

Access and Inclusion: Young Adult Carers and Education and Training

NIACE Policy Paper

January 2013

Working for more and different adult learners

NIACE (The National Institute of Adult Continuing Education, England and Wales). A company limited by guarantee registered no. 2603322 and registered charity no. 1002775,

"I would like to send a message to staff, teachers and tutors – all young adult carers need help. Some staff need to respect the fact that when we leave college or school at the end of the day, we don't go home and go out with friends, we go home and take care of someone until they are in bed. It's a hard job but it's the best job ever."

Leanne: Voices of young adult carers (NIACE, 2012)

Contents

Section 1: Background.....	3
Young Adult Carers: participation in education and training	3
Section 2: Introduction	4
Young Adult Carers: participation in education and training	4
The distinct needs of young adult carers	4
Section 3: Who are young adult carers?.....	7
Definitions.....	7
Young adult carers - statistics.....	7
Identifying young adult carers in the learning and skills system	8
Section 4: The effect of caring on young adult carers.....	10
Section 5: Caring and learning, the impact on education.....	11
Young adult carers and their achievement in education	11
Young adult carers' finances	11
Carer's Allowance and access to learning.....	12
Information Advice and Guidance	12
Section 6: Effective support for young adult carers in their learning	14
Section 7: Carers - Government Initiatives	15
Section 8: Legislation.....	17
Draft Care and Support Bill 2012.....	17
Social Care (Local Sufficiency of Supply) and Identification of Carers Bill.....	17
Section 9: Conclusion	18
Section 10: Recommendations	18
Department of Education and Department of Business, Innovation and Skills	18
Department of Health	18
Department of Health, Department of Education and Department of	19
Business, Innovation and Skills	19
Department of Work and Pensions, Department of Education and	19
Department of Business, Innovation and Skills.....	19
References	19

Section 1: Background

This paper was written for discussion at the January 24th NIACE/Carers Trust policy seminar, Access and Inclusion: young adult carers and education and training. The idea for the seminar came from the end of project conference of the “Who Cares?” project¹ when delegates urged NIACE to join forces with Princess Royal Trust for Carers (now Carers Trust) and Dame Philippa Russell, Chair of the Government’s Standing Committee on Carers, to take forward the work and focus on influencing and informing policy.

The aim of this paper is to highlight the main issues that need to be addressed surrounding learning for young adult carers and to advocate for joined up thinking at a national and local level, so that policy best supports young adult carers to access and achieve in education and training, including apprenticeships.

Young Adult Carers: participation in education and training

NIACE has been researching access to education and training for carers since 1998 but it was a project interview in 2007 with a 20 year old carer Estelle² that acted as a catalyst for NIACE’s work focusing specifically on young adult carers aged 16-25.

Estelle described the difficulties of balancing caring for her disabled father whilst studying at college. Her ambition was to be a Forensic Scientist, she was enjoying her Applied Science course and meeting new people at college, as she explained; *‘when you’re a carer you don’t see many other people.’* However, Estelle was struggling with her college work as staff did not understand her need to sometimes take time off because of her caring responsibilities. She had already dropped out of a previous course and been out of learning for 18 months. Estelle had also dropped out of high school due to depression. Outside of college she no longer had peer support from a young carers group which she had had to leave when she turned 18.

Estelle’s story epitomises some of the key barriers that young adult carers can face in accessing and being included in education and training. Young adult carers experience significant levels of disadvantage. They often live in poverty, miss large chunks of learning, are isolated have restricted social networks, and their own health and wellbeing can be compromised. This can make it a challenge to engage in education, training and employment especially if when they are learners, staff do not offer appropriate support.

¹ “Who Cares?” Promoting Family Focussed Learning Opportunities for Young Adult Carers, 2009-2011. A family-focused approach to learning is a holistic approach that takes account of the personal circumstances of the young adult carer and the impact of learning on the other parts of their lives, the person cared for and other family members.

² Name has been changed.

Section 2: Introduction

Enabling carers to fulfill their educational and employment potential and ensuring that caring responsibilities of young people do not hinder their achievement in education and employment, are key priorities in the Department of Health [Carers Strategy Refresh](#) 2010-2018 (HM Government 2010).

