



Positive Transitions: supporting young adult carers in learning and work

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27 February 2018

Nottingham College

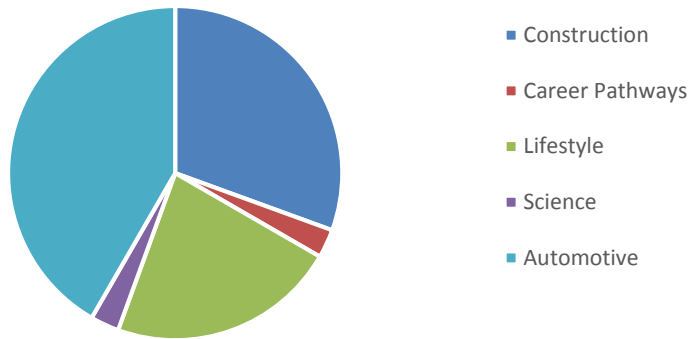
Recently undergone merger to become one of the largest education providers in England, over 6500 full time students across 10 campus, Nottingham City and Nottinghamshire

Learner Achievement Coaches

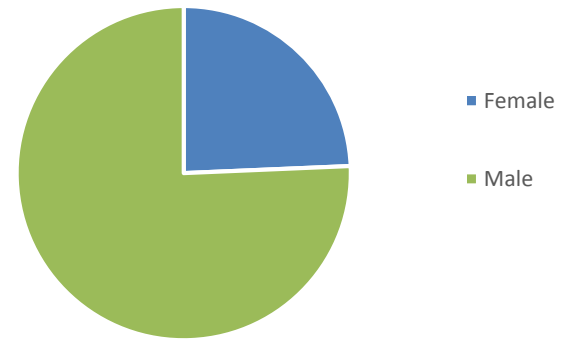
- Remit – to improve retention of educationally vulnerable learners
- Recognised categories who are more likely to be at risk of non-achievement include looked after children, involvement with YOT, homeless, previously NEET, young parents, carers
- 26 staff across 10 sites – LACs are site based and attached to curriculum areas
- On average, 1/3 of students receive LAC intervention at some point during a year

Who are our carers 17/18?

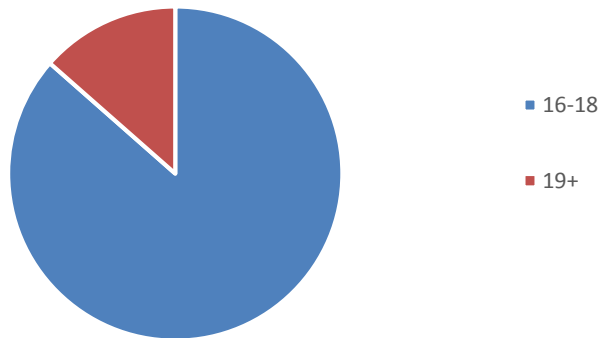
Carers by Curriculum



Carers by Gender



Carers by Age



Who are our carers 17/18?



- Mum
- Dad
- Brother
- Sister
- Uncle
- Parents
- Grandma

Nottingham College Carer Profile

Those who care for grandparents usually live with them, a significant amount due to family breakdown.

Range of care needs include illness eg cancer, MS, depression, anxiety, anorexia ,major operations, dementia and epilepsy. Also drug and alcohol dependency and mental health.

Care ranges from a few chores to intimate personal care.

Sibling care is mostly due to parents working although some provide care to parents and siblings.

The amount of support each individual needed varied from an hour to over 80 hours in a year.

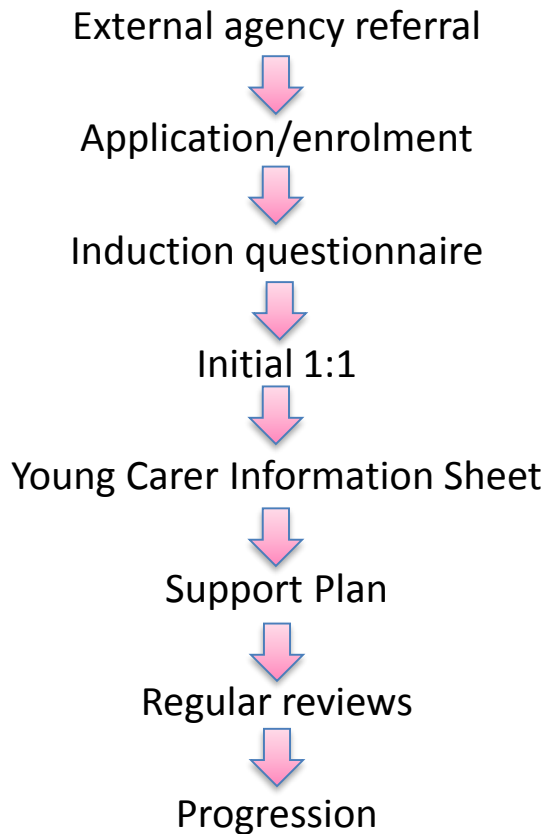
How do we identify carers?

ASK THE QUESTION!

- Induction Questionnaire
 - Who do you live with?
 - Do you have any children?
 - Do you have any caring responsibilities?
- Questionnaire delivered to ALL full time learners in induction
- LACs talk through the questionnaire with learners
 - Why are we asking and how we can support
- Student Finance
 - Bursary application form
 - Weekly update listing carers to 'cross check' lists

How do we support carers?

Process



Strategies for support

Transition visits
1:1 support
In class support
Crisis plans
Liaison with internal services – finance, ALS
Liaison with tutors
Liaison with involved external services
Referring to external services dependent on need – drug, alcohol, GP, MH service....
Advocacy

Crisis Planning

- Student lead support plan
- Leave support open
- Discuss scenarios – what would you do if....?
- Have an action plan while things are going well
- Develop independence over the year – small steps
- Keep checking in
- Build links with external agencies for continuity outside/after college
- Transferable skills to take into employment
- Building resilience and problem solving to get ready for employment

Summary

- There is no 'type' of carer
- There is no 'one size fits all' approach
- We want to provide a positive educational experience, so even if the individual does not stay on course/achieve, they may well engage with education again when they are ready
- We promote independence and equipping individuals with life-skills they can use in their future
- By giving a positive experience, the individual may be more willing to disclose they are carer to future education/employers to gain support needed
- Embed in everything so the individual can ask for help when they want to
- Don't be afraid to ask direct questions
- Remember YOUR role in their life – education – and utilise other specialist services to access support
- Empower the individual to recognise the benefits of their caring role and the transferrable skills they can offer an employer