



Young Care Leavers Creativity Works Project

Evaluation Report

1. Context

Young Care Leavers (YCLs) can face some additional challenges as they transition from care and begin to consider their future education and career options¹. It is recognised that YCLs may need additional support to successfully manage transition from care, plan and realise their future aspirations². It is known that Care Leavers are a significantly underrepresented group in terms of accessing higher education^{3,4}. There is national recognition that more needs to be done to encourage and support care experienced leavers consider progression to higher education as a viable future pathway⁴.

This paper therefore reports the evaluation of a pilot outreach intervention which used exposure and engagement through creative methods, and the use of a non-traditional education space, as a potential for engaging Young Care Leavers (YCL) as they transition from care and supporting their personal development and stimulating interest in potential education futures and/or careers.

2. Purpose and Aims

The overall purpose of the evaluation was to obtain insight and understanding of the benefits into how a creative based programme, with a group of young people from a known underrepresented population in higher education, can be used as a platform that might help towards raising awareness of different education pathways / career options which might include consideration and progression to higher education.

Other aims included,

- Appreciating how a project-based creative based programme can be applied to generate effective engagement with a key target audience and potential lessons learned for applying to a range of other activities that the contributing partners might support.
- Gaining insights into the interactions and dynamics between all participants (participants and facilitators), language used and other communication expressions which might then help sensitively inform design and planning of any future related activities for the target audience.
- Identify any knowledge and skills gained by participants which might then be used as a potential platform for linking to and promoting awareness of potential education and career aspirations, relevant to their needs and interests.

Given that the exploratory nature of the programme, it was not possible or appropriate to determine fixed expected outcomes. However, to guide the evaluation, and also with the intention of being able to indicate whether the approach used might be replicable for future interventions, the following indicators of success were identified as being relevant.

¹ Ofsted 2022 'Ready or Not' care leavers views of preparing to leave care available at <https://www.gov.uk/government/publications/ready-or-not-care-leavers-views-of-preparing-to-leave-care/ready-or-not-care-leavers-views-of-preparing-to-leave-care>

² Jackson, S. and Cameron, C. (2012a) 'Leaving care: Looking ahead and aiming higher', *Children and youth services review*, 34(6), pp. 1107-1114. doi: 10.1016/j.chilyouth.2012.01.041.

³ Lewis, E., Williams, E., Lewis, P. and Allison, D. (2015) 'Success4Life: An aspirational programme for looked after children', *Widening participation and lifelong learning*, 17(4), pp. 116-127. doi: 10.5456/WPLL.17.4.116

⁴ Office for Students Care experienced students and looked after children available at <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/care-experienced/>

- Whether involvement in the programme might increase the participants' interest in and participation in Lancashire County Council's Care Leavers Forum.
- Whether the design and delivery of the programme can be scaled and replicated as a workable model.
- Whether the involvement in the programme increases interest in self (or supported referral) by participants for a sustained involvement with Creativity Works, which might also include undertaking education qualifications provided.
- Whether the model used generates sufficient knowledge and skills acquisition for participants that can then be mapped and linked to awareness raising and promotion of potential education pathways which participants find relevant to their future needs.
- How best to plan, design and the best timing for presenting the delivery of potential follow-on activities which might include consideration and progressing to higher education.

3. Evaluation Approach, Data Collection and Analysis

An exploratory evaluation approach was used. This is an approach where the intention was to gain some insights and rapid feedback from designing and implementing a new approach, considering whether the approach is scalable and if so, help then inform more certain design and more rigorous evaluation with any future iterations.

The main mode of data collection was through records of attendance, co-participant observation, semi structured interview with participating partners, feedback gained from participants during an end of programme wrap-up session and review of materials produced during the programme i.e., flip charts, notes.

The co-participant approach involved a member of the Future U delivery team, with experience of supporting and delivering interventions with young people, attending, and participating in the programme. By participating with the other staff in guiding the delivery of the programme, the participant was able to observe interactions between participants, generate insights into the language and meaning used by participants as they engaged in the different activities and gained an appreciation of the potential significance for recognising knowledge and skill acquisition generated through the programme. Using a debriefing method with a staff member from the Future U Team with experience in research and evaluation, the observations made after each session were captured and collated into an individual session record. An observation template which reflected potential knowledge and skills that participants exhibited during the programme was completed each session.