Young Adult Carers: participation in education and training

Research has shown that being a young adult carer 16-24 “*reduces the likelihood of being a student and participating in further or higher education*” (Yeandle and Bucker, 2007).

In a 2010 Audit Commission report, for young people 16-18 having responsibilities as a carer was a factor that significantly increased their risk of being NEET (Not in Education, Employment or Training) and the risk of being NEET for more than six months was twice that of their peers. Seventy-five percent had been NEET at least once (compared with 25% of all young people) and 42% NEET for six months or more (compared with 10% of all young people).

Those young adult carers who are in education and training, too often do not receive the support and understanding that they need to succeed in their learning:

“Education providers need to realise how many carers there are out there and that every single one of them will need help and support in some way, shape or form, and that sometimes they are too afraid to ask for this help.”

(Jon, Voices of Young Adult Carers, NIACE 2012)

The distinct needs of young adult carers

Traditionally young carers’ services and projects end at the age of 18 when adult services begin. A 2012 study into young adult carers in Surrey argues the importance of carers organisations having an:

“...exit strategy to accommodate the needs of young carers as they reach the transition stage of their project and to sign post their move into adult life.” (Constable, L, 2012)

At age 18 and 19 young adult carers in Surrey are falling into a gap between children and adult services. Crucially the evidence is, and this is not just in Surrey, that once in this gap it is very difficult for carers organisations to re-engage with the young adult carers and they often become ‘lost in transition’ to services that could and should be offering support, including education and training services.

There is a growing recognition and acceptance that young adult carers 16-25 have particular needs that are distinct from those of young carers (up to age 18) and adults who are carers.

16-25 is a crucial transition stage in life when young adults are moving from school to further learning, training or employment, and they are making important decisions about their future education and careers and, in their personal lives. For young adult carers, because of their caring responsibilities, many do not make linear transitions and are not afforded the opportunities taken for granted by their peers. This can have an impact throughout their lives particularly in terms of education and training.

A 2012 Carers Trust guide for Commissioning Services for young carers and their family's states:

“Support should be seamless within and across the education system, social care and health, and lead to smooth transitions particularly as young people become carers for the first time or when young carers become young adult carers. Support should not simply finish at age 18. Achieving this may require joint commissioning that encompasses targeted support, from several agencies.” (Carers Trust, 2012)

There is an urgent need for policy to focus on this transition and the needs that young adult carers have, so that there is joined up thinking that informs the planning and funding that underpin support for young adult carers as learners.

Section 3: Who are young adult carers?

Definitions

Definitions of carers vary and this makes it a challenge to gather robust data that can be used to inform the planning and provision of services. National carers organisations have expressed their concern at the differing and confusing terms used in the Government's 2012 Draft Care and Support Bill.

In terms of service provision carers are split into several different groups some of which are not mutually exclusive: young carers up to 18; adult carers over 18; and parent carers, (parents of disabled children). Carers Trust definition of a carer covers all ages:

"A carer is someone of any age who provides unpaid support to family or friends who could not manage without this help. This could be caring for a relative, partner or friend who is ill, frail, disabled or has mental health or substance misuse problems."

NIACE's work on young adult carers is from 16–25. This definition starts at the age when the transition from school to post-16 education and training can start. NIACE has suggested that the following definition could be used in education as it relates directly to the impact of caring on the education of the young adult carer:

"A young adult carer is someone between 16 and 25 who provides unpaid care for family, friend or neighbours who have long-term physical or mental ill health, disability, substance abuse or problems relating to old age. This affects the life of the carer such that it may impact on their learning."

Young adult carers - statistics

Becker and Becker in 2008 published the first major piece of research on young adult carers and using data from the 2001 census identified 290,369 young adult carers between 16-24 years in the UK. Many young adults do not realise they are carers or do not want to be identified as carers so this figure is very likely to be an underestimate of the real number of young adult carers. Becker and Becker found in the 2008 report that:

"...five out of every 100 young adults aged 18-24 are carers." (Becker and Becker, 2008)

A survey carried out in 2010 by the BBC and the University of Nottingham strongly indicates that the 2001 census data that identified 175,000 young carers up to the age of 18 in the UK did not give a true picture of the scale of the situation. The BBC survey of 4000 school children found that 1 in 12 identified themselves as carers.

