

**THE GLASGOW  
SCHOOL OF ART**

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**CORPORATE PARENTING PLAN  
2021 - 2023**

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### 1. INTRODUCTION

- 1.1 The Glasgow School of Art is a corporate parent in relation to the services it delivers and corporate parenting duties are a mainstream requirement in the delivery of all services and functions across GSA in order to ensure that appropriate support is available to care experienced young people when it is required.
- 1.2 Care Experienced is a term we use in education, it has no statutory basis. The Scottish Funding Council note the term care-experienced refers to anyone who has been or is currently in care or from a looked-after background at any stage in their life, no matter how short, including adopted children who were previously looked-after. This care may have been provided in a one of many different settings such as in residential care, foster care, kinship care, or through being looked-after at home with a supervision requirement. GSA will consider a young person to be care experienced if they have been looked after by a Local Authority and are under the age of 26 when they start their studies.
- 1.3 Corporate parenting is a specific duty to care experienced children and young people and as such it aligns with a range of statutory obligations that require GSA to address the experience, safety, wellbeing and rights of specific groups including children, adults at risk of harm, people with needs related to a protected characteristic and those who may be vulnerable to radicalisation. The Corporate Parenting Plan has therefore been developed for delivery within the framework of institutional oversight and responsibility currently in place for the delivery of these statutory responsibilities. We acknowledge that corporate parenting requires a whole School approach.
- 1.4 Section 59 of the Children and Young People (Scotland) Act 2014 places the duty on corporate parents to prepare, keep under review and publish a Corporate Parenting Plan. It also places a duty on corporate parents to consult other corporate parents before preparing or revising a plan. In view of this duty, we present our review of the Corporate Parenting Plans prepared by Scotland's corporate parent organisations. Specifically, we assessed whether Plans contained the duties of corporate parents, an action plan of intended activities and outcomes, and details surrounding Plans' governance and review arrangements.
- 1.5 In order to ensure sustainable support and opportunities GSA adopts a mainstreaming approach to work with care experienced young people working closely with partners to ensure that corporate parenting activity is relevant to the needs and ambition of the young people themselves.

### 2 WHAT IS CORPORATE PARENTING

- 2.1 The Statutory Guidance on Corporate Parenting defines it as:

*'an organisations performance of actions necessary to uphold the rights and secure the*

*wellbeing of a looked after child or care leaver, and through which their physical, emotional, spiritual, social and educational development is promoted, from infancy through to adulthood. In other words, corporate parenting is about organisations listening to the needs, fears and wishes of children and young people, and being proactive and determined in their collective efforts to meet them.'* (Scottish Government)

- 2.2 Corporate parenting duties apply equally to all looked after children and young people, regardless of the legal route by which they came into the care of a local authority or the placement type (kinship care, looked after at home, short break provision, foster care, residential care). Corporate parenting duties also extend to care leavers.
- 2.3 Young people become care leavers if they ceased to be looked after on their sixteenth birthday or at any subsequent time and are under the age of 26. GSA will consider a young person to be care experienced if they have been looked after by a Local Authority and are under the age of 26 when they start their studies. The term care experienced is used throughout the corporate parenting plan.
- 2.4 The Children and Young People (Scotland) Act 2014: Part 9 (Corporate Parenting) established a statutory framework of duties and responsibilities for relevant public bodies requiring them to be systematic and proactive in meeting the needs of looked after children and care leavers. Post 16 education bodies are subject to the provisions of Part 9 and must fulfil corporate parenting duties in their own way and in a way that is consistent with their purpose and function.
- 2.5 Under the Act, Corporate Parents have duties to deliver on to Care Experienced people. Overall, they have a responsibility to promote the wellbeing of Care Experienced people. To do so they must understand the lives of Scotland's looked after young people and care leavers and respond to their needs as any parent should.

### 3 CORPORATE PARENTING RESPONSIBILITIES

- 3.1 As a corporate parent GSA must, within the scope of its day to day functions, comply with six statutory duties:
- Be **Alert** to matters which, or which might, adversely affect the wellbeing of looked after children and care leavers.
  - **Assess** the needs of looked after children and care leavers for the services and support provided.
  - **Promote** the interests of looked after children and care leavers.
  - Seek to provide looked after children and care leavers with **Opportunities** to participate in activities that will promote their wellbeing.
  - Take action to help looked after children and care leavers to **Access** the opportunities provided and make use of the services and access the support provided.
  - Take appropriate action to **Improve** the way it exercises its functions in relation to looked after children and care leavers.
- 3.2 Under Sections 60 – 64 corporate parents must prepare, publish and review a corporate parenting plan which details how they will exercise these duties and report on how the

plan has been delivered and the difference it has made, collaborate with each other, follow directions and guidance, and provide relevant information to Scottish Ministers.

