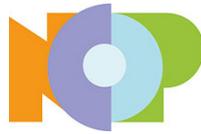


Sussex
Learning
Network



National Collaborative
Outreach Programme



Supporting Our Care-Experienced Young People through College and into Higher Level Study

A guide for College staff

Written by Richard Pearce
and James Gottshalk

ACKNOWLEDGEMENTS

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East Surrey College are working in partnership with the Sussex Learning Network to educate College staff across the region in how to support Care-Experienced young people through College and into Higher Level study.



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1 Supporting College Staff in Helping Our Care-Experienced Young People Aim for Higher Level Study

It is an inevitable fact of their relationship that in colleges, particular curriculum and support staff know their young people best.

This booklet is all about informing staff about where the young person can go in life. However, in an attempt to move on from their sometimes difficult history, which is all too often the focus, encouraging them to ‘Aim Higher’ is not an easy thing. It is many hundreds of conversations over many years. But in which you will play a key part.

We have tried herein to give practical advice and a sense of aspiration for higher level study to help you be a better Champion for your young people.

Summary of Some Key Issues

Identity:

It is often going to be the case that the young person is burdened by a “cared for” identity, and this results in the bar being set very low, too low, for them. Also, they are more likely to adopt behaviours associated with identity. It is also possible that “systems” wrap the young person up too much in a way that arrests positive development.

There are broadly two distinct groups – immigrant and indigenous – within our care-experienced young people. Language is often a huge barrier for the former, who are typically unaccompanied asylum seekers, despite having ambition and wanting opportunity. However, barriers can often destroy their ambition for the indigenous young person. Not wanting to engage with higher level study, or feeling it is beyond them or for “other people” is more a barrier.

Their Domestic Lives:

Typically young people are more likely to succeed if they are “staying put” – meaning they have a stable and consistent home. Those that cannot “stay put” are often looking for a “family” before anything else and this often can be with associates who are a negative or criminal influence. Fortunately there is some evidence that new packages for foster carers make it more attractive to allow young people to “stay put”.

Those that do best are those with “staying put” homes and/or with a stable family unit. Conversely those with multiple issues tend to get moved around the most.

If the young person is living in a flat, or their foster carer wishes to break contact, the young person has to make decisions about physically and emotionally leaving the area and potentially losing their accommodation. Universities also do not tend to offer a 52 week accommodation contract.

Skills and Readiness:

Many of our young people have suffered trauma and ACE (Adverse Childhood Experiences) which aside from the mental health implications often present huge barriers to learning and achieving. Trauma is not sufficiently understood and it really affects an ability to focus. These young people are often not identified quickly enough to curriculum staff upon entering the institution in many cases.

“Young people who had a stable care history or who were able to achieve some stability in their personal circumstances on leaving care were more likely to enter and remain in employment, training or study.” (Allen, 2003)

Resilient young people do better when aiming higher (another important soft skill) and also having resilient people around them is impactful. It is quite likely that many foster homes are not good at nurturing soft skills so this essential requirement must come from elsewhere. Maths, English and ICT skills seem to be weaker in general with this group too. Subject-specific learning support assistants might also be beneficial. The ability to budget is a key soft skill that these young people often lack.

Mentoring seems to be a common factor in helping our young people be more ready. It seems to be a huge gap as it is evident that resilience and pastoral care have a big impact. The ideal seems to be an overt relationship between a mentor role in education and a mentor role in social care.

21 to 25 year olds are often going to be more ready for higher level study than younger members of this group. This illustrates the importance of starting the messages early as it can take a number of years for them to transition.

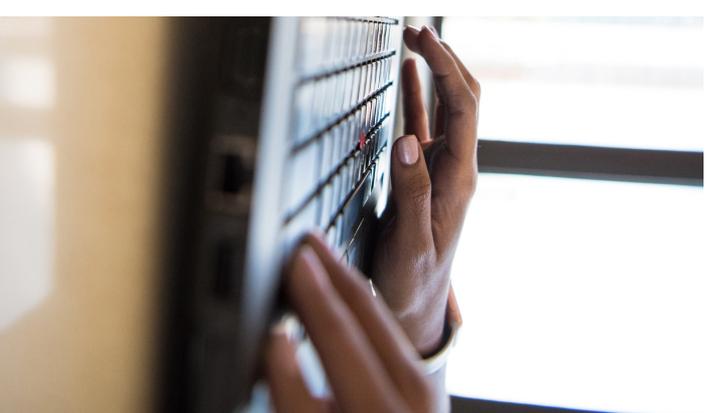
The Impact of Others and Institutions:

Council budget cuts and fostering becoming more of a market economy have not been helpful to our young people. The demise of the role of Careers Adviser has not been helpful and others need to plug this gap. Schools too are not talking enough about progression outside the GSCCE, A-levels, 3 Year Degree route. Not all Personal Advisers went to university so some are more well-informed than others.

