

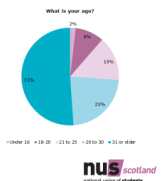









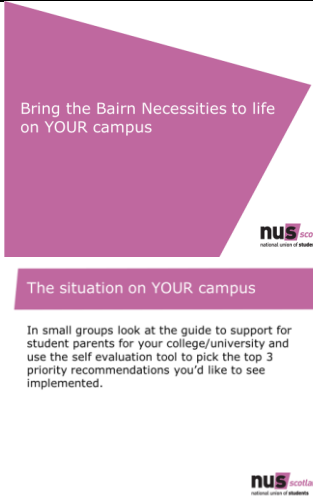
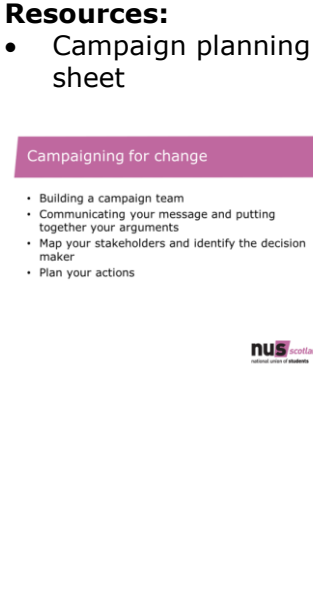
	The Bairn Necessities - introduction to the report and campaign planning on your campus	Session Timing: 1hr
Session Outline	This session will introduce student parent groups to the findings from the Bairn Necessities and support them in prioritising which recommendations they'd like to campaign around on their campus.	
Aims / Objectives	<ul style="list-style-type: none"> • Learn about the experience of student parents, the scope of the report and its limits • Find out about different tactics to use in reaching your goal • Put into action these tactics in relation to the Bairn Necessities report 	
Sessions	5 mins Introduction 10 mins Research and findings 10 mins Bring the Bairn Necessities to life – group task 5 mins Campaign for change 10 mins Small group activity 15 mins Feedback 5 mins Plan next steps and keep in touch	
Resources	To print for the workshop: <ul style="list-style-type: none"> • Student parent workshop slides • Self-evaluation tool (should be printed A3) • Sign-up sheet • Guide to support for student parents (colleges) • Guide to support for student parents (universities) • Campaign planning resource Optional other resources: <ul style="list-style-type: none"> • Bairn Necessities report • Executive summary (pages 7 + 8) Other resources: paper and pens	

Time	Tutor Activity	Slides and resources
5 mins	Introduction Introduce yourself and ask everyone in the room to tell you their name, year of study and course.	 The Bairn Necessities Student parents' experiences of education at college and university in Scotland
10 mins	Report findings and recommendations The notes below are designed for you to have a bit more background information about the report and the findings. You don't have to go into all the details if you don't want to but it should help if people don't understand one of the areas or ask questions.	
	Research methods Before NUS Scotland undertook the research we knew that student parents in Scotland were struggling with the support that they were being offered by their college and university from our UK-wide Meet the Parents report which was released in 2009. The only other research around the student parent experience was guidance given by the Equality Challenge Unit in 2010 and this only related to student pregnancy and maternity. We wanted to see if the situation had changed and if there were any additional areas that needed to be tackled in order to improve the experience of studying for student parents in Scotland. NUS Scotland conducted a survey of over 700 student parents, sent out Freedom of Information requests to colleges and universities and conducted individual interviews with student parents and students' associations officers to gather a picture of what it was like to be a student parent in Scotland and to inform recommendations that colleges and universities could take forward and that students' associations and student parents could campaign for.	Research Methods <ul style="list-style-type: none"> • Survey • FOIs to all colleges and universities • Individual interviews • Past research from NUS/other organisations <ul style="list-style-type: none"> • Meet the Parents (NUS) • Student Pregnancy and Maternity (HE) 2010 (Equality Challenge Unit) 
	Survey results NUS Scotland's student parent survey had 721 respondents taking part. The majority studied at colleges and we had a very low response rate from universities. NUS Scotland recognises that it might be harder for university SAs to connect with student parents, as they may not participate in extracurricular activities, but we want to work with SA to change this – because there are a lot of student parents at university. <i>(continued on next page)</i>	Survey Results <ul style="list-style-type: none"> • 721 respondents • Majority from colleges • Very low response rate from universities • 83% respondents were women • 51% aged 31 or older • 92% study full time 





