



Corporate Parenting Strategy 2024-27

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Introduction

In July 2022, (Based on most recent available data), there were 12,596 Care-Experienced Young People (CEYP), previously known as Looked After Children and Young People, in Scotland¹. However, in comparison to their non-looked after peers, CEYP are under-represented in higher education, are more likely to leave school sooner and have lower school attainment². They are also more likely to live in poverty, experience homelessness, and have poor mental health including above average rates of suicide and self-harm. Care experienced young people are considered amongst the most vulnerable in society, with only 8% of school leavers engaged in Higher Education in 2020/21 compared with 45% of all school leavers².

Whilst attainment has improved over the past decade, Scottish Government analysis shows the educational attainment gap at school leaving age between CEYP and all school leavers was 50 percentage points in 2020/21³. Despite the continuing trend, there is room for optimism; CEYP are staying in school longer and achieving a higher qualification².

To help improve the outcomes for care experienced young people the Children and Young People (Scotland) Act 2014 named a number of organisations as Corporate Parents, which included all post -16 education providers. The outcomes for care-experienced school leavers are improving but remain poorer than their non-looked-after peers.

Glasgow Caledonian University had prior to the 2014 Act already declared its commitment to support care experienced young people (CEYP) and continues to embed activities in its work with under-represented groups and communities through the University's widening participation and outreach initiatives. As the University for the Common Good, GCU continues to build on our long-standing commitments to care experienced young people and we are delighted to welcome more care-experienced students each year to the University, including students who return to study in later life, via college access and articulation routes. We believe that the GCU ethos and corporate strategy fully align with the duties under the Act. As a proud Corporate Parent, we aim to help create a society where our care experienced young people are given every opportunity to succeed.

^[1] [Scottish Government, 2022, Children's Social Work Statistics 2021/22](#)

^[2] [Scottish Government, 2022, Education Outcomes for Scotland's Looked After Children, 2021-22](#)

^[3] [Scottish Government, 2023, Education National Improvement Framework and improvement plan 2024](#)

Corporate Parenting Duties

The Children and Young People (Scotland) Act 2014 Statutory Guidance, Part 9, defines Corporate Parenting as “an organisation’s performance of actions necessary to uphold the rights and safeguard the wellbeing of a looked after child or care leaver, and through which physical, emotional, spiritual, social and educational development is promoted.”

As a Corporate Parent, GCU is required to uphold the rights and safeguard the wellbeing of a CEYP according to the Getting It Right For Every Child (GIRFEC) indicators as referenced by the Scottish Government⁴. These are often referred to as SHANARRI (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included). These distinct yet overlapping indicators highlight the flexibility of care needed to holistically support each CEYP.

The Children and Young People (Scotland) Act 2014, sets out the following corporate parenting duties:

Duty 1:	To be alert to matters which could adversely affect the wellbeing of looked after children and care leavers
Duty 2:	To assess the needs of care-experienced young people for the services and support provided by the corporate parent
Duty 3:	To promote the interests of looked after children and care leavers
Duty 4:	To seek to provide care-experienced young people with opportunities to participate in activities designed to promote their wellbeing
Duty 5:	To access opportunities provided by the corporate parent To make use of services, and access support, provided by the corporate parent
Duty 6:	To take any other action considered appropriate to improve the way the corporate parent exercises its functions in relation to those children and young people

Persons in scope:

GCU has a statutory duty for all GCU Scottish domiciled students from pre-entry and at any programme level who identify as care-experienced and are under the age of 26.

[4] GIRFEC (Getting It Right for Every Child) is a practice initiative, enshrined in law by the 2014 Children and Young People (Scotland) Act.

<http://www.gov.scot/Topics/People/Young-People/gettingitright>: *GIRFEC is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. It supports them and their parent(s) to work in partnership with the services that can help them.*

Action Plan

As a Corporate Parent, GCU aims to provide the information, advice and support that a good parent would offer to help CEYP to make the transition to GCU and participate fully in the university community during their studies.

To ensure that all aspects of GCU life take into account the needs of CEYP, our Corporate Parenting Steering Group has members from across the University including a care-experienced student from the Students' Association Care-Experienced Student Group. Our Corporate Parenting Steering Group provides a forum for discussion, information sharing and cross-institutional communication regarding the corporate parenting actions, as well as overseeing the monitoring and reporting on the CP plan.

