

## Supporting Students with Caring Responsibilities

**Target Audience:** All staff who work with students in a teaching and/or support capacity.

**Description:** The Scottish Government has published 'Caring Together' and 'Getting it Right for Young Carers' which together form 'Caring Together: The Carers' Strategy for Scotland 2010-2015'. The emphasis is on helping carers to manage their role with confidence, in good health and to have a life of their own outside caring. College Development Network is supporting this agenda through the development of a range of awareness raising resources relevant to those working within the college context. We developed this workshop in partnership with young adult carers who shared their experiences with us through a series of video case studies. These resources will be made available to colleges.

### **Aims:**

Through case studies and testimony from young adult carers participants will:

- identify the range of issues and barriers faced by students with caring responsibilities
- be more aware of how to meet the needs of students with caring responsibilities
- identify changes in practice in order to support students with caring responsibilities
- be aware of resources available to colleges

**This training meets the criteria for the Equal Partners in Care (EPiC): Core Principles for achieving better outcomes for carers and young carers, Level 1: Carer Aware.**

## Supporting Students with Caring Responsibilities

### Notes for trainers

**Timing:** This session is planned to last approximately 3 hours including a 15 minute coffee break. Alternatively you may wish to have short breaks at the end of sections 1 and 2. Time allowances within the notes are notional but try to manage participant input to ensure a range of views are covered.

**Preparation:** As the facilitator, make sure you are familiar with the video and the names of the young adult carers in the video. Feel free to customise the materials to manage time or to ensure their relevance to your own context.

**Training points:** This workshop deals with an emotive subject within which individuals may want to share personal experience. It is important to acknowledge contributions but at the same time ensure that this doesn't inhibit the flow of the workshop.

**Slide 8:** using clips (2, 5, 6, 7) can be delivered in a number of ways, depending on what you think will suit the group or how much time you have. Approach 1: Pause between each clip and ask participants to highlight what particularly struck them about the points made in the clip and ask them to note their points on the Activity 1 Worksheet.

**Or** Approach 2: Show all three clips and then ask the participants what particularly struck them about the points made in the clip and ask them to note their points on the Activity 1 worksheet.

**Slide 14:** Activity 2. A range of topics are suggested. Choose the one which you feel is most relevant to the group and make copies of the relevant Activity 2 worksheet.

### Materials:



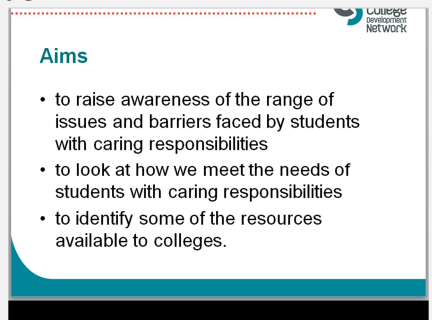

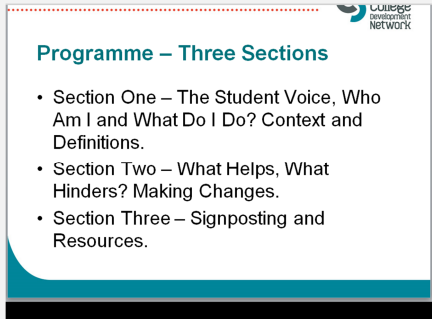

#### Presenter

- PowerPoint presentation on USB or downloaded to PC
- DVD case studies
- Case study ethnic minorities
- Flip chart and marker pens
- A4 paper and pens
- Post it notes

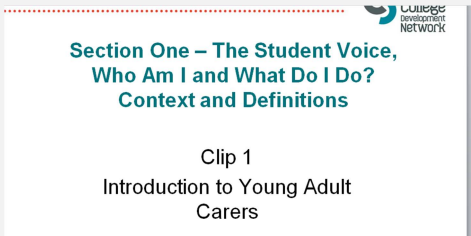



#### Participants






- PowerPoint presentation in notes form 3 slides to page
- Activity 1 worksheet
- Activity 2 worksheet appropriate to the topic chosen e.g. creating a positive, welcoming and supportive image.




