Annex C: Exemplar 2019-20 Programme for Action Project Scoping Document

CARE EXPERIENCED STUDENT SUPPORT PROJECT	
Purpose:	Our Care Experienced Retention and Attainment project will provide a community based support function to care experienced young people at greatest risk of withdrawal from learning due to circumstances outside the college campus (for example, accommodation/housing issues, childcare, debt support, family/relationship issues, offending behaviour/judicial system or mental health). The aim of this additional student support will be to improve retention and attainment levels for this group so that they are in line with standard levels of student performance.
Background/ Context:	Action for Children charity recognise inequality and external factors can effect young people who are at greatest risk of withdrawal from learning , non-attainment and poor progression i.e. care experienced, young carers, young people from the most deprived SIMD areas and those who have experience an adverse childhood. By providing additional support for these students, Action for Children can enable more young people to achieve their full potential, reflecting objectives set out in the regional strategy for college learning.

Through providing a proactive support service to young people beyond the college walls, in addition to traditional student support services (e.g. course information, funding) Action for Children will encourage continued engagement in education/training, meeting the four priorities in the National Improvement Framework (NIF) 2018:
• Improvement in attainment, particularly in literacy and numeracy.
• Closing the attainment gap between the most and least disadvantaged children and young people.
• Improvement in children's and young people's health and wellbeing.
• Improvement in employability skills and sustained, positive school leaver destinations for all young people.

The mentoring programme will sit alongside the current provision and support provided by Student Services within the college structure. Action for Children will work collaboratively with the Glasgow Colleges and existing student support structures to co-design and deliver a flexible, person-centred service for care-experienced students facing a range of individual barriers who may be at risk of:

• Failing to make a successful transition into further education or adapt to college life
• Withdrawing from further education, and failing to complete their qualification or achieve 'full success'
• Leaving college into a negative destination and becoming unemployed.

The service will work closely with the Glasgow Colleges to put in place methods to jointly identify students who are care experienced and establish a clear pathway into the service at the point of college admission. This prioritisation will ensure proactive action and early intervention through immediate access to support. This reflects the higher level of risk faced by this priority group of failing to meet their full potential through further education.

Additionally, Action for Children will ensure that care experienced students in need of additional support during their course can go on to access the service at the point of need (as they need it, when they need it). This reflects the fact that young people's lives are not linear, and issues and problems can emerge and re-emerge at any point in their college life. Our 'open door' approach will ensure the right support for care experienced students at the right time. |

Accountable lead	Robin Ashton, Executive Director, Glasgow Colleges' Regional Board
Responsible for delivery (Project Lead)	Tony Scally, Assistant Director of Service Development, Action for Children
Key Stakeholder(s):	Learners, staff, education service partners, national and local government agencies.
When does delivery start?	August 2019
When does delivery finish?	July 2020 for this tranche of funding. Inspiring Scotland/AfC funding is available to continue the project for a further 2 years. However, project continuation will be dependent on a review of project performance and the agreement of further match funding from the Glasgow Colleges' Regional Board.
What is the final output of this project?	Action for Children have identified the following key support elements where Action for Children can make best impact working within existing college structures. Students identified as care experienced at greatest risk with enduring need may access all 3-support elements as part of their college journey. Others may access one or more elements, as and when required. 1. Warm Handover: Action for Children will work with college staff to identify students who can benefit from the service from the point of admission, establishing a clear referral process for support. Acton for Children will additionally work with its established voluntary sector partners who have supported care-experienced people to access College with continued support on day 1. Action for Children will conduct a 'warm handover' with these students as part of their admission and induction to the college. This will be a three way meeting with the student, college and an Action for Children Key Worker to explain the support available. Our Key Workers will provide consistency and continuity of support for individuals throughout their entire college journey. 2. Retention Support: Key Workers will invest time and effort to understand the individual needs of each young person, and put in place tailored support packages to improve their outcomes. Key Workers will assess the strengths and barriers presented by each young person. This will inform a Bespoke Retention Plan to meet their individual needs and outcomes. Action for Children will provide holistic support, reflecting all aspects of a young person's life. The exact type, frequency and intensity of support will depend on individual needs. Action for Children will increase support at key risk junctures when students may experience greater pressure or barriers e.g. exam time. Examples of support provided/issues addressed include: (not exhaustive) • Resilience coaching • Study skills • Mediation between students and college staff • Lifestyle issues • Family issues • Help to find part time work to alleviate financial pressures • Help to balance learning, work and family/social life • Signposting to help with accommodation, debt, mental health etc. Students who are not from the priority groups but subsequently find themselves struggling to sustain college for whatever reason (social, family. community, financial, learning or other personal issues or circumstances) can access this support at any point

in their college journey.

