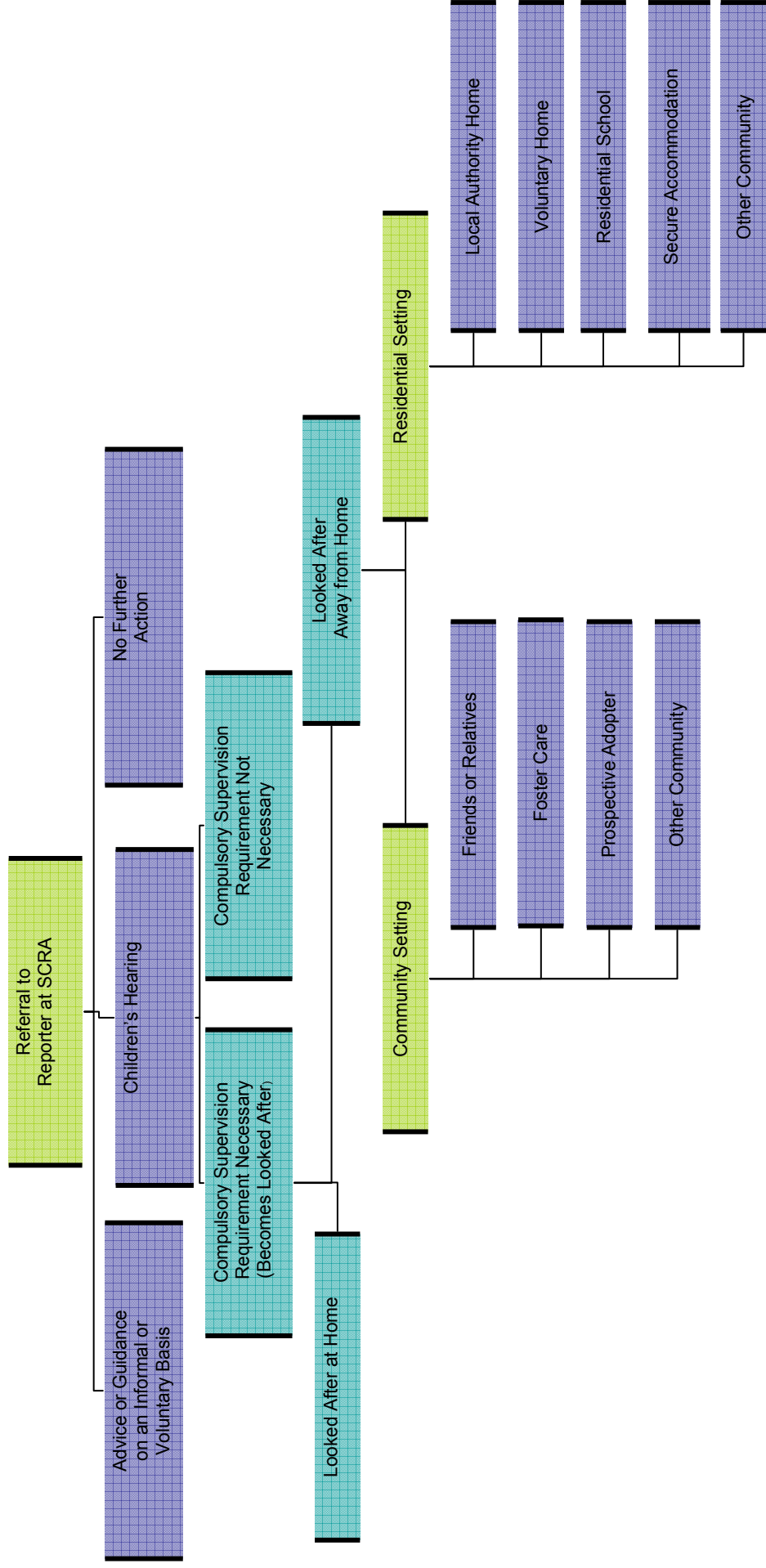


Appendices

APPENDIX 1

THE JOURNEY FROM REFERRAL TO BECOMING LOOKED AFTER



APPENDIX 2
5-14 CURRICULUM ATTAINMENT TARGETS

Level A	Should be attainable by all Pupils by P3
Level B	Should be attainable by all Pupils by P4
Level C	Should be attainable by all Pupils by P6
Level D	Should be attainable by all Pupils by P7
Level E	Should be attainable by all Pupils by S2

(Adapted from: 5-14 Attainment in Publicly Funded Schools 2001/2002, Scottish Government, 2002e)