## Supporting Students with Caring Responsibilities

|   | Activity   | Handout                 | Reference | Time   |
|---|--|-------------------------|-----------|--------|
| <b>Slide 1</b><br> <p>Supporting Students with Caring Responsibilities</p> <p><b>Introductions</b></p>   |  <p><b>Welcome</b> Introduce yourself and any other trainers. Thank participants for coming along and deal with housekeeping issues like fire evacuation, location of toilets, breaks.</p>  | PowerPoint presentation |           | 2 mins |
| <b>Slide 2</b><br> <p><b>Aims</b></p> <ul style="list-style-type: none"> <li>• to raise awareness of the range of issues and barriers faced by students with caring responsibilities</li> <li>• to look at how we meet the needs of students with caring responsibilities</li> <li>• to identify some of the resources available to colleges.</li> </ul> <p><b>To outline the three main aims of the training.</b></p> |  <p><b>Explain:</b> outline the three main aims of the training.</p> <p>Briefly go over the aims and ask if anyone has any comments or questions.</p> <p>This training meets the criteria for the Equal Partners in Care (EPiC): Core Principles for achieving better outcomes for carers and young carers, Level 1: Carer Aware.</p> |                         |           | 1 min  |
| <b>Slide 3</b><br> <p><b>Programme – Three Sections</b></p> <ul style="list-style-type: none"> <li>• Section One – The Student Voice, Who Am I and What Do I Do? Context and Definitions.</li> <li>• Section Two – What Helps, What Hinders? Making Changes.</li> <li>• Section Three – Signposting and Resources.</li> </ul> <p><b>To clarify how the training will be organised.</b></p>                           |  <p><b>Explain:</b> outline the three main areas to be covered by the training.</p> <p>Briefly go over what is to be covered and ask if anyone has any comments or questions.</p> <p><b>Remind participants at the outset that there is a lot to cover and they may be asked to move on to the next topic.</b></p>                  |                         |           | 3 min  |



|  | Activity  | Handout      | Reference | Time   |
|--|---|--------------|-----------|--|
| <p><b>Slide 5</b></p>  <ul style="list-style-type: none"> <li>• <b>To introduce the six young adult carers we'll be seeing throughout the training session.</b></li> <li>• <b>To help participants understand what a caring role might involve.</b></li> </ul> | <p> Introduce the clip 1 by explaining that throughout the training we will be hearing from these young adult carers.</p> <p>Explain that the Government defines carers in three age categories –</p> <ul style="list-style-type: none"> <li>• young carers for under 18;</li> <li>• young adult carers for 18 to 24 and</li> <li>• adult carers for anyone over 24.</li> </ul> <p>You should also mention <b>‘hidden carers’</b> – people who are not aware that they are a carer or people who don't wish to disclose that they have a caring role.</p> <p> Play clip 1 (4.40 minutes)</p> <p>Following video clip</p> <p><b>? “Was there anything that particularly struck them in what the young people said?”</b></p> <p>This will help participants to remember what the young adult carers said when you come back to this information in Activity 2</p> <p> You are looking for participants to mention things like:</p> <ul style="list-style-type: none"> <li>• Being up in the night</li> <li>• Being a parent for a child that isn't yours, making sure they get to school and complete their homework</li> <li>• Having to undertake things like cooking, cleaning up, bathing, tidying up</li> <li>• Providing respite for parent by taking brother out</li> <li>• Dealing with challenging behaviour</li> <li>• Tiredness, anger, stress</li> <li>• Strong feeling of responsibility</li> <li>• Living someone else's life</li> </ul> | Video clip 1 |           | <p>2 min</p> <p>4.40 mins</p> <p>15 mins</p> |
|  |   |              |           |  |
|  |   |              |           |  |