3. Support into Positive Destinations: Action for Children will link with college staff to identify students at risk of leaving college into a negative destination and becoming unemployed. Key Workers will accelerate support for these students at the point of disengagement and before they leave college, so they can agree appropriate 'next steps'. Key Workers are knowledgeable about local provision. They will source options and proactively match students to these e.g. training, alternative courses. Action for Children has a strong employer network and will use this to maximise opportunities for students to access on the job training and employment. Action for Children will also work with other third sector agencies to open up a wider range of opportunities, training and jobs. Action for Children will run sessions on local provision and job search including CVs, interview skills and work experience

Performance Targets:

The overarching delivery framework will be informed by latest performance data and feedback from the Glasgow Colleges to ensure measurable improvement in terms of student outcomes. Action for children will use its e-aspire management information system to report outcomes/outputs to colleges.

We envisage a broad range of support leading to increase participation, retention and achievement. The actual number of young people being supporting and engaged through the service will depend on the intensity and frequency of support, identified through individual need. However, we envisage the service engaging with around 250 young people across the 3 colleges.
- Number of students accessing universal support - 200
- Number of students accessing intensive retention support - 100
- Number of leavers receiving employability support – 50
- +7pp improvement on current withdrawal levels for care experienced learners accessing intensive retention (from 32% to 25%)

What will be the outcome from this (what will change?)	Care experienced learners will be able to access a flexible service (including out of hours and at a place of their choosing) offering individualised support for each care-experienced student identified in line with his or her unique needs, issues and circumstances.
	The overall aim of this project is that retention and attainment rates for care-experienced learners in Glasgow colleges do not differ significantly from the performance levels of the overall student population. However, it is recognised that this aim will be achieved over a period, and that the first year of the project will involve significant developmental work to establish a service and test/identify the most effective interventions, with retention and attainment improvements built up over a longer period. The project will seek to improve retention levels for all service users and the impact of this will be reviewed over the course of the year. However, for the first year of operation of the project, a key performance target for the project will be to improve retention levels for care leavers accessing intensive retention support by 7 percentage points (from 32% withdrawal to 25%) in the first year of project delivery. This would reduce by half the differential in withdrawal levels between care leavers and the average student population (currently 32% of care leavers withdraw compared to an average of 18% for all learners).
What benefit will this change bring?	The project aims to improve attainment levels for students who are supported by the service and this will be monitored and reported on within the first year. However the service will also engage and support a large number of care experienced students, improving their access to information and assistance, contributing to overall welfare and improvement in earning

	experience/achievement	
What are the 2-3 critical deliverables essential for successful delivery – this is to aid the initial planning and design stage	**Critical deliverables**	**When**
	1. Recruit project delivery staff with the knowledge, experience and required skill set.	June- July 2019
	2. Agree with the participating colleges, the referral process, protocols and procedures.	August 2019
	3. Agree with participating colleges in line with GDPR and data protection legislation, data sharing agreements.	August 2019
	4. Engage with target number of participants, providing required level of support/interventions.	July 2019- August 2020
	5. Evaluate project effectiveness	April – August 2020
What is in Scope	Delivery of services to Care experienced learners within the Glasgow college region.	
What is out of scope	Delivery of services to wider student population or outwith the Glasgow college region.	

What high level risks do you identify at the outset and how can we mitigate these?	Risks	Mitigation
	Data protection/ data sharing	Data sharing agreements in place, with agreed access limits for support team staff in line with legislation
	Low number of referrals	Clear and agreed referral process. Close working with existing student support structures to maximise referrals. Promotion of services to student on arrival. Access to referral information referrals through IT, in line with approved data sharing agreement.
	Duplication with existing student services	Clear understanding of services already provided. Close partnership working with existing support services within colleges. Development of strong working relationships, sharing of information and knowledge, establishment of networks within the colleges.
	Lone working – outreach community based support	Action for children, the provider, has in place key policies, procedures and protocols to minimise risk. These include Health and safety policy, lone working best practice, risk assessments and community based work procedure. Access to mobile phones, lone working RA and check in- check out procedure

Dependencies?	The service will work closely with the Glasgow Colleges to put in place methods to jointly identify students who are care experienced/ affected by ACES and establish a clear pathway into the service at the point of college admission. Action for Children also intend to co-design and reshape the service alongside students, influencing future support needs, gaps in current structure or provision. Action for Children will map the student journey and key points of risk when additional support is required, particularly where withdrawals are at their highest (e.g. within the initial three months following the start of college or at exam time).
Resources required	Budget Breakdown: Staff costs - £ 144, 246 Infrastructure and support costs - £ 18, 556 Hardship fund - £5,000 IT/Phones - £2,760 Total project Costs £170,562

Funding position: Inspiring Scotland/AfC - £110,562 GCRB funding - £60,000 Total - £170,562 |

	Staffing structure:
	- Support Workers (3.5 FT) to be linked to each Glasgow College or to support regional efficiencies by covering a specific geographical area within the city. - Business Support staff will support the project (0.2 FTE). - A full time Service Coordinator (0.75 FTE) will oversee Support Workers. - Cluster Services Manager (0.1 FTE) will hold line management responsibility for Service Coordinator. - Funding pot will be available to support students/service users. £5,000 per annum across the Glasgow colleges. - Included in the budget are AfC premises, equipment, communication and other programme support costs.