It is not always going to be just about a set of rational conversations. It is more complex than that. And it is not just about the information given but how their advisers use it. Do we older people even understand the way aspirations works for young people? But importantly, higher level study can be sold as an opportunity to “catch up” with non-care leavers. Advisers certainly need to be able to handle the objections their young people will raise.

It is important for advisers to be aware that there are lots of different packages of support according to the university or college research is necessary.

In summary, schools, colleges and social care are vital in mitigating against ill informed decisions around our young people’s future. Virtual schools need to up their game in terms of their online presence and use of portals. Foster carers, personal advisers and social workers need more advice and training.



2

Understanding the Care Experienced Young Person in College

Here we briefly reflect on the young person before you. What they may be feeling, and what they need from their college.

Looked after Children (as of 2019 "Children in Care") fall into 2 distinct groups:

- Unaccompanied Asylum Seeking Children (UASC) (who, for example, typically make up 60% of the LAC Cohort at East Surrey College)
- British Born Children in Care (CiC)

Allen (2003) notes "Few young people [of this group] did well at school. Their educational achievement was hindered by: disruption to schooling before being taken into care, frequent changes of school once in care; concerns about events at home; negative or discouraging attitudes of peers, care staff and teachers; and lack of motivation and confidence arising out of low achievement."

The students themselves will in most situations not wish to divulge their status as a UASC or CiC. Which, of course, can make some of the behaviour they display hard to understand. But in most cases they are capable students who when offered a supportive environment will prove to be an asset to the college. In this section it is not our intention to create a feeling of concern around the young person. Rather to give an overview of your young person and some of the possible causes of their behaviours in class or college.

Although both are classed and afforded the same rights they often come to us (technically the "Education Provider") with undiagnosed and diagnosed Mental Health trauma as a result of their experiences on their journey to us. In some cases, this trauma may have been diagnosed and they are receiving support for it. But unfortunately in many cases this trauma is either undiagnosed or has been exacerbated by their current situation and/or other events.

These situations/events can be, but are not limited to:

- Changes in financial situation
- Change of care provider
- Change in Social Worker or Personal Advisor (18+)
- Dates coinciding with tragic occurrences
- Unfamiliarity and change in geographical area
- Lack of English and cultural and/or social indifference toward education (typically due to poor experiences)

Short Research Insight

While Refugee Children and Young People (RCYP) demonstrate resilience in the face of their experience, some RCYP experience emotional difficulties. A systemic review found that 11% of refugee children suffered from post-traumatic stress disorder and 40% experience other mental health difficulties such as depression and Anxiety (Fazel, Wheeler & Danesh, 2005).

Trauma and Symptoms

Due to what has been at times a traumatic start to their adolescence in essence the issues surrounding CiC (including UASC) bear many of the symptoms found in post-traumatic stress and as such can manifest themselves in many different aspects of their education.

These symptoms can include:

Re-experience: Recurrent and intrusive recollections of traumatic event, dream, flashbacks, re-enactment, intense psychological distress or physiological reactivity.

Arousal: Difficulty falling or staying asleep, irritability or outbursts of anger, difficulty concentrating, hyper vigilance, exaggerated startle or stress response

Avoidance: Avoiding feelings, thoughts, people, places, activities or conversations associated with the event. This can also include markedly diminished interest in activities

Emotional Numbing: Strong feelings of detachment and alienation from others, in some people this may present in 'day dreaming' type behaviours.

Negative thoughts and Emotions: Negative thoughts, beliefs and expectations of the world. Persistent feelings of fear or anger.

The Soft Skills

The attributes that enable us all to work with others harmoniously and navigate everyday stressors can for most be second nature. But when you find yourself a refugee or asylum seeker in a foreign land or perhaps just an unusual environment most of our young people can feel exasperated.