Qualitative approaches were used to gain a sense and understanding of the data. Using the data recorded on the observation grid, this was indicatively mapped to the Skills Builder Universal Framework⁵ to help identify skill areas being exhibited and their potential level of application. This being useful to help plot and guide expectations and planning with any future programmes.

⁵The Skills Builder Universal Framework is a recognised benchmark of key skill areas and breaks them down into sequential steps from an initial to a higher level of mastery. For further information see <https://www.skillsbuilder.org/universal-framework>

3.1 Consent

The young people participating in the programme were asked to give their written consent to enable the evaluation. A consent information briefing, and data privacy notice were shared with the participants for them to review, consider and agree to their involvement. While seven of the participants gave their consent for personal data related to their involvement in the programme being captured, and recorded in the database used by Future U, only five of the participants gave their consent for any evaluation data related to them being included. So, while overall general observations are shared, any data specifically used related to an individual participant is only where this is where consent has been obtained.

4. Design of the Programme

4.1 Format of the Programme

The programme consisted of five, four-hour contact sessions, delivered during the school holiday summer period, over a period of five weeks. The programme was delivered in a non-traditional education/community setting with a specialism in using project-based learning and creativity methods. This environment provided the participants with access to and the use of a wide range of resources such as art & craft, hair and beauty design, music, filming and photography.

Given the needs of the participants a flexible design was used in delivering each of the sessions, with the focus on allowing the participants the flexibility and space to explore and engage in the environment. In addition, the design of the sessions was such as to support and enable development of social connections between participants, recognising the value of mutuality given that some YCLs can feel isolated in some settings. An overall intention in informing the design of the programme was an expectation that participants might use the sessions to produce a creative output which could then potentially be shared with a wider audience as part of National Care Leavers week.

4.2 Facilitation of the Sessions

Youth Leads from Lancashire County Council who had responsibility for coordination of YCLs support services took the overall lead for facilitation of the programme. On occasions, this would also be supported by a representative from the local Uni Connect Partnership programme (Future U). Education and technical support in supporting the participants to use any of the resources within the creative space was provided by Creativity Works. The level and amount of education input or support provided was guided by and responsive to the participants individual needs.

5. Findings

5.1 Participants

A total of ten YCLs participated in the programme, with two of these participants attending all five sessions, two attending four of the sessions, with one participant attending three sessions. Five YCL attended just one session. A planning assumption made at the start of the programme was that each participant's profile of attendance would be reflective of their

level of comfort and personal wishes in terms of what they were seeking to achieve from participating in the programme.

5.2 Patterns and level of interactions

All YCLs were advised at the beginning of each session of the type of the resources that were available within the creative space environment and participants encouraged to consider what they would like to try and / or use. As the programme progressed, the opening and wrap up elements of each session was used as an opportunity to encourage the participants, as a small group (or on a one-to-one basis) to consider what they hoped to achieve and how they were going to progress their developments.

As part of the first session, some time was used to engage the participants to explore how creativity-based approaches could be utilised as a means of expressing and enabling understanding of issues experienced by YCLs and what creative formats could they use to enable this. With this potential exposed, the YCLs were given the option to explore the facilities and creative formats on offer and help them make a choice about which one(s) they might wish to use.

All the YCLs appeared to be comfortable in using and exploring the facilities, with the participants visiting each of the rooms in which the different types of resources were organised, i.e., art and craft, music recording. For the participants who participated in more than one session of the programme, one participant, (who had also benefitted from a prior visit to the learning space), expressed a strong intention that they wished to produce and record music and decided to work on this independently for each of the sessions of the programme. A small group worked together to develop and produce a range of graphic design assets, such as logos and T shirts. One other participant focused on developing a dance performance. By the end of the programme, most of those participants that had embarked on either an individual or group project (n=5), were working towards or nearing a state of completion. However, a further session was organised for some of the participants to finalise some aspects of their project.

5.3 Knowledge and skill acquisition

There was indication that participation in the programme contributed to and/or supported some new technical knowledge and skill acquisition. For example, some participants were exposed to the technical aspects of music production, using high end recording equipment, and being supported with instructors with expertise in this area, while some other participants were, as part of their project, testing and using new types of graphic design software and gaining an understanding of graphic design principles.

