

Corporate Parent Plan, University of Strathclyde

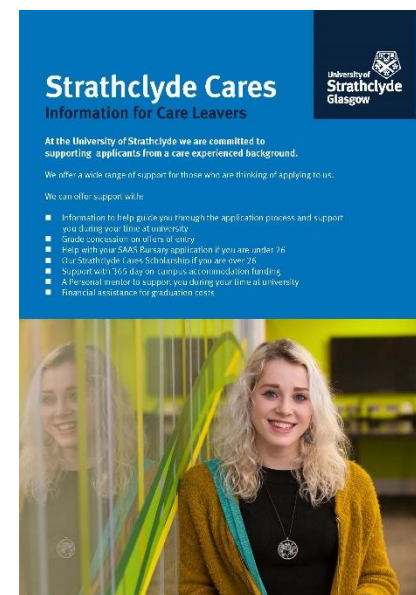
The University of Strathclyde has a strong tradition of support for looked after and care experienced people as demonstrated by the receipt of the [Buttle UK Quality Mark](#) at the 'exemplary' level in 2013. The accolade is made to further and higher education providers who demonstrate their commitment to young people in and leaving care. Whilst the Quality Mark is no longer being awarded by Buttle, Strathclyde will continue to have high aspirations for care experienced young people and will continue the work begun through Buttle via the Corporate Parent Plan reviewing and reporting process. The Corporate Parent plan embodies the [University's values](#). In particular, it is ambitious and people-oriented.

Definitions of Looked After

Children and young people under 16 become looked after when the state intervenes formally in their welfare, usually via the children's hearings system. Around 2% of children in Scotland are looked after or on the child protection register. Children can be looked after 'at home' (about 25% of all looked after children in Scotland)¹ or 'away from home'. Being looked after at home means that a children's hearing has made an order for compulsory supervision by a social worker but has not specified removal of the child from the family. Being looked after away from home means that the child is cared for in an alternative setting which may be in a residential home or school, in foster care, or in kinship care, where there is a formal agreement for the child's care to be undertaken by a member of the extended family.

The provisions of the Children and Young People (Scotland) Act 2014² saw considerable changes in the responsibilities of local authorities and other partners towards looked after and previously looked after children when they came into force in April 2015. Among these are the entitlement of looked after children aged over 16 to request support from local authorities up to age 26.

Although not referred to within the statutes, the term 'care experienced' is being increasingly used by some third sector agencies to include young people who are currently looked after (up to 18), those who have elected to stay in care placements (up to 21), those receiving after care services (up to 26), and those who have been looked after in the past.



¹ Scottish Government, 2015, *Children's Social Work Statistics Scotland, 2014-15*, <http://www.gov.scot/Resource/0049/00497773.pdf>

² <http://www.legislation.gov.uk/asp/2014/8/contents/enacted>

Strathclyde Cares

The University has a history of commitment to the provision of additional support for care leavers going back to 2007. The University's Strathclyde Cares Committee (formerly known as the Care Experience and Care Leavers Committee and the Buttle UK Committee) leads activities relating to looked after young people and care leavers. Its aims are to support applicants and students from looked after backgrounds, and to undertake activities that increase the attainment, educational experience and aspirations of looked after children. With representation from every Faculty and many Professional Services, as well as care experienced student representatives, the Committee meets five times a year to progress activities, share practice and monitor the success of applicants and students.

Led by the Widening Access Team, Recruitment and International Office and Strathclyde Cares Committee, from 2014/2015 onwards all activities related to looked after young people, applicants and students has been badged 'Strathclyde Cares'. This is a multi-stranded strategy under a single brand with proactive and aspirational support at every stage of the learner journey³. It is anticipated this approach will:

- aid promotion to care experienced people, many of whom are reluctant to self-identify;
- support the University's Corporate Parenting obligations;
- support the University's Outcome Agreement targets in relation to those with care experience;
- align with Strathclyde's Widening Participation strategy approved by ESC in March 2015 and the Executive Team in April 2015