|   | Activity  | Handout | Reference  | Time          |
|---|---|---------|--|---------------|
| <p><b>Slide 6</b></p>  <p><b>Scottish Government Context</b></p> <p>'The Scottish Government and COSLA are determined to ensure that carers are supported to <b>manage</b> their caring responsibilities with <b>confidence</b> and in <b>good health</b>, and to have a <b>life of their own outside caring</b>.'</p> <p>pp. 1 Caring Together, The Carers Strategy for Scotland 2010–2015<br/> <a href="http://www.scotland.gov.uk/publications/2010/07/23153304/0">www.scotland.gov.uk/publications/2010/07/23153304/0</a></p> <p><b>To ensure that participants understand that supporting carers is a Scottish Government agenda and that the emphasis is on helping carers to manage their role</b></p> <ul style="list-style-type: none"> <li>• with confidence</li> <li>• in good health</li> <li>• and to have a life of their own outside caring.</li> </ul> | <p> Before going any further let's look at what is driving this agenda at the moment. The Scottish Government has published 'Caring Together' and 'Getting it Right for Young Carers', which together form 'The Carer Strategy for Scotland 2010–2015', this quote comes from the first paragraph of both documents.</p> <p>(If possible show group copy of report or give them the link.) You may wish to have a brief discussion about the three points.</p> |         | <p><b>Copy of report "Getting it Right for Young Carers"</b></p> | <p>3 mins</p> |
| <p><b>Slide 7</b></p>  <p><b>Recommendation 10 of the Scottish Government's 'Getting it Right for Young Carers'</b></p> <p>'Agencies ...not traditionally be associated with meeting the needs of carers ....need to</p> <p>identify and engage with young adult carers. ...for example, <b>colleges</b>.....</p> <p>.....all need to be alert and sensitive to the needs and issues confronting this group of hidden carers and which affect their opportunities for further education .....– a life outside of their caring role and the chance to access the same opportunities as their peers.'</p>  | <p> This is Recommendation 10 of 'Getting it Right for Young Carers' and it directly refers to 'colleges' and says we should be</p> <p> • <b>identifying and engaging with young adult carers</b></p> <p>need to be alert and sensitive to the needs and issues confronting this group of hidden carers and which affect their opportunities for further education.</p>    |         |  | <p>3 mins</p> |

|  | Activity   | Handout  | Reference | Time |
|--|--|--|-----------|------|
| <p><b>Slide 8</b></p>  <p><b>The Student Voice – the Effect of a Caring Role on Learning (Clip 2, 4 &amp; 5)</b></p> <p><b>Activity Two</b></p> <p><b>How might caring responsibilities impact, both positive and negative, on a student's ability to learn?</b></p> <ul style="list-style-type: none"> <li>• How might Carers feel about education?</li> <li>• How might caring responsibilities impact on a student's health and wellbeing ?</li> <li>• What skills had the young carers developed while undertaking their caring roles?</li> </ul> <p><b>For participants to become more aware of the effect a caring role may have on a carer's ability to learn.</b></p> | <p>These clips and the slide can be delivered in a number of ways depending on what you think will suit the group or how much time you have. See two suggestions below.</p> <p><b>Approach 1</b> Pause between each clip and ask participants to highlight what particularly struck them about the points made in the clip and ask them to note their points on the Activity 1 Worksheet.</p> <p>Or</p> <p><b>Approach 2</b> Show all three clips and then ask the participants what particularly struck them about the points made in the clip and ask them to note their points on the Activity 1 worksheet.</p> <p>Action: Give each participant an Activity 1 Worksheet</p> <p>Before we go any further let's meet the young adult carers again.</p>  <p><b>Play clips (clips 2,4,5)</b><br/>brief discussion and ask participants to highlight</p> <p><b>? "What struck you most about the young people's comments?"</b></p> <p>Again try to encourage participants to use the young people's names so that they feel more connected to these students.</p> <p>Highlight the emotional effect if it isn't mentioned, anger, etc. and also the effect of missing substantial time at school.</p> <p><b>Note:</b> We know that missing school can slow down the development of literacy, social, and learning skills.</p>  <p>Action: Put up a double sheet of flip chart paper entitled,</p> <p><b>? 'How might caring responsibilities impact, both positive and negative, on a student's ability to learn?'</b></p> <p>Each group should then share the points they've made individually with their group and choose 3 or 4 to put on a post-it note and attach to the large sheet of flip chart paper you've put up.</p> <p>Explain you will come back to this later in the session when you're looking at 'Making Changes'.</p> | <p><b>Double flip chart sheet</b></p> <p><b>Activity 1 worksheet</b></p> |           |      |



## Possible answers

### Clip 2 - Experience of School

- Negative experience, attitude of staff
- Issues not understood by staff
- Missing large chunks of school
- Late e.g. isolation, not making friends, an outsider
- At school worrying and anxious
- May come to college with a negative, if not angry view of education

**Effect on learning** might be things like a negative attitude toward authority and teachers, under developed literacy skills, under developed learning and social skills. Isolation from the learning process.

### Clip 4 - Health and Wellbeing

- Stress
- Tiredness
- Mental health, depression
- Lack of confidence
- Unfit
- Improved health and wellbeing by
- going to gym
- attending carers' group
- Counselling at college
- Listening to music
- Being with friends
- Going to college
- Having time to myself

**Effect on learning** might be poor attendance due to ill health, tired in class which in turn affects listening and processing skills. However student may be more aware of health and need to build in time in gym or time for relaxation etc.