Within the context of other core life skills which have potential relevance for world of work, such as communication, team working and personal development, there was some indication that all participants, triggered through interactions generated through the programme were exhibiting useful skills. Potentially the level of skills being exhibited could be mapped onto levels captured in the Skills Builder Universal Framework. For example, in relation to Team Working, some participants in their group interactions were exhibiting skills that could be benchmarked at Step Level 7 on the Teamworking Dimension of the Skills Framework which indicates that the participants *can 'contribute to group decision making, whilst recognising the value of other ideas'*. Similarly, in relation to communication (Listening and Speaking on the Skills Framework) there were indications that some participants were

exhibiting skills that might indicate Listening Step 4: whereby an individual '*can listen to others and can tell why they are communicating with me*'. Appendix 1 gives an indication of some of the other types of skill commonly exhibited during the programme, with this being linked to the relevant Skills Builder aspect.

During the delivery of the programme participants were supported to consider how their involvement and any new knowledge and skills that they gained could be useful as they thought about their future education or employment wishes. Participants were not necessarily interested or certain of whether or how their involvement in the programme might relate to future employment. However, facilitators were, as the programme progressed, able to help some participants on an individual basis consider potential application. For example, one participant was interested in working in social work services, and with some discussion was able to identify how through the creative project they were working on, this could translate and be potentially used as evidence for considering roles as part of a communication team within a social service focused delivery organisation.

5.4 Participants experience of the programme

As part of the wrap up session of the final day of the programme, participants were given the opportunity to respond to four questions, to share their insights into the value of the programme from their perspective. Four of the five participants who were present at the wrap-up session and who had attended more than three sessions responded. When asked what one thing could YCLs best get from participating in this activity, they each noted learning new things and the opportunity for developing new skills. One of the participants noted that 'the biggest benefit care leavers get from doing these activities, in my opinion are meeting new people and having something to be proud off' (Participant 3).

In relation to actions that the Facilitators might take to ensure that more YCLs could benefit from any future similar programmes, the four participants indicated more marketing and advertisement about the programme. Two of the four participants indicated that direct communication and involvement in planning of future programmes between the programme facilitators and the network of Social Workers and Personal advisors that support YCLs would be helpful. There were some observed interactions whereby some YCLs indicated that they were not made aware, through their allocated social worker or personal advisor, of the potential opportunity to attend the creativity works programme, with some indication that this might also impact on their awareness of other similar or relevant development opportunities. Three of the YCLs also indicated that more information and support with transport arrangements could also be a helpful factor in attracting more participants and sustaining their involvement.

Each of the four participants indicated that participation in the creativity works programme could have some potential link in the development of knowledge skills which might have some relevance for future education or career options, with three of the participants noting it related to potential exposure to acquisition of new skills related to creative focused careers. One participant stated that 'I think it's helpful to young people who are interested in arts and media and building their skills (Participant 2), while another observed that they would advise other participants that the programme might be beneficial because it 'Specifically catered to specific careers for example art, dance, music, and media (Participant 3).

Finally, the participants were invited to provide comments in relation to what other type of activities would be useful to include in future sessions which might help YCLs with considering their future education and careers. All the participants indicated that they wanted

more support and guidance with life skills such as cooking, personal finance, and personal safety. Some research indicates that concerns about the lack of life skills, particularly finance matters can be a significant concern for care experienced people^{6,7}. Further guidance on apprenticeships and insights into performing art careers were identified as the areas for further consideration in related to education or careers.

5.5 Partners experience of the programme

Five participants representing the parties involved in programme joined the focus group session to share their perspectives about the delivery and achievements of the programme. Three of the participants were representatives of Lancashire County Council, one representing the education provider and another participant representing the Uni Connect Future U Partnership.

Several themes emerged from this discussion.

Effective and Impactful. Participants agreed that the programme had been effective and impactful for the participants, with facilitators noting the personal growth and development that some of the individual participants experienced, whereby some gained increasing personal confidence, benefitted from helpful social and peer interaction, and enjoyed a fun activity which provided opportunities for trying new things and meeting new people.

While it was noted that while the programme gave participants something different and useful to do, particularly during the summer months, when some of the participants could feel bored and somewhat more isolated, that it was important to recognise that the programme was not 'a youth club' and sought to offer benefits that generated intrinsic benefits such as increased self esteem and a sense of achievement amongst other elements.