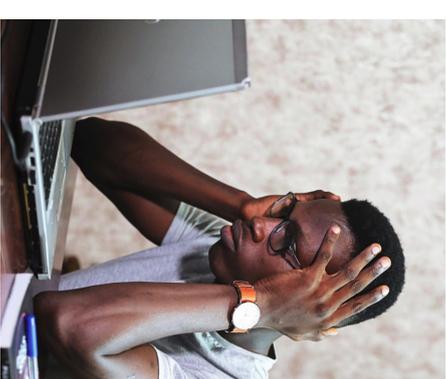
As is the nature of education (at times) the focus from the young person's point of view can be on Hard Skills, specifically:

- The Technological Skills
- Sector Specific
- Training
- And other course required criteria

It is important to endorse the development of these skills whenever possible as unlike the skills and knowledge developed as Hard Skills, Soft Skills are required whenever they may go and could certainly help them to maintain and manage positive behaviours and motivation.

These can include, but are not limited to: Communication, Teamwork, Leadership, Problem Solving and Time Management.

We have also noted Budgeting and Resilience as common themes raised by non-college-based advisers. Although it is appreciated that we may be teaching these skills in classes to some degree, it is always important (in particular for Children in Care and Care Leavers) to reflect on these topics in order to develop greater understanding and opportunities for engagement. These can be developed in the individual's Smart Targets, for further discussion in the LAC PEP (Looked After Child Personal Educational Plan) Meeting. The designated teacher can then ensure that this learning is continuing throughout either any home study or personal tutoring, beyond the classroom.



"Hard Skills may get you the job, but Soft Skills are how you keep your job"

James Gottshalk,
East Surrey College

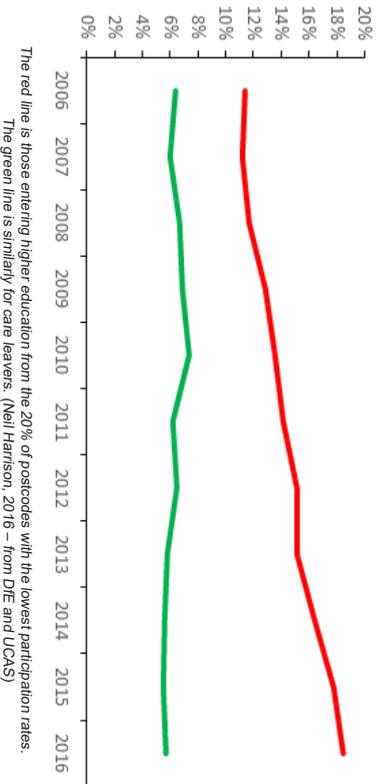
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Why Care-Experienced Young People in Colleges Should Consider Higher Level Study

Inequalities and Problems in Progression for Care-Experienced Young People

The inequalities are stark for this group, even though the UK tends to do better than many countries. "Even once GCSE results, special educational needs and demographics were taken into account, care leavers were around 11% less likely to enter HE than other young people." (Harrison, 2018, Work HE)

17.5% of children in care achieved GCSE passes at Grade 4 or above in English and Maths. For those not in care the figure is 58.9%. Other pre-university qualifications tend to be "low status".



Harrison (2016) also identifies the following "transition issues":

- Unsupportive foster parents / carers
- [Little] Help with moving belongings
- Social worker / personal adviser changes
- [Insufficient] Help with health issues / emotional support / form-filling
- [Poor] Link-up with other care leavers / loneliness
- [Needing] More / simpler information – a 'step by step' guide
- Uncertainty about money / poor support from SFE
- Feeling like the 'first one ever' / bullying / stigma
- Perceived discrimination about criminal record
- [Issues with opening] Bank accounts and background checks

What Young People gain during Higher Level Study

Socially, entering higher level study typically offers some kind of "change of scene" which may be beneficial in terms of a fresh start in a new learning environment. Perhaps in a new part of the country. This also hold huge potential for your young person to make new friends. There are also, at university in particular, a wide range of sports, clubs and societies for them to engage with.