Through consultation and in partnership with our care-experienced students including the Care-Experienced Student Officer within the Students' Association, university staff through our CP group and other CPs from the West of Scotland Care Leaver Forum, we have devised an action plan that is situated within our well-established whole lifecycle approach to scaffold student support. This aims to provide care experienced students including those who have returned to study in later life with the support they need whilst offering additional bespoke support to CEYP who declare and or seek additional support at any point in their educational journey.

Support for CEYP is outlined on our website at www.gcu.ac.uk/student/studentlife/studentsupport/careleavers/ covering WP and outreach, application, transition, and on-programme support alongside contact details for our named contact.

List of definitions:

CELSIS – Centre for Excellence for Looked After Children in Scotland	CEYP – Care Experienced Young Person
CEP – Care Experienced Person	CP – Corporate Parent
LEA – Local Education Authority	Student Wellbeing – this team includes wellbeing, mental health, counselling and disability services
SDS – Skills Development Scotland	Learning Development Centre (LDC) - this team of school based Academic Development Tutors providing academic literacies and study skills support
Student Enquiries, Advice and Events – this team includes the advice/enquiries desk, student events, and funding including the CEYP bursary	WC – Who Cares? Scotland

Duty 1: To be alert to matters which could adversely affect the wellbeing of looked after children and care leavers

Aim	Current Activity	Actions	Responsibility	Timescale	Progress
1. Stay abreast of sector developments in relation to CEYP and respond accordingly	Membership of local and national groups for CEYP, West Forum, Glasgow's CP Forum and the Care Leavers' Covenant Use sector/organisational/ individual good practice to inform GCU policy and practice e.g. work of CELSIS, WC, Hub for Success	Continue to work in partnership with organisations supporting CEYP e.g. local authorities, SDS, MCR Pathways, schools and colleges and to embed learning and developments in GCU activity where relevant GCU CP Steering Group meets every semester (see Appendix A)	Named contact WP and Outreach Head and Managers	On-going throughout each academic year	Through our partnerships and outreach work we now identify more CE applicants at pre-entry stage (see Appendix B)
	CEYP are referenced in our Dignity to Work and Study Policy	Contribute to sector discussions on treating care-experience as a protected characteristic	People Services	On-going	
Aim	Current Activity	Actions	Responsibility	Timescale	Progress
2. Provide support in critical instances	Student wellbeing team to provide support in critical instances using case conference process	Case conference process is well established. The Head of Student Wellbeing co-ordinates the case conference bringing together both academic, support staff and student to agree a coordinated plan of support. This may include, for example, additional support from Student Wellbeing Services, access to funding, Learning and Development support, housing, mentorship etc	Student wellbeing team	On-going on a case-by-case basis	Established process continues to work well

Duty 2: To assess the needs of care-experienced young people for the services and support provided by the corporate parent

Aim	Current Activity	Actions	Responsibility	Timescale	Progress
<p>1. Identify CEYP</p>	<p>Identify CEYP through UCAS and direct applications.</p> <p>Identify CEYP applicants through WP and outreach work and partnerships, inclusive of international, RUK and EU students.</p> <p>Opportunity for CEYP to self-identify at registration and at any point throughout their degree.</p> <p>Question on Student Mentor applications and Common Good applications</p> <p>CEYP directed to information on student services and support available. All students regularly reminded of support available.</p> <p>Opportunity to access other support mechanisms throughout studies, e.g. wellbeing or disability services</p>	<p>Continue to support known CEYP, Care-Experienced and Estranged applicants at pre-application stage e.g. with application completion, personal statements or interview preparation.</p> <p>Admissions to forward information on all SFC, RUK, Postgraduate and International applicants who declare care experience or declare they are estranged to Named Contact.</p> <p>Strategy, Planning and Business Intelligence to forward data on care-experienced entrants to Named Contact</p> <p>Contact CEYP, Care-Experienced and Estranged Students at application stage to advise them regarding GCU's support</p> <p>Transition support into and through GCU available to all CEYP, Care-Experienced and Estranged Students.</p>	<p>Named contact/ Admissions/Student Life/People Services/Strategy and Planning (data provision)/WP and Outreach Head and Managers</p>	<p>On-going throughout each academic year</p>	<p>Increased numbers of CE students self-disclosing at pre stage, application and throughout their course</p>