If this figure is extrapolated to the whole of the UK it gives a total of 700,000 young carers up to the age of 18, 75% more than the 2001 census total.

Data from the 2011 census shows that between 2001 and 2011 the number of carers increased from 5.2 million to 5.8 million in England and Wales. It is likely that rise in numbers will include increasing numbers of young adult carers. Of this increase in the number of carers by 600,000 almost 500,000 were people providing care for over 20 hours a week:

“..the point at which caring starts to significantly impact on the health and wellbeing of the carer.”³

Of the 229,318 young adult carers 18-24 in the UK identified by Becker and Becker in their 2008 report, 25% were caring over 20 hours a week and nearly half this group were caring 50 plus hours a week.

Identifying young adult carers in the learning and skills system

In further education there is no way of formally identifying a carer in the data that is collected on learners in the Individual Learning Record (ILR). This makes it hard to quantify how many young adult carers are in post-16 education and training and therefore difficult to put the right support and interventions in place when young adult carers need help with their studies.

Even though there is no formal way for colleges and other learning providers to identify carers, under Education Funding Agency and the Skills Funding Agency funding rules for 2012/13, full-time carers are:

“eligible for the disadvantage uplift factor of 12 per cent” (EFA, 2012)

An education provider can claim a 12% disadvantage uplift in funding when enrolling a full-time carer who provides 35 hours or more care in a week.

For colleges to collect data on whether a young adult carer is a full-time carer they would have to ask them for information about their benefits; this is far from straight forward as full time education cancels out an individual's eligibility for carer's allowance. Previous research by NIACE and NEC (NEC 2009) has shown that learning providers were reluctant to do this and some providers were not even aware of the funding uplift for full-time carers. One college that did collect information to claim the uplift suggested that if they could apply the uplift to a group of carers who would be easily identifiable, referred by a carers service for example, it could be used to reduce course fees.

³ Carers UK website, www.carersuk.org accessed 9.1.13: Statement on 2011 census data and rise in number of carers.

There is of course nothing to stop colleges make their own arrangements to identify carers at the enrolment stage and in a some cases this is being done. However, there is a need for guidance for learning providers, firstly about how to identify carers in a sensitive and appropriate manner and secondly how to offer effective support to carers as learners.

Training for learning providers on new rights for carers in the Equality Act with regards to discrimination by association, raised a lot of interest and those who attended were encouraged to include carers in their Equality and Diversity Impact Assessment procedures and measures.

Section 4: The effect of caring on young adult carers

Young adult carers mainly care for a parent but can also care for a sibling or other relative. One-third of young carers are involved in inappropriate or excessive caring (Dearden and Becker, 2004). The impact of caring upon a young adult's life can be extremely significant and young adult carers commonly experience poor health and wellbeing as a direct consequence of their caring responsibilities:

Being a carer has affected my health; I am clinically depressed, stressed and anxious, and more lonely than I used to be. (Laura: Voices of young adult carers (NIACE, 2012))

Such personal difficulties can have a big impact on young adult carers' confidence in themselves as learners. They often have to miss or be late for classes and are tired and therefore struggle to complete work on time:

"In terms of education I feel my confidence levels have dropped and so has my self-esteem because I do not feel I am important enough to do things like everyone else. Some tutors at college know I am a carer and give me extensions for assignments, whereas other tutors see it as an excuse not to hand things in on time. This upsets me because I want to do well: I just don't have a lot of time to do work at home. College this year has been a nightmare. I have had to drop down from a national diploma to a certificate because it's impossible balancing college work and caring." (Leanne: Voices of young adult carers (NIACE, 2012))

Restricted social lives, friendships and financial hardship are also difficulties that are frequently reported by young adult carers. The formation of friendships and relationships is an important factor in the transition from childhood to independent adulthood, however, for young adult carers such interactions are often restricted, resulting in individuals feeling isolated and lonely. Whilst the majority of young adults develop relationships through learning and employment, young adult carers if they cannot participate in learning, or if they cannot engage in informal activities outside of the classroom, do not have these important opportunities to meet and make friends.