There was a collective agreement that the impact of the programme was less that it achieved an expressed and formal expected outcome on completion of the programme for each of the participants but that it provided a safe, flexible, and supportive place, allowing the participants to engage in both a pace and way that was right for them, without the constraints or the force of having to achieve a formal outcome. Some partners noted how some individual participants grew in confidence, feeling value in being able to contribute in a small group and feeling heard. On this basis there was consensus that the value and impact for participants being engaged and developing these softer outcomes could not be underestimated.

Flexible, Open and Responsive. The partner participants identified that while in the planning of the programme there was an expectation that individual participants would achieve an outcome such as the development and production of a creative asset, that it was important to enable a flexible way in how this was achieved. Consequently, while there was a session plan for each session, this was only loosely structured, designed to be responsive to the needs of the YCL emerging at that time. It was noted that trying to implement each plan was also subject to distraction, for example some participants arrived late, and some learners had differing needs, so this open, flexible approach was by necessity needed anyway. It was acknowledged though it can be challenging to be able to plan a structured

⁶ Ofsted 2022 'Ready or not': care leavers' views of preparing to leave care available at <https://www.gov.uk/government/publications/ready-or-not-care-leavers-views-of-preparing-to-leave-care/ready-or-not-care-leavers-views-of-preparing-to-leave-care#executive-summary>

⁷ Crookhall L et al 2020 What makes life good? Care leavers' views on their well-being available at <https://bettercarenetwork.org/sites/default/files/2020-12/1883-CV-What-Makes-Life-Good-Report-final.pdf>

approach when the target audience, such as YCLs, can have different and potentially complex needs. Moreover, it can create a dilemma for those facilitating sessions when the traditional education expectation is that they are helping participants work towards a formal tangible educative goal but then being actively available and engaged 'in the moment' when the actual needs of the participants necessitate.

Responsiveness was evident in the approach in how staff from the education provider engaged with the YCLs, supporting them with their individual projects. Rather than seeking to offer a pre-determined input and formal direction being given, the specialist education staff were attuned and responsive to the needs of the participants, providing guidance, technical support, help and encouragement as the participant sought as they progressed their projects. For some participants, this guidance included offering insights and other potential ways to progress a particular project element but leaving it to the participant to decide how they wished to progress.

Value of the Setting. There was agreement that the setting for the delivery of the programme had been an important element of the programme, allowing participants to engage in a way that offered flexibility, choice and engendered a sense of a participant led programme. Given the openness of the setting and the availability of different resources, participants had opportunity, space, and support to flourish at an individual and small group level and for some of the participants there were some valuable moments of growth. There was contention that the setting enabled moments of growth that would not have been achieved in other settings. There was a general recognition that the environment had an appeal that would be attractive for engaging some young people that might otherwise feel more restricted and potentially judged in more traditional settings.

Guiding Future Planning. When drawing on the experience of delivery of the programme and implications for guiding the planning and delivery of future iterations there were indications of elements that could be enhanced, albeit that there was overall acknowledgement that the structure and approach had mainly been appropriate.

There was feedback to suggest that extending the programme to include an extra session would be helpful given that the early session of the programme were largely focused on connecting the group and to explore the facilities that were available and how they might be used. Thus, the inclusion of the extra session would allow some more time for completion of the creative task that the participants had embarked on. There was some feedback where it was noticed that there appeared to be a difference compared to others between participants who had benefitted from a pre visit to the setting and who were keen to 'crack on' with their ideas rather than being delayed in taking part in group forming and building activities when the scheduled creativity programme commenced.

While it was recognised that the way in which the education staff provided input was responsive to the needs of the participants – consistent with a participant led approach, there was some agreement that for any future delivery of the programme, more specific guidance would be helpful for the facilitators so that they had some further insights about the project – based approach and the potential of what participants could but also realistically achieve within the given time allocated for delivery. Further to this was some recognition that perhaps a helpful consideration for future programmes would be for the facilitators to propose more directly potential themes, relevant to the identity of the group, that might trigger and inform the development of any creative ideas. This could be further enhanced with the prior identification of potential projects and inviting participants to join a group to

design and execute one of the proposed projects. In this way it would support focus, help accelerate the start of a project which would then create momentum and help with maximising the use of scheduled time.

While there was agreement that some more structure would be helpful to guide the delivery of the programme and support achievement of outcomes, there was also acceptance of the need to recognise that future iterations of the programme should be at a pace and enable flexibility to account for the differing needs of any participants both as individuals and a group as they progress any activities.