3.3 At the core of these duties is the requirement that corporate parents safeguard and promote the wellbeing of looked after children and care leavers. The Children and Young People (Scotland) Act 2014 introduces a statutory definition of wellbeing across eight dimensions or indicators: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI) and is aligned with the GIRFEC obligations to improve outcomes through public services that support the wellbeing of children and young people <http://www.gov.scot/resource/doc/1141/0065063.pdf> with consideration given to Widening Access targets and reports.

3.4 The Glasgow School of Art have given consideration to the findings of The Promise, one of several reports produced as part of the Scottish Independent Care Review, The Promise sets out an overall view of what the new approach to children's care in Scotland should be. Everything in The Promise, and other Care Review reports, reflect the views of children and young people in care.

3.5 The Promise is built on Five Foundations:

- Voice: Children and young people must be listened to and meaningfully and appropriately involved in decision making about their care, with all those involved properly listening and responding to what they want and need. There must be a compassionate and caring decision making culture focussed on children and those they trust.
- Family: Where children are safe in their families and feel loved they must stay – and families must be given support together, to nurture that love and overcome the difficulties which get in the way.
- Care: Where living with their family is not possible, children must stay with their brothers and sisters where safe to do so, and belong to a loving home, staying there for as long as needed.
- People: The children that Scotland cares for must be actively supported to develop relationships with people in the workforce and wider community, who in turn must be supported to listen and be compassionate in their decision-making and care.
- Scaffolding: Children, families and the workforce must be supported by a system that is there when it is needed. The scaffolding of help, support and accountability must be ready and responsive when it is required.

## 4 ROLES AND RESPONSIBILITIES AT GSA: CORPORATE PARENTING

- The Board of Governors must assure itself that GSA is fulfilling its duties as a corporate parent.
- The Director of GSA is responsible for providing leadership and ensuring that corporate parenting duties are delivered across all activities and functions.
- The Deputy Director Academic is responsible for briefing the Director on corporate

parenting duties and for formal institutional reporting, including to the Board of Governors.

- Members of the Senior Leadership Group reporting to the Director are responsible for ensuring that institutional and local measures to improve GSA's delivery of corporate parenting responsibilities are defined in line with institutional policy and are systematically implemented within the areas for which they have leadership and management responsibility.
- The Head of Student Support and Development is responsible for the development of institutional level policy and guidance on corporate parenting and for drafting appropriate formal reports in consultation with the Deputy Director Academic.
- The Head of Professional and Continuing Education is responsible for Open Studio and Widening Access activity and evaluation including ensuring GSA meets sector commitments to care experienced young people in access work.
- The Student Support Manager is the named contact for all enrolled students; responsible for gathering feedback from service users.
- All members of the GSA Senior Leadership Group are responsible for ensuring that institutional level policy is implemented and delivered effectively within the areas for which they have leadership and management responsibility. This includes the development and implementation of local level activity to ensure alignment with institutional level policy and the appropriate delivery of corporate parenting activities within their remit.
- All teaching and support staff have a responsibility to remain informed of support available and encourage access for this priority group.

## 5 BASELINE

- 5.1 The National Ambition and Vision set by the Scottish Funding Council, 'for there to be no difference in the outcomes of care experienced learners comparative to their peers' by 2021. The Scottish Funding Council's (SFC) National Ambition for Care-Experienced Students, calls for the intake of care-experienced students to be at least 1.4% of Scottish-domiciled undergraduate entrants at university by 2022-23. The GSA have exceeded this target locally and continue to contribute to national statistics. The percentage of care experienced students studying at the Glasgow School of Art has been consistently higher than in the university sector, however we recognise there is more we can do.
- 5.2 Due to the small numbers involved, it has not been possible to provide a more detailed breakdown in relation to intersectionality, protected characteristics or domicile as in most cases this could allow identification.
- 5.3 In terms of engagement in Widening Participation activities, Table 1 shows numbers of care experienced WP participants over the last few years. The peak in 2018/19 is mostly due to the MCR pathways exclusive sessions; 13 pupils attended from a wide range of year groups. Five of the nine pupils who could still be at school are still registered with us. Two of those attended an S4 Taster Week in 2019/20 but haven't attended anything thereafter. One of those took part in the S6 Portfolio Course in 2019/20, but sadly withdrew before the end of the course because of challenging circumstances. They have since left school, been to college and gained entry to GSA this year therefore highlighting the benefits of a long-term approach at supporting this cohort.