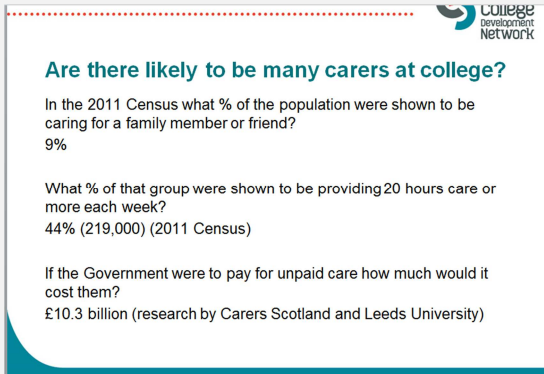


### Clip 5 - Skills


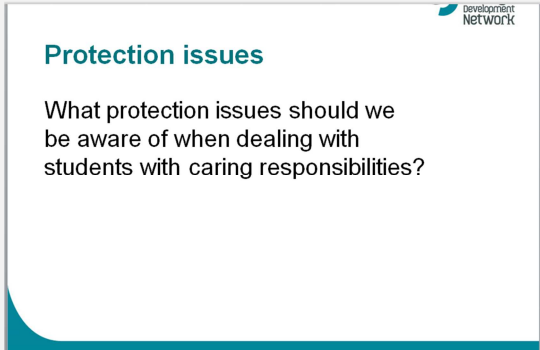

- More positive
- Patient
- Matured faster
- Don't rush into things
- Self aware
- Independent
- Organised
- Communication skills
- Can deal with professionals
- Confident
- Good at looking after others
- Helpful
- Resilient
- Caring
- Self efficient