Aim	Current Activity	Actions	Responsibility	Timescale	Progress
<p>2. Ensure lines of communication are open</p>	<p>Students contacted at application stage, offer stage and on entry</p> <p>Use of X (Formerly known as Twitter) @GCUCares and Instagram gcu_care-experienced</p> <p>CEYP students have a named contact from application stage who coordinates with GCU support services and supports engagement as required.</p> <p>Invited to face-to-face meeting before commencing studies</p> <p>Students are allocated a staff mentor if they choose to access one. This can occur at any point in their learner journey.</p> <p>Students' Association communications and dedicated Care-Experienced Student Officer engagement</p>	<p>Contact prospective CEYP, Care- Experienced and Estranged students at point of offer.</p>	<p>Named contact/CE Student Officer with professional support</p>	<p>On-going each academic year</p>	<p>Increased numbers of CE students engaged pre- and post-entry</p>

Duty 3: to promote the interests of looked after children and care leavers

Aim	Current Activity	Actions	Responsibility	Timescale	Progress
1. Involve CEYP in Corporate Parenting	<p>Liaison with named representative within Student Association</p> <p>CEYP consulted on CP planning as part of one-to-one engagement and annual survey to service users.</p>	<p>Embed and promote the Students' Association's Care-Experienced Student Group</p> <p>Annual survey to CEYP</p>	Named contact/ Care-Experienced Student Officer/ Student Association	In place for session 2023/24	Care-Experienced Representation Group established in the Students' Association. Care-Experienced Student Officer has been in post since 2019.
2. Raise staff/student awareness of the issues and problems faced by CEYP	<p>Corporate Parenting training delivered by Who Cares? Scotland to senior managers. The Named Contact offers CP training sessions for staff CPD with CE student input</p> <p>GCU contributed to a national Corporate Parenting training module rolled out across the sector</p> <p>GCU represented on the Who Cares? Scotland Collaborative Corporate Parenting Network</p>	<p>Communication plan in place to inform staff and students about CP, CEYP and Care-Experienced Students.</p> <p>Roll out training module to student-facing staff. (GCU offer of online or in-person CP training)</p> <p>Investigate how best to adopt Trauma Informed Practice across GCU in consultation with Who Cares? Scotland and The Hub for Success.</p> <p>Work with Who Cares? Scotland to investigate introduction of Corporate Parenting module for GCU staff and Strategic Lead CP workshops</p>	<p>Head of WP and Outreach/People Services/ Named Contact/ Line Managers</p> <p>PVC Education</p> <p>Named Contact/ Head of WP and</p>	<p>Plan in place for 2023-24</p> <p>In progress</p>	<p>Staff training sessions delivered quarterly</p> <p>Cross university CP sessions mark Care Day in February</p> <p>CP training delivered as part of EDI strategy</p>

Aim	Current Activity	Actions	Responsibility	Timescale	Progress
3. Help CEYP access GCU	Contextualised Admissions policy assesses CE applicants against Minimum Entry Requirements (MERs). Guaranteed Offer of Study (if academically eligible and meet Minimum Entry Requirements) or a guaranteed interview (where appropriate) for CEYP.	Contextualised admissions working group to take forward sector recommendations CEYP and Estranged applicants are now made either a guaranteed offer of study (if academically eligible) or a guaranteed interview (where appropriate). Admissions to undertake review and assess impact of policy 23/24 and 24/25 intakes	Admissions Team	Ongoing In place	Contextualised Admissions implemented from 2020. Contextualised Admissions policy being reviewed pending UEG approval.
	The named contact can help advise prospective students as early as S3 e.g. with education planning, taster visits, subject shadowing or their application to GCU	Annual campaign to schools and relevant organisations Evaluate impact of CEYP outreach activities	Named contact	On-going annual programme	
Aim	Current Activity	Actions	Responsibility	Timescale	Progress
4. Provide appropriate support to our CEYP	Signpost student to relevant support from the range of welfare and wellbeing services, available to all GCU students, pre-induction, induction and during studies e.g. GCU's Student Wellbeing Team: Mental Health Adviser, Student Wellbeing Adviser, counselling and disability support	Encourage students to meet named contact at pre-entry stage, to forge introductions with key services including Student Wellbeing Adviser, Personal tutors, Programme leader as requested	Named contact/ Student Wellbeing team/ Student Enquiries team/ Staff mentors	On-going	Increased numbers of CE students engaging with Named Contact/ engaging with personal tutors with or without disclosing
	Provide CEYP students with priority financial and accommodation assistance, an invitation to apply for the	Funding opportunities advertised to eligible (NB *) students at point of offer and before entry to GCU	Student enquiries	On-going	Increased numbers of CE