Why support for those with care experience is necessary

As the 2015 final report of the [Commission on Widening Access](#) makes clear, those with care experience require additional, tailored support. Their challenges are both quantitatively and qualitatively different from other groups of learners and their educational outcomes thus far are extremely poor:

- 40% of looked after children leave school with one or more qualification at SCQF Level 5 or more; compared with 84% of all school leavers
- 74% of looked after children who left school in 2013/14 were aged 16 or under; compared with only 27% of all school leavers
- the exclusion rate for looked after children is over seven times that for all children
- 73% of looked after children were in a positive destination nine months after leaving school, compared with 92% of all children
- 6% of looked after children were in higher education nine months after leaving school, compared with 39% of all children

³ Milburn, A. 2012, *University Challenge: How Higher Education Can Advance Social Mobility*, HMSO, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/80188/Higher-Education.pdf

Strathclyde has undertaken a range of impactful activities and projects to support care leavers into and through higher education. We have a good understanding of our students and their needs and a strong tradition of engaging care experienced students in this work. Yet much more is required at both an institutional and national level. In particular, for Strathclyde, it will be necessary to focus on increasing applications to a wider range of discipline areas, improving the gender balance of applications and providing support to improve retention.

Students and applicants from care backgrounds are a sub-set of those from the most disadvantaged backgrounds. The Corporate Parent plan should be viewed within the University’s broader commitment to widening participation.

Annual Report 2020/21

The Strathclyde Cares Committee produces an annual report for the Admissions Management Committee detailing its activities and reporting on application rates and outcomes for care leavers in the institution. This collation and analysis will continue under the auspices of the Corporate Parent plan. Details from the 2020/21 report can be found below.

Table 1: Applications to Strathclyde

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Applicants	52	45	50	62	74	94	121	125	127	162
Applications	57	49	57	85	89	110	154	154	147	194
Offers Made	8	13	27	40	52	58	81	82	98	127
Registered as students	*	7	11	11	26	16	31^	26	35	35

Notes:

*There were fewer than five.

^One student deferred entry

Table 2: Applications by Faculty, AY 2019/20 and 2020/21

	Business	HaSS	Eng	Science	PGDE	LLB Grad Entry	MSW
2019/2020							
Applications	15	85	11	13	20	0	*
Offers	12	59	8	10	7	0	*
Rolled Fwd	4	23	*	*	6	0	0
2020/2021							
Applications	26	96	25	35	10	0	*
Offers	19	54	23	29	*	0	0
Registered	5	15	6	8	*	0	0

Note

PGDE – Professional Graduate Diploma in Education

MSW – Masters in Social Work

All Faculties have made efforts to convert applications to offers wherever possible, but the number of applications to each Faculty remains uneven.

Table 3: Characteristics of UG applicants with a looked after background to Strathclyde, AY 2020/21

		Care experienced applicants	General population of Strathclyde %*
Gender	Male	33%	49%
	Female	67%	51%
Age	<22	55%	86%
	>=22	45%	14%
Faculty	Business	12%	17%
	HaSS	62%	30%
	Engineering	11%	29%
	Science	15%	24%
SIMD Quintile	Q1 most deprived	36%	17%
	Q2	18%	17%
	Q3	14%	15%
	Q4	13%	19%
	Q5 least deprived	10%	29%
	Unknown	9%	3%

*** Note**

Figures are taken from SUnBIRD (Student Profile datamart) for the undergraduate standard population student headcount for academic year 2020/21. This is to provide an overall picture of the student population for rough comparative purposes. For the SIMD quintiles, percentages for standard population have been calculated using Scottish domiciled student numbers only.

The differences in gender and age distribution from the general student body have been a feature of applications for several years and is continually monitored by the Committee. It is also important to note that, whilst many of the care leaver applicants reside in quintiles 1 and 2 of the Scottish Index of Multiple Deprivation, and thus meet Scottish Government, SFC and University Outcome Agreement target obligations, many do not. The nature of this particular group,

who may have spent time in residential units and foster care in less deprived localities and have been moved from area to area, means SIMD on its own may not be a reliable a measure of disadvantage. The University's use of a care leaver-specific flag at application is, therefore, vital.