5.4 Given the ages of people we work with in other Open Studio activity, (as young as 7) we don't collect that data. We have increased targeting of activity and free places through MCR pathways etc but can't guarantee this has seen increased engagement. Where we do have numbers, they are single digital so we wouldn't report as people can potentially be identified.

**Table 1: Care experienced participants in Widening Participation (WP) activities**

	2017/18	2018/19	2019/20	2020/21
Number of participants	8	20	11	8

**Table 2: Care experienced admissions to GSA (those who ticked the care box on UCAS)**

	Sep-18	Sep-19	Sep-20	Sep-21
UCAS Applications Inc. clearing	18	18	28	21
Offers	3	4	6	8
Decline/Insurance	1	2	3	1
Acceptances	2	2	3	7
Matriculations	2	2	3	7

**Table 3: The GSA Number of Care Experienced Students by Academic Year**

Academic Year	No of enrolled care experienced students	% of enrolled students	Retention	Attainment
2017/2018	9 (7 Scottish)	3%	9 (100%)	9 (100%)
2018/2019	9 (8 Scottish)	3%	7 (78%)	7 (78%)
2019/2020	11 (10 Scottish)	4%	10 (83%)	10 (83%)
2020/2021	17 (14 Scottish)	6%	15 (88%)	14 (82%)

5.5 As evidenced in Table 3, The GSA continue to remain above sector average for the percentage of care experienced students enrolled on full time courses.

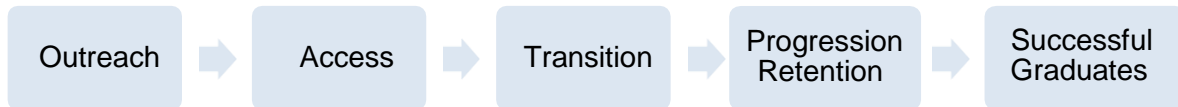
5.6 In 20210/21 88% of Scottish-domiciled entrants to full-time first degree courses with experience of care continued their studies into year 2. This is marginally lower than the overall retention rate of 90.9% however such small numbers can impact significantly on overall percentages. SFC's National Ambition sets targets for reducing the gap in educational outcomes between care-experienced students and those who are not care-experienced and GSA continue to strive to reduce any gap.

5.7 The GSA's retention and attainment figures demonstrate a gradual rise however, evidence suggests there is still more we can do.

## 6 IMPLEMENTATION AND DELIVERY OF CORPORATE PARENTING

6.1 GSA have completed a review of each stage of the student journey, **ASSESSING** the needs with consideration given to how each stage may adversely affect the wellbeing of looked after children and care leavers.

6.2 Five core stages were identified:



6.3 GSA's corporate parenting plan gives an overview of progress to date and identifies action to improve the delivery of corporate parenting duties at each stage of GSA's engagement with applicants and students.

6.4 In practice these stages of engagement are not discrete and the corporate parenting duty is to all care experienced children and young people. Improving GSA's performance as a corporate parent, as with GSA's duties to other specified groups, requires the effective delivery of interconnected responsibilities across GSA's functions and the incorporation of corporate parenting duties into both established and developing institutional and local level activity, augmented where appropriate, by targeted measures to support those who disclose care experience.

## Outreach

7.1 The GSA committed to supporting care experienced young people to be **ALERT** to and able to **ACCESS** all Open Studio bespoke activities. These include:

- Information outlining the support available to care experienced young people at GSA
- Targeted activities to raise aspirations and develop skills
- Information, advice and guidance to increase knowledge and awareness of progression to Higher Education
- Specialist support for portfolio preparation
- Practical support for UCAS application
- Interview preparation and support

7.2 Open Studio works with one hundred and twenty schools across the west of Scotland, however only a small proportion (1.5%) of the pupils engaged disclose care experience. We have therefore developed specific partnerships with organisations that work directly with care experienced young people i.e. Who Cares? Scotland and MCR Pathways to ensure that more care experienced young people are aware of the opportunities and support available to them at GSA.