	Common Good Bursary and scholarships.		Named contact		scholarship recipients
	The Students' Association Advice Centre offers independent advice and guidance and support on personal and academic issues	University to continue to work in partnership with SA and SA CEYP group to further enhance the student experience	GCU Students' Association	On-going	
Aim	Current Activity	Actions	Responsibility	Timescale	Progress
4. Provide appropriate support to our CEYP (continued)	Free, self-catering, accommodation awarded on a needs basis to care experienced students in the University's halls of residence. Accommodation is offered for up to two years and can be provided for 365 days a year (NB *) Additional partnership with Unite Foundation that supports care-experienced and estranged students with free 365-day accommodation for up to three years in Unite halls of residence.	Advertise Unite Foundation scholarships widely at pre-entry stage and to eligible continuing students	Accommodation Office/ Named contact	Applications received by May ahead of September entry annually	CE students continue to be supported with free accommodation provided by GCU or the Unite Foundation
	CEYP are able to access advice from the Named Contact before commencing and during their studies Staff to student mentoring programme for CEYP to provide additional support. Staff mentor meets student post-registration to commence relationship early	Recruit and train GCU staff each year to act as mentors Commence a support group for staff mentors Ensure students know who their personal tutor is, as well as other key contacts	WP and Outreach Department/ Student Wellbeing Team / Staff mentors	Ongoing	Continued engagement between CE students and staff mentors

	Each academic school has a Learning Development Centre . The centres provide students with support for their academic development in areas such as academic writing, study skills, time management and ICT Skills	Include a meeting with the LDC to raise awareness of support and encourage engagement Build links between LDC and academic staff to support CEYP	Learning Development Centres	On-going	
	Laptops are available for long term hire across the academic year specifically for care experienced students accessible via the university library and digital inclusion fund. One-to-one library support available by request	Monitor and review uptake, investigate additional funding to increase provision	Library Services/ Named contact	September annually	Ongoing service

*To access this support a CEYP is defined as someone under the age of 26 on the first day of study, who has been looked after, accommodated or fostered:

1 for a period of six months or more at school age until the sixteenth birthday 2 or at least three months from the age of sixteen

This may have been through a local authority, a voluntary or private organisation or social work support at home or in kinship care. To confirm this status we will require verification from the relevant body or local authority. After the two-year period, GCU will be happy to provide support in finding alternative accommodation.

Duty 4: to seek to provide care-experienced young people with opportunities to participate in activities designed to promote their wellbeing					
Aim	Current Activity	Actions	Responsibility	Timescale	Progress
1. Increase opportunities for CEYP – early intervention outreach	Partnership with Glasgow City Council programme support for senior pupils can include subject taster experiences, individualised and personal statement support. Annual taster day for S2 pupils programme to help raise aspirations and promote various career opportunities.	Contribute to GCC and MCR Pathways staff and mentor training sessions Work with GCC and MCR Pathways to identify and support GCU applicants at pre-application stage	Named contact	October each year	Annually pupils and college students attend taster experiences, IAG sessions and receive application and transitional support

	GCU Academic Schools offer subject Talent Tasters at S3/4 College students are engaged at earliest point through programme of activity within partner colleges and on GCU campus.				
	Information, advice and guidance on options, choices and courses available to CEYP from S3. Wide distribution of support advertised online and through activities		Named contact	On-going	
Aim	Current Activity	Actions	Responsibility	Timescale	Progress
2. Opportunity to engage with and give back to GCU community through paid employment and foster HE learner identity	Encourage students to participate in opportunities such as becoming a student mentor or ambassador, a class rep or joining GCU Student Associations clubs and societies. Guaranteed interview for Student Mentor position within GCU Outreach department	Share information about new opportunities with CEYP as and when they arise	WP and Outreach Department	September annually	CE student continue to be employed as WP & Outreach student mentors and also in wider roles as Student Ambassadors with Future Student Directorate
Aim	Current Activity	Actions	Responsibility	Timescale	Progress
3. Promote wellbeing of CEYP	Encourage students to participate in activities designed to support their wellbeing. CEYP can access Disability and Wellbeing Service Wellbeing Advice	Signpost students to the Disability and Wellbeing service to receive practical and emotional support. Highlight wellbeing community activities delivered across the university to CEYP	Named Contact/ Head of Wellbeing/Wellbeing Advisers/Mental Health Advisers/Disability Advisers/Counselling Service/GCU Staff Mentors	In place	CE student can access practical and emotional support via Disability and Wellbeing Service