Corporate Parenting

Part 9 of the Children and Young People (Scotland) Act 2014 has put the concept and policy of 'corporate parenting' onto a statutory basis in Scotland⁴ with all post-16 education bodies included in the list of corporate parents. As such, the University has a responsibility to be systematic and proactive in its efforts to meet the needs of looked after children and care leavers. Specifically, it must:

- 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;
- 63 Have regard to any guidance about corporate parenting duties.

The University's Corporate Parenting Plan has been developed with reference to the four stages of the learner journey and in alignment with the University's Widening Participation Strategy.

The University of Strathclyde has adopted the broadest definition of 'care experienced' possible, in recognition of the impact of care through education and beyond. Unless explicitly stated in application procedures etc., the Corporate Parent plan applies to anyone who has spent 3 months or more in care during their compulsory education.

⁴ CELCIS, 2014, *CELCIS Inform: The Children and Young People (Scotland) Act 2014, Part 9 (Corporate Parenting)*, https://www.celcis.org/files/6714/3878/4827/Inform_Children_Young_People_Act_Part_9-v2.pdf

Activity	Section of the Act	Actions	Performance measurement/evaluation	Lead team/person	Timeframe	Progress (to be updated annually)
Getting ready: raising aspirations and schools outreach						
Summer school programme for looked after young people in partnership with MCR Pathways	58 1(a), (d), (e), 60	<ul style="list-style-type: none"> - Develop and deliver programme - Track progress of participants - Evaluate impact of programme 	Number of participants; evaluation surveys; sustained engagement in subsequent MCR activities; engagement with FOCUS West activities	Widening Access Team	Delivered June 2016, evaluation October 2016, ongoing thereafter	<p><i>2014 – 22 participants</i></p> <p><i>2015 – 23 participants</i></p> <p><i>2016 – 23 participants</i></p> <p><i>2017 – 24 participants</i></p> <p><i>2018 – 28 participants</i></p> <p><i>2019 – 50 participants</i></p> <p><i>2020 – N/A due to pandemic</i></p>
Partnership with MCR Pathways	58 1(a), (d), (e), 60	<ul style="list-style-type: none"> - Support members of staff to engage as mentors - Participate in HE network meetings - Provide opportunities for students to participate as credit-bearing element of their programme - Develop career 'taster' sessions in TIC building 	Number of staff, pupil and student participants in activities; feedback and support sessions for mentors; evaluation of 'tasters'	SEES, Widening Access Team, Strathclyde Business School	Mentoring ongoing with annual review in Aug;	<p><i>2015 – 3rd year Business School students undertook project with MCR, 3 members of SEES staff became mentors</i></p> <p><i>2017 – Business School committed to staff members becoming MCR Mentors.</i></p> <p>http://www.youngglasgowtalent.org/20-business-school-staff-become-mcr-mentors/</p> <p><i>Since 2017/18, 15 MDP Social Responsibility students have tutored 33 care-experienced pupils on the MCR Pathways programme, principally in</i></p>

						<p><i>English and Maths, for a total of 263 hours. In 2018/19, 6 students tutored 18 MCR pupils. In 2019/20, 9 students tutored 23 MCR pupils, and in 2020/21, 6 students tutored 11 MCR pupils.</i></p> <p><i>Since 2014/15, 52 MDP Social Responsibility students have spent 3,367 hours working on behalf of the MCR Pathways programme, which supports care-experienced young people into positive destinations. The roles they have undertaken include major research projects, designing educational programmes and creating marketing materials. Many students have continued working with MCR Pathways after the pathway has finished and one became a full-time member of staff on the programme. 8 MDP students will be working with MCR Pathways this year on research and marketing projects.</i></p>
Development of local authority contacts	58 1(b), (d), (f)	- Network with throughcare and aftercare teams by establishing annual meeting and developing key contact database.	Development of list of contacts in local authorities; increase in communication between teams and university; increased support and guidance to young people considering applying to university	RIO, Widening Access Team	Contact made with all local teams by October 2016 and ongoing contact thereafter	<i>Good relationships still in place as of session 20/21. TCAC teams liaise with named contact for care experienced students when they are working with a young person who is interested in university and annual contact is in place.</i>
Sign Scottish Care Leavers Covenant	58 1(c-f))	- Explore with HR potential to engage with LAC as	Collate baseline number of job applications from those with	Widening Access Team;	Update to Equality Impact	<i>Covenant signed by the Principal in 2016.</i>