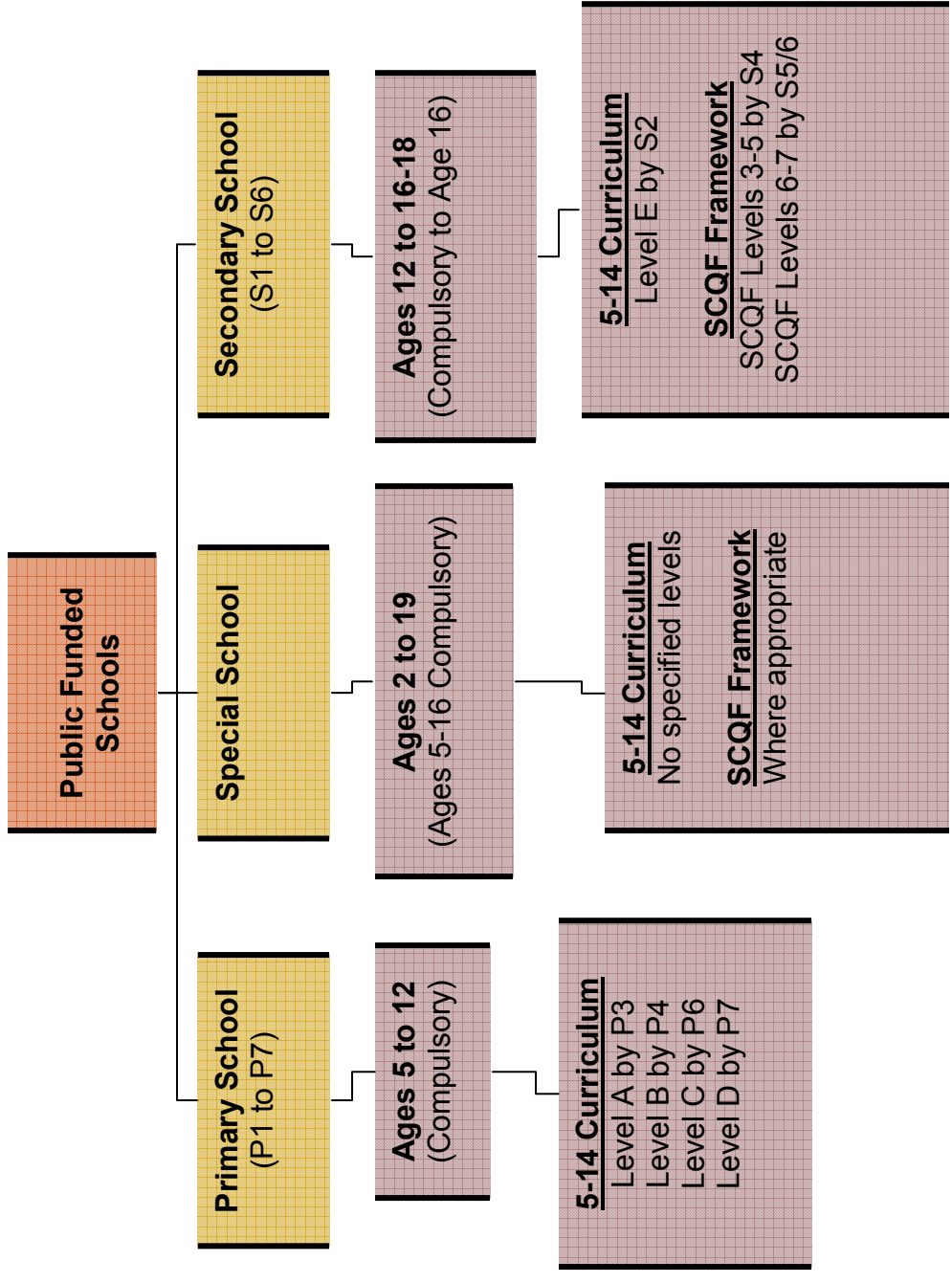
APPENDIX 3

THE QUALIFICATIONS FRAMEWORK IN THE UK

<u>Main stages of education / employment</u>	<u>The Scottish Credit and Qualifications Framework</u>	<u>England, Wales & Northern Ireland National Qualifications Framework</u>	<u>National Framework of Qualifications for Ireland</u>
Qualifications can be taken at any age in order to continue or return to education or training	Level 1 Access Level 2 Access, NPA, National Certificate Level 3 Access, Foundation Standard Grade, NPA, National Certificate	Entry level Entry Level Certificate, ESOL skills for life	Level 1 Level 1 Certificate Level 2 Level 2 Certificate
Secondary education Initial entry into employment or further education	Level 4 Intermediate 1, General Standard Grade, SVQ 1, NPA, National Certificate	Level 1 NVQ, VRQ, GCSEs at grade D-G, ESOL skills for life	Level 3 Level 3 Certificate, Junior Certificate
Continuation of secondary education. Progression to skilled employment. Completion of secondary education	Level 5 Intermediate 2, Credit Standard Grade, SVQ 2, NPA, National Certificate	Level 2 NVQ, VRQ, GCSEs at grade A*- C, ESOL skills for life	Level 4 Level 4 Certificate, Leaving Certificate
Entry to higher education Qualified/Skilled worker	Level 6 SVQ 3, PDA, NPA, Higher, National Certificate	Level 3 NVQ, VRQ, A Level	Level 5 Level 5 Certificate, Leaving Certificate
Specialised education and training	Level 7 Advanced Higher, PDA, Higher National Certificate, Certificate of Higher Education	Level 4 NVQ Level 4, HND	Level 6 Advanced Certificate, Higher Certificate
Entry to professional graduate employment	Level 8 Higher National Diploma, SVQ 4, PDA, Diploma of Higher Education Level 9 Ordinary Degree, PDA, Graduate Diploma/Certificate	Level 5 NVQ Level 4	Level 7 Ordinary Bachelor Degree
Intermediate / higher education Advanced skills training	Level 10 Honours Degree, PDA, Graduate Diploma/Certificate	Level 6 NVQ Level 4	Level 8 Honours Bachelor Degree, Higher Diploma
Professional or postgraduate education or employment	Level 11 SVQ 5, PDA, Masters	Level 7 Fellowships, NVQ Level 5	Level 9 Masters Degree, Post-graduate Diploma
	Level 12 PDA, Doctorates	Level 8 Highly specialist Diploma from a professional body	Level 10 Doctoral Degree, Higher Doctorate

(Qualifications Across Boundaries, 2007)

APPENDIX 4
THE PUBLIC FUNDED SCHOOL SYSTEM IN SCOTLAND

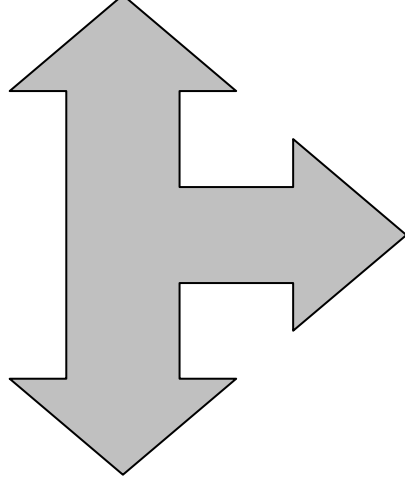


APPENDIX 5

DATA ANALYSIS MODEL

PERSONAL DETAILS

- ◆ Name
- ◆ Date of Birth
- ◆ Gender
- ◆ Ethnic Origin



PLACEMENTS

- ◆ Received into care date
- ◆ Age on becoming looked after
- ◆ Age on discharge from care
- ◆ Placement Types (At home, residential care or foster care)
- ◆ Number of placements
- ◆ Length of time in care
- ◆ Discharge destination
- ◆ Primary Reasons for becoming looked after

SCHOOL

- ◆ Exams presented for by SCQF level
- ◆ Exams sat by SCQF level
- ◆ Exam passes by SCQF level
- ◆ Attainment of English and Maths at SCQF level 4 or above

APPENDIX 6

CORPORATE PARENT INTERVIEW SCHEDULE

1. Is there a policy concerning the education of children looked after by the local authority?
2. If so, when was it implemented?
3. Which department's contributed?
4. Who has responsibility for the policy?
5. Has the policy been reviewed?
When is it scheduled to be reviewed?
6. How is the policy monitored?
7. Does the local authority have specific targets in respect of the education of looked after children?
8. If so, how does the authority plan to meet these targets?
9. Are these targets monitored and reviewed?
10. How is this policy translated into practice?
11. Do elected members play a role in the overall responsibility for the education of the looked after population?
12. What joint working arrangements exist between education and social work services in relation to the looked after population?
13. Is there a strategy for how social work and health should communicate with each other in terms of the looked after population?
14. How are objectives/ targets for the looked after population communicated to relevant parties?
15. Are there compatible IT systems in place within education and social work to allow for information sharing in relation to looked after children?
16. Who has access to information pertaining to the looked after population?
17. What is this information used for?

18. How are looked after children involved in the planning and decision making in relation to their education?

19. How does the local authority acknowledge and promote the achievement of looked after children?

APPENDIX 7

PRACTITIONER FOCUS GROUP SCHEDULE

1. Generally, are children who are looked after treated differently?
2. Do you think less is expected educationally of looked after children?
If so, by who?
3. Who do you think in a school needs to know a child is looked after?
4. Do the following affect the educational outcomes of looked after children?
Length of time in care
Reason for becoming looked after
Gender
No of placements
Type of placements
5. Are looked after children excluded more from school?
6. Does the local authority have a policy that encompasses the education of looked after children?
7. When was it implemented?
8. Which department's contributed?
9. Who has responsibility for the policy?
10. Are children involved in planning and decision making about their care?
11. Are young people involved in decision making in respect of their education?
12. How does the local authority promote the achievements of looked after children?

APPENDIX 8A

LOOKED AFTER CHILDREN INTERVIEW SCHEDULE

A: General Information

1. How old are you?
2. Are you male or female?
3. Are you disabled or do you have a health problem that affects your daily life?
If so, does this affect your education?
4. Do you attend school, if so, where?
5. How long have you been looked after?
7. Where do you live?

B: School Experience

7. Do you enjoy school? Why?
8. How often do you go to school?
9. Do you have friends at school?
If so, do you see these friends outside of school?
10. Have you ever been bullied at school?
Did you tell anyone?
If yes, whom did you tell?
Did this stop the bullying?
11. Do you want to say anything else on bullying?
12. Have you ever been excluded from school?
If so, why do you think you were excluded?
What do you think would have helped you stay in school?

C: Access to Resources and Support

13. In your area, are there any after school clubs and/or activities?
If so, do you attend any of these?
14. In your area are there any homework clubs?
If so, do you use them?

15. Where you live, do you have somewhere quiet to do your homework?
If so, do you use it?
17. Where you live, do you have access to a computer?
If so, do you use it?
17. Where you live, are there books that you can access?
If so, do you use them?
18. Do you have help in catching up with schoolwork if you need it?
If so, who helps?
19. Is there a member of staff at school you can talk to?
If yes, who is it?
20. Does your foster carer/ key worker do the following-
Help you with school work
Ask you about school
Contact your school on your behalf
Attend parent's evenings
21. Does your social worker do the following-
Talk to you about school
Ask your views about education
Contact your school on your behalf
21. Who do you think is proud of your achievements?
22. Do you think people treat you differently at school because you are looked after?
Who treats you differently?
Is this Good or bad?

D: Affect being Looked After has on Education

23. Who do you think in school needs to know you are looked after?
24. Do you know what information about you has been given to your school?
25. Did anyone help you work out what you wanted to tell people at school about where you live?
If yes, who?
27. How many times have you changed school because where you live has been changed? (placement changes)

28. Do you think teachers expect less of you because you are looked after?

29. Are there other things which affect how you are treated in school e.g. culture, language, religion or because you are a boy or girl or are disabled?

30. Is there anything else you would like to talk about?

APPENDIX 8B

CARE LEAVER INTERVIEW SCHEDULE

A. General Information

1. How old are you?
2. Are you male or female?
3. How would describe your ethnic background?
4. Are you disabled or do you have a health problem that affects your daily life? If so, please explain.

B. Looked After Experience

5. How long were you looked after for?
7. What kind of placements did you have?
7. How many placements did you have?
8. Why were you taken into care?
9. How many social workers and key workers did you have over the period you were looked after?
10. Did you have a carer, social worker or key worker that you could talk to?