	<p>CEYP can access a team of Student Wellbeing Advisers who can provide practical and emotional support.</p> <p>Mental Health Advice</p> <p>CEYP can access Mental Health Adviser to receive support dealing with psychological and emotional distress or personal difficulties.</p> <p>Counselling Service</p> <p>CEYP can access the university counselling service to explore issues or concerns. Students can receive up to 6 sessions per year.</p>	Encourage self-referral and signpost to Student Wellbeing, Mental Health Advisers, Disability and Counselling Services.			
Aim	Current Activity	Actions	Responsibility	Timescale	Progress
4. Opportunity to engage with and give back to GCU community through paid employment and foster HE learner identity	<p>Encourage students to participate in opportunities such as becoming a student mentor or ambassador, a class rep or joining GCU Student Associations clubs and societies.</p> <p>Guaranteed interview for Student Mentor position within GCU Outreach department</p>	Share information about new opportunities with CEYP as and when they arise	WP and Outreach Department	September annually	CE student continue to be employed as WP & Outreach student mentors and also in wider roles as Student Ambassadors with Future Student Directorate

Duty 5: to take appropriate actions to help those children and young people					
i) to access opportunities provided by the corporate parent					
ii) to make use of services, and access support, provided by the corporate parent					
Aim	Current Activity	Actions	Responsibility	Timescale	Progress
1. Advertise the support we offer to a wider audience to inform CEYP	Promote our support through the university and CP network. Member of Glasgow HE Care network, work closely with LEAs and third sector organisations who support CEYP.	Promote support at collaborative events to inform social workers, foster carers and residential staff on the support we can offer	Named contact	On-going	All schools, colleges and LEAs who support CEYP receive annual communications from Named Contact
	GCU's WP & Outreach activity encompasses 39 targeted secondary schools across four local authorities and six primaries. In addition, the department has partnerships with 13 colleges across Scotland, a known progression route for CE students. The Care Experienced & Estranged Named Contact works closely with the teams within WP & Outreach and with the Head of Department to ensure our programmes are cognisant of the experiences of care experiences students and that programmes reflect this. The Care Experienced & Estranged Named Contact works with all external partners and agencies to ensure awareness of GCU's Care Experienced support services and information, advice and guidance which is embedded into our programmes of activity and provides specialised pre-entry WP activity for CE applicants.	Provide pre-entry and point of entry support to applicants, ensuring awareness of GCU support services Create links between applicants and Named Contact Provide IAG to staff within partners schools and colleges that support applicants throughout their progression to GCU	WP & Outreach Department		Annual programme delivered

	<p><u>College Connect</u> College Connect provide CE students with information, advice, and guidance, as well as UCAS mentoring throughout the recruitment cycle, targeted and specialised support through our conversion activity including the Get Ahead programme, next steps to GCU workshops and college visits. Care experienced students progressing from college are also supported through the College Connect Transition Programme, providing students with an introduction to student life at GCU and essential skills to aide their transition onto to degree programmes.</p> <p><u>GCU Connect</u> Working with S5 and S6 pupils GCU Connect combines degree and university student experiences events with IAG sessions helping pupils navigate the UCAS cycle. Initially working full year groups pupils develop their understanding of routes into university, the degree programmes available and the support offered by GCU. Interventions become targeted and focus on those applying to university before narrowing to those targeting GCU. Pupils gain access to a staff contact, UCAS and personal statement workshops and one-to-one personal statement clinics. Additional information sessions are also offered to parents and carers of pupils.</p> <p><u>Caledonian Club</u> Focusing on engagement with primary schools across five partner communities and 17 partner establishments the Caledonian Club works with full year groups to promote post school options.</p>				
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Aim	Current Activity	Actions	Responsibility	Timescale	Progress
2. Forge introductions with key contacts at GCU	As care experienced students apply we encourage a face-to-face meeting with named contact and other key staff Outline support available to all CEYP when they apply or contact GCU		Named contact Student Life	On-going	Annual programme of 1-1 IAG and support at key stages.
Aim	Current Activity	Actions	Responsibility	Timescale	Progress
3. Support care-experienced staff	Signpost identified staff to support services and encourage take-up of professional development opportunities through Named Contact and Line Managers	Implement opportunity for staff to disclose care experience Consult care-experienced staff to inform our Corporate Parenting Action Plan	Named Contact/ People Services/ Line Managers	On-going	Working with EDI