		<p>employer (work experience, internships, interview support?)</p> <ul style="list-style-type: none"> - Inclusion of Care as protected characteristic in equality outcomes and impact assessments 	<p>care backgrounds; increased reporting on care in equality monitoring activities and annual reports across the institution</p>	<p>HR; Equality and Diversity</p>	<p>Assessments and monitoring by Spring 2019</p>	<p><i>Care experience incorporated into University's Equality Impact Assessment process alongside socio-economic disadvantage from 19/20 onwards.</i></p>
<p>Networking and collaboration with Glasgow Corporate Parenting Forum ⁵</p>	<p>60</p>	<ul style="list-style-type: none"> - Attendance at dissemination events - Institutional visits - Inclusion of Scottish activities on website 	<p>Strathclyde Cares information disseminated via the forum to other members; increased collaboration with other Glasgow Corporate Parents.</p>	<p>Widening Access Team; Strathclyde Cares Committee</p>	<p>Forum Established in 2017; ongoing meetings</p>	<p><i>Meetings continued throughout 2019/20 and continue to be a way to raise awareness and share best practice.</i></p>
<p>Getting in: application; entry and induction</p>						
<p>Proactive contact from Named Care Advisor</p>	<p>58 1 (a-f)</p>	<ul style="list-style-type: none"> - 1:1 contact and support with every applicant with care experience - Promotion at guidance, marketing and outreach activities - Pre-application support on subject choices - Collaboration with Propel to publicise support for care leavers 	<p>Feedback from applicants and students; increase in application rates</p>	<p>RIO, Widening Access Team; Admissions Selectors</p>	<p>Report of activities produced on annual basis; regular update at Strathclyde Cares committee meetings</p>	<p><i>See above for past application rates.</i></p> <p><i>Processes well established and ongoing.</i></p>
<p>Use of contextual data in admissions</p>	<p>58 1 (c-f)</p>	<ul style="list-style-type: none"> - Lower offers for care leavers applying with Highers to undergraduate programmes - Analysis of impact and regular review of policy 	<p>Number of contextual offers given; number of registrations; number ineligible for lower offer and reasons</p>	<p>Admissions Selectors; Widening Access Team; RIO</p>	<p>Annual report for Strathclyde Cares Committee and Admissions Management</p>	<p><i>See above for past application rates.</i></p> <p><i>2017 entry – online training developed for staff involved in selection process, with one topic dedicated to care leavers.</i></p>

⁵ This point was refreshed in January 2019 following consultation with, and approval from, the Strathclyde Cares Committee. Previously this point had been to engage with the National Network for Education of Care Leavers (NNECL) but as of 2019 this group continues to only work in England.