6. Discussion

Although only an exploratory evaluation overall the indications are that the use of a creativity-based outreach intervention has value for YCLs as a means of providing helpful social interaction, opportunity for exposure and gaining (or enhancing) some new knowledge and technical skills and stimulating some tentative insights into potential career application.

The prime value of the creative based approach and the setting for the delivery of the activity was supporting a less formal and prescribed approach which enabled the participants to gain a sense of comfort within the environment, explore and use the resources available towards producing some sort of creative output. In doing so, this then having positive benefits for the participant's sense of self-esteem and sense of achievement. Given that some YCLs can experience higher levels of reduced well-being compared to non-care leavers⁸, interventions that might then contribute to an increased sense of well-being have merit and consideration.

While the importance of a flexible and responsive approach for the delivery of the programme was recognised it was also noted that the format, location, and scale for the number of participants that might be involved in the programme may not be cost efficient compared to other potential delivery formats. There was though recognition by both participants and partners involved in the delivery of the programme that more structure, perhaps being more specific in targeting and publicising the programme, given some further indication of the knowledge and skills that could be gained and how this might translate and have application for future education or career pathways, would be useful enhancement.

The delivery of Creativity Works programme has been helpful in identifying issues and considerations for supporting developments which other research has identified as being pertinent for inclusion in any development programmes. For example, the activity reported here might be best considered as an informal, recreational, cultural type of intervention. Research conducted as part of a five European country study has reported that those care experienced individuals who had been most successful in formal education studies were those that had engaged in the largest number and diverse range of opportunities, including informal developments⁹. Similarly, the significance of being involved in art related activities has been supported with some case study research indicating that the creative expression and enjoyment through participation in art-based activities can help motivate changes in life

⁸ Crookall L et al 2020 What makes life good? Care leavers' views on their well-being available at <https://bettercarenetwork.org/sites/default/files/2020-12/1883-CV-What-Makes-Life-Good-Report-final.pdf>

⁹ Jackson, S. and Cameron, C. (2012a) 'Leaving care: Looking ahead and aiming higher', *Children and youth services review*, 34(6), pp. 1107-1114. doi: 10.1016/j.childyouth.2012.01.041

outlook and rekindle engagement in more formal based education pathways¹⁰. The benefits of including transferable skills as a key theme within a widening participation programme which also included specific guidance advice sessions on key higher education issues has been reported¹¹. Given the impact of the approach upon the participants in the Creativity Works programme, it suggests that there is an approach which can be built upon and strengthened further to also include a more visible insight into potential education and career pathways which might be of benefit to participants.

Evidence suggests that YCLs and other care experienced people require support on planning and progressing application for education or career opportunities and additional support with this could be beneficial¹²

Given the indications that involvement in the programme evaluated here had impact on the participants self-esteem, provided opportunity for them to develop new relationships and try new activities, it would seem to support the findings that such opportunities can be a mechanism whereby the YCL's sense of worth is positively fostered and also help contribute to the development of social capital and might generate interest in education or career options that they may not have otherwise have considered¹⁰.

It is noted that in the Lancashire area there are approximately 1500 YCLs. Although the programme reported here was shared widely through the established communication and link advisor networks, only a small number of YCLs participated in the group – albeit that this was in line with the anticipated number of participants. In addition, there was some suggestion that some the participants who did attend were those most likely to engage. This might indicate that there could be other YCLs who might need some further targeted engagement to be encouraged and supported to consider how they might benefit from participation in the creative based intervention. Given some feedback from the participants involved in this programme that more effective interaction between different networks to ensure that YCLs are aware of opportunities and actively supported to engage is needed, this might be helpful in increasing reach and involvement. Again, this is supported in the research which notes that more efforts and consistency across relevant networks will be needed to ensure good awareness and increase likelihood of involvement or else there is a risk of adding to further disadvantage^{10,13,14}.

