

# UHI | PERTH

UHI | PERTH  
Goodlyburn Building

# Corporate Parenting Strategic Plan

# Our Vision

**To empower our learners to achieve their full potential through a transformational student experience**

# Our Values

**We will act with integrity in everything we do, we will be:**

**Student Centred**

**Innovative**

**Ambitious**

**Respectful**

**Inclusive**

**Collaborative**

# Regional Context

**UHI Perth is one of the largest partners in the University of the Highlands and Islands (UHI).**

UHI is an integrated university encompassing both further and higher education and part of a new breed of tertiary institutions, the only one in Scotland and one of only a few in Europe.

A diverse and flexible partnership serving their communities and connected to their needs offering flexible and supported learning from access level to PhD.

UHI have 31,000 students at the heart of the partnership and routinely exceeds student activity targets and surpasses many sector benchmarks of performance.

# UHI Perth Context

**The city of Perth is located within 50 miles of 90% of Scotland's population, in the local authority of Perth and Kinross.**

The population of Perth and Kinross in 2021 was 151,900, a 0.1% increase from 2019.

Unemployment rates are at 3.4% (below the Scottish average of 4.2%) and its five year business survival rate is higher than the Scottish average.

The 2021 Annual Participation Measure showed that 93.6% of 16-19 year olds were in education, employment or training and personal development.

UHI Perth is proud to serve the needs of its local area, as well as the wider Highlands and Islands Region and beyond.

***“UHI is an integrated university encompassing both further and higher education and part of a new breed of tertiary institutions, the only one in Scotland and one of only a few in Europe.”***



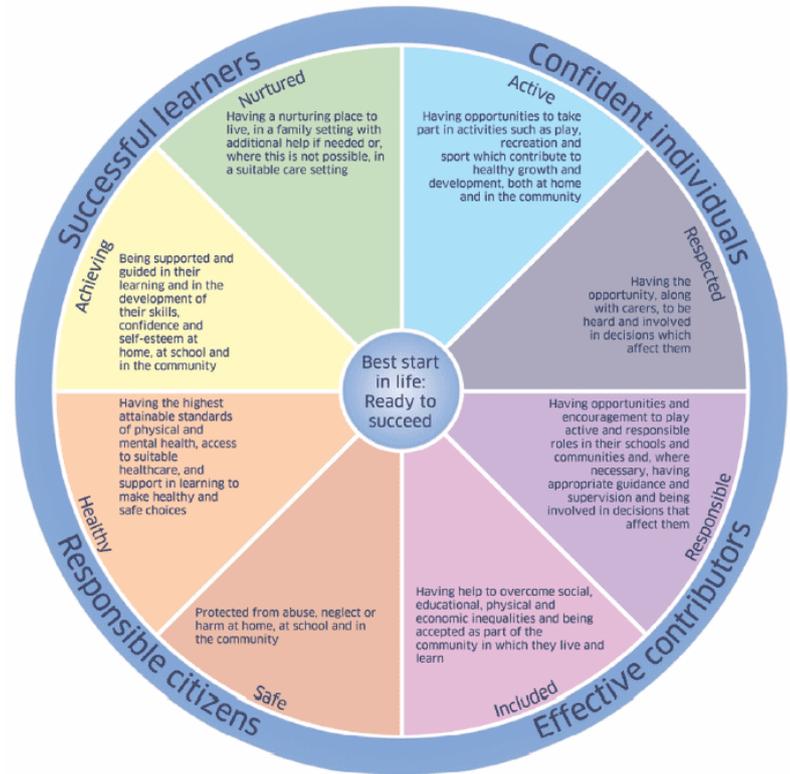
# Corporate Parenting

## Introduction

The Children and Young People (Scotland) Act 2014 defines corporate parenting as 'the formal and local partnerships between all services responsible for working together to meet the needs of looked after children, young people and care leavers'.

Statutory guidance on Part 9 (Corporate Parenting) of the Children and Young People (Scotland) Act 2014 defines corporate parenting as: 'an organisations performance of actions necessary to uphold the rights and safeguard the wellbeing of looked after children or care leavers, and through which physical, emotional, spiritual, social and educational development is promoted.

Section 96(2) of the Act describes the term of wellbeing in terms of eight indicators. These eight indicators are known collectively by the acronym SHANARRI, as illustrated in the SHANARRI wellbeing wheel.



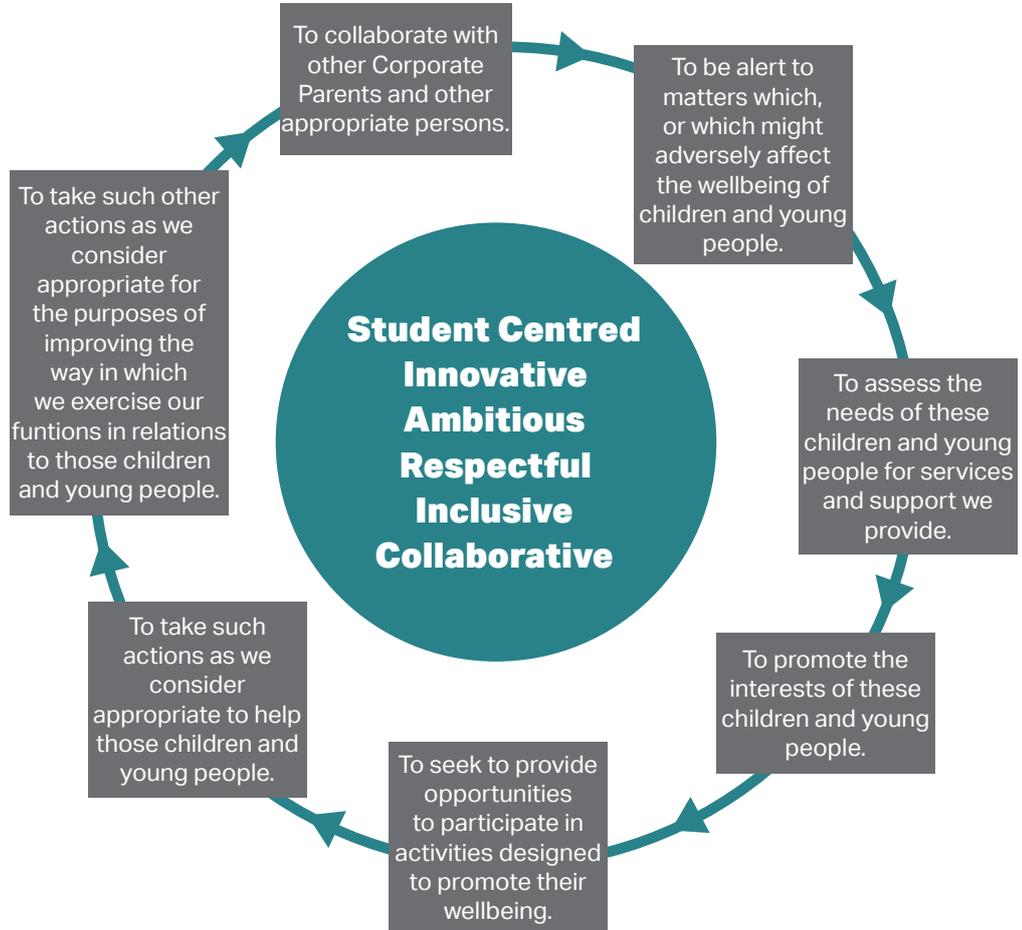


In practice the eight indicators can be interconnected and overlapping. When considered together they give a holistic view of each child or young person. They enable the child or young person, and the adults supporting, to consider strengths, as well as any obstacles they may face to growth and development.

A young person may become a care leaver if they cease to be looked after on, or at any time, after their sixteenth birthday. The Act also states that this also applies to every child who is looked after by a local authority, and every young person who is under the age of 26.

**A corporate parent's duties apply equally to all looked after children, regardless of their age, gender, location or placement type.**

Under Section 58 the corporate parenting responsibilities that we are committed to are set out as:





# We will do this through:

## Being alert

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### **The Student Engagement Group, which has representation from each area of the College, including HISA Perth to oversee the delivery and monitoring of the Corporate Parenting Strategic Plan.**

Continuing to encourage applicants and students to disclose to us that they are care experienced to ensure timeously introduction to key support staff and to be able to prioritise funding and residences applications. Students initially have opportunities at the time of applying for courses and/or funding; and enrolling to disclose to us that they are

care experienced. Students also have access to their own record throughout their time with us which includes being able to update their contact details and monitor their progress.

Through the BRAG process, monitor and track students performance and attendance, intervening early when there are signs of disengagement, supporting them to get back on track, improving retention and attainment.

Continuing to deliver various awareness sessions to class groups covering topics such as, but not limited to; bullying, exploitation, e-safety, PREVENT. Building up their resilience for the world of today.

## Assessing the needs

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- Continuing to allocate a key contact person as soon as is practically possible, offering an individualised needs assessment and tailored support and advice regarding funding, digital support requirements, wellbeing and learning support.
- Continuing to promote all the services that support learning, including additional support, counselling, health and wellbeing services, and study skills, ensuring that these services are being utilised to their full potential for students to be successful in their studies.
- Continuing to support staff development with regards to training and professional qualifications to ensure timeously psychometric/ diagnostic testing, putting support mechanisms in place right from the start.
- Our Careers and Guidance Team to support those applicants where they have not been successful in their course choice, exploring other potential alternatives.
- To continue to monitor key performance indicators, identifying strengths, weaknesses, opportunities and threats, allowing us to respond, intervene and/or take action where appropriate.