					Committee (AMC)	<p><i>2019 entry – Guaranteed Offer in place for Care Experienced applicants. Training session delivered to Selectors, plus briefing note on Strathclyde’s approach to GO circulated to all UG Selectors.</i></p> <p><i>All minimum entry requirements for Strathclyde UG degrees published in the 2020 entry prospectus.</i></p>
Opportunity to disclose care experience for applicants	58 1 (a), (c), (d), (e)	<ul style="list-style-type: none"> - Tickbox on UCAS applications - Information and tickbox on direct application processes from FE and pre-entry programmes - Information and tickbox on postgraduate application processes - Promotion of support for care leavers to encourage disclosure at all recruitment events, through social media and online - <i>Tick-box has now been added to the STAR scholarship applications as of 2021/22</i> - <i>Tick-box being added to Accommodation applications for 2021</i> 	Number of applicants declaring care experience through different application routes; production of promotion material; evaluation activities with current care experienced students to explore awareness and experiences of application	SEES; Faculties; Centre for Lifelong Learning	Review of processes annually; inclusion of tickbox for postgraduate application by Sep 2016	<p><i>Tickbox available at point of registration to allow students to declare care experience beyond point of application.</i></p> <p><i>In early 2019, a working group was established to map and review how and when this data is collected and where it is stored. The group reported in Spring 2019 with recommendations for how to ensure HESA returns reflect care experienced students who declare their status mid-way through their degrees.</i></p> <p><i>Agreement through the working group to include data from both UCAS and online registration in order to report robust data on care experienced students annually.</i></p> <p><i>Numbers of CE students declaring through new routes will be reported on</i></p>
Examine application	58 1 (a-f)	- Consider development of policy to allow lower	Number of applicants declaring care experience; increase in	Widening Access Team;	Production of report on	<i>See above for past application rates.</i>

experience and entry rates for those entering with qualifications other than Highers to undergraduate programmes		<p>offers to applicants from FE</p> <ul style="list-style-type: none"> - Collaborate with SWAP and CLL to evaluate applicant experience 	rate and number of successful applications; increase in number of lower offers given	Strategy and Policy; Faculties	applications from FE by Sep 2016; discussions of contextual approach in AMC by Nov 2016	<p><i>Guaranteed Offer incorporates non-SQA Higher qualifications. Bespoke feedback for unsuccessful candidates, including advice on alternative routes to university in the future, is a feature of Strathclyde's approach to the GO.</i></p> <p><i>In 2019 each faculty reviewed their own non SQA CE entrants and analysed how they are progressing compared to SQA entrants.</i></p>
Collate and analyse application, offer and registration rates of those declaring care experience	59, 61, 62	<ul style="list-style-type: none"> - Monitor changes to application and conversion rates over time - Consider alongside protected characteristics and at discipline level - Incorporate findings into evidence-base to underpin outreach and recruitment activities 	Number of applicants; offers and registrations of those declaring care experience; identification of patterns and possible intersectionality issues (e.g. gender and care issue considered below); development of outreach activities in response to evidence	Strathclyde Cares Committee; Strategy & Policy	Inclusion in annual report produced for Strathclyde Cares Committee and AMC	<i>See above for past application rates</i>
Explore gender disparities in applications	58 1(a), (b), (d), (f),	<ul style="list-style-type: none"> - Seek funding and research opportunities to explore issues across institution and sector - Undertake exploratory research with local authority and charity partners 	Number and proportion of applications by gender and across subjects; number and proportion participating in outreach activities by gender	Widening Access Team; Strathclyde Cares Committee	Report on exploratory work by Dec 2016	<p><i>See above for past application rates.</i></p> <p><i>2017 – Strathclyde's Gender Action Plan recognises the need for the GAP to consider intersectionality between gender and WA characteristics.</i></p>
Prioritise engagement and opportunities in	58 1 (a), (c), (d), (e), 60	<ul style="list-style-type: none"> - Prioritise funded places on Accelerate programme for 	Collate baseline number and proportion of participants with care experience	Widening Access Team; Faculties	Inclusion of section on LAC in outreach	<i>2019 – LAC remain a priority group for outreach opportunities; awareness of importance of engaging with this group</i>