7.3 GSA is providing targeted information about opportunities to care experienced young people and encouraging participation. In collaboration with MCR Pathways workshops

and activities have been piloted in target schools in Glasgow including a series of workshops with S1 and S2 pupils mentored by MCR Pathways. These activities prioritise access for care experienced pupils and introduce them to GSA, degree level study, experimentation with materials and drawing. In addition, workshops with prioritised access for care experienced school age pupils on specific GSA related disciplines in arts related venues have been piloted, including for example photography at Streetlevel Photoworks.

- 7.4 Feedback from participants has been positive with 91% saying they would like to know more about GSA or take part in further activities. 63% would have preferred to take part in workshops at GSA rather than in school.
- 7.5 GSA works with schools across the central belt and has seen engagement on the programme increase from 6 pupils last year, to 18 pupils this year, effectively demonstrating the difference these strategies have made to the number of students engaging and therefore increasing opportunities, access and experience.
- 7.6 GSA has extended its targeted partnerships with local authorities, schools, colleges, child protection and childcare services to effectively reach care experienced young people and sign post/support access to relevant activity at GSA. We **Promote** the availability of application and interview support through partnership with schools and local authorities and enhance information on GSA/nationally targeted websites including [www.propel.org.uk](http://www.propel.org.uk).
- 7.7 Information and advice for care experienced students has been published on GSA's external website [support-for-care-leavers-and-care-experienced-young-people](#) providing a clear link to GSA's current Corporate Parenting Plan, pre Entry and Application Support, access to the Widening Participation scheme and information on funding, accommodation and Student Support Services. Details on how to get in touch with the named contact at GSA are clearly marked.

"Overall GSA was a positive experience for me as a Care Experienced individual and I am confident in the support provided." Student feedback, Sept 2021

## 8. Access

- 8.1 The above outreach work and dedicated section on GSA's website are used as vehicles to support access. Additionally, where care experience is disclosed at UCAS application stage undergraduate applications are contextualised and assessed against a reduced threshold to enhance the opportunity for interview.
- 8.2 GSA have developed a defined approach to Fair Admissions aligned with the recommendations of the Commissioner on Widening Access. In line with the rest of the HE sector and by way of meeting the recommendations of the Commission on Widening Access with GSA often exceeding sector targets.



- 8.3 GSA created a bespoke application process with a named person which allows Care Experienced students to **ACCESS** student support in an efficient, inclusive and respectful manner.
- 8.4 GSA has implemented 2 major pieces of work in the last year in relation to care experienced young people and has established monitoring processes to measure impact going forward. These are:
- Guaranteed interview for those applicants whose portfolio meets the minimum threshold (portfolios are a key part of our entry requirements therefore regardless of academic achievement if portfolios are not of sufficient standard, qualifications alone would not guarantee a place to study).
  - Contextualised offers for those from care experienced backgrounds. All students who are identified via UCAS forms are offered the minimum entry requirement as opposed to the standard entry requirement.
- 8.5 Application and interview support is available and promoted as part of GSA's Open Studio Programme and this is signposted in work with partners. Tailored information is also provided as part of GSA's work with partner colleges and Schools, delivery of Articulation Agreements and GSA's Associate Student Scheme.
- 8.6 In addition to offering skills development and application support to those who engage directly with GSA, applications are monitored on a regular basis for care experienced students via UCAS applications who have not had access to our support prior to application time. This may be due to geography or lack of knowledge on what is on offer. Regardless, at this stage we offer interview support and inclusion in all transition activities whether they come independently or through school or college routes to GSA. This will be ongoing to point of entry.
- 8.7 Disclosure and monitoring mechanisms are in place and there is evidence of increased participation by looked after children and care experienced young people in the full range of Open Studio activities.
- 8.8 Care experienced students who wish to live in GSA halls of residence and have need of a secure and consistent home base are able to do so fifty two weeks a year for the duration of their studies. The opportunity to disclose care experience has been added to the accommodation application, however, no student has requested this support to date.