	<p>In the survey we found that:</p> <ul style="list-style-type: none"> 83% of the respondents were women and 51% were aged 31 or older. 92% of students studied full time and this is a marked change from 'Meet the Parents' where most student parents studied part time. We think this is largely down to the drop in part time places at colleges because of budget cuts and reprioritising through regionalisation. 	
	<p>Headline findings</p> <p>Overall the culture of institution wasn't understanding about the needs of student parents – this is most relevant around self-certificates and missing classes because students are unable to pay for childcare and then lose their discretionary funding because they've been unable to attend their class. Students talked about having understanding lecturers that let them arrive late/leave earlier if they've done a school run, but this was still an exception rather than the rule.</p> <p>Not all colleges and universities keep data or records on who are their student parents, but where they do they make up a significant proportion of the student population – we can assume that there are a lot more student parents, but can't be sure because data isn't held. We recommend that colleges and universities collect data on student parents so they can offer better and tailored support to them.</p> <p>We don't understand why there is such a big monthly shortfall for student parents at university. We have made a recommendation that further research is undertaken to explore this phenomenon, and understand the interaction between SAAS loans and child care provision and we hope that this will be addressed through the student support review that the Scottish Government is conducting this year.</p>	<p>Headline findings part 1</p> <ul style="list-style-type: none"> Culture of institutions not 'understanding' Student parents make up 7%-19% of student population Of those who received childcare funding, it only covered the costs of childcare for 50% respondents The other 50% had a monthly shortfall of <ul style="list-style-type: none"> £20-£100 at college £100-£700 at university 
	<p>Headline findings (2)</p> <p>This first bullet point really refers to mature students, who make up most of student parents. Mature students are less likely to take a student loan, but still get labelled as taking a student loan and then lose their benefits. (<i>continued on next page</i>)</p>	<p>Headline Findings part 2</p> <ul style="list-style-type: none"> Student parents can lose some child benefits whether or not they take a student loan. Gap in support for women using education to escape domestic violence. More nursery places and child friendly spaces on campuses are needed. 


	<p>Through our survey and interviews there were a number of students that described re-entering education to try and make their lives better because they had experienced domestic abuse. Often times these student parents can have extra barriers to overcome – for instance not being able to secure safe accommodation – leading to extra stress and insecurity. We have recommended that Support and Advice staff are able to recognise domestic abuse signs and able to correctly signpost students.</p> <p>On campus nurseries have been closing – colleges and universities are less likely to offer guaranteed places for students than for staff. We recommend that more spaces in campus nurseries need to be designated for students and that the institution should work with local providers to improve the provision of nurseries available to students.</p>	
	<p>Key recommendations 1</p> <ul style="list-style-type: none"> • All colleges and universities should be required to keep a record of how many student parents are studying at their institution. • Institutions should use this data to embed a holistic, integrated system of support for student parents, to include detailed and timely information about services available and entitlements. 	<p>Key Recommendations</p> <ul style="list-style-type: none"> • All colleges and universities should be required to keep a record of how many student parents are studying at their institution. • Institutions should use this data to embed a holistic, integrated system of support for student parents, to include detailed and timely information about services available and entitlements. <p></p>
	<p>Key recommendations 2</p> <ul style="list-style-type: none"> • The whole system of self-certificates, attendance and absences should be reviewed by Scottish Funding Council in partnership with colleges, to create a more flexible system that reflects the needs and life circumstances of student parents. • A comprehensive review of the allocation of nursery places both at on-campus and local facilities should be undertaken to ensure the needs of student parents are being met. 	<p>Key Recommendations</p> <ul style="list-style-type: none"> • The whole system of self-certificates, attendance and absences should be reviewed by Scottish Funding Council in partnership with colleges, to create a more flexible system that reflects the needs and life circumstances of student parents. • A comprehensive review of the allocation of nursery places both at on-campus and local facilities should be undertaken to ensure the needs of student parents are being met. <p></p>

	<p>Key recommendations 3</p> <ul style="list-style-type: none"> Colleges and universities where possible must align their term times with school holidays. College, universities, and students' associations should work through NUS's 10 steps from child free to child friendly institutions. Staff at colleges, universities and students' association should be trained to recognise students that may be experiencing or recently experienced domestic abuse, and are able to signpost those students to receive the appropriate support. 	<p>Key Recommendations</p> <ul style="list-style-type: none"> Colleges and universities where possible must align their term times with school holidays. College, universities, and students' associations should work through NUS's 10 steps from child free to child friendly institutions. Staff at colleges, universities and students' association should be trained to recognise students that may be experiencing or recently experienced domestic abuse, and are able to signpost those students to receive the appropriate support. <p></p>
	<p>Key recommendations 4</p> <ul style="list-style-type: none"> Scottish Government should use new powers to review how financial support given to student parents interlinks with the Carers Allowance and other benefits the student may be entitled to, ensuring that student parents receive the best possible support. Students' associations should recognise the time limitations student parents experience, and set up a student parent network. 	<p>Key Recommendations</p> <ul style="list-style-type: none"> Scottish Government should use new powers to review how financial support given to student parents interlinks with the Carers Allowance and other benefits the student may be entitled to, ensuring that student parents receive the best possible support. Students' associations should recognise the time limitations student parents experience, and set up a student parent network. <p></p>
	<p>Resources</p> <p>NUS Scotland also has a whole host of other resources available online and that we can send over to you to help you to find out more about student parent experience on your campus and to campaign around this issue.</p> <p>These include the full report that you can read, the executive summary (hand this out if you've printed them). NUS Scotland has also have created a self-evaluation tool that you can use to establish what progress has been made at your college/university, and a guide which breaks down what your college/university currently provides for student parents with comparisons with other colleges/universities. These can all be found on NUS Scotland's website – NUS Connect.</p>	<p>Resources:</p> <ul style="list-style-type: none"> Executive summary <p>Resources</p> <ul style="list-style-type: none"> The Baim Necessities report Executive summary Self evaluation tool Guide to support for student parents (institutional breakdown) 10 steps from child free to child friendly <p>www.nusconnect.org.uk/nus-scotland</p> <p></p>
10 mins	<p>Group task</p> <p>Now we've talked about the findings of the report and what resources are available we're going to talk about your experience on campus and what it's like for student parents here.</p> <p>Group activity: Split them into smaller groups of about 3/4 people. Ask them to pick their top three</p>	<p>Resources:</p> <ul style="list-style-type: none"> Self evaluation tool Guide to support for student parents (colleges) OR guide to support for student parents (universities) Pens and paper

	<p>priority areas from the recommendations they'd like to see implemented. (5mins)</p> <p>Ask each of the groups to feedback what they have prioritised and write these up, see which areas come out as most popular. Recommend that they only pick 3 or 4 areas to make it achievable for the year. (5mins)</p> <p>Top tip: If the group really can't agree on priorities suggest that they do a short survey of student parents asking them to rank recommendations in order of importance to them</p>	 <p>Bring the Bairn Necessities to life on YOUR campus</p> <p>nus scotland national union of students</p> <p>The situation on YOUR campus</p> <p>In small groups look at the guide to support for student parents for your college/university and use the self evaluation tool to pick the top 3 priority recommendations you'd like to see implemented.</p> <p>nus scotland national union of students</p>
5 mins	<p>Campaigning for change</p> <p>Explain that now we know what the problems are and have prioritised which areas that the group would like to work on we want to look at how we can make these changes.</p> <p>Give out the campaign planning sheet. Explain that this will help them in planning any campaign. In this instance we've covered the first sheet, we know what the problems and potential solutions are and what our aim is but these are the steps you would go through when starting a campaign from scratch.</p> <p>The campaign planning sheet has lots of different elements to it but we're going to focus on the ones on the screen.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Campaign planning sheet  <p>Campaigning for change</p> <ul style="list-style-type: none"> • Building a campaign team • Communicating your message and putting together your arguments • Map your stakeholders and identify the decision maker • Plan your actions <p>nus scotland national union of students</p>
10 mins	<p>Small group activity</p> <p>Explain that you're going to split into four smaller groups to consider different areas of campaign planning for 10 mins and then feedback their ideas to the larger group. There's information in the campaign planning handout that should help them and you can explain the task to each group.</p> <p>Top tip: If your group has less than 8 people in it then just split the group in half and ask each group to consider two of the areas.</p> <p>Top tip: If any group is struggling there's ideas for what they could do in the feedback section.</p>	

	<p>Building a campaign team: Ask the group looking at this area to think about which students might want to help with the campaign. Ask them to suggest at least three groups of students/individuals they want to get involved and take them through the table of questions. The group should draw out the table and fill it in. If they are struggling some examples to mention might be:</p> <ul style="list-style-type: none"> • Class reps • Sabbatical officers • Welfare officers • Students who are pregnant • Known campaigners on campus • Trade union (some of these things would benefit staff as well) <p>Anger, hope, action: ask them to come up with an anger-hope-action arguments around their chosen issue. If they have time they should look at the section in the campaign planning handout on influencing the decision maker.</p> <p>Mapping stakeholders: Ask the small group to come up with some stakeholders and to discuss what they think of the issue and plot them on the map that they have drawn out. This should include the decision maker. Stakeholders might be students, trade union, student support department, staff who are parents, local media.</p> <p>Plan your actions: Ask the group to plan what actions they should take.</p>	
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10 mins	<h3>Feedback</h3> <p>For each area of campaign planning give a quick overview of the notes and then give each smaller group 2mins to feedback (be strict with times unless you have more than 1hr to deliver the whole workshop!). If there are any examples in the notes that they have missed briefly suggest them to the group.</p>																																																			
	<h3>Building a campaign team</h3> <p>Explain that we're stronger if we can campaign together. Getting other people involved improves our network and the different types of people we can get to support our cause and increases our skills base.</p> <p>Ask the smaller group who they thought would be important to get involved in their campaign team.</p>	<div>Build a campaign team</div> <table><thead><tr><th>Potential Campaigner</th><th>Why would they be interested?</th><th>How can you get them on board?</th><th>What can they do?</th><th>What will they get out of it?</th></tr></thead><tbody><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></tbody></table> <div> nus scotland national union of students</div>	Potential Campaigner	Why would they be interested?	How can you get them on board?	What can they do?	What will they get out of it?																																													
Potential Campaigner	Why would they be interested?	How can you get them on board?	What can they do?	What will they get out of it?																																																
	<h3>Communicating your message</h3> <p>When you're structuring your arguments to get people involved or to lobby the person who has the power to make the change you want to see it can be helpful to practice getting them on board and to understand the issue using this model. This is great if you only have a short amount of time with to pitch the campaign to them.</p> <p>Explain to the group that there's also a section on influencing the decision maker in the campaign planning handout which you would want to consider if you have more time or if you were putting together a paper to submit to a college/university committee or writing a press release.</p> <p>Ask the group to feedback their 'anger, hope, action' message and if they'd had the chance to look at arguments to put an argument together to share this.</p>	<div>Communicating your message</div> <div><p>Anger (Emotion of indignation about the issue)</p><div><div>Let's all make a...</div><div>Let's all make a...</div><div>Let's all make a...</div></div></div> <div><p>Hope (Emotion's focus to see this issue)</p><div><div>Let's all make a...</div><div>Let's all make a...</div><div>Let's all make a...</div></div></div> <div><p>Action (Open them to their actions)</p><div><div>Let's all make a...</div><div>Let's all make a...</div><div>Let's all make a...</div></div></div> <div> nus scotland national union of students</div>																																																		
	<h3>Map your stakeholders</h3> <p>Who is interested in your issue? Do they agree with your or not, or perhaps they haven't formed their view. It's important to map out stakeholders and where they sit on the issue that you're campaigning around. Everyone from students, to the media, local residents or your class representative. Once you've mapped out where they stand on the issue, you can plan your next steps to either get them involved, or lobby them on the issue. When looking at stakeholders it's important to think about who the decision maker is and where they sit on this graph.</p>	<div>Map your stakeholders</div> <div></div> <div> nus scotland national union of students</div>																																																		

	<p>Ask the small group to explain the stakeholders they had discussed, if they had identified the decision maker and why they had chose to place the people where they are on the map.</p>	
	<p>Plan your actions</p> <p>Planning your actions is often the bit that people enjoy the most but it's important to look at the other steps in your campaign too.</p> <p>Ask the group to talk through the actions that they had come up with and why they were important.</p> <p>Example actions might be:</p> <ul style="list-style-type: none"> • writing to the college/ university to highlight the report and the fact that you've met and feel that the most important issues to tackle are X, Y and Z. • Request a meeting with the decision maker. • Hold a campaign stall and create a petition to get more people involved. • Involve more student parents by asking them to share their experience. • Think of creative actions or kids on campus days to illustrate difficulty of childcare. 	
5 mins	<p>Next steps</p> <p>Ask the group to decide what they should do next as a group and how they would like to take this forward.</p> <p>Ideas for taking it forward might include:</p> <ul style="list-style-type: none"> • Sharing contact details with each other • Agreeing on a next meeting • Agreeing on action points that they will do before a specific date • Discussion around how they could get more people involved <p>Thank everyone for coming along and ask if you can take a photo of the group for social media (tag @nusscotland in your photo if you tweet it). Collect everyone's email address and send this and the photo(s) to angela.alexander@nus-scotland.org.uk. You can add your own details to this slide as well.</p>	