

University of Edinburgh Corporate Parenting Strategy

Introduction

In July 2014, there were 15,580 children in local authority care in Scotland¹. Educational outcomes for looked after children lag persistently behind those of the general population. 74% of looked after children left school aged 16 or under in 2013-14, compared to just 27% of all school pupils, and only 7% of care-experienced school leavers progressed to Higher Education, compared to 39% of all school leavers². As part of a broad strategy to improve outcomes overall for looked after children and care leavers, the Children and Young People (Scotland) Act 2014 has increased substantially the number of organisations with corporate parenting responsibilities, including all post-16 education providers.

The University of Edinburgh is a corporate parent in relation to the services it provides. Responsibility for corporate parenting lies with the whole organisation and cannot be delegated to an individual, although some members of staff will work directly with care-experienced young people.

The University of Edinburgh recognises the importance of its role as a corporate parent. It is committed to remove barriers to participation, and to provide care-experienced students with the advice, support and assistance they need to succeed in their studies at the University, as any concerned and engaged parent would do.

In addition, the University recognises that care leavers from countries outside Scotland will have faced similar difficulties and is committed to providing the same framework of support to all care-experienced students, no matter where a care leaver comes from.

Definitions

Corporate Parenting: 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.

Looked after child: a child or young person who is looked after by a local authority, whether at home or away from home, including a young person in continuing care after the age of 16.

Care leaver: A person aged 25 or under who ceased to be looked after by a local authority on, or at any time after, their sixteenth birthday.

¹ *Children's Social Work Statistics Scotland, 2013-14*, Scottish Government, published March 2015

² *Education Outcomes for Scotland's Looked After Children 2013/14*, Scottish Government, published June 2015

Corporate parenting duties

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

- to be alert to matters which could adversely affect the wellbeing of looked after children and care leavers
- to assess the needs of care-experienced young people for the services and support provided by the corporate parent
- to promote the interests of looked after children and care leavers
- to seek to provide care-experienced young people with opportunities to participate in activities designed to promote their wellbeing
- to take appropriate actions to help those children and young people—
 - to access opportunities provided by the corporate parent
 - to make use of services, and access support, provided by the corporate parent
- 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.

Principles and values

Young people who have a background in care have the right to expect that, as a corporate parent, the University will give them all the support that a good parent would give, to ensure they can participate fully as a member of the University.

This means that we aim to:

- Know our care-experienced young people, their needs and aspirations, and promote their interests. Ensure that their needs, rights and views are paramount when we make decisions which may impact on their wellbeing.
- Anticipate what the needs of care-experienced young people who engage with the University might be, whether they are participants in the University's outreach programmes, University of Edinburgh students, or University employees. Not all care-experienced young people will necessarily disclose their care background and, even if they do, they will have different and individual ambitions and support needs. We will ensure that appropriate support is available when it is required, and we will be guided in this by care-experienced young people in our University community and beyond.
- Ensure that the disadvantage that care-experienced young people have faced is acknowledged and that special measures are taken to overcome such disadvantage.

We recognise the context in which a care leaver's qualifications have been achieved, and our policy on the admissions of care leavers to undergraduate degrees ensures that this is taken into account when offers are made.

- Have high and realistic aspirations for their future. Take an interest in their success and their problems and celebrate their achievements.

The University tracks care-experienced students and monitors their progress throughout their studies.

- Promote opportunities for them to participate in personal development, cultural, sporting and leisure activities.

Students have access to a wide range of opportunities to develop their interests, their skills and their experiences through extra-curricular activities. As a corporate parent, the University has a duty to ensure that care-experienced students are able to access these opportunities, for example by providing funding if necessary. However, the University also has a duty to help all students from less traditional backgrounds understand the value these activities may have in developing skills needed for work or further study, and in creating networks which add value in future.

- Ensure that they live in a safe and stable environment where they can develop positive and caring relationships with others.