*"Over the years I have accessed necessary supports and this has been greatly beneficial to me. Counselling, Discretionary Funding, Disability advice and any other general advice I have required"* Student feedback, Sept 2021

## 9. Transition

- 9.1 Transitions workshops are provided in June and pre-induction as an introduction to study at GSA and to the support available.
- 9.2 All successful care experienced applicants are contacted personally by Student Support and Development to offer information and advice, outline the on-going support available to them and to arrange a convenient time to meet. Care experienced students are offered ongoing contact with a single point of contact in Student Support and Development and are able to access wider departmental provision including priority assessment of needs, support and advice as appropriate and relevant signposting as required.
- 9.3 Support is available with funding applications to SAAS, GSA Scholarship Funding and Discretionary and Childcare funds. UK care experienced applicants are prioritised for GSA Access Scholarship funding. There is however reluctance amongst care experienced students to apply for funding which is allocated on an annual or termly basis. The recent UNITE Foundation New Start report highlighted the perception of care experienced students that application processes are intrusive particularly when repeated year on year.
- 9.4 Post enrolment induction activities are available to all students as part of enrolment week and include Student Support workshops introducing study and studio skills and Career Service workshops signposting support for job-seeking, career planning, employability and relevant resources.
- 9.5 The Student Support Manager is GSA's representative on the cross sector West of Scotland Care Leavers Forum which enables opportunities to engage with care experienced young people, improve awareness of their needs and share/develop practice with partners across all areas of activity. The Forum meet 4-5 times per year, and is made up of the 'named contacts', primarily for care experienced students, at each HE and FE institution in the west of Scotland. This forum is used to develop knowledge and understanding to support the needs of care experienced potential and actual students. It provides opportunities to engage with care experienced young people, improve awareness of their needs and share/develop practice. Membership of and participation in the Forum evidences a commitment to supporting and improving the educational outcomes of those students who are care experienced, estranged from family, and/or who have caring responsibilities. Members recognise the importance of working together to support these students, and the Forum provides the platform for this collaboration and the opportunity to share best practice.

*"This support has helped me in a number of ways throughout my studies - making transitions from year to year easier and helping me financially in difficult times to continue my studies and be financially stable." GSA care experienced student 2021*

## 10. Progression and Retention

10.1 Care experienced students were offered a mentor through Open Studio and have the opportunity to themselves become a mentor as they progress. Students have reported that this has been a successful initiative and many opt to become a mentor after being a mentee. The following is also routinely available:

- Mainstream and core programme level support mechanisms.
- Learning Support and Development workshops and individual support with study and skills development where required.
- Access to embedded programme opportunities to develop graduate attributes for example live projects /placement opportunities.
- Access to counselling and mental health support.
- Opportunity to participate in wellbeing workshops.
- The allocation of a Personal Tutor
- Access to careers advice, guidance and workshops throughout studies.

10.2 Care experienced students are considered a priority group for access to additional funding such as discretionary and scholarships with the opportunity to access ongoing one to one support via Student Support and Development.

10.3 Care experienced students have priority access to counselling support and can be referred to a Mental Health Adviser for further support if required.

10.4 We commit to ongoing contact with a single point of contact. The Student Support and Development Service provides support and advice, access to wider departmental provision as appropriate, a point of contact for tutors to raise concerns and the opportunity for early intervention and additional support if required.

10.5 During the current pandemic, it was recognised that the barriers facing care experienced students would be further exacerbated. Care experienced students were therefore prioritised for the Digital Inclusion Initiative and the Summer and Winter additional Covid funding.

*“A suggestion for improvement would be ensuring Tutors/Department Heads have had relevant training and are fully aware, competent and understanding of Care Experience and encourage them to tailor teaching approaches based on this awareness.” Student quote 2021*

## 11. Successful Graduates

11.1 Career mentoring pathways are in place for care experienced students.

11.2 All students have access to GSA career support and guidance post-graduation. This includes:

- Access to graduate transition workshops.
- Career service led workshops and individual graduate support where required.
- Access to weekly career service vacancy and graduate information.

- Access to a range of graduate business competitions and support via online platforms.

11.3 GSA careers explore possibilities for care experienced young people to access industry graduate placements and mentoring opportunities with support from GSA Careers as part of a wider mainstreaming of enterprise opportunities for GSA students.

## 12. OUTCOMES/MEASURES OF SUCCESS for 2017 - 2021

- GSA have met SFC Outcome Agreement targets for the recruitment and retention of care experienced students.
- GSA have a defined approach to Fair Admissions aligned with the recommendations of the Commissioner on Widening Access implemented in recruitment cycle 2019-20.
- Disclosure and monitoring mechanisms are in place to evidence increased representation and successful transition to GSA for care experienced young people.
- Evidence of increased participation by looked after children and care experienced young people in the full range of Open Studio activities.
- Evidence of increased applications and enrolments (see table 2) .
- Career mentoring pathways are in place for care experienced students.
- Some contact tutors have participated in role relevant training including awareness of corporate parenting duties however, there is significant opportunity for further awareness raising and training development.
- GSA have prepared reports and provided information as requested by Scottish Ministers.
- GSA have continued to fulfil its function in relation to planning and collaboration with other corporate parents. Membership with cross sector West of Scotland Care Leavers Forum has enabled opportunities to engage with care experienced young people, improve awareness of their needs and share/develop practice with partners across all areas of activity.

## 13. CONSULTATION

- 13.1 In line with the Section 60 duty to collaborate, this plan has been developed in consultation with services users, appropriate staff and advice and guidance from Who Cares Scotland.
- 13.2 We commenced our new action plan at the early stages of Covid-19 which has had a significant impact in how all of us live and work to achieve our ambitions. This has had an impact on how we have been able to progress this plan, in particular our hope around wider consultation with our young people. However, all current Care Experienced students were consulted, advice and guidance was sought from Who Cares Scotland and a draft version was submitted to the GSA Equality Diversity and Inclusion Committee for consultation.
- 13.3 We recognise the need for increased consultation with other Corporate parents to understand each other's remit, responsibilities, resources and priorities. Moving forward we will share our plan with Scot West Carers Forum and try working more actively together to develop future plans.

## 14. Actions for progression:

- 14.1 The Scottish Funding Council's (SFC) National Ambition for Care-Experienced Students, calls for the intake of care-experienced students to be at least 1.4% of Scottish-domiciled undergraduate entrants at university by 2022-23. GSA will continue to actively work towards continuing to exceed this target.
- 14.2 The GSA will continue to strive to achieve the SFC's National Ambition for reducing the gap in educational outcomes between care-experienced students and those who are not care-experienced.
- 14.3 The Glasgow School of Art overarching aims for 2021 – 2023 will include:
- The GSA strive to ensure that all care experienced students are safe, healthy, achieving, nurtured, active, respected, responsible and included.
  - The Glasgow School of Art will continue to **ASSESS** the needs of Care Experienced Young People for the services and support we provide.
  - We will engage with current care experienced students to listen to and understand the voice of those with experience of the Glasgow School of Art and provide **OPPORTUNITIES** to participate in activities designed to **PROMOTE** their wellbeing.
  - We will **PROMOTE** our products and service through our outreach programme with specialised literature targeted towards Care Experienced Students.
  - We will actively **PROMOTE** and develop staff awareness on the subject of Corporate Parenting and Care Experienced Students.
  - We will engage with Who Cares Scotland to offer a schedule of training events for staff to ensure that all GSA employees are aware of our duties as a corporate parent, and understand that corporate parenting is everyone's responsibility. We will add the Open University e-learning module to our portfolio of staff development opportunities.
  - We will continue to develop new and existing partnerships with other Corporate Parents to ensure that the GSA remains **ALERT** to the needs of Care Experienced Students.
  - We will **IMPROVE** data collection in relation to Care Experience Students in order to adapt our approach and to improve the learner journey of Care Experienced Students.
  - We will continue to fulfil our function in relation to planning and collaboration with other corporate parents including preparing reports and providing information requested by Scottish Ministers. We will work with Who Cares Scotland to ensure we understand the voice of those with lived experience and continue to work with Scot West Carers Forum and SAAS.

- We will ensure care experienced young people are given equal regard as 'protected characteristics' during Equality Impact Assessments.
- We will demonstrate commitment to care experienced students at GSA by investigation and consideration of [The Stand Alone Pledge](#) and [Scottish Care Leavers Covenant](#)

## 15. Reporting

- 15.1 An annual update will be provided for the Board of Governors via the Equality Diversity and Inclusion Committee and the Senior Leadership Group.