There is a dauntingly broad choice of options available in higher level study, in terms of location, modes of study, types of programme and subject choices. This may seem intimidating at first and your young person will need support in navigating choices. This may also include the chance to travel, study years

abroad, work experience, sandwich years and so forth. Importantly too, universities and colleges are geared up to allow your young person to pause their studies or switch to a part time route if they need to. It is also another step towards full independence and a chance to "catch up" with peers during the lifetime of the programme. They will hopefully gain subject knowledge, practical skills, confidence, the ability to meet deadlines and the ability to work independently along with the all important Soft Skills.



What Young People gain from Higher Level Study

Many of the outputs are self evident to those of us that did engage with higher level study, but may not be so obvious to this group.

Quite simply put, they are more employable and have a higher earning potential. Also for some careers one may need to be degree-qualified, or at least it strongly aids career progression.

Higher level study is a good foundation for a growth mindset and a positive attitude to lifelong learning. Personal and professional development is higher on the agenda, and higher level study provides many transferrable skills.

Finally one becomes a strong role model to others from a similar background, and one contributes more back to society.

Short Research Insight

"The final piece of the data jigsaw is that care leavers who completed their degrees were just as likely to get a first or upper second as similar students. Many achieved highly despite (or maybe even because of) their childhood challenges, overcoming weaker attainment in schools through motivation, determination or resilience. I remain inspired by them."

Neil Harrison, 2018

"Despite the obstacles that they faced, the care leavers demonstrated considerable resilience and determination in overcoming them. Although not all succeeded, a considerable number continued to strive to achieve their ambitions and aspirations."

Maggie Allen, 2003

4

Getting Care-Experienced Young People in Colleges into and through Higher Level Study

Barriers to Entering and Succeeding in Higher Level Study

The Office for Students cites the following barriers.

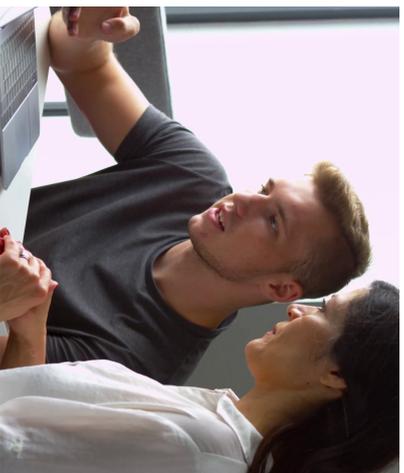
People who have spent time in local authority care face barriers to entering and succeeding in higher education. These include:

- lower prior attainment, particularly at Key Stage 4
- lack of positive role models
- low expectation from carers and advisers
- low aspirations
- concern about being able to afford higher education
- lack of information and advice before and when applying to higher education
- difficult accessing the financial support they need
- problems with accommodation
- low levels of personal and emotional support from professionals
- lack of personal support networks
- low levels of confidence to self-identify and pro-actively ask for support

A Lack of Mentoring

A serious shortcoming in the current system in the UK appears to be any form of consistent mentoring. Ultimately, until funding is put in place to make this happen, all of those involved in supporting these young people should look for opportunities for mentoring input and to look to communicate effectively with others involved in supporting and advising the young person.

Allen (2003) notes: "Professional and informal support was crucial to the young person's success. The care leavers benefited from help, usually from professionals, with developing and pursuing career options. Emotional encouragement, often from family and substitute family members, helped young people to stay engaged with what they were doing."



Development of Soft Skills

As described above, the development of soft skills is essential for your young person to succeed. These can include, but are not limited to:

- Communication
- Teamwork
- Leadership
- Problem Solving
- Time Management
- Budgeting
- Resilience

Making Ill-informed Decisions

Young people are not always aware that Universities are run as businesses with large promotional budgets and can look very enticing.

This whole booklet is about supporting you to support your young person to help them make the best choice for them. Also to be aware of the range of barriers and options young people face. It is not uncommon for this group to have to repeat their first year or change course in their first year.

Care-experienced young people often lack the resilience to stick with a course if they have made a less than ideal choice. However, they may be prone to making rash choices based on promotional material due to the lack of guidance from role models away from college. It is always best to strongly encourage them to attend open days at universities and colleges, and often support will be available in college to do this. Also universities typically offer tasters and summer schools.

Care-Experienced Young People's Concerns

Your young person will voice many concerns about Higher Level Study, which you will need to respond to. This is typically in the form of handling objections, but also about reassurance and practical factual advice (as we have tried to give in the booklet).