Unlike many other students, care leavers may not have accommodation to return to during holidays. The University therefore guarantees that care leaver students can live in University accommodation throughout the year, ensuring they have a safe and secure home while they study at the University.

- Promote their physical and mental health and wellbeing.

Physical and mental health and wellbeing is important to the welfare of all students. The University expects that care-experienced students can access the support mechanisms which are in place, such as the Student Counselling Service and the Student Disability Service, and that all first point of contact staff would be able to signpost them to this support.

- Actively support their transition to employment or further study.

Corporate parenting aims

The University of Edinburgh intends to be an excellent corporate parent. It will build on the current provision of support for care-experienced young people, detailed in Appendix 1 below, by:

1. Working in partnership with other corporate parents to raise aspirations and provide opportunities for looked after children and care leavers.
2. Improving the identification of looked after children and care leavers in the University community by increasing levels of disclosure.

3. Working with care-experienced young people to develop, monitor and review the Corporate Parenting Strategy.
4. Ensuring that support is available to looked after children and care leavers who engage with the University at a time, and in a way, that is appropriate for their individual needs.

An action plan to further these aims is provided as Appendix 2.

Monitoring and review

An impact assessment of the corporate parenting action plan (Appendix 2) will take place in April 2017 and targets will be reviewed and updated to ensure that actions are resulting in the intended outcomes.

The Corporate Parenting Strategy will be reviewed in April 2018 and a monitoring report will be published on the University of Edinburgh website.

March 2016

Appendix 1

University of Edinburgh support for looked after children and care leavers

As a corporate parent, the University is required to uphold the rights and safeguard the wellbeing of a looked after child or care leaver. The legislation defines wellbeing in terms of the eight SHANARRI indicators which are:

- **Safe**: protected from abuse, neglect or harm
- **Healthy**: having the best possible standards of physical and mental health, supported to make healthy and safe choices.
- **Achieving**: accomplishing goals and boosting skills, confidence and self-esteem
- **Nurtured**: having a nurturing and stimulating place to live and grow
- **Active**: having opportunities to take part in activities
- **Respected**: being given a voice, being listened to, and being involved in the decisions which affect their wellbeing
- **Responsible**: taking an active role within their home, school and community
- **Included**: being a full member of the communities in which they live and learn, receiving help and guidance to overcome inequalities.

While each indicator is separately defined, in practice they are connected and overlapping. Taken together the eight indicators offer a holistic view of each child or young person, identifying strengths as well as barriers to growth and development. These indicators provide a mechanism by which the University can assess its performance as a corporate parent.

1. Outreach and widening participation (WP)

(SHANARRI indicators: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included)

1.1 *Outreach projects*

Looked after children and care leavers are recognised as a priority group for WP and outreach initiatives (see the WP website: <http://www.ed.ac.uk/student-recruitment/widening-participation/projects/care-leavers>). Care experience is an eligibility criteria for LEAPS and for the Sutton Trust Summer School.

However, many looked after children may not have considered higher education as a possibility, and the University of Edinburgh, working with college and university partners, should explore ways to work with local authorities and

organisations such as Barnardos who provide accommodation for looked after children to develop early intervention directly with these young people.

Action 1

Working with the newly-formed Care-Experienced and Carers East Forum, to explore opportunities to engage looked after children in local authority or voluntary sector care, to introduce the idea of further and higher education through early intervention.

1.2 Identification

Information about a young person's care status is generally provided by the individual's school, although it is possible that some care-experienced young people taking part in WP activities, particularly those where the young people refer themselves, for example Pathways to the Professions, may not be identified.

Action 2: improve identification of looked after children and care leavers engaged with widening participation programmes by including adding an "in care" question, modelled on the UCAS application form, on WP registration forms.