7. Recommendations

The evaluation findings reported here has several recommendations. Firstly, there is sufficient evidence to conclude that the type of intervention reported here merits consideration for further future delivery. The evaluation has given some insights into elements which could be more specifically and robustly evaluated in any future design and generate a fuller assessment of impact. In addition, the evaluation findings have potential

¹⁰ Hollingworth, K.E. (2012) 'Participation in social, leisure and informal learning activities among care leavers in England: positive outcomes for educational participation', *Child & family social work*, 17(4), pp. 438-447. doi: 10.1111/j.1365-2206.2011.00797

¹¹ Lewis, E., Williams, E., Lewis, P. and Allison, D. (2015) 'Success4Life: An aspirational programme for looked after children', *Widening participation and lifelong learning*, 17(4), pp. 116-127. doi: 10.5456/WPLL.17.4.116

¹² Crookall L et al 2020 What makes life good? Care leavers' views on their well-being available at <https://bettercarenetwork.org/sites/default/files/2020-12/1883-CV-What-Makes-Life-Good-Report-final.pdf>

¹³ Jackson, S. and Cameron, C. (2012a) 'Leaving care: Looking ahead and aiming higher', *Children and youth services review*, 34(6), pp. 1107-1114. doi: 10.1016/j.chilyouth.2012.01.041.

¹⁴ Ofsted 2022 'Ready or not': care leavers' views of preparing to leave care available at <https://www.gov.uk/government/publications/ready-or-not-care-leavers-views-of-preparing-to-leave-care/ready-or-not-care-leavers-views-of-preparing-to-leave-care#executive-summary>

implications for partners as they might consider and plan other related activities. To aid relevance these are proposed for consideration at different partner level.

Lancashire County Council Care Services:

- The Local Authority should consider how through a strategic partnership with Creativity Works, and other similar providers, could deliver future programmes, with clarity on how delivery costs could be realistically met. This might then include consideration of funding bid opportunities via relevant public or charitable sources to help support future sustained delivery.
- The Local Authority involves more directly representatives from the Personal Advisor network supporting the YCLs in the design of the programme and how best to ensure effective engagement. This is with the intention that partners can be assured that more YCLs are fully aware of the development opportunity and can make an informed choice about whether to be involved.
- Ensure that the design of any future iterations of the programme is informed by the findings from this evaluation which includes:
 - To extend the programme by at least one more session, this could include a pre session whereby the participants are given a visit and opportunity to familiarise with the setting so they have a good sense of what they might focus on, and this is then used to plan the delivery of the follow up sessions.
 - Ensure that any communication more directly indicates the personal benefits or impacts that the participant might realise but also more directly link the opportunity with potential new knowledge and skill acquisition.
 - Whilst being committed to a participant led approach, plan and integrate other established management techniques to help manage, pace, and guide the delivery of each session within the programme.

Creativity Works:

- Provide clarity on the realistic costs required to enable planning of future programmes, including any consumables, with these costings based upon either a whole programme delivery or individual session basis.
- Provide more insight, guidance, and examples to enable potential facilitators to fully appreciate the breath but also realistic use of resources (including any constraints) that are anticipated will be accessed and used in the delivery of any programme.
- Advise further how a project-based approach can be incorporated into programme design so that best practice approaches are applied and consistent.

Future U

- For the Outreach Team to draw upon the evaluation findings to help inform how best to sensitively present and engage participants involved in opportunities who may have additional and complex needs.

- Explore as part of designing any future interventions targeted and designed for care experienced participants (or other participants with complex needs) whether a pre-session opportunity can be planned as part of any outreach activity and used as an opportunity for facilitating and forming group connection, identifying any individual needs, and explicitly linking how any activities can be utilised in terms of considering future options.
- When designing any intervention for groups of participants that will include YCLs, or other care experienced young people, ensure inclusion of bespoke content related to student finance and support, social and peer benefits of accessing higher education.

Observation Grid

<p>Experience of Involvement</p> <ul style="list-style-type: none"> • Active, comfortable and exploratory engagement in the space 	<p>Skills Indications - Personal Development</p> <ul style="list-style-type: none"> • Resilience – Flexibility in being able to respond to a change in a task that they were working on. • Developing self-awareness and esteem • Promoting a sense of purpose and achievement 	<p>Skills Indications Team Working</p> <ul style="list-style-type: none"> • Different working styles, working independently and in small groups • Providing advice and support to each other • Developing a sense of co-production • Demonstrating to each other how to use a piece of equipment • Open engagement with facilitators and staff and responding to advice
<p>New Knowledge Indications</p> <ul style="list-style-type: none"> • Introduction to music production • Introduction to digital skills for publishing • Using new software for digital production 	<p>Skills Indications – Communication</p> <p>Open and respectful engