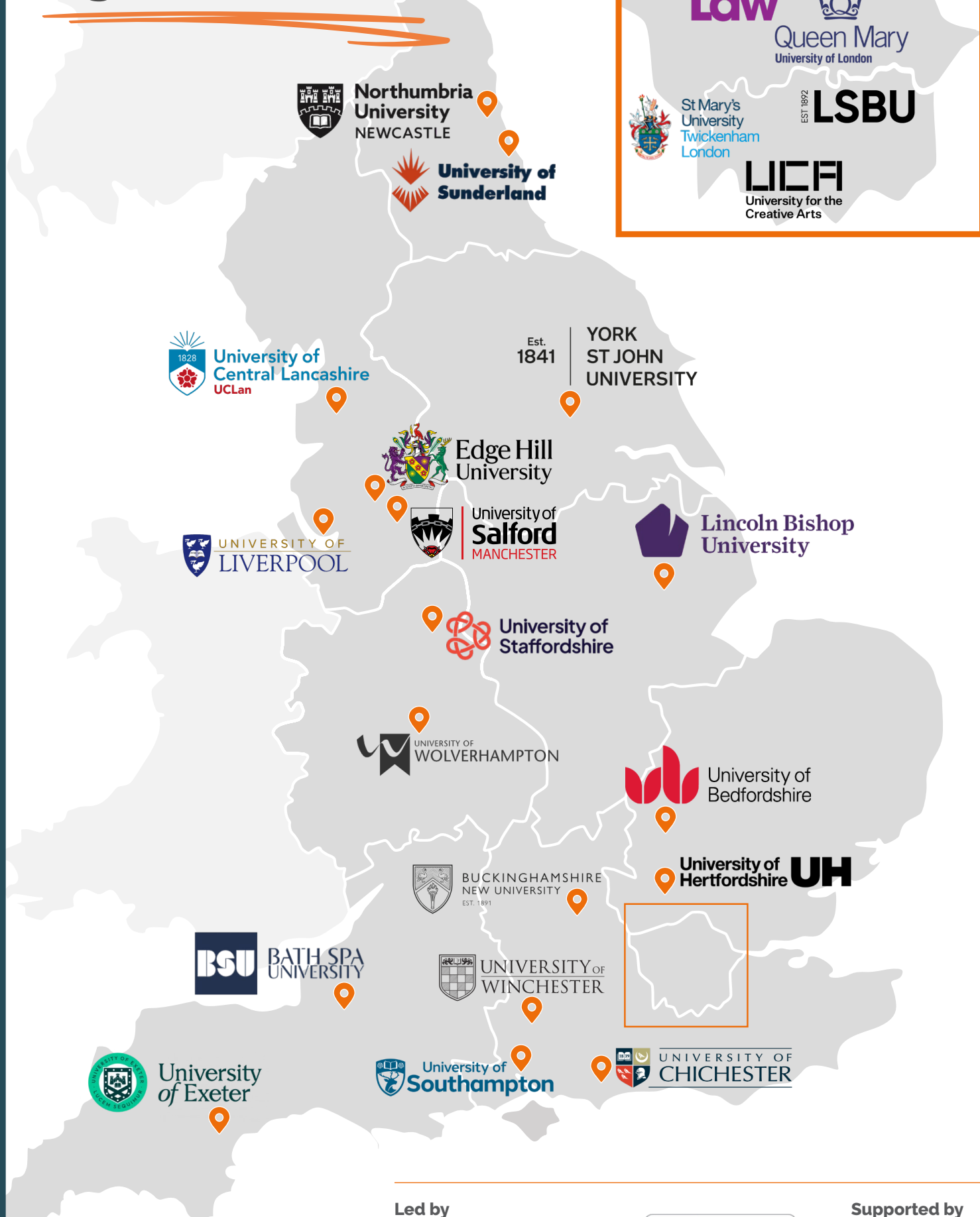


Driving Change in Higher Education



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Driving Change universities are...

Raising the profile of young adult carers

by including commitments to students with caring responsibilities in strategic plans and key policies, helping to embed a whole-organisation approach to improving support.



Improving early identification of young adult carers

to ensure that support is offered as they start university, and to encourage ongoing identification.



Increasing staff awareness of challenges faced by young adult carers through training and other activities, building staff confidence in identifying and supporting young adult carers effectively.



Creating named carers leads,

providing a first point of contact for student carers and ensuring consistent support across the whole university.



Involving young adult carers in developing and reviewing support, and introducing new opportunities for feedback to ensure support meets their needs.



Providing support to help young adult carers sustain and complete their course, including:



Access to financial support via a specific young adult carer bursary or by adding carers to existing funding priorities

Considerations and reasonable adjustments for young adult carers such as extensions to assignment or assessment deadlines, study breaks at times of crisis

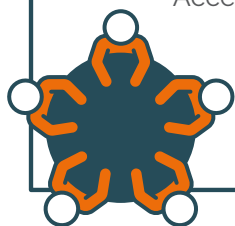


Development of Carer Passports for students to share information about their caring responsibilities and support needs as part of a 'Tell Us Once' approach

Access to **priority parking** permits



Young adult carer peer **support groups** and dedicated careers support.



Establishing or strengthening working links with local carers services

including inviting carers services to freshers events, and working in partnership to deliver bespoke young adult carer activities that provide a more informal experience of HE.



Improving communication and information sharing between university departments, helping to create a whole-university approach to supporting young adult carers.



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