1.3 Geographical eligibility

Outreach activities tend to be focussed on particular schools or local authority areas. Looked after children and care leavers attending those schools or from those council areas are always a priority in terms of access to these programmes. In addition, inclusion of looked after children or care leavers from other schools or local authority areas can be considered on a case by case basis if there is capacity on the programme, although there is no formal commitment to do so.

Action 3: introduce a formal commitment to accept looked after children and care leavers onto WP programmes and activities where they are not automatically eligible, providing there is space and funding available.

1.4 Expenses

The University covers travel expenses for young people participating in many widening participation activities. In general, expenses are claimed back after the event. When required, it may be possible for the University to fund travel expenses in advance for care-experienced young people.

Action 4: introduce a process for care-experienced young people to apply for travel expenses in advance of an activity, if required.

2. Application

(SHANARRI indicators: Achieving, Nurtured, Active, Respected, Responsible, Included)

2.1 Single point of contact

The University has a single point of contact for care-experienced young people. Contact details are provided on the University website (<http://www.ed.ac.uk/student-recruitment/widening-participation/projects/care-leavers>) and in the University's "Committed to Care Leavers" leaflet. Contact details are also published widely by care leaver support organisations such as the Who Cares? Trust, in publications and on the Propel website: www.propel.org.uk.

Action 5: Investigate and adopt additional ways to promote the University's single point of contact to care-experienced young people.

2.2 Policy and procedure for undergraduate applications from care leavers

The University of Edinburgh introduced its policy regarding the admission of care leavers in October 2013. Applicants who are confirmed as care leavers will receive an offer at the minimum entry requirements for the programme they have applied for, wherever that is possible.

Applicants who have ticked the "in care" box but who are not verified as care leavers under the terms of the policy are still provided with advice, assistance and support through the single point of contact system.

3. Transition

3.1 Communications

(SHANARRI indicators: Achieving, Nurtured, Active, Respected, Responsible, Included)

Every undergraduate applicant who has ticked the "in care" box on the UCAS application form is given information about accommodation, bursaries, specialist support services such as the Student Disability Service, and offered help in accessing any support they need.

The single point of contact currently contacts care leavers only once, unless they ask for more help.

Action 6: review communications with care-experienced offer holders.

3.2 Bursaries

(SHANARRI indicators: Safe; Achieving; Nurtured; Respected; Included)

The bursaries available to undergraduate care leavers include:

Access bursary: All verified care leaver students are guaranteed an Access Bursary of £1,000 per year during their degree, if they apply by the deadline. Other care-experienced students who apply for an Access bursary are considered under the normal eligibility criteria.

If a verified care leaver is unable to apply by the deadline for good reason, their case will be considered on an individual basis.

Scotland Accommodation Bursary: care-experienced young people domiciled in Scotland may be entitled to a Scotland Accommodation Bursary worth up to £2,000 per year.

University of Edinburgh Bursary: care-experienced young people domiciled in England, Wales or Northern Ireland may be entitled to a University of Edinburgh Bursary worth up to £7,000 per year.

Unite Foundation Student Awards: care leaver students are prioritised for the Unite Foundation Student Awards which provide accommodation for the duration of a student's degree, together with an annual maintenance award of £3,000.

University Childcare Fund: UK undergraduate students and eligible postgraduate students in receipt of tuition fee loan support from SAAS may apply to the University Childcare Fund.

Action 7: provide information on all available sources of funding to care-experienced young people and their advisors prior to application, and also to care-experienced offer holders, to ensure that they are aware of the funding streams available to them.

Action 8: in partnership with other HEIs, provide awareness raising training for those who advise looked after children and care leavers to help them better understand student funding in Scotland and in England, and to improve the advice given to young people.

Action 9: consider whether an alternative application process is required for verified care leavers who have not taken a student loan through SASS or SLC for the Scotland Accommodation Bursary or the University of Edinburgh Bursary.