**Effect on learning** may be that the student is better organised, self-aware, resilient, independent etc.

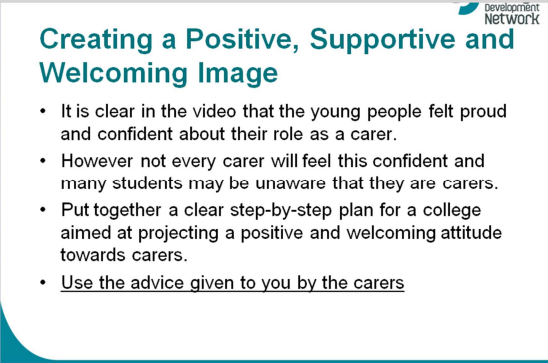

30 mins









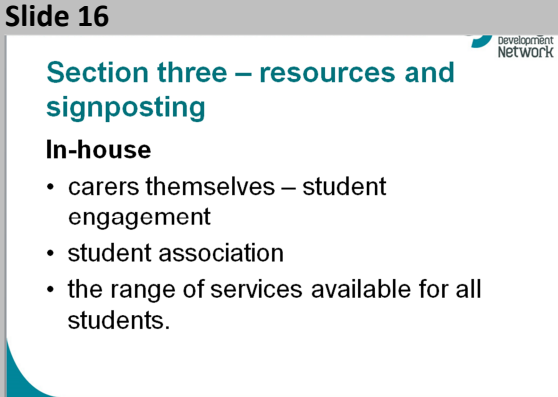

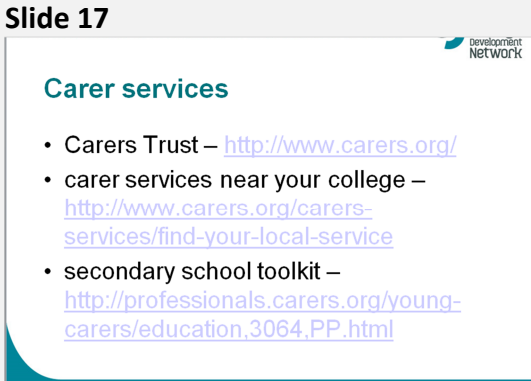

|   | Activity  | Handout | Reference                                  | Time   |
|---|---|---------|--|--------|
| <p><b>Slide 9</b></p>  <p><b>To demonstrate to participants that it is highly likely that colleges will have high numbers of students with caring responsibilities.</b></p> | <p> These questions are intended to give you an idea of the number of carers in Scotland.</p> <p>Question 1 – Pose question 1 to the group, take a number of suggestions before putting up the right answer. Continue with the next two questions.</p> <p><b>? Ask participants for their reaction to the numbers.</b></p> <p>Explain that because of the high numbers it is highly likely that colleges will have significant numbers of carers, so any improvements in support for carers is likely to impact on a large number of students.</p> <p>At this point you may also wish to remind participants that any improvement in support for carers is likely to benefit all students.</p> <p> Before we move on to section 2 there are a number of other important points that need to be made to complete the initial picture.</p> <p>One of these is to think about the issues we should be made aware of when supporting carers from minority and ethnic groups.</p> <p><b>? Are there any issues that you can think of that are important to keep in mind?</b></p> <p>Take two or three answers before highlighting the slide.</p> <p>If participants are struggling to find examples prompt them with the case study provided “case study ethnic minorities”.</p> |         | <p><b>Case study ethnic minorities</b></p> | 5 mins |


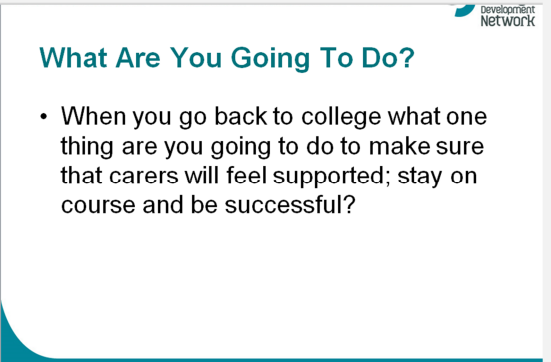
|  | Activity   | Handout | Reference | Time   |
|--|--|---------|-----------|--------|
| <p><b>Slide 10</b></p>  <p><b>Working with students from minority ethnic communities</b></p> <p>Minority Ethnic Carers of Older People Project<br/>MECOPP, Edinburgh</p> <ul style="list-style-type: none"> <li>carers in ethnic minority communities are likely to have many of the same issues as other students with caring responsibilities</li> <li>there may be stigma attached to disability or needing help</li> <li>there may be cultural differences about family responsibility, etc.</li> <li>there may not be literal translations for some terms</li> <li>there may also be intergenerational differences</li> </ul> | <p>These issues were highlighted to us by MECOPP, a project in Edinburgh which works with Minority Ethnic Carers of Older People. It is important to be aware of cultural issues that may exist for students with caring responsibilities from minority ethnic communities. We cannot be aware of all cultural issues but need to be aware that there may be cultural issues.</p> <p><b>Run through the points highlighted on the slide and invite comment.</b></p>  |         |           |        |
| <p><b>Slide 11</b></p>  <p><b>Protection issues</b></p> <p>What protection issues should we be aware of when dealing with students with caring responsibilities?</p> <p><b>to raise awareness of protection issues that may be associated with responsibility for caring for someone</b></p>  | <p><b>? What protection issues should we be aware of when dealing with students with caring responsibilities?</b></p>  <ul style="list-style-type: none"> <li>All colleges have policies and procedures in place in relation to protection. We need to be aware that young carers or vulnerable adults may possibly be being placed in inappropriate caring roles.</li> <li>As with all protection issues your concerns or the incident should be recorded and referred to the College's Protection Officer.</li> </ul> |         |           | 5 mins |

|   | Activity  | Handout | Reference | Time    |
|---|---|---------|-----------|---------|
| <p><b>Slide 12</b></p>  <p><b>The Equality Act 2010</b></p> <p>The Act introduced the concept of discrimination by association. In that it is direct discrimination if an education provider treats a student less favourably because of the student's association with another person who has a protected characteristic. Even if it is not permanent it may be covered under this provision(not applicable to pregnancy or maternity).</p> <ul style="list-style-type: none"> <li>• <b>to raise awareness of how the Equality Act offers protection to people caring for disabled or elderly people.</b></li> <li>• <b>Conclude section one of the training</b></li> </ul> |  <ul style="list-style-type: none"> <li>• The Act introduced the concept of discrimination by association.</li> <li>• It protects people who care for a disabled or elderly person from discrimination.</li> <li>• The disability may be temporary, e.g. caring for someone while they are undergoing chemotherapy.</li> </ul> <p>This is the end of section one, 'Who Am I and What Do I Do? Context and Definitions'</p> <p><b>? Are there any questions you wish to ask, or points you wish to make before we move on to section 2.</b></p>   |         |           | 5 mins  |
| <p><b>Slide 13</b></p>  <p><b>Section Two – What Helps, What Hinders? Making Changes (Clips 3,6,7)</b></p> <p>The aim of section two is for participants</p> <ul style="list-style-type: none"> <li>• to be clear about the type of support that will deliver both a positive and successful experience for carers in education</li> <li>• to have clear ideas to take back to college about how to improve a carer's experience</li> </ul> <ul style="list-style-type: none"> <li>• <b>To introduce section 2 and activity</b></li> <li>• <b>To introduce clips</b></li> </ul>  |  <p>Explain aims of section 2 and explain that section 2 will be based on an activity leading from the video clips.</p> <p>Introduce the video and explain that we are going to see the same young adults talking about their experiences at college and also handing over some tips and advice.</p>  <p>Play video (clips 3,6,7 – 19.15 minutes).</p> <p>Have a brief discussion after the video</p> <p><b>? Is there anything in particular that struck you about what the young people said?</b></p> |         |           | 25 mins |