## Promoting the interests

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- Care experienced students will be given a key contact in Student Services throughout their time at College. This key worker will provide a tailored support package which can include visits to College prior to commencing their studies, support to ensure everything is in place from day one, including additional support and funding
- Continue to offer our 'Get Ready for College' course, introducing key staff members and build familiarisation with the campus layout and grounds.
- Key staff members to continue to engage and build relationships with external stakeholders, including other organisations and agencies, delivering presentations that will promote the support provided at the College for our Care Experienced students.
- Continue to offer a Graduation Bursary to ensure those eligible to graduate are able to access and participate in the graduation ceremony.
- Continue to offer free breakfasts and other initiatives (e.g. the big project) to ensure our students have the opportunity to eat a healthy breakfast, helping them to focus throughout the day on their studies, improving retention and attainment.

## Providing opportunities

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- Continue to develop and deliver activities, events and campaigns to support student mental health and wellbeing, such as Time to Talk; Healthy Relationships; Celebratory Days; History Months; Stress Awareness; Sexual Health Matters; Mental Health Awareness; Decider Skills
- Continue to promote and build on a variety of groups (e.g. LGBTQIA+ Group, Neurodiversity Group) where students can share their experiences with their peers. The aim of these groups is to celebrate our differences where students have a space to chill out, enjoy activities, socialise and be accepted for who they are and their many strengths
- Continue to offer a discounted price to join both the Gym and Climbing Wall, promoting positive health and wellbeing
- Continue to explore and build into the curriculum, volunteering and work-placements, giving our students an insight into the World of Work, providing invaluable experience including the opportunity to work with a more diverse group of people.
- Continue to work collaboratively with HISA Perth actively listening to feedback from students and exploring further opportunities with regards to clubs and societies.

## Taking action

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- To put in place and continue to review any reasonable adjustments, removing physical barriers or providing extra support both in the classroom and exams (where appropriate).
- To ensure reasonable adjustments are clearly written in personal learning support plans, that they are easily accessible and shared with those who need to know, allowing for measures to be implemented effectively and successfully.
- To continue to operate and promote our Crisis Support Daily Rota, ensuring that students who need non-medical emergency support receive it.
- To continue to operate and promote our Drop In Hub, ensuring that students who need time out or just time on their own, have the space to do so.
- To continue to review and monitor any waiting lists for support services, to ensure we can minimise this as much as possible and students get the contact they need within time constraints.
- Our Student Engagement Team to continue to be visible to all students, forming good professional relationships, as this can sometimes be a first point of contact for students share issues, concerns or seeking support and not to sure where to go.
- To continue to promote and raise awareness of the 24/7 'Spectrum Life' support that is available to our students with regards to their health and wellbeing.
- To continue to promote and raise awareness of the 24/7 'Residences' support that is available to our students who are experiencing issues in the residences including supporting their health and wellbeing, signposting or initiating contact with other agencies.
- To continue to encourage staff to access relevant e-learning, having a greater understanding of the needs of care experienced students
- Mandatory staff training to raise awareness

## Collaborating

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Working collaboratively, where we may have a duty under Section 20 of the Post 16 Education (Scotland) Act 2013: to share, provide support and guidance, co-ordinating activities that could prevent unnecessary duplication and sharing responsibility:

- To continue to engage and work in partnership with Skills Development Scotland (SDS)
- To continue to be active members of the UHI Priority Group Forum
- To continue to be active members of the Perth and Kinross Corporate Parenting Committee
- To continue to be active members of the Perth and Kinross Child Protection Committee
- To continue to be active members of the Perth and Kinross Adult Protection Committee
- To continue to be active members of the Perth and Kinross Looked After Strategic Forum
- To continue to actively work with schools
- To continue to actively engage with Who Cares? Scotland
- To continue to develop existing links with Throughcare Aftercare, Foster Care and Kinship Care teams across Perth and Kinross
- To continue to develop and actively engage the School/ College Partnership

## Relevant Legislation

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**Children and Young People (Scotland) Act**

**Children (Leaving Care) Act 2000**

**Data Protection Act 1998**

**Equality Act 2010**

**Human Rights Act 1998**

**Local Government in Scotland Act 2003**

**Mental Health (Care and Treatment) Scotland Act 2003**

**Post 16 Education (Scotland) Act 2013**

**Protecting Vulnerable Groups (Scotland) Act 2007**

**Public Bodies (Joint Working) (Scotland) Act 2014**

**Social Work (Scotland) Act 1968**

**Social Care (Self-Directed Support) (Scotland) Act 2013**

**Statutory Guidance on Part 9 (Corporate Parenting) of the Children and Young People (Scotland) Act 2014**

**The UN Convention of the Rights of the Child (UNCRC)**

# **UHI | PERTH**

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