Duty 6: to take any other action considered appropriate to improve the way the corporate parent exercises its functions in relation to those children and young people.

Aim	Current Activity	Actions	Responsibility	Timescale	Progress
1. Continue to reappraise and evolve our support in collaboration with other CPs and CEYP	Corporate Parenting group within GCU established to stay abreast of best practice from across the sector and monitor progress. Raise awareness throughout GCU through cross-institutional membership.	Revise membership to include CEYP representative and include academic schools	CP Steering Group	On-going	Students' Association Care-Experienced Student Officer on Corporate Parenting Steering Group

Monitoring and review

GCU's Action Plan will be reviewed by its Corporate Parenting Steering Group (see Appendix A) each semester so we can consider impact of actions and to ensure we continue to deliver the best support for CEYP as we can. The strategy will be reviewed in April 2027. GCU's report to the SFC from the third three-year period covering 2021-2024 will be available online.

Appendix A: Corporate Parenting Steering Group – Terms of Reference

The primary function of the Group is to oversee the development, implementation, reporting, monitoring and evaluation of the University's Corporate Parenting Plan. It is responsible for:

- Ensuring that all aspects of GCU life take into account the needs of Care Experienced Young People (CEYP)
- Providing a forum for discussion, information sharing and cross institutional communication regarding GCU's corporate parenting actions and responsibilities
- Overseeing the regular monitoring, appraisal and reporting on the Corporate Parenting Plan
- Acting as a forum to support the sharing and dissemination of good practice in relation to CEYP across the University

Composition of the Group

The group will be chaired by the Head of WP and Outreach (Eleanor Wilson), with the following membership:

- Named Contact for CEYP – *Emily Flaherty*
- Named Contact for CEYP – *Nathan Tagg*
- Student Wellbeing Manager – *Katie Miller-Cole*
- Student Engagement, Enquiries and Advice Manager - *Kirsty MacInnes*
- Widening Participation Managers from GSBS, SCEBE and SHLS - *Karen Ray, Yvonne Wayne and Joanna Marshall*
- Equality and Diversity Advisor - *Adrian Lui*
- Admissions Manager (Undergraduate and Administration) - *Catriona Robinson*
- Representative from Academic Quality and Development – *Karen Campbell*
- Representative from Accommodation Office - *Lynn Ferrier*
- Representative from Governance - *Deborah Donnet*
- Representative from Strategy and Planning - *Susan Whittaker*
- Representative from the Students' Association
- Students' Association Care-Experienced Student Officer
- The group will be clerked by the GCU WP and Outreach Administrator.

The group reports to the PVC Education

Appendix B: Care-Experienced Student Enrolments

CE student numbers have been markedly increasing in the last few years. Whilst we only have Corporate Parenting responsibility for those who are under 26 when they commence their studies; we are proud to recognise care experience in students of any ages. Whilst we encourage self-disclosure, students have the choice whether to indicate care experience at application or registration stage. However, students can access additional support at any point, should they wish to identify.

Table 1. HESA Numbers

Year	26 and Over	Under 26	Total
2014-15	4	12	16
2015-16	3	13	16
2016-17	4	12	16
2017-18	6	13	19
2018-19	16	18	34
2019-20	23	11	34
2020-21	31	53	84
2021-22	24	53	77
2022-23	21	66	87
2023-24	26	71	97
Total	158	322	480

Table 2 below, contrasts HESA data and presents higher CE numbers based on students claiming the SAAS CE Bursary. It is important to note that those CE students undertaking nursing or paramedic science will not be in receipt of the CE bursary, due to receiving the Paramedic, Nursing and Midwifery Bursary, and as such not included in the below table.

Table 2. FT Students Claiming SAAS CE Bursary

Year	Total
2017-18	25
2018-19	40
2019-20	45
2020-21	80
2021-22	110
2022-23	120

Appendix C: Equality Impact Assessment Form

1. DESCRIBE
1.1. Name of policy/strategy/decision
Corporate Parenting Strategy
1.2. Owner
GCU Widening Participation and Outreach, Directorate of Education
1.3. Date
4 th December 2024
1.4. Aims of policy/strategy/decision
<p>The Corporate Parenting (CP) Strategy presents the background and Corporate Parenting plan of actions, created to comply with the Children and Young People (Scotland) Act 2014. This Act has named GCU, alongside all post-16 education providers, as Corporate Parents to Care-Experienced Young People and Care Leavers. Under this Act we are required to fulfil the six named duties. The plan outlines current provision and planned actions for staff and students to meet these requirements.</p> <p>Compliance with the Children and Young People (Scotland) Act 2014; and ensuring we are supporting care-experienced young people and care leavers appropriately.</p>
1.5. Who does the policy/strategy/decision affect?
Staff, students, applicants, visitors and all care-experienced young people and care leavers (care-experienced students).
1.6. Could there be any potential implications for equality, or people with protected characteristics?
<p>This policy aims to support the principles of Equality, Diversity and Inclusion and ensure that students are not discriminated against. This applies to all aspects of the student experience, including applications and admissions. Our contextualised admissions policy takes the proactive approach of viewing care experienced students as a protected characteristic.</p> <p>This policy applies to all care-experienced young people and care leavers, regardless of personal characteristics or circumstances.</p>

2. ASSESS

What are the implications, positive or negative (and evidence for this) of the policy/strategy/decision in relation to GCU's duty to have due regard to the need to:

2.1. Eliminate unlawful discrimination, harassment and victimisation?

There is likely to be a positive impact on this duty as it will allow care-experienced young people and care leavers (care-experienced students) with additional support regarding their situation. For example, in addition to a named contact, GCU has in place specialist support to address specific challenges faced by CEYP such as poor mental health (i.e. Student Wellbeing/Mental Health Adviser), as well as wider support around disability (i.e. Disability Team and Faith and Belief Centre).

2.2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it?

There is likely to be a positive impact on this duty as the policy is based on flexibility for a group who could be viewed as at a disadvantage.

2.3. Foster good relations between people who share a protected characteristic and those who do not share it?

There is likely to be a positive impact on this duty as the strategy includes raising awareness to staff and students to remove prejudice, thereby breaking down barriers.

3. ACTION

3.1. If a negative impact has been identified, how will this be addressed?

No negative impact is currently envisaged from the Corporate Parenting Strategy; however, once it is operationalised, the Corporate Parenting Group will monitor the implementation and application of actions to inform future appraisal to the strategy.

There should be no direct negative impact on the protected characteristics, as this applies to all students and the principles of the strategy support equality and diversity. Although the strategy is free from discrimination, its application may allow scope for discrimination e.g. prejudices or attitudes of staff supporting their students. Therefore, a development need may arise for staff, mitigated by appropriate information sharing to staff through a communications plan and training opportunities.

3.2. If changes have been made to the policy/strategy/decision as a result of this assessment, outline the changes

No changes.

4. MONITOR AND REVIEW

4.1. How will the implementation of the policy/strategy/decision and its impact on equality be monitored and reviewed?

This strategy will be reviewed by the Corporate Parent Steering Group each semester so we can reappraise to deliver the best support for care-experienced young people and care leavers. The strategy will be reviewed in May 2027 and a monitoring report be made available on the university's website in line with the Children and Young People Scotland Act 2014.

5. PUBLISH

Please email this completed form, along with the policy/strategy and any other relevant information^[1] to equality@gcu.ac.uk for publishing on the Equality and Diversity website and annual reporting in line with Equality Act 2010 requirements.

6. SIGN OFF

6.1. EIA Owner	Date
Emily Flaherty and Nathan Tagg	4 th Dec 2024
6.2. Equality and Diversity Advisor	Date
Adrian Lui	4 th Dec 2024

[5] Information or evidence may be removed if it is commercially sensitive or personal information