|  | Activity   | Handout              | Reference | Time |
|--|--|----------------------|-----------|------|
| <p><b>Slide 14</b></p> <div>  <p><b>Creating a Positive, Supportive and Welcoming Image</b></p> <ul style="list-style-type: none"> <li>• It is clear in the video that the young people felt proud and confident about their role as a carer.</li> <li>• However not every carer will feel this confident and many students may be unaware that they are carers.</li> <li>• Put together a clear step-by-step plan for a college aimed at projecting a positive and welcoming attitude towards carers.</li> <li>• <u>Use the advice given to you by the carers</u></li> </ul> <p><b>To explain the activity</b></p> <p><b>To give participants an opportunity to start to build ideas and a plan to take back to their day-to-day work.</b></p> </div> | <p>In this exercise participants will work on the topic <b>‘Creating a positive, welcoming and supportive image’</b> and will put together a plan to help their college develop the way it supports carers.</p> <p><b>Activity</b><br/>Distribute the relevant Activity 2 Worksheet</p> <p> Go over the points on the slide.</p> <p><b>Please note</b> that there are other topics in the pack that you may wish to use instead. These can be used either as a more relevant topic for the training group or as the subject of a follow-up activity at a later date. Alternative activity 2 worksheets are included.</p> <p><b>Possible topics</b></p> <ul style="list-style-type: none"> <li>• Application</li> <li>• Funding</li> <li>• Interviews</li> <li>• Raising the awareness of teaching staff to the needs of students with caring responsibilities</li> <li>• Moving on</li> <li>• Health and Wellbeing</li> </ul> <p>The pack contains worksheets relevant to each topic.</p> | Activity 2 worksheet |           |      |

|  | Activity   | Handout | Reference | Time    |
|--|--|---------|-----------|---------|
|  | <p> <b>Explain the activity</b></p> <ul style="list-style-type: none"> <li>Explain that participants should put the topic. <b>‘Creating a Positive, Welcoming and Supportive Image’</b> in the centre of a flip chart sheet.</li> <li>Now they should brainstorm ideas about how a college might achieve this.</li> </ul> <p> Remind the group of the advice given by one young carer about advertising on the website and the advice young carers gave to other carers, <b>‘you’re worth something’</b>, <b>‘be proud of what you are’</b>, <b>‘be yourself it’s ok to tell people’</b>, <b>‘remember you’re doing an amazing thing’</b>.</p> <p> Remind participants that they should refer to the points made on the post-its on the flip chart sheet made earlier</p> <p>Give them one example <b>Have a pop-up of a carer telling their story of being at college, on the college website</b></p> <p> Now ask the groups to spend 30 minutes on their diagram. Refer them to activity sheet.</p> <ul style="list-style-type: none"> <li><b>Choose own idea</b></li> <li><b>Number the ideas so that they form an action plan that would help a college create a more positive and welcoming image</b></li> <li><b>If possible adding in any resources they think would be needed to achieve the actions.</b></li> </ul> |         |           | 45 mins |
| <p><b>Slide 15</b></p> <div data-bbox="181 1107 562 1355">  <p><b>Other Topics for Future Consideration</b></p> <ul style="list-style-type: none"> <li>• Projecting a Positive Image</li> <li>• Application</li> <li>• Funding</li> <li>• Staff Understanding and Knowledge</li> <li>• Interview</li> <li>• Moving On</li> <li>• Health and Wellbeing</li> </ul> </div> <ul style="list-style-type: none"> <li><b>To show list of other topics that the groups can choose to work on</b></li> </ul> | <p>When the diagrams are complete ask the groups to put them up and invite participants to have a look at each other’s. Encourage those with camera phones to take pictures of any they find include useful ideas, including their own.</p> <p>Suggest other topics which they might wish to consider as follow-up activities.</p>   |         |           | 3 mins  |