C. Educational Experience

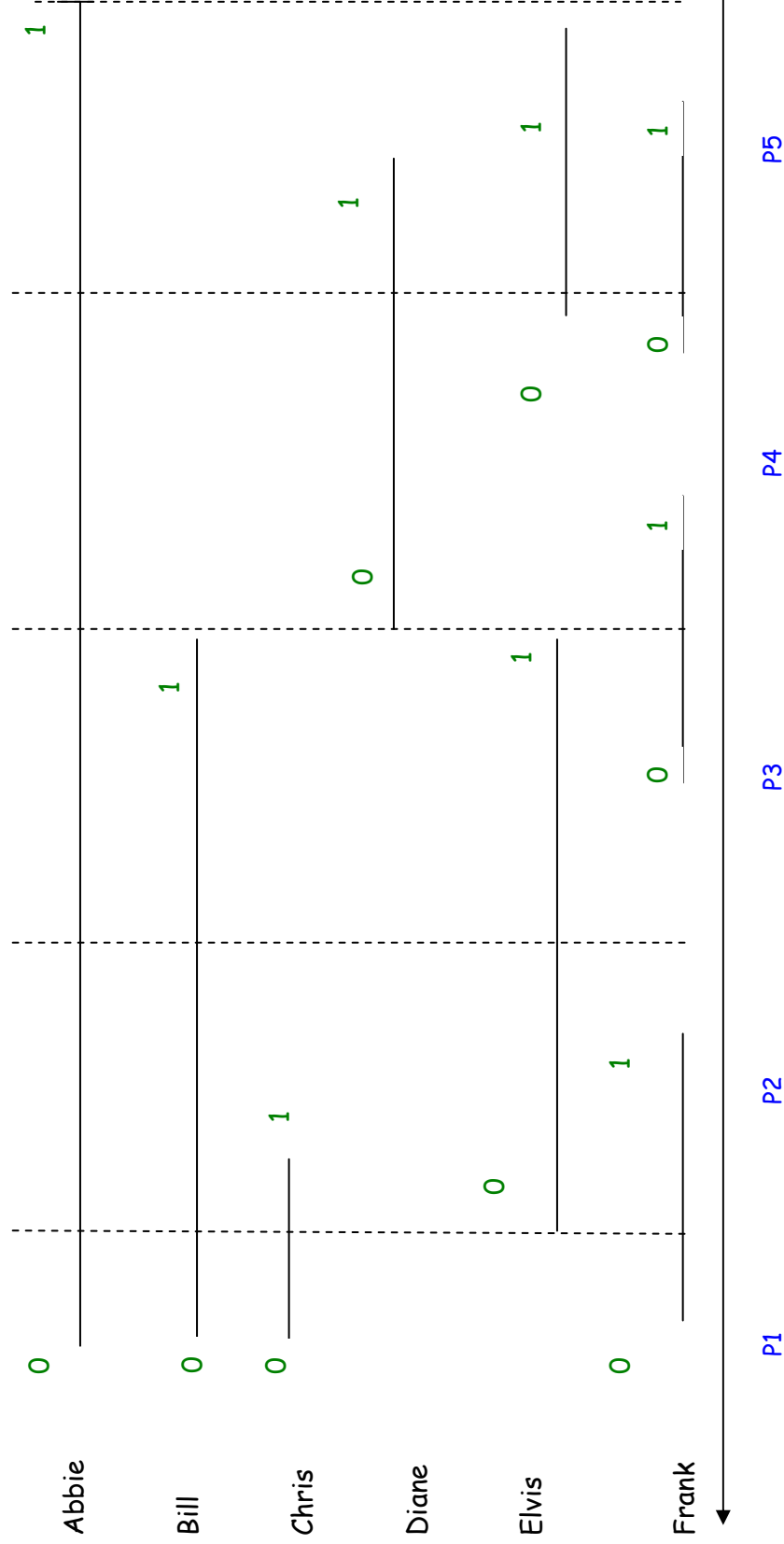
11. Which school(s) did you attend?
12. Did you like school? Please explain why.
13. How often did you go to school? Please explain why.
14. Were there members of staff at school you could talk to?
15. Do you think teachers expected less of you because you were looked after? Why?
17. Do you think people treated you differently at school because you were 'looked after'? Why?
17. Were you ever excluded from school? If so, how many times?

18. What were the reasons for you being excluded?
19. Do you think you deserved to be excluded?
20. Are there any other things that affected how you were treated in school?
(e.g. because of your culture/ language/ race / religion or because you are male or female or disabled)
21. Is there anything else you would like to tell me about your experience at school?

D. After Care

22. What age were you when you were discharged from care?
23. Were you given help to find somewhere to live when you were leaving care?
24. Who helped you?
25. Where did you first live when you left care?
27. Where do you live now?
28. Did you/ do you have a job?
29. Do you still meet regularly with a social worker or key worker?
30. Now that you have left care, do you get enough support from social work?
31. Who helps you if you have problems?
32. Is there anything else you would like to share with me about being looked after?

APPENDIX 9
CENSUS CRITERION DIAGRAM
6 EXAMPLES OF CHILDREN WHO MET THE RESEARCH CRITERIA



Coming into care

End of Study

0 = Received into care
 1 = Discharged from care

P1 = pre 31/03/01
 P2 = 01/04/01 - 31/03/02
 P3 = 01/04/02 - 31/03/03
 P4 = 01/04/03 - 31/03/04
 P5 = 01/04/04 - 31/03/05
 P6 = Post 01/04/05