

Supporting Students with Caring Responsibilities:

An Introduction to Ideas and Practice
for Colleges to Help Student Carers
Succeed in Further Education



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NIACE The National Voice
for Lifelong Learning

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To the best of our knowledge all information was accurate at the time of going to print.

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Introduction

“I just couldn’t carry on [at college] because there was too much else going on. Mum was in and out of hospital and there was nobody else to look after her. I didn’t have any money for the bus as I had to spend it on going to the hospital, and I kept getting letters about problems with our benefits. So I just didn’t bother with college.”

Young adult carer

There are around seven million carers in the UK¹ and this figure is rising. Three in five people will be carers at some point in their lives in the UK. It is estimated by 2030 the number of carers in the UK will have increased by around 60% (Carers UK, 2001). The 2011 Census figures from England and Wales, Scotland and Northern Ireland show there are more than 375,000 young adult carers in the UK aged 14–25, who are providing support and assistance to their families and friends. For a young person who has caring responsibilities, trying to transition to, through and beyond further education, can be extremely challenging and for some a barrier.

This practical resource is designed for use by managers and staff working in further education colleges. It will increase awareness and understanding of young adult carers and their specific needs. It outlines who young adult carers are, the challenges they face and how their caring roles can impact on their education. It draws together some of the good practice that is already being developed in some colleges and makes recommendations for how student carers can be supported to sustain their participation in learning, achieve their potential and succeed.

Throughout this resource, different terms have been used to describe the same student group; young adult carers, student carers and students with caring responsibilities. The term young adult carer has been used for all young people aged 14–25 with caring responsibilities. While this resource focusses specifically on young adult carers, many of the issues experienced by older students who are carers will be similar.

1 The number we have used is our estimate of the number of carers across the UK based on the Census figures. The number of carers is fluid and can only ever be an estimate for the following reasons: People can become a carer at any time. People can become a carer for a short period of time to support someone following an accident, at the end of their life or during an illness, for example. People do not always see themselves as a carer and do not necessarily recognise their own needs. Some people shy away from having a label attached to them.

We hope that this resource will further drive the momentum for acknowledging and supporting this student group within colleges. We hope that it will inspire and assist colleges to develop their own approaches and that the good practice already taking place will become more consistent and embedded across further education. This will ensure that students who are caring for others – who in many instances have overcome very difficult circumstances and who will have acquired extremely valuable skills along the way – are able to reach their potential and succeed.

Further resources to enable colleges to provide effective support for young adult carers will be published by Carers Trust and NIACE later in 2015.

Daniel Phelps, Project and Development Manager, Carers Trust

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Although some sections within this publication are specific to England, many of the ideas and practice are relevant to colleges across the UK.

About Carers Trust

Carers Trust is a major new charity for, with and about carers. We work to improve support, services and recognition for anyone living with the challenges of caring, **unpaid**, for a family member or friend who is ill, frail, disabled or has mental health or addiction problems.

We do this with Network Partners – a unique network of 116 independent carers centres, 55 Crossroads Care schemes and 99 young carers services. Together we are united by a shared vision for carers – to make sure that quality assured information, advice and practical support are available to all carers across the UK.

About NIACE

NIACE is the National Institute of Adult Continuing Education, the national voice for lifelong learning. We are an internationally respected development organisation and think-tank, working on issues central to the economic renewal of the UK, particularly in the political economy, education and learning, public policy and regeneration fields. We campaign for the personal, social and economic benefits from lifelong learning, work to improve people's experience of the adult learning and skills system, and fight for all adults to have opportunities throughout their lives to participate in and benefit from learning.

Who are young adult carers?

Young adult carers are young people aged 14–25 who care, **unpaid**, for a family member or friend with an illness or disability, mental health condition or an addiction.

While there are no exact figures on the number of young adult carers in the UK, the 2011 Census figures from England and Wales, from Scotland and from Northern Ireland show there are more than 375,000 known young adult carers in the UK aged 14–25, who are providing support and assistance to their families and friends.

The range and scale of caring will of course vary greatly but may include:

- ➔ Practical tasks, such as cooking, housework and shopping.
- ➔ Physical care, such as helping someone out of bed.
- ➔ Personal care, such as helping someone dress.
- ➔ Helping to give someone their medication.
- ➔ Managing the family budget and collecting prescriptions.
- ➔ Helping someone communicate.
- ➔ Looking after brothers and sisters.
- ➔ Emotional support.

Providing emotional support, particularly where the person in need of care has a mental health condition or misuses substances, can be very challenging and often involves sporadic increased and unplanned peaks of caring responsibilities which are very difficult to balance with everyday commitments.

An infographic has been developed that pulls together these key facts which can be accessed via https://professionals.carers.org/sites/default/files/young_adult_carers_who_are_they_final.pdf.

Young adult carers – Who are they? What do they do?



Who are young adult carers?

Young adult carers are young people aged **14–25** who care, **unpaid**, for a friend or family member who could not cope without their support.



How many young adult carers are there?

- There are over 375,000 young adult carers in the UK.
- They are likely to be in every school, college, university and workplace.

Young adult carers care for someone:

- With an illness or disability.
- With a mental health condition.
- Who misuses drugs or alcohol.



“I want college to understand I’m a carer.”

Being a young adult carer can have a big impact on the things that are important to growing up

- It can affect a young person’s health, social life and self confidence – over 50% reported a mental health problem.
- Many struggle to juggle their education, working life and caring role which can cause pressure and stress.
- Recent research on young adult carers who were no longer in education showed their highest qualifications were GCSEs grade D–G.
- 29% had dropped out of college/university because of their caring role. This is four times greater than the national average for degree courses.



What might a young adult carer do?

- Practical tasks, such as cooking, housework and shopping.
- Physical care, such as helping someone out of bed.
- Emotional support.
- Personal care, such as helping someone dress or go to the toilet.
- Managing the family budget and collecting prescriptions.
- Helping to give someone their medication.
- Helping someone communicate.
- Looking after brothers and sisters.



Young adult carers should have:

- Support that gives them the same opportunities as their friends such as being able to:
 - Go to school, college or university and complete their studies.
 - Get a job.
 - Have a social life and be independent.
 - Have support for the person they care for.



“I lost over half of my hours at work because I care for my dad. Is that fair?”



Information and support

www.youngcarersmatter.org www.carers.org/timetobeheard www.youngminds.org.uk

Research on young adult carers

Carers Trust commissioned the University of Nottingham and the expertise of Dr Joe Sempik and Professor Saul Becker, to undertake research to examine the experiences and aspirations of young adult carers aged 14–25 in relation to school, further and higher education, and work. This research is part of a wider campaign that has been launched by Carers Trust called Time to be Heard; a campaign to give young adult carers a voice to tell everyone who they are, what they do and why this awareness is important (see www.carers.org/timetobeheard).

An accompanying report, Time to be Heard: A Call for Recognition and Support for Young Adult Carers, draws on the findings of the research and sets out the key recommendations for Government and public bodies to secure a positive future for the UK's young adult carers (Alexander, C, 2014).

The research found that young adult carers:

- ➔ Miss or cut short an average of 48 school days a year because of their caring role.
- ➔ Were four times more likely to drop out of college or university than students who were not young adult carers.
- ➔ Have higher rates of poor mental and physical health than the average young person.
- ➔ Rarely receive the assessments they are entitled to, with only 22% of those surveyed receiving a formal assessment of their needs by the local authority.
- ➔ Experience high rates of bullying – one quarter reported bullying and abuse in school because they were a carer.

“Between the ages of 12 and 14 I missed a lot of school as my dad was in and out of hospital all the time. In some ways I feel like I’ve been left behind – I don’t know stuff that my friends know, because I simply missed being taught it at school. Like last week we were doing some simple maths work, but I didn’t know how to do it. I also struggle with computers a lot. It makes me feel really thick – especially as I don’t even know what I don’t know.”

Young adult carer

Services for young adult carers

The number of dedicated support services for young carers (pupils in primary and secondary school) has increased significantly over the last 15 years. Many of these services now deliver a whole family approach model and work within schools, in addition to providing respite opportunities, social opportunities and emotional support.

Conversely, support for young adult carers has been limited or entirely absent. However, this absence has been recognised by both the government and the voluntary sector and along with an increased understanding of the specific needs of this group has recently begun driving an increase in services for young adult carers. For example, the Carers Trust's About Time programme of work, funded by the The Co-operative Charity of the Year, is grant funding the development of over 50 UK projects devoted to supporting young adult carers as they transition into adulthood.

Why it's important for your college to support young adult carers

“When I was at school, teachers knew about my mum, but they didn’t do much to help me; I don’t think they really believed what I did. Most of my friends didn’t get it either. They took the mickey out of me, they thought it was a joke. So when I started at college I decided to keep it to myself. I thought no one would help me, so why bother telling them?”

Young adult carer

There are likely to be significant numbers of students at your college who are carers; some will be unknown to services, some may have recently become carers and some will have been caring for many years.

While young adult carers can gain a range of positive skills, characteristics and capabilities as a result of their caring responsibilities, the difficulties young adult carers experience as a result of their caring role can have a significant negative impact on their health and wellbeing, relationships, education and future careers and life chances. Remaining and succeeding at college can therefore be a huge challenge.

Retention

From an early age, caring responsibilities can impact on whether a young person can maintain their education. Research by The Children's Society found that around one in 20 young carers misses school because of their caring responsibilities (The Children's Society, 2013).

Research conducted for Carers Trust on young adult carers and employment, college and university (Sempik, J and Becker, S 2013, 2014 and 2014a) found that the drop out rate from degree courses among young adult carers was four times the national (UK) average. The challenges of remaining at university are seen in the findings from a study of student carers carried out by the NUS which revealed that only 36% of student carers felt able to balance their commitments (such as work, study and family/relationships), as compared with 53% of students who did not have caring responsibilities (NUS, 2013).

A report by the Audit Commission, found that the likelihood of young adult carers aged 16–18 not being in education, employment or training for six months or more, was twice that of their peers (Audit Commission, 2010).

Achievement

Disadvantage can start early, with young adult carers having significantly lower educational attainment at GCSE level. In Oxfordshire, the local authority collected data on the attainment and school attendance of pupils with caring responsibilities and found a clear educational attainment gap for young carers (Carers Trust, 2012). Research by The Children's Society found that young carers have significantly lower educational attainment at GCSE level, the equivalent to nine grades lower overall than their peers, that is, the difference between nine Bs and nine Cs (The Children's Society, 2013).

It is important therefore for colleges to understand the specific needs of this student group and the impact of caring upon their education if support is not in place. By ensuring the early identification of young adult carers in your college and implementing support across the student life cycle, those who may be more likely to drop out, or who are at risk of not fulfilling their potential, are much more likely to remain in college, succeed and make a successful transition into higher education, further training or the workplace.

Government guidance²

Care Act 2014 (England)

The Care Act 2014 (which comes into force in April 2015), simplifies, consolidates and improves existing legislation, 'putting carers on an equal legal footing to those they care for and putting their needs at the centre of the legislation' (Secretary of State for Health, 2013). Under the Care Act 2014 and the Children and Families Act 2014 a carer is recognised as someone who provides or intends to provide care for an adult or child.

There is a new duty on local authorities to ensure that carers receive an assessment on the appearance of need for support, regardless of their financial resources or those of the person that they care for. The assessment must consider whether the carer is willing, and able, to continue to care and have regard to whether the carer is working, training or in education, or wishes to do so.

The Care Act also addresses the transition period between being a 'young carer' (a carer under 18) and an 'adult carer'. A local authority must provide a transition assessment for young carers and should help raise their aspirations and support them to achieve the outcomes that matter to them.

Local authorities must cooperate with relevant external agencies including local general practices, housing providers and educational institutions. This duty is reciprocal. Where a young person or carer wishes to attend a higher or further education institution, local authorities should help them identify a suitable institution as part of transition planning (if they have not done so already). Once an offer has been accepted, local authorities should ensure the relevant

2 This guidance applies to England only

institution is made aware as soon as possible of the young person's or carer's needs and desired outcomes and discuss a plan for meeting them.

For more information on the Care Act 2014 see **www.carers.org/care-act**.

The full Care and Support Statutory Guidance can be accessed at **www.gov.uk/government/uploads/system/uploads/attachment_data/file/366104/43380_23902777_Care_Act_Book.pdf**.

Life as a young adult carer

The following examples provide insight into life as a young adult carer. There is no typical example as all young adult carers will have a caring role that is particular to them and that fluctuates. However, these examples will be particularly useful to staff who have little knowledge or experience of caring, or of the practical demands that this places on a young adult's life.

Carmel

Carmel is 17. She lives with her mum and dad, grandma and younger brother who is 13. Carmel's mum was diagnosed with liver cancer two years ago and her dad isn't coping well with looking after her mum and her grandma. He is unemployed and struggling to find another job. Carmel's grandma is elderly and struggles with her sight, hearing and mobility. Carmel takes on a large part of the caring role for her mum in particular. The family have few support networks as they moved to the area about five years ago. Carmel feels well supported by staff at the college where she is studying for a health and social care qualification at level 2 as well as GCSE English and maths.

- 6.30am** Carmel gets up, gets ready for college and prepares a packed lunch for herself, her dad and brother and a sandwich lunch for her mum and grandma.
- 7.15am** Carmel prepares medication for her mum with strict instructions about when to take tablets. She writes a reminder that her mum has a hospital appointment that day and that she will be home to go with her.
- 8.30am** Carmel leaves the house with her brother, having checked he has all his books and has finished his homework. She walks him to school and carries on to college.
- 9.00am** Carmel arrives at her first lesson. She struggles to concentrate because of worrying about the outcome of her mum's hospital appointment later that day.
- 10.00am** Carmel rings her mum just to remind her that she will be coming home at 2.30pm to go with her to the hospital. She speaks to her dad as well to find out whether he is going to the job centre later that day and whether her grandma will be alright alone.

(continued)

- 12.30pm** Lunch time. Carmel can't eat her lunch due to her anxiety about her mum's appointment today and what the doctors might tell them.
- 2.30pm** Carmel arrives home from college having had to leave halfway through a lesson. She had let the tutor know the day before and he was supportive. He offered to help with catching up later on.
- 3.00pm** Carmel sits with her mum while waiting to see the doctor who is running late. They talk about what Carmel did at college that morning and how supportive the tutor was.
- 5.00pm** Carmel and her mum arrive home. They are upset because her mum needs more chemotherapy. They have struggled through the first series of treatments and don't want to go through it again. Carmel doesn't know who to turn to for advice.
- 5.30pm** Carmel prepares dinner for the family. Her dad is despondent because there were no suitable jobs to apply for and they are threatening to stop his benefits. He is wrapped up in his own troubles and doesn't offer much support to Carmel's mum. Carmel sits with her mum and comforts her.
- 6.00pm** Carmel spends a lot of time explaining to her grandma what the doctors said. She's not sure whether her grandma has properly understood everything.
- 7.00pm** The family eat dinner in silence. Carmel's mum is depressed and Carmel doesn't know what to say and she is really tired. Because her grandma can't hear very well it is hard for her to join in. Carmel helps her grandma to eat her dinner by cutting it up and feeding her occasionally but her grandma likes to do it herself and gets angry with her.
- 8.00pm** Carmel helps her mum into bed. She undresses her and makes sure she is comfortable. She gives her mum her medication before she settles down.
- 8.30pm** Carmel talks to her dad about the Job Centre and what it was like going there today. He is very despondent but tries not to let on to Carmel. He's going again the next day to try again. He says to Carmel that they might have to think about finding a care home for her grandma as they can't cope with looking after her as well as Carmel's mum.
- 9.30pm** Carmel sits down to read the notes from the lesson she left early today. She starts the first homework assignment but falls asleep half way through it.
- 11.00pm** Carmel wakes up and goes to bed, after checking that her mum and grandma are both asleep.

Craig

Craig is 17. He cares for his mum who has bipolar disorder and his dad who developed Parkinson's disease at the age of 35, a condition that has rapidly advanced. Craig has a younger sister who is 12 and he makes sure she goes to school and tries to discourage her from hanging around in the evening with a group of friends who might get her into trouble.

Craig has been caring for his mum from the age of 12 and more recently for his dad as his condition has worsened. He feels resentful, angry and tied down by his family responsibility. He is also lonely and sees his friends spending time together after college when he has to meet his sister out of school and come home and check that his parents have everything they need.

Craig's mum's state of mental health fluctuates greatly and although there is some pattern to it, every day is different in terms of her support needs. This has made it difficult for social services to provide effective care.

Craig is interested in construction and has started a study programme at his local college, beginning with a level 1 in plastering. He is reluctant to think about his long-term prospects as going to university would mean moving away from his family. He is studying for his functional skills level 2 in English and maths having failed these GCSEs at 16. He sees his failure as the result of his time away from school, looking after his parents. Being a carer has greatly affected Craig's attendance at school and ability to meet deadlines. He regularly tries to do his homework late at night and often falls asleep while doing so.

Although Craig's dad can manage his own medication, Craig likes to check with him every day that he has taken the right tablets at the right time. He helps him to dress, to wash and to eat his meals, as his father's hands shake so much. He feels responsible for both his parents' and his sister's welfare. He spends time every day talking to his parents about their day. He realises that his parents' struggle with their health is impacting on their relationship and worries that his parents might separate. He also realises that his parents feel guilty about relying on him. Craig is worried that he might inherit their mental and physical health difficulties as he grows up.

Craig finds it hard to stay positive about his future. He is enjoying his college course but can see he will still struggle to complete the work because of his responsibilities at home. However, the support at college seems better than at school. He feels they treat him more like an adult and show greater understanding of the impact of his parents' needs particularly on his college work.

"I love my parents and my sister and I will do everything I can to make sure they stay well and safe but it's really hard. I'm tired a lot of the time and my college course is hard work. But I am really enjoying the course and knowing I'm learning some practical skills keeps me going, it gives me hope for the future, getting a job and being able to support my family as well as have more time for myself."

Developing policy and a college commitment to young adult carers

Developing policy for young adult carers

It is important for colleges to embed as well as promote support for young adult carers. All colleges should have a clear policy for young adult carers, either in the form of a separate policy or by integrating student carers into existing policies. At Central College Nottingham for example, carers are cited in various college policies, including the Equality, Diversity and Inclusion Policy, the Additional Learning Support Policy and the college Tutorial Policy where being a carer is cited as one of the indicators of students being potentially at risk.

A commitment to supporting young adult carers

Developing a college commitment to young adult carers is a good starting point for the development of policy and support mechanisms and can be included in college promotional literature to highlight to students and potential students the support available for them.

Calderdale College's commitment to identifying and supporting young adult carers

Calderdale College recognises that learners who are young adult carers may wish to access support to ensure they achieve their maximum potential during their studies. To ensure this happens the college will provide the following support package to young adult learners who wish to participate:

- Provide a way for young adult carers to self-refer for support.
- Provide a named contact in the college Advice and Guidance Team.
- Ensure a Support Menu is available for young adult carers.
- Publicise the Support Menu on the college virtual learning environment.
- Maintain a confidential record of the individual support package.
- Provide an annual report on young adult carer destinations.
- Enable staff to access online training in the support of young adult carers.

(continued)

- Develop a cross college support network for staff teaching young adult carer learners.
- Enable collaborative working with Calderdale Young Adult Carer Support Workers.
- Enable Calderdale Young Adult Carer Support Workers to work in college at events and enrolments.

This commitment was developed by Calderdale College with support from Calderdale Carers. It is being promoted on the college's website so it is available to current students, prospective students and staff.

Developing approaches for supporting student carers

Multi-agency work and a whole family approach

Improved support for the student's family can help reduce caring responsibilities for the young adult carer. Colleges can assist by helping students to access support for their family from:

- Adult social care.
- Health services.
- Carers services.

Colleges can support students to request an assessment of their needs as a carer from their local authority which will take into consideration the needs of the whole family, including any siblings who are caring.

A local carers service will be able to support with assessing the student's needs in relation to their caring and if necessary, initiating support for their family.

Colleges can initiate or help students to access wider support from local services, for example a local young adult carers service, or counselling service.

“When I was 16 I was doing a course at college. It was going okay, but then other things started to go wrong – I broke up with my boyfriend and I got in trouble with the police. I didn’t know what to do so I just dropped out. Marie [at the young adult carers group] really helped me though. She helped me to sort stuff out, and came into college with me. I’m on another course now and it’s going good.”

Young adult carer

A family focussed approach to learning

Learning as a family and developing a family focused approach to learning are effective ways of engaging and motivating carers and their families, many of whom would not usually participate in learning.

A family focused approach to learning offers a holistic approach, taking account of the personal circumstances of individual young adult carers and the impact of engagement in learning on other areas of their life. It particularly recognises the wide range of caring responsibilities that young adults may face, including the

amount of time that they care for a family member, the pattern of care, who they care for, the type of care that they provide and the impact that this could have upon their learning. It also recognises the distinct challenges faced by young adult carers as they make the transition to adulthood and independence.

In practice, this may involve a learning provider working with a family to identify a suitable course for a young adult carer, and putting arrangements in place to ensure that alternative care is available while the young adult is engaged in learning. Alternatively, it may look at the learning needs of other members of the family, or as a family learning together. This is a personalised approach that provides young adult carers and their families with choice, control and, crucially, flexibility.

A whole organisation approach

Colleges are comprised of a number of departments and deliver their provision through a range of policies, processes and approaches. A whole organisation approach seeks to ensure that the needs of young adult carers are actively considered and catered for at all levels, across all departments and by all staff within a college.

By developing a whole organisation approach, the needs and experiences of young adult carers will be actively considered and catered for at all stages of contact and engagement – from recruitment and marketing, through to enrolment, support, delivery and progression.

York College

York College is a further education college based in the City of York which supports around 100 young adult carers every academic year. Through its broad definition of caring and flexible approach, York College has developed an effective and person-centred approach to supporting young adult carers to stay engaged and progress in education. This includes monthly drop-ins run by the York Carers Centre; a young adult carers group which includes social time and peer support; using its discretionary fund to support young adult carers financially; and pastoral support from tutors and other staff, including one-to-one sessions and access to a free confidential counselling service.

One of the key elements of support which the college provides is the Young Carer's Card. This is a City of York initiative which was instigated by the Youth Council. Having been identified at college, young adult carers are given a card which they can show to their tutors or other support staff. This helps staff to recognise that the student may require additional support and flexibility around deadlines, without the carer having to explain their story multiple times. This is crucial in enabling young adult carers to access the support they need and has helped some carers to overcome fears about declaring their caring responsibilities to staff.

Top tips for colleges and college staff supporting student carers

“If I was told that I couldn’t have my phone on I would just leave college – my mum needs to be able to contact me quickly in an emergency.”

Young adult carer

- Encourage disclosure and offer easy ways for student carers to self-identify.
- Listen to the young adult carer (the young adult carer is the expert on their own situation).
- Consider the student’s privacy when sharing information about their caring role and family situation.
- Work with individual young adult carers to identify additional learning needs and skills gaps.
- Explore flexible attendance for young adult carers to fit with caring responsibilities.
- Offer extra time to complete coursework, assignments and exams if and when a crisis situation occurs.
- Allow the use of mobile phones. This can alleviate concerns over the person they are caring for and ensures students can be contacted quickly in an emergency.
- Enable students to learn from home if their responsibilities prevent them from getting to college.
- Develop peer support networks and groups for young adult carers.
- Provide support to deal with emotional and behavioural difficulties.
- Provide young adult carers with The Really Useful Book of Learning and Earning for Young Adult Carers (NIACE, 2014).
- Provide personalised and holistic support or signpost to relevant services.
- Ensure that provision is family focused and that parents who are being cared for can engage with the college and with their child’s learning.

A self-assessment checklist for supporting student carers in your college

Recommendations for your college	Implemented (✓)
1 Establishing a solid foundation of support for young adult carers within your college	
Develop and promote a commitment for student carers	
Establish a policy for young adult carers or integrate the commitments to young adult carers into existing policies	
Appoint a college lead/champion for young adult carers with the role of overseeing the implementation of policy	
Provide awareness training on young adult carers for all relevant members of staff, to include personal tutors, student support, and recruitment/admissions staff (perhaps through your college's equality and diversity training)	
Work with your local authority to enable them to fulfil their legal duties to young adult carers under the Care Act 2014	
Incorporate the support your college provides for carers into your local authority's strategy for carers and young carers	
Monitor the number of students entering the college with caring responsibilities	
Ensure that when equality impact assessments/analysis are carried out that indirect discrimination to student carers is considered	
2 Promoting your college to young adult carers	
Develop information promoting support for young adult carers at your college	
Develop partnership work between your college and a local young carers or young adult carers service	

(continued)

Recommendations for your college

Implemented



3 Applications and admissions	
Identify young adult carers during the applications and admissions process	
Offer flexibility with entry requirements for young adult carers	
Provide information and advice for applicants who are carers at open days and in your college prospectus and website	
4 Student support	
Offer flexibility to young adult carers with attendance and coursework	
Publicise and promote support for student carers in a variety of ways, including through the college intranet, website, internal mailings, prospectus and other literature (student handbook) and Student Services	
Provide details of the relevant staff for young adult carers to contact at your college and in your college prospectus	
Provide training for relevant staff on carers' issues and the specific needs of students who are carers	
Ensure personal tutors are aware of carers and what types of support and flexible approaches can be offered	
Provide information and advice on financial matters for young adult carers	
Provide ongoing opportunities for identifying student carers and encouraging self-identification	
Support the transition of young adult carers from school to college, and from college to higher education and the workplace	
Implement a student mentors/student representatives scheme for new students who are carers	
Develop partnership work between your college and a local young carers or young adult carers service to enhance support for student carers	
Prioritise young adult carers for receipt of the 16–19 Bursary and other learner support funds	
Support students to request an assessment of their needs as a carer from their local authority	
Signpost or refer students to a local carers service	

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Due to the sensitive nature of our work we have changed the name of the carers and those they care for, in this resource.