|   | Activity   | Handout | Reference | Time   |
|---|--|---------|-----------|--------|
|   | <p><b>Conclude Section 2</b></p> <p> Remind participants of the aims which were –</p> <ul style="list-style-type: none"> <li>• To have a clear understanding of the issues affecting carers</li> <li>• To be clear about the type of support that will deliver both a positive and successful experience for carers in education.</li> <li>• To have clear ideas about how to improve a carer's experience at college</li> </ul>  |         |           | 1 min  |
| <p><b>Slide 16</b></p>  <p><b>To outline the resources available to colleges.</b></p>         | <p> Go through the three examples on the slide</p> <ul style="list-style-type: none"> <li>• Carers themselves could be encouraged to form a Carers' Group or network.</li> <li>• The student association could help with this, or NUS Scotland might have campaign information, like the Fair to Care campaign, that would be useful.</li> <li>• For the third bullet point move to the next slide</li> </ul>   |         |           | 5 mins |
| <p><b>Slide 17</b></p>  <p><b>To introduce participants to other resources available</b></p> | <p> The Carers Trust website is very useful and contains a great deal including information on Carer's Assessments. All carers can request an assessment which provides the carer with the opportunity to explain to social services what support might make caring easier for them.</p> <p>It's a good idea to make connections with local organisations; they may already be supporting students who are at, or thinking of coming to college. They will also be keen to come into colleges' open days, volunteer fairs or even maybe set up something like a carer information point.</p> <p>Some colleges also have protocols with their local councils and other organisations.</p> |         |           | 7 mins |

|  | Activity   | Handout | Reference  | Time          |
|--|--|---------|--|---------------|
| <p><b>Slide 18</b></p>  <p><b>Recent research from NUS</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.nus.org.uk/Global/Campaigns/Learning%20with%20Care%20-%20NUS%20research%20report.pdf">http://www.nus.org.uk/Global/Campaigns/Learning%20with%20Care%20-%20NUS%20research%20report.pdf</a></li> </ul> <p><b>To link to the most recent research</b></p> | <p><b>? Has anyone has any other ideas about resources or examples of good practice?</b></p> <p>This is a very useful document which provides interesting examples of good practice and a number of recommendations which are relevant to the Scottish context.</p> <p>It was preceded by the Fair to Care campaign. (see reference)</p> |         | <p><a href="http://www.nusconnect.org.uk/blogs/blog/kelleytemple/2012/09/07/Do-you-think-it-is-Fair-to-Care/">http://www.nusconnect.org.uk/blogs/blog/kelleytemple/2012/09/07/Do-you-think-it-is-Fair-to-Care/</a></p> | <p>2 mins</p> |
| <p><b>Slide 19</b></p>  <p><b>What Are You Going To Do?</b></p> <ul style="list-style-type: none"> <li>• When you go back to college what one thing are you going to do to make sure that carers will feel supported; stay on course and be successful?</li> </ul> <p><b>Bring training to a conclusion</b></p>   | <p><b>? What are you going to do?</b></p> <p>Either ask this question of the group and just take the answers that are volunteered or go round each individual.</p> <p>(Before doing the latter gauge individuals' confidence, you don't want to end on a negative experience.)</p>   |         |  | <p>5 mins</p> |

|  | Activity   | Handout | Reference | Time   |
|--|--|---------|-----------|--------|
| <p><b>Slide 20</b></p> <p><b>Contact Details</b></p> <p>Tel: 01786 892000</p> <p><a href="mailto:info@collegedevnet.ac.uk">info@collegedevnet.ac.uk</a></p> <p><a href="http://www.collegedevnet.ac.uk">www.collegedevnet.ac.uk</a></p> <p>Follow @ColDevNet on Twitter</p> <p><a href="https://facebook.com/collegedevnet">facebook.com/collegedevnet</a></p> | <p>Thank everyone for coming, explain slides will be sent out, ask participants to complete feedback sheets.</p> |         |           | 2 mins |