Costs: a common concern for all young people is the idea of taking out a "loan" and "getting into debt". As there is, quite rightly, a common societal message that "debt is bad" this is an easy objection for them to sustain. There are some very helpful resources on the Money Saving Expert website (see Resources Section) which explain how student finance operates like taxation rather than debt.

Another way to deal with this objection is to put the idea of a higher or degree apprenticeship on the table.

It may also be reassuring to look at some of the financial support packages that are available for care experienced young people. This can include how their current support will relate to future support if they are concerned about "losing out".

Employability: another set of objections may be based around the benefit of higher level study in terms of enhanced job prospects. It would be wrong to suggest there are automatic graduate jobs for everyone, but being at university for example provides an opportunity to enhance ones employability, and to catch up with non care-experienced young people. It gives your young person an edge.

Aside from the course syllabus, university or college can provide other opportunities:

- Joining clubs and societies or taking official student posts
- Using the careers service and attending external careers events
- Polishing a CV and covering letter
- Part time work
- Preparing for job interviews
- Work experience or sandwich years

On average, according to the Department for Education, graduates earn nearly £10,000 a year more than non-graduates. Similarly unemployment rates for graduates are 3% lower (2016 figures).

As with the cost of higher level study, an apprenticeship also addresses this concern. However, your young person has to be able to perform well in a competitive selection scenario, which they may not be ready for.

Belonging: your approach to helping your young person feel they will fit in depends largely on their situation, personality and character. There is no way around it. Most of us are slightly overwhelmed by a new course, new lifestyle, in a new town, with new people, and a new "Me". This is amplified many times over for your young person who has spent much of their life having it reinforced to them that they are different to most young people. Some good basic tips are:

- You only have to tell people what you want to tell them – no one at university is especially interested in families and background.
- Everyone is different and has their own issues, big or small, to deal with it – so many people are faking confidence and a sense of belonging.
- Find people you feel comfortable with.
- Don't feel you have to live a certain way – there is no need to be a stereotype, and certain aspects of a student lifestyle may not be for you – find alternatives that interest you.

Support: as supporting care-experienced young people is high on the government agenda, and has been for some time with little impact, universities offer extensive packages of support for this group. It is vital that your young person indicates their background on their UCAS application. It is worth reassuring them that universities are large institutions and this information is accessed by central admissions and administrative teams, and not by academic staff or people who manage their accommodation, for example.

Support packages will vary but typically they can access a named contact centrally in the university, 52 week accommodation contracts, and financial grants.

Getting into Higher Level Study

There are a variety of issues that create barriers for our young people. One of them is us and our mindset. We do not just need to raise their aspirations. We need to raise our own and not just focus on their history and behaviour, but also their future.

Often at home, there is no one who has understanding or knowledge of higher level study. Sometimes personal advisers do not either, or college tutors. Many of us had parents and teachers who drove aspirations but all too often this is not present for our young people.

Specifically, they need Higher Level Study Champions in College who can advise and support on:

- Researching their options
- Entry criteria
- UCAS forms
- Personal Statements
- Student Finance Applications
- Applying for Apprenticeships
- Open Days
- Interviews

Getting through Higher Level Study

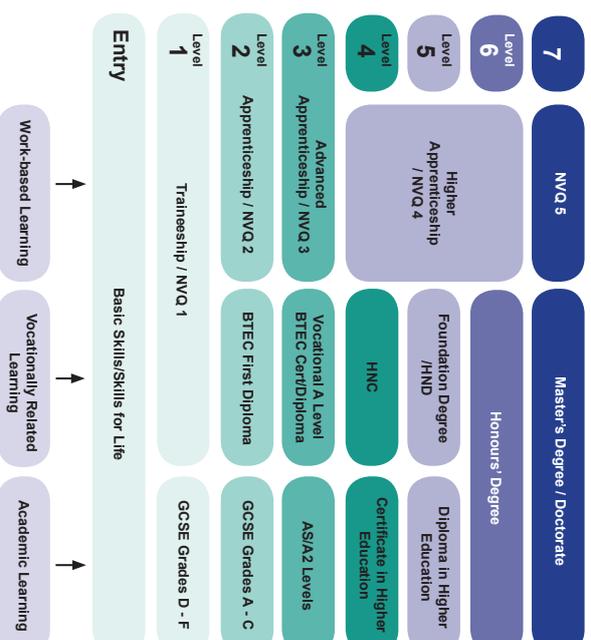
There are some general rules of thumb that will help your young person navigate the academic side of their first year.