outreach activities for looked after/care experienced young people		those with care experience - Work with FOCUS West partners to identify and include LAC in activities			activities within annual report; inclusion within institution's WA report by May 2017	<i>continues to be communicated to relevant staff.</i>
Collaborate with FE and HE partners in West of Scotland Care Leavers Forum	58 1(f), 60	- Attend, chair and host meetings - Undertake collaborative activities	Development of annual report for dissemination to partners	Widening Access Team; RIO	Ongoing	<i>Hosted and chaired meeting annually for last four years.</i> <i>2021 – active engagement with the forum ongoing, aiding the sharing and dissemination of processes and best practice.</i>
Staying in: retention and progression						
Strathclyde Cares committee	58 1(f), 59, 61, 63	- 4 meetings per year with representatives from all Faculties, relevant professional services and care experienced students - Collaborative activities to improve recruitment and support for care leavers - Production of annual report and Corporate Parent plan	Feedback from participants; increase in number and proportion of student representatives; development of specific activities by members	Strathclyde Cares Committee; Widening Access Team	Annual plans published; reporting to AMC on annual basis	<i>2021 – committee engagement ongoing, including representation from across Strathclyde as well as University of Strathclyde Students' Association (USSA). A summary annual report is compiled each August and shared with relevant committees. There are now 8 CE students who are members of the committee.</i>
Collation and analysis of retention and progression rates for care experienced students	58 1 (d), (e), 59, 61, 62	- Production of figures, analytical report and recommendations by Strathclyde Cares Committee	Increase in rate and number graduating; evaluation of current support activities	Strathclyde Cares Committee; Strategy & Policy	Inclusion in annual report for Strathclyde Cares Committee and AMC	<i>Baseline data produced in Strathclyde Cares Annual report but not published due to small numbers.</i>

		<ul style="list-style-type: none"> - Develop recommendations for supporting care leavers 				
Awareness raising activities for students and staff	58 1 (a-f)	<ul style="list-style-type: none"> - Publicity drive to raise awareness of Corporate Parenting for staff (newsletter, website, video) - Inclusion in support activities/training for Academic Selectors - Inclusion of Care in Diversity Week - Training of Strathclyde mentors as champions for care leavers - Inclusion in training and induction activities for new academic staff 	Collate baseline data on number of queries to Widening Access team in relation to care; increase in membership of Strathclyde Cares committee	Widening Access Team; Strathclyde Cares Committee; Equality and Diversity	Publicity drive for staff through summer 2016; development of online Academic Selectors contextual data module by Sep 2016; ongoing monitoring	<p><i>Current committee membership available on request.</i></p> <p><i>Online training was delivered 3 times across 2016/17 and is available ad-hoc by request. Training session on GO delivered face-to-face in January 2019, accompanied by briefing note circulated to all UG Selectors.</i></p> <p><i>National Care Leavers' Week– activities are now fully embedded annually, including awareness raising messages on screens across campus, plus a stand with information on support, plus some care experienced students, in the Students' Union. Care Experienced students are also invited to take part in social activities funded by the University. In February 2019, hosted the Who Cares? Scotland care day celebration event.</i></p> <p><i>Corporate Parenting video in conjunction with Articulate Cultural Trust published and promoted in 2020</i></p> <p><i>Care experienced policy for staff and students published in 2020</i></p>

						<i>OU Corporate Parenting training module is now complete and we are in the process of incorporating in into our system to offer training for staff and students and inform them of our role as Corporate Parents</i>
Opportunity to disclose at registration and beyond	58 1 (c-f)	<ul style="list-style-type: none"> - Publicity drive during Care Leavers Week - Inclusion of Care in Diversity Week - Tick box provided in bursary and competitive opportunity applications - <i>Tick box on Accommodation application being added in 2021</i> - <i>Tick-box added to the STAR scholarship applications as of 2021/22</i> 	Increase in number of care leavers declaring whilst studying at Strathclyde	SEES; Faculties	Review on annual basis and include within annual report	<p><i>Additional students identified via this route. See above for registration rates.</i></p> <p><i>The Working Group established in early 2019 also investigated this.</i></p> <p><i>Numbers of CE students declaring through new routes will be reported on</i></p>
Strathclyde Cares Scholarships	58 1 (c), (d), (e)	<ul style="list-style-type: none"> - Separately titled scholarship and promotion activity for care leavers - Priority given to care experienced applicants 	Increase in number and proportion of eligible care leavers applying for scholarships	RIO; Alumni & Development; Widening Access Team	Reviews on annual basis in Autumn	<i>Since 2015 Strathclyde has partnered with the Robertson Trust to provide enhanced scholarships and also partnered with the Unite Foundation in 2017 to offer 3 years free accommodation to young CE or estranged students. The Strathclyde STAR Scholarships was part of the package for CE students but was rebranded in 2019 prioritising those not eligible for the c. £8k non-repayable SAAS bursary or the Robertson Trust</i>

