Sign and implement where possible the recommendations of the Covenant	The Principal	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 Covenant ¹

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.

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 Manger University Board(s)	Internal and sectoral targets (CoWA)	Reviewed	58 1(c-f)	Click here to view the CoWA report² recommendation 21, 22 & 23 University admissions policy amended (see 2.4, below)
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	Student engagement and feedback	Review and update annually	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	Scheduled	Completed ³	58 1(a & b)	Included in new staff induction from 2018/9 ⁴

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

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.

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	Securing funding, hosting events: internally and publicly available	Annually	58 1 (a,b,c)	Ongoing Open days, training and event ⁶
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	Scheduled events, accurate records	Annually	58 1 (e)	Care-experienced students invited to an Induction event (completed September 2017 & ongoing) ⁷
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	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			58 1 (a-e)	Ongoing

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.

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
2.1	Named Contact support and guidance	<p>1:1 contact and support with every applicant with care-experience</p> <p>Publicise pre-application support for care leavers</p> <p>Outreach activities and guidance to care providers</p> <p>Information on available financial and personal support</p>	Named Contact	<p>Enhancing service provision</p> <p>Implementing student evaluation</p>	<p>Assistant Principal Widening Participation & Community</p> <p>Champions' Board (2.3) will evaluate and make recommendations</p>	58 1 (a-f)	<p>Ongoing. See 1.9 and 1.3 respectively (above).</p> <p>Completed: all self-declared care-experienced applicants received</p>
2.2	Accommodation	<p>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.</p> <p>Ensure accommodation options are provided at application, pre-entry and transition stages</p>	<p>Named Contact</p> <p>Property and Facilities;</p> <p>Student Accommodation</p> <p>External Agencies</p>	<p>Flexible accommodation options (i.e. full or part year)</p> <p>Fee-waivered accommodation (Unite Foundation Partner)</p> <p>Flexible payment options</p> <p>Explore working with local authorities</p>	<p>Annually.</p> <p>Consult with Champions' Board</p>	58 1 (b)	Completed: continuous monitoring and evaluation.

2.3	Champions' Board	Establish an autonomous care-experienced students' advocate board (Champions' Board)	Named Contact (to facilitate founding the group) Students' Union (ENSA)	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>Adjusted (lower) entry tariffs contextualised by care experience</p> <p>Explore gender 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>

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	Review Learner Journey for Care Experienced applicants with a view of determining 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	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	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
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
3.4	Mentoring programme	Work with Student and Employer Mentoring respectively	Named Contact Widening Participation team	Implementation	Annually	58 1 (d & e)	Completed

			Employment and Opportunities				
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

Reporting and Evaluation

Annual Report

An annual report of applicant, admissions, progression data and summary of corporate parenting activities will be produced by the Widening Participation team and the Assistant Principal Widening Participation and Community. This annual report will set out key policy developments, document student enrolment and progression data, report care-experienced students' Champions Board recommendations and provide a comprehensive schedule of completed Edinburgh Napier University corporate parenting events. Data pertaining to academic year 2016/17 is presented below.

Application Data

Care-experienced students are traditionally a group with very low participation rates into university, with the most recent figures reporting only 5% starting a university degree from school in Scotland (The Scottish Government, 2017). Figure 1, below, illustrates the comparatively low number of applications Edinburgh Napier University received over a three year period (2015–2017 inclusive). Data represents all applicants who self-declare by ticking the 'Care Leaver box' on their application or upon matriculation, and must be considered as estimates and not wholly accurate or definitive accounts of care-experienced student numbers due to false or withheld declarations for confidentiality or privacy factors or erroneous declarations (Connelly and Kinlochan, 2013).

Recent admissions data, table 1 (below), demonstrate an increase in applications, offers made and matriculations to self-declared care-experienced applicants in 2015 and 2016.

Table 1. Self-declared care-experienced applicant data by year.

<i>YEAR</i>	<i>Care-experienced flag**</i>	<i>Year on year %</i>	<i>SHARE % total applications</i>	<i>Care-experienced flag offers</i>	<i>Year on year %</i>	<i>SHARE %</i>	<i>Matriculated</i>
2015	125	#	0.5%	51	#	40.8%	15^
2016	137	9.6%	0.6%	67	16.0%	48.9%	21

(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, articulated with advanced standing or through an access course such as the Scottish Wider Access Programme (SWAP).

Table 2a.

Academic Year	SCQF level 7	SCQF levels 8, 9, 10 and postgraduate (11+)
	1st year	Advanced entry and postgraduate study
2008/9	8	*
2009/10	5	*
2010/11	5	0
2011/12	*	*
2012/13	11	*
2013/14	11	5
2014/15	12	5
2015/16	9	5
2016/17	15	6
2017/18	*	12
Total	81	47
%	63.3%	36.7%

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 2017/18) n=128. Students confirmed care-experienced status by email post matriculation. * denotes information redacted due to fewer than 5.

Table 2b.

Enrants by Previous Education Institution		
School	College	University
34.4%	58.6%	7%

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

Care-Experienced Student Data: Annual Report for Academic Year 2016/17

Table 3. 2016/17 Care-Experienced Students by School on Entry

School	2016/17 Entrants
Applied Sciences	5
Arts & Creative Industries	*
Business School	0
Computing	*
Engineering and the Built Environment	*
Health & Social Care	6
Total	21

Table 4. 2016/17 Care-Experienced Students by Age on Entry

Age	2016/17 Entrants and continuing students
Under 18	*
18-20	25
21-24	6
25-29	*
30+	19
Total	55

Table 5. 2016/17 Care-Experienced Students by Length of Time in Care

Time	2016/17 Entrants and continuing students
1 week - 3 months	*
3 months - 1 year	25
1 year - 3 years	6
3 years or more	*
Unknown	19
Total	55

Matriculated students	Female (%)	Male (%)
	62	38

Table 6. Self-declared care-experienced identified by gender (2008/9 to 2017/18) n=128. NB. At time of data sampling only binary available. Data rounded.

Gender

Data from the period 2008/9 to 2017/18 (academic year commencing study) illustrates a distinct gender difference in self-declared care-experienced students at Edinburgh Napier University, illustrated in table 5. For further reading see Edinburgh Napier University's 'Gender Action Plan 2017-2020'.

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