- Take advantage of any study skills support on offer.
- Make time for background reading. Feeling well informed will increase their confidence.
- Keep on top of workload. Start assignments early and allow plenty of time to do their best.
- Do not expect to always be able to find tutors or get a quick reply.
- Year 1 often does not count towards a final grade. It is fine to have a few weak marks or even fail and learn from them. Learning from feedback in Year 1 is incredibly important in getting a good grade overall.

- Make lots of notes and organise them. They will not remember things.
- If they miss any classes, they need to make sure they catch up. Something vital may be covered that is key for the assignment.
- Referencing and not plagiarising is non-negotiable.
- Deadlines are sacred. They must never just not submit work. If they cannot submit, they need to talk to their tutors.
- Seek help if they are struggling, either with their personal tutor, central services, or the Students' Union.
- Use university systems for extensions and mitigating circumstances if they can evidence something has impacted on their studies. It is what they are there for. Universities almost never question medical evidence around mental health challenges if the dates match the affected work. So it is important to see a medical professional to cover themselves.

5

Pathways into Higher Level Study



As an adviser, it is still easy to forget two things.

1. Our young people will often take twice or three times as long to travel the same distances as we did.
2. There are more routes into higher level study than GCSEs, BTECs/ A-levels and a three years Honours degree.

As has been discussed, you have a vital role as part of possibly hundreds of conversations that make a difference in encouraging your young person to aim higher.

The first step on the academic pathway, rather than the socio-economic pathway, is to help them to understand pre-higher-level qualification (Entry to Level 3).

The diagram on the previous page is a useful reference point of the current main routes. Understanding and moving through the levels gives our young person a chance to see that they can “catch up” by the time they exit Level 5 or 6.

Pre-Higher-Level Qualifications

Entry and Level 1

These levels are essentially to prepare our young people to learn. It is easy for them to get “stuck” and disillusioned here. It is important to help them keep their eyes on the final goal and to move them through these levels as quickly as possible. It is important too that they do not allow these levels to define them.

Level 2

Level 2 is often a good substitute for GCSEs, however, English and Maths are pretty much non-negotiable for good jobs and higher level study. Even if our young people progress to Level 3, they must not lose sight of the importance of re-sitting and achieving in these.

Level 3

This, in most cases for someone under 25 without strong work experience, is the gateway level to higher level study. Brilliant grades are not necessary. Partly due to oversupply, a university place, for example, can be secured at many, many institutions with three Cs at A-level or equivalent. A higher apprenticeship can be secured with a good track record in the workplace and relatively modest academic achievement at Level 3. Level 3 also includes Access to HE programmes which is a one year offer aligned to university entry requirements. We believe this is possibly underutilised as a way into higher level study for this group especially once they are over 18 with insufficient Level 3.

Higher Level Qualifications

Honours and Foundation Degrees

This is often not an ideal route for all our young people, and statistically the first year away at university is very challenging for them. However, for some individuals it will make sense to be settled at one institution away from their “home” area for three years. Also, it is important to help them consider options like a typically five year part time route at a local university whilst doing other things.

A foundation degree is essentially the first two years of a full three year degree. They often require much lower entry criteria, as a foundation degree graduate (a full Level 5 like an HND) will often still have to achieve a Merit to gain access to the final year of a full degree. A good option for an individual who has ability but is still gaining confidence and wants to stay local.

HNC/HND

A good option for our young people when they thrive more in unashamedly vocational study. Often if they have studied BTEC at Level 3, this is a more comfortable progression, and often they will be at a local College. The disadvantage is using an HND as currency for a top-up to Level 6 at university. Often a university will expect Level 5 to be repeated. However, bespoke top-ups do exist, often again at Colleges. A full time HNC takes one year and a full time HND takes two years.

Higher Apprenticeships

Often the training element to Higher Apprenticeships is a part time HNC/HND. Although clearly this also has an 80% workplace element and selection is competitive through a job interview. Higher apprenticeships tend, although it is a generalisation, to be slightly less academic than degree apprenticeships.