3.3 Accommodation

(SHANARRI indicators: Safe; Healthy; Achieving; Nurtured; Active; Respected; Responsible; Included)

The University of Edinburgh provides a variety of different types of accommodation for students. All undergraduate care leaver students are guaranteed a place in University of Edinburgh accommodation, and this can be provided for the duration of their degree programme if required. In addition, the accommodation will be available for 365 days per year if required, ensuring that care leavers do not have to worry about where they will live during their studies.

Action 10: ensure that information about the University of Edinburgh accommodation guarantee is available to care-experienced young people before they apply to the University, and during transition.

4. On programme support

4.1 Personal tutors

(SHANARRI indicators: Safe; Healthy; Achieving; Nurtured; Active; Respected; Responsible; Included)

All personal tutors are given training to enable them to understand their role. Specific awareness-raising information about care leavers will be added to this training. In addition, Schools will be asked to identify any personal tutors who have a particular interest in supporting students with a background in care so that care-experienced students can be matched with these tutors where possible. Who Cares? Scotland training will be made available to these tutors to help them understand the potential support needs of care leaver students.

Personal tutors do not currently have access to information about a care leaver's status unless the student has requested that this information is shared. Advice will be taken from current care-experienced students and from support organisations such as Who Cares? Scotland as to whether this information should consistently be shared with personal tutors to ensure that it is not overlooked.

Action 11: awareness-raising training about care leavers will be added to personal tutor induction. More detailed training will also be made available to those personal tutors who have a particular interest in supporting students with a background in care.

Action 12: seek advice from current care-experienced students and from organisations which support care leavers as to whether information about a student's care status should be shared with their personal tutor.

4.2 Student support officers

(SHANARRI indicators: Safe; Healthy; Achieving; Nurtured; Active; Respected; Responsible; Included)

Academic Schools have staff whose role is to support undergraduate and postgraduate students studying on degree programmes in that School. They can provide a range of practical support particularly in relation to issues surrounding a student's degree programme, and can also signpost students into other sources of help if required. This support is available to all students including care leavers.

Action 13: as part of their training, Student support officers should receive awareness training about care leavers.

4.3 Peer mentoring

(SHANARRI indicators: Safe; Healthy; Achieving; Nurtured; Active; Respected; Responsible; Included)

The widening participation team run a project to offer a trained peer mentor to each first year undergraduate WP student to help them settle into University life. Peer mentors are senior students who can use their firsthand experience to

advise and support new students. Most peer mentors come from a WP background themselves.

As WP students, all first year care leavers are entitled to apply for peer mentoring.

4.4 Financial hardship

(SHANARRI indicators: Safe; Healthy; Achieving; Nurtured; Active; Respected; Responsible; Included)

Discretionary funding for UK students: discretionary funds are available to UK students, including care leavers, who face financial hardship during their studies at the University of Edinburgh.

4.5 Student Counselling Service

(SHANARRI indicators: Safe; Healthy; Achieving; Nurtured; Active; Respected; Responsible; Included)

The Student Counselling Service provides short term, one-to-one counselling to matriculated students. It also offers self-help resources which students can download from the website, as well as running workshops and groups to help students develop coping strategies and resilience.

Students refer themselves to the Student Counselling Service. The Counselling Service is available to all students, including care leavers. Currently, the University does not monitor whether care-experienced students are more likely to use the Counselling Service than any other student.

Action 14: explore the value of monitoring the use of the Counselling Service by care leaver students.

4.6 Student Disability Service

(SHANARRI indicators: Safe; Healthy; Achieving; Nurtured; Active; Respected; Responsible; Included)

The University's single point of contact includes information on the Student Disability Service in communications with care-experienced offer holders. In addition, the Student Disability Service contacts all offer holders who have disclosed that they have a disability before they matriculate, to ensure that any special arrangements they require are in place before they arrive.

There is no evidence that a care-experienced student is less likely to disclose a relevant disability pre-registration but the University does not currently monitor any correlation between care-experienced students and disabled students.

Action 15: explore the value of monitoring the use of the Student Disability Service by care leaver students.