						<p><i>Scholarship. The numbers who received scholarships as shown in the table below.</i></p> <table border="1"> <thead> <tr> <th></th> <th>STAR</th> <th>TRT</th> <th>UNITE</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td><5</td> <td><5</td> <td><5</td> <td>9</td> </tr> <tr> <td>2018</td> <td><5</td> <td><5</td> <td><5</td> <td>6</td> </tr> <tr> <td>2019</td> <td><5</td> <td><5</td> <td><5</td> <td>8</td> </tr> <tr> <td>2020</td> <td>0</td> <td><5</td> <td><5</td> <td>8</td> </tr> </tbody> </table>		STAR	TRT	UNITE	TOTAL	2017	<5	<5	<5	9	2018	<5	<5	<5	6	2019	<5	<5	<5	8	2020	0	<5	<5	8
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Support for care experienced students during their studies	58 1 (a-f)	<ul style="list-style-type: none"> - Named Care advisor for 1:1 support and signposting throughout degree - Strathclyde Cares staff mentor for duration of course - As a result of the pandemic, CE students were prioritised for the Digital Inclusion scheme for laptop loans and WiFi grants - With the pandemic meaning students are regularly using Zoom for online classes, Zoom training was promoted to CE students to ease anxieties - Care experienced and estranged students societies have merged and provide an ongoing 	Increase in contact between Named Care Advisor and students; evaluation of mentoring project; tracking of mentoring contact/meetings and nature of discussions; increase in number and proportion of care leavers graduating	Widening Access Team; RIO; Faculties; USSA	Report on mentoring project by Dec 16, ongoing monitoring by SC committee thereafter	<p><i>2016 - 22 students are currently being mentored</i></p> <p><i>2017 entry – 17 new students matched</i></p> <p><i>2018 entry – 16 new students matched</i></p> <p><i>2019 entry – 13 new students matched</i></p> <p><i>2020 entry – 26 new students matched</i></p> <p><i>In 2019, WA team piloted a tutoring programme, for students to have tutor support in specific subjects as requested by individual students. This is currently ongoing for one student who requested this support.</i></p> <p><i>During 2020/21, 22 CE students have benefited from the Digital Inclusion scheme</i></p> <p><i>Zoom training sessions for students were well attended</i></p>																									

		support network for CE and estranged students.				
Corporate parenting activities and responsibilities included in Faculty reports	58 1 (a), (e)	- Faculty level report on engagement with care leavers	Collation of baseline data on Faculty-level activities in relation to care leavers	Faculties	Inclusion in reports by 2021	
Getting on: employability; the 'value added' of HE						
Improve international and mobility opportunities	58 1 (a), (b), (d), (e)	<ul style="list-style-type: none"> - Pilot international summer school opportunity in HaSS with additional publicity given to care leavers - Priority placing in 33 Sixty Leadership programme - Development of 'international @ home' activities - Track number of care experienced students undertaking international opportunities 	Collation of baseline data on care leavers involved in international activities; increase in opportunities promoted to care experienced cohort	RIO; Faculties; Widening Access Team	Inclusion of international exchanges in annual report on annual basis	<p><i>Care Experienced students are actively targeted with promotion of international opportunities.</i></p> <p><i>In May 2018, 20 students took part in the Common Purpose trip to Madrid, <5 of whom were care experienced. In February 2019, 8 students went to Barcelona as part of USSA's Go Global initiative. WA assisted in selection, and <5 care experienced students were successful in gaining a place. In September 2019, <5 care experienced students went to Los Angeles as part of our partnership with USC. CE students remain a priority target group for the annual one week summer school in Radboud in the Netherlands.</i></p> <p><i>In 2020, the WA were successful in an Alumni application to fund places for 8 WA students to spend 3 days in London to visit various organisations and gain vital travel and cultural experience. This opportunity will be promoted to CE</i></p>