Degree Apprenticeships

Again this has an 80% workplace element and selection is competitive through a job interview. Typically they last 5 to 6 years. They are a good option for someone who has thrived in a Level 3 apprenticeship or work experience, and has some decent academic capabilities too.

Short Research Insight

“The data showed that delays and pauses in study were common for care leavers, both in terms of entry to HE and completion – of those entering, nearly one-third were still in HE at the age of 23. Over two-thirds had used qualifications other than A Levels to access HE – especially vocational and work-based learning provision (e.g. BTECs, foundation degrees or Access to HE courses). Many took additional time to accumulate qualifications, often including periods out of education altogether. As a result, many felt unconfident their academic abilities or felt that they were missing vital foundational knowledge in their subject.”

Neil Harrison, 2018

6 Financial, Practical and Emotional Support for Higher Level Study

Student Finance

With regular media coverage talking about £50,000 of student debt, it's easy to recognise that many students and their advisers are scared by such an apparently huge amount of money and worry about repayments and the impact it might have. But such concerns might be entirely misguided. The fees charged in higher education are mostly irrelevant. What counts in the real world is how much the graduate has to repay, which counterintuitively is a different amount from the total sum of tuition fees, maintenance loan and interest.

What you repay depends only on what you earn after you graduate. This makes higher level study a ‘no win, no fee’ education according to Money Saving Expert, Martin Lewis. Those who earn a lot after graduating will repay a lot of what they “borrowed”. Those who don't gain much financially from their higher education will repay much less.

Under some conditions grant payments are made, which do not have to be re-paid. Care-experienced young people are likely to be towards the front of the queue for grants, depending on eligibility criteria.

Emotional and Practical Support

As noted above universities offer extensive packages of support for this group. It is vital that your young person indicates their background on their UCAS application. It is worth reassuring them that universities are large institutions and this information is accessed by central admissions and administrative teams, and not by academic staff or people who manage their accommodation, for example.

Support packages will vary but typically they can access a named contact centrally in the university, 52 week accommodation contracts, and financial grants.

To find out what the university or college they are applying to can offer, it's best to research them directly. There are a number of ways to do this.

1. Take a look at the information on their website. Try typing into a search engine the name of the university and ‘care leaver’ to help you find out about what they can offer your young person.
2. Visit Become's website Propel. You'll find general information about moving into higher education from care, alongside details about the support individual units and colleges across the UK offer. Each university or college has its own page, with an overview of its courses and the specific support it can give care leavers. They will be able to make an informed choice about the right course at the right place for them, and make sure they are aware of all the support they are entitled to. Become also publishes a series of factsheets to support young people leaving care. These factsheets cover topics such as financial support post-18, getting support to go to university, and understanding pathway plans.
3. National Network for the Education of Care Leavers. The NNECL website provides information on events and further resources. Useful Links and Resources

7

Useful Links and Resources

Websites/Links:

The Children's Society: www.childrenssociety.org.uk

Young Minds: www.youngminds.org.uk

East Surrey College: www.esc.ac.uk/looked-after-children-and-care-leavers

Refugee Support Network: www.refugeesupportnetwork.org

LAC Awareness: www.youtube.com/watch?v=XSEfCnGfGHQ

Health and Wellbeing of LAYP - NICE quality standard: www.youtube.com/watch?v=6y2YH_6ULoY

Teaching Soft Skills: www.youtube.com/watch?v=8Uww56pZEho

The Rees Foundation: www.reesfoundation.org

Student Finance: www.moneysavingexpert.com/students/student-loans-tuition-fees-changes

BECOME – Propel website: www.propel.org.uk/UK

National Network for the Education of Care Leavers - NNECL: www.nnecl.org

Office for Students: www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/care-leavers-and-looked-after-children/

Student Finance England Quick Start Guide: www.media.slc.co.uk/sfe/quickStartFinanceGuide/home.html

Government Student Finance Calculator: www.gov.uk/student-finance-calculator

Books and Blogs

Statutory Guidance for Promoting the Education of LAC

The H.E. Handbook for Care Leavers

Stevenson J. and Willott, J. 2007. "The Aspiration and Access to Higher Education of Teenage Refugees in the UK", Compare, October 2007, pp. 671 – 687

Nicholson, C. Dwivedi, K.N. Irwin, M. (2010) Children and Adolescents in Trauma: Creative Therapeutic Approaches. London: Jessica Kingsley Publishers

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