There has been an increasing awareness amongst professionals working with young adults with learning difficulties that sometimes they are in a caring role. The NIACE Who Cares? project spoke to young adult carers who have learning difficulties who can experience increased levels of exclusion and marginalisation from society.

Section 5: Caring and learning, the impact on education

Young adult carers and their achievement in education

Research on young carers up to age 18 shows that their achievements at school and college can suffer due to the difficulties of balancing their studies with their caring role (Dearden and Becker, 2002). NIACE's work with young adult carers indicates that, not surprisingly, this can continue on through to further and higher education:

"Because of my caring role my school grades suffered – I know that they could have been a lot better than they were. Same as my college grades and university grades."

(Jon: Voices of young adult carers (NIACE, 2012))

Young adult carers' finances

Previous studies have extensively documented the levels of poverty experienced by carers and their families. In their 2008 study Becker and Becker concluded that:

"Family income was very tight and there is strong evidence of poverty and social exclusion for all family members; in some instances young adult carers were using their own (limited) money to subsidise the needs of parents."

NUS Pound in your Pocket research between December 2011 and February 2012 surveyed 14,000 home students in England about their finances and well-being.

The findings showed that:-

- 2.9% were student carers over 18;
- 56% of student carers had seriously considered leaving their course, compared to 39% of students without adult caring responsibilities.

The top reasons for leaving were:-

- financial difficulties (64%);
- personal, family, or relationship problems (59%);
- difficulties of balancing study and other commitments (58%).⁴

Due to their caring responsibilities many young adult carers cannot go out to work or if they can find time to work part-time it can prove difficult to find a job that allows enough flexibility to fit with caring responsibilities. Very often the kind of work that does offer this flexibility is low skilled, low paid work.

⁴ From presentation by Lucy Buchanan Parker, Research and Policy Officer NUS, to the Student Carers Research Steering Group, January 2013

Carer's Allowance and access to learning

Young adult carers who claim Carer's Allowance⁵ can study part-time without this affecting their benefit. However, full-time students, who are studying over 21 hours a week cannot claim Carer's Allowance. A 2011 DWP report on Carer's Allowance claimants found that:

"In all cases of carers who wished to return to education and/or develop new skills which would later give them an advantage in the job market, the 21 hours of study rule (combined with their caring responsibilities) made it difficult to access suitable courses."

Under the Skills Funding Agency funding rules Carer's Allowance is **not** one of the benefits that qualifies for fee remittance on courses. NIACE's research has shown that some learning providers are putting effective measures in place to mitigate the financial barriers to learning that many young adult carers experience. This includes offering young adult carers the maximum allowance under the 16-19 bursary, and additional financial support with activities, such as trips, and additional course resources. However, such awareness and financial support is not offered by all learning providers; the majority of young adult carers do not receive the financial support that they often desperately need to engage and sustain their participation in learning.

Information Advice and Guidance

As has been highlighted earlier in this paper, young adult carers 16-18 had a much greater chance than those without caring responsibilities to be NEET. Previously all young people aged 13-19 could access Information, Advice and Guidance (IAG) support from Connexions. NEET and disadvantaged young people could access intensive support from their local Connexions service directly, or could be referred by intermediaries. Services were on most high streets, in town centres and young people knew about them.

The situation in 2012 is that most Local Authorities no longer offer a highly visible IAG service to young people, although some have chosen to retain the Connexions 'brand'/style. Currently 19-24 year olds can access Information, Advice and Guidance from the National Careers Service (NCS) online, by telephone and face to face. 18 year olds can also access this support if they are in receipt of out of work benefits. Younger people can only access online and telephone support from the NCS, but not face to face support.

⁵ [Carer's Allowance](#) is the main state benefit for carers.

A 2012 LSIS report on the role of Career Learning, Information, Advice and Guidance in the Further Education and Skills sector found that:

“Younger learners express a preference for face-to-face delivery.”