4.7 Accommodation Services

(SHANARRI indicators: Safe; Healthy; Achieving; Nurtured; Active; Respected; Responsible; Included)

The Residence Life team provides students living in University accommodation with academic and social events throughout the year. Student Resident Assistants (RAs) live in University accommodation, working with residents on a 1:40 ratio. They assist all the students in their accommodation to develop independent living skills and a responsible approach to shared living, and they may sometimes be the first person that a student who is struggling confides in.

Action 16: as part of their training, Student Resident Assistants should receive awareness training about care leavers.

4.8 Ongoing communication

(SHANARRI indicators: Nurtured; Respected; Included)

The University does not proactively communicate with care-experienced students after they have matriculated, unless they have asked us to via the single point of contact. A survey of care-experienced students currently attending the University is planned, and their views on this issue will be important in planning for the future.

Action 17: carry out a survey of care-experienced students at the University regarding ongoing communications.

4.9 Tracking

(SHANARRI indicators: Achieving; Active; Respected; Responsible; Included)

The University has tracked outcomes for all undergraduate students who have self-disclosed as care leavers since 2008. Tracking covers progression, retention, and degree outcome. Although this is useful information, because the number of students concerned is extremely small it is difficult to draw any positive conclusions from the data.

Since 2013, applicants who have ticked the “in care” box on the UCAS application form have been asked to verify their care leaver status in order to be considered under the terms of the care leavers’ policy. However, we continue to track all those who have ticked the “in care” box, not just verified care leavers, because for some reporting processes self-disclosure through the UCAS system is all that is required.

Action: No new actions planned.

4.10 Postgraduate care leaver students

(SHANARRI indicators: Safe; Healthy; Achieving; Nurtured; Active; Respected; Responsible; Included)

Currently we do not ask whether applicants to postgraduate degrees have a background in local authority care. As the definition of a care leaver in the Children and Young People (Scotland) Act 2014 includes people aged under 26, it is likely that there will be postgraduate students to whom the University has corporate parenting responsibilities.

Most student support provided by the University is available to undergraduate and postgraduate students including care leavers. However, identification of postgraduate care leavers would allow the University to consult with them about the support package available.

Action 18: introduce an “in care” question on the direct admissions application form to identify postgraduate care leaver students.

5 Destination after undergraduate degree

5.1 Careers Service

(SHANARRI indicators: Safe; Healthy; Achieving; Nurtured; Active; Respected; Responsible; Included)

The Careers Service is proactively engaged with the widening participation (WP) students, including care leavers, throughout their time at the University of Edinburgh. Not all students from a WP background fully understand the value of skills they can develop through activities which are not part of their academic degree in terms of employability or enhancing opportunities for further study.

The Careers Service co-designed and delivered a lunch event during 2015 Post-Offer-Visit days for WP offer-holders and their parents/guardians, to make them aware of the support they can access at University. Care-experienced students are included in these projects because they are priority WP students.

Action: No new actions planned.

6 Care-experienced employees

The University understands that its corporate parenting duties extend beyond the care-experienced student population. There may be care leavers who are currently employed by the University but this is not monitored or tracked. In addition, the University recognises that young people with a background in care may benefit from work experience or employment with a corporate parent.

Because this is an area which has not previously been considered, the University intends to work in partnership with local authorities in Edinburgh and the Lothians to develop a plan to support looked after children and care leavers as an employer.

Action 19: In partnership with local authorities and Skills Development Scotland, develop a plan to support care-experienced employees, and to promote opportunities for work and training at the University to looked after children and care leavers.

Action 20: To raise awareness of care leavers as part of the University’s approach to increasing understanding and appreciation of diversity in the workplace.

7 Partnership

In 2015, universities and colleges in Eastern Scotland came together to set up the Care-Experienced and Carers East Forum to mirror a similar partnership in the West of Scotland. The Forum plans to develop partnerships with other relevant corporate parents including local authorities in Edinburgh and the Lothians, Forth Valley and Scottish Borders, the NHS, and other HE providers.