						<i>students and is now planned for when government guidelines allow, hopefully late 2021/early 2022.</i>
Improve employability activity	58 1 (a), (b), (d), (e)	<ul style="list-style-type: none"> - Guaranteed interviews for Student Ambassador roles with RIO - Development of other employment opportunities through WA Team and others 	Collation of baseline data on eligible students participating in interviews and securing positions; increase in number of opportunities	Careers Service; Faculties; Widening Access Team	Inclusion of employability activities in annual report on annual basis	<p><i><5 students interviewed for Student Ambassador roles in 2016</i></p> <p><i>2017 Student Ambassador recruitment took place in October 2017. All Care Experienced students invited to apply with guaranteed interviews annually.</i></p> <p><i>Care experienced students were prioritised in recruitment for SHIP internships with Together Energy in Autumn 2020.</i></p>
Graduation support	58 1 (a-f)	<ul style="list-style-type: none"> - Alumni Fund provided support with costs in 2015 and application submitted for 2016 - Explore internal sources of funding - Evaluate impact of support 	Number receiving graduation support; report on ongoing destinations and uptake of Careers Service support; evaluation of 2 years of delivery	Widening Access Team	Report evaluating impact produced by Sep 2017	<p><i>In 2015, 5 students received support with their graduation costs</i></p> <p><i>2016 – fewer than 5</i></p> <p><i>2017 – 9</i></p> <p><i>2018 – 7</i></p> <p><i>2019 – 11</i></p> <p><i>2020 – N/A due to pandemic</i></p>
Improve support for postgraduate students	58 1 (a-f)	<ul style="list-style-type: none"> - Undertake baseline exercise to determine number of applicants and students 	Number of applicants and students; retention and completion rate	SEES; RIO; Faculties	Baseline report and publicity undertaken by Aug 2017	<i>Work ongoing to identify Care Experienced students at postgraduate stage.</i>

		<ul style="list-style-type: none"> - Explore ways to improve support (e.g. possible extension of mentoring provision) - Undertake publicity drive to highlight support to postgraduate students in collaboration with relevant external organisations 				<p><i>In 2019, the WA team, HaSS and Careers Service secured funding for a part-time temporary Research Associate to research attitudes towards PG study amongst final year students in HaSS, with a focus on WA including care experienced students. The project reported in Summer 2019.</i></p> <p><i>In 2021, the WA team and RIO input into a proposal from USSA for PG scholarships for CE students. The proposal has been endorsed by the Student Experience Committee as is now due to go to Senate.</i></p>
Monitor progression and onward destinations of care experienced students	59, 61, 62	<ul style="list-style-type: none"> - Explore potential to identify care experienced graduates in surveys - Track and report graduate destinations identified during provision of graduation support to inform future activities 	Collate baseline data on known destinations of care leaver graduates and those who withdraw; analysis of destinations in comparison with wider cohort	Strathclyde Cares Committee; Careers Service; Student Surveys	Provide initial reports by May 2017 and ongoing monitoring thereafter	<i>Widening Access Support Officer monitors progression and completion on an annual basis. The joint project between WA, HaSS and Careers Service will also identify any potential barriers – real or perceived – to progression to PG.</i>
Prioritising of care experience in competitive opportunities for students	58 1 (a-f)	<ul style="list-style-type: none"> - Pilot Strathclyde Cares summer internship position for care experienced student - Explore other competitive processes that could include opportunity to disclose care experience 	Staff and student feedback on internship experience and outcomes	SEES; Faculties; RIO	Internship project undertaken in summer 2016	<p><i>Care Experienced students actively targeted for competitive opportunities. Direct promotion from WA team and also from mentors.</i></p> <p><i>In 2019, 15 WA students were allocated free places on a 6-week fitness programme pilot, plus 3 months free</i></p>

						<i>gym membership, at Strathclyde Sport. The students offered places were care experienced or Student Carers.</i>
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