Schools have a duty to provide IAG to young people. Local authorities have a responsibility to provide IAG to young people under 19 who are NEET. The concern is that NEET young people (under 19) are likely to fall through gaps in provision; it is not likely that they will be proactive in contacting their Local Authority and finding out about IAG support. The National Careers Service won't be able to offer face to face support and may not signpost them to their local authority. Given the tendency preponderance for young adult carers to become 'lost in transition' at this key stage of their education, the lack of comprehensive Information, Advice and Guidance services that are proactive in their role is very worrying.

Section 6: Effective support for young adult carers in their learning

Many carers organisations and carers services are developing personalised support to meet the specific needs of young adult carers aged 16-25. This is shown to be most sustainable when it can then be embedded in existing services for carers. Where there is best practice, organisations are working together, including education and training providers, information advice and guidance services, specialist services and employers. There are examples of colleges taking a proactive approach to identifying young adult carers and offering flexible and sensitive support. A 2012 report on young adult carers in Surrey¹ reported on a number of carers services and projects that were responding to the transition needs of young adult carers. This included examples of good practice in supporting young adult carers in education and training:

- running drop-in days for young adult carers at the local colleges;
- employing young adult carers as trainers to run awareness training sessions for college staff;
- developing networks with a range of other services, including colleges, so there is good information for young adult carers;
- a college proactively identifying young adult carers as a result of working with a local young adult carers project over a number of years;
- a teacher training college running workshops for teachers on young adult carers;
- a college having a young adult carer 'line worker'
- a college agreeing to adapt a two year course to three years so a young adult carer can stay on and work for their three A levels.

It is encouraging to see such examples of good practice but several of the services involved in this work were facing difficulties with resources as all or some of their funding was coming to an end.

Section 7: Carers - Government Initiatives

Recognised, Valued and Supported. Next Steps for the carers strategy (HM Government, 2010).

A message from the strategy is that more should be done to identify and support young carers – in particular, schools should be more carer aware and the Memorandum of Understanding *Working together to support young carers* (ADASS and ACDS 2009) should be embedded. This is a model text for a local joint Memorandum of Understanding between Statutory Directors. The intention is to offer a firm basis for working together and working in partnership with health and third sector partners. Its main aim is to promote and improve the health and well-being of young carers and their families by preventing and protecting children and young people from undertaking excessive and inappropriate caring roles and responsibilities and preventing the continuation of inappropriate caring. It is a multi agency family focused approach, which specifically relates to young carers up to the age of 18. The Association of Directors of Adult Social Services (ADASS) and the Association of Directors of Children's Services (ADCs) will be auditing local authorities to find out what action has resulted from this memorandum.

Local young carer services are broadening the support they offer to include young adult carers (16-24 years old). This is welcome as it means there will be more appropriate support for young adult carers. This is the only time that young adult carers are mentioned in the government's strategy for carers.

There is little in the carers strategy which specifically identifies young adult carers beyond the age of 18. There is little support proposed for young adult carers post 18 and, indeed, the proposals to support young carers in schools up to the age of 18 are limited. The emphasis of the relevant section of the strategy *Realising and releasing potential* is not on education but employment and it fails to recognise the important link between the two.

The Department for Education's young carer pathfinders to develop innovative ways of assessing and supporting young carers and their families ended in March 2011 and involved only 17 local authorities. The primary focus for the local authorities who received funding was to develop new 'family focused' models of support that meet the needs of young people with caring responsibilities and their families. The aim is to provide families with access to personalised, integrated and holistic packages of support that address the underlying factors causing young people to take on inappropriate and/or excessive caring responsibilities. (For further information see: Ronicle and Kendall, 2010²). Good practice developed through this pilot could be extended to all young adult carers aged 16-25 and include all local authorities. It is also important that services do not rely on short term funding and integrates with all post-16 education providers, both schools, further education colleges and training providers.

Supporting Young Carers: A resource for schools was produced by Carers Trust and The Children's Society to help schools develop young carer policies. It includes a short chapter on the transition to further and higher education. It would be timely to update this section and include more advice on effective transition planning for young adult carers leaving school to go to, colleges, university or employment.