As care-experienced students and prospective students may come from any part of Scotland, it will be necessary to develop partnership working with local authorities across Scotland to ensure the well-being of all Scottish care leavers is protected. In addition, there will be care leavers attending the University of Edinburgh from other parts of the UK, or from overseas, who may also require support.

Through partnership working, the University hopes to develop its role as a corporate parent to meet the spirit of the legislation in its broadest terms.

Appendix 2

University of Edinburgh – Corporate Parenting Strategy

Action Plan 2015-18

	Action details	Purpose	Measures
Outreach			
Action 1	Working with the newly-formed Care-experienced and Carers East Forum, to explore opportunities to engage looked after children in local authority or voluntary sector care through early intervention.	To raise aspirations, and to introduce the idea of further and higher education at an early stage.	<ul style="list-style-type: none"> Introduction of a partnership initiative through the Care-experienced and Carers East Forum. Numbers of looked after children engaged with the University. Numbers of looked after children attending on-campus visits and events.
Action 2	Improve identification of looked after children and care leavers engaged with WP programmes by including adding an “in care” question, modelled on the UCAS application form, on WP registration forms.	To allow better tracking of WP interventions with looked after children and care leavers, to monitor progress and to identify initiatives which are effective.	<ul style="list-style-type: none"> Number of looked after children and care leavers participating in WP outreach activities. Number of looked after children and care leavers who have participated in WP outreach activities who go on to apply to UoE. Analysis of participation, application and admissions trends over time. Qualitative research with participants to improve understanding of the impact of different initiatives.
Action 3	Introduce a formal commitment to accept looked after children and care leavers onto WP programmes and activities where they are not automatically eligible, providing there is space and funding available.	To ensure that looked after children and care leavers are able to access all of the support and outreach activities the University provides, whenever possible.	
Action 4	Introduce a process for care-experienced young people to apply for travel expenses in advance of an activity, if required.	To remove a potential barrier to the participation of care-experienced young people in WP outreach activity.	

Application			
Action 5	Investigate and adopt additional ways to promote the University's single point of contact to care-experienced young people.	To ensure that care-experienced applicants know that they can access information and support from someone who understands the specific needs of care leavers, and to increase use of this provision.	<ul style="list-style-type: none"> Report on the findings of the investigation and details of actions taken to address the findings. Number of care-experienced applicants contacting the single point of contact during the application process. Analysis of application and admissions trends over time.
Transition			
Action 6	Review communications with care-experienced offer holders.	To ensure that communications with care-experienced offer holders are timely, useful, welcoming and appropriate.	<ul style="list-style-type: none"> Qualitative research with offer holders about the quality of the communications they receive. Analysis of conversion trends over time.
Action 7	Provide information on all available sources of funding to care-experienced young people and their advisors prior to application, and also to care-experienced offer holders	To ensure that care-experienced young people, and their advisors, are aware of the funding streams available to them.	<ul style="list-style-type: none"> Number of information packs provided to teachers, social workers, foster parents, and other people who advise care-experienced young people, and to care-experienced young people themselves.
Action 8	In partnership with other HEIs, provide awareness raising training for those who advise looked after children and care leavers to help them better understand student funding in Scotland and in England, and to improve the advice given to young people.		<ul style="list-style-type: none"> Number of CPD sessions delivered. Details of engagement with local authority social work departments. Qualitative research with care-experienced young people and their advisors about the quality of the information provided.

Action 9	Consider whether an alternative application process is required for verified care leavers who have not taken a student loan through SASS or SLC for the Scotland Accommodation Bursary or the University of Edinburgh Bursary.	To ensure that care-experienced young people are able to access bursaries, even if they have been advised by their social workers or carers not to take a student loan.	<ul style="list-style-type: none"> Record of discussion and decision relating to a possible alternative application process for bursaries for verified care leavers. Numbers of eligible care leavers applying for University of Edinburgh bursaries.
On programme support			
Action 10	Ensure that information about the University of Edinburgh accommodation guarantee is available to care-experienced young people and their advisors before they apply to the University, and during transition.	To ensure that care-experienced applicants and offer holders are fully aware of the accommodation guarantee when deciding whether to apply to the University, or to accept an offer from the University.	<ul style="list-style-type: none"> Qualitative research with care-experienced young people and their advisors about the quality of the information provided. Numbers of care-experienced young people accessing University of Edinburgh accommodation. Numbers of care-experienced young people using the University's 365 day accommodation guarantee.
Action 11	Awareness-raising training about care leavers will be added to personal tutor induction. More detailed training will also be made available to those personal tutors who have a particular interest in supporting students with a background in care.	To ensure that Personal Tutors are aware that young people who have experience of care could be part of their student cohort, and what types of experience they may have had.	<ul style="list-style-type: none"> Numbers of personal tutors who have received awareness training about care leavers. Record of personal tutors who have received detailed training about care-experienced students. Number of personal tutors who have been specifically matched to known care-experienced students.
Action 12	Seek advice from current care-experienced students and from organisations which support care leavers as to whether information about a student's care status should be shared with their personal tutor.	To enable the University to make a decision about whether information about a student's care status should be shared with personal tutors as a matter of course, or whether this should only be with the permission of the student.	<ul style="list-style-type: none"> Record of the advice received and the decision taken.

Action 13	As part of their diversity training, Student support officers should receive awareness training about care leavers.	To ensure that Student support officers are aware that young people who have experience of care could be part of their student cohort.	<ul style="list-style-type: none"> Numbers of Student Resident Assistants who have received awareness training about care leavers.
Action 14	Explore the value of monitoring the use of the Counselling Service by care leaver students.	To enable the University to understand better whether the needs of care-experienced students differs from the wider student cohort.	<ul style="list-style-type: none"> Record of the steps taken to reach a decision, and of the decision taken.
Action 15	Explore the value of monitoring the use of the Student Disability Service by care leaver students.		
Action 16	As part of their diversity training, Student Resident Assistants should receive awareness training about care leavers.	To ensure that Student Resident Assistants are aware that young people who have experience of care could be part of their student cohort.	<ul style="list-style-type: none"> Numbers of Student Resident Assistants who have received awareness training about care leavers.
Action 17	Carry out a survey of care-experienced students at the University regarding ongoing communications.	To identify whether or not care-experienced students wish to receive ongoing communications from the single point of contact during their time at the University.	<ul style="list-style-type: none"> Survey results.
Action 18	Introduce an “in care” question on the direct admissions application form to identify postgraduate care leaver students.	To identify care-experienced postgraduate students for whom the University has corporate parenting responsibilities, with a view to exploring the support needs of these students.	<ul style="list-style-type: none"> Record of this action having been completed. Monitoring of numbers of postgraduate students disclosing a background in care. Qualitative research with these students to understand better their support needs.

Care-experienced employees			
Action 19	In partnership with local authorities and Skills Development Scotland, develop a plan to support care-experienced employees, and to promote opportunities for work and training at the University to looked after children and care leavers.	To increase opportunities for looked after children and care leavers to work or train with the University.	<ul style="list-style-type: none"> • Monitor numbers of looked after children and care leavers identified by local authorities and Skills Development Scotland who take up work or training opportunities with the University. • Analyse progression and retention data for care-experienced employees over time.
Action 20	To raise awareness of care leavers as part of the University's approach to increasing understanding and appreciation of diversity in the workplace.	To ensure that all University employees understand and value the experiences of care-experienced colleagues in the workplace.	<ul style="list-style-type: none"> • Monitor numbers of University of Edinburgh employees who have completed diversity in the workplace training.