The DoE and DoH and the National Young Carers Coalition have developed an e-learning module to help schools identify and support young carers. The Young Carers Coalition comprises the Carers Trust, Children's Society and other organisations supporting young carers. The e-learning module aims to train school staff on the issues of young carers and education. A similar e-learning module for schools and colleges on young adult carers and education and training could be an effective way of raising awareness.

The Government will deliver a package of fully funded learning entitlements, with an expectation that colleges and other training organisations will identify priority learners in their community and prioritise support for them to participate in learning activities. In addition, further education providers will have greater autonomy to deliver training flexibly, which will be of particular benefit in enabling carers to participate. Without a formalised method of data collection it will be impossible to assess the numbers of carers enrolled on these programmes and for the provider to claim the disadvantage uplift and develop effective support.

The DoH Early Intervention Grant is available to local government to bring together a range of funding streams for early intervention services for young people and families. Young carers are not identified as a specific target group and as the funding is not ring fenced it is concerning that this group is not necessarily receiving the support they need.

Health and Well-Being Boards set up in each local authority area will be fully operational in April 2013. Their role is to encourage integrated work between health and social care services and give communities a say in the services needed to provide care for local people. The Boards will feed into local Joint Strategic Need Assessment and local Clinical Commissioning Groups. Local Health watch will be the 'voice of the public' and will have a seat on the Health and Well-Being Boards. There is an opportunity here for local action on identification of carers of all ages, including young adult carers.

Section 8: Legislation

Draft Care and Support Bill 2012

The Draft Care and Support Bill strengthens the rights of adult carers in terms of a local authority's duty to assess a carer. Adult carers no longer have to request an assessment and there is no threshold for eligibility for an assessment, only that the carer *'may have need for support – whether currently or in the future'*.

NIACE supports the Bill's proposals to introduce changes to carers' assessment, recognising their needs in respect of education and employment. NIACE shares however, many of the misgivings of Carers UK and the Carers Trust that the Bill is weaker in its provisions for young adult carers (below the age of 18).

Recognising the education and employment needs of young carers is crucial to supporting them to make the transition to education, training and employment. Many young carers will not know that they have to request an assessment from the local authority and could miss out on vital support at this key transition into adulthood.

Social Care (Local Sufficiency of Supply) and Identification of Carers Bill

This was a private members Bill with cross party support. It was debated in Parliament in September 2012 but then did not go forward. Of particular significance to young adult carers and their access to and inclusion in education and training were the proposals for:

- local authorities to ensure sufficiency of supply of social care services for disabled people and carers who wish to work or go into education;
- schools to identify young adult carers;
- further and higher education establishments to identify young adult carers.

NIACE supported the aims of this Bill and its proposals for systems to be developed in further and higher education to identify young adult carers. This would have enabled providers to develop and embed effective support for young adult carers who are learners.

Section 9: Conclusion

Young adult carers have a right to the same education and training opportunities as their peers. There is a growing body of research and evidence that highlights the needs for targeting support across services to ensure that they are afforded these opportunities. Government needs to lead by example, working across departments support schools, colleges and training providers and employers to work together and pay particular attention to supporting young adult carers as learners in further and higher education and apprenticeships.

Section 10: Recommendations

Department of Education and Department of Business, Innovation and Skills

- promote a definition of a carer to be used by all education establishments, and government departments and agencies including the Education Funding Agency and the Skills Funding Agency;
- support the addition of young adult carers on the Individualised Learner Record (ILR);
- promote the family-focused model of support developed in the Pathfinder Projects to all schools and further education and training providers;
- provide funding to support the family focused approach developed in the Pathfinder pilots to all local authorities ensuring that this includes both schools, further education and training providers;
- fund the customisation of the Carers Trust and The Children's Society schools resource pack and e-learning module to assist further education and training providers in identifying and supporting young adult carers;
- ensure that the funding rules allow flexible learning and extension of the course time without penalising the education provider;
- identify young adult carers as a priority group for fully funded learning entitlements;
- promote widening participation initiatives to reach down and target young carers in secondary schools and young carers services, such as the Oxford University Compass: Young Carers Programme that supports young carers to make informed choices for their own lives after compulsory schooling finishes.⁶

Department of Health

- promote the needs of young adult carers to local authorities to ensure that that at least some of the Early Intervention Grant is spent on supporting young adult carers;
- raise awareness of the specific needs of young adult carers with a learning difficulty.

⁶ [Oxford University, Compass: Young Carers Programme](#)

Department of Health, Department of Education and Department of Business, Innovation and Skills

- work together to pool resources and knowledge to ensure there is seamless cross departmental support for young adult carers up to the age of 25;
- extend and customise the training and support tools which are being developed for trainers and commissioners of training by the DoH so they can be utilised by education and training providers.

Department of Work and Pensions, Department of Education and Department of Business, Innovation and Skills

- review existing rules on Carer's Allowance and full time learning so that Young Adult Carers are not penalized if they are studying full time.

References

ADASS and ADCS (2009) *Working together to support young carers: A model memorandum of understanding between Statutory Directors for Children's Services and Adult Social Services* <http://tinyurl.com/supporting-young-carers>

Audit Commission (2010) *Against the Odds: Targeted briefing – Young carers*. London: Audit Commission

BBC and University of Nottingham (2010) <http://www.bbc.co.uk/news/education-11757907>

Becker, F. and Becker, S. (2008) *Young Adult Carers in the UK: Experiences, Needs and Services for Carers aged 16-24*. London: The Princess Royal Trust for Carers [online]. Available at:

<http://communications.nottingham.ac.uk/SiteData/Root/File/Resources/Young%20Adult%20Carers%20in%20the%20UK%20-%20full%20report.pdf>

CFE (2012) *Complex needs, complex choices: The role of Career Learning, Information, Advice and Guidance in the Further Education and Skills sector*. Coventry: LSIS & NUS.

Constable, L (2012) *Research into Young Adult Carers age 16-24 in Surrey*. Action for Carers Surrey ¹.

Dearden, C and S.Becker. (2004) *Young Carers in the UK: The 2004 report*, Carers UK.

Dearden, C and Becker, S (2000). Growing Up Caring – vulnerability and transition to adulthood, young carers experiences. Youth Work Press/Joseph Rowntree Foundation.

Dearden, C and S. Becker (2002) Young Carers and Education, Carers UK Department for Work and Pensions, 2011 Research Report No 739. Developing a clearer understanding of the Carer's Allowance claimant group. Gary Fry, Benedict Singleton, Sue Yeandle and Lisa Buckner

Education Funding Agency (June 2012) Funding guidance for young people 2012/13 Rates and formula. version 1

HM Government (2010) Recognised, valued and supported: next steps for the Carers Strategy.

LSC (2009) Including carers: towards a framework for meeting the needs of carers in further education and adult learning.

NIACE (2010) We are carers and we want to learn. An easy read book for young adult carers with a learning difficulty, about their rights as a carer and access to learning.

NIACE (2010) We are carers and we want to learn. A short briefing paper for staff who work with young adult carers with a learning difficulty - to accompany the easyread book.

NIACE (2011) Really Useful Book of Learning and Earning for Young Adult Carers 2011 (RUBLE) A resource for direct use by young adult carers, to enable them to think about their learning and development, plan ahead and develop strategies for achieving their goals.

NIACE (2011) A staff guidance paper for practitioners who have a role to play in supporting young adult carers - to accompany the RUBLE.

NIACE (2011) Who Cares: Supporting Young Adult Carers to Learn: A resource pack for colleges. <http://www.niace.org.uk/current-work/young-adult-carers>

NIACE (2012) Voices of young adult carers: Stories of young adult carers' experiences of caring and learning.

NUS (2012/3) Pound in Your Pocket Research. www.poundinyourpocket.org.uk

Phelps, D (2012), ' Commissioning Services for Young Carers and their Families'. Carers Trust 2012

Ronicle, J and Kendal, S (2010). Improving support for young carers-family focused approach. Department of Education ².

Skills Funding Agency (July 2012) Funding Rules 2012/13. Version 3

Yeandle, S and Buckner, L (2007). Carers, Employment and Services: Time for a new social contract? Report No. 6. University of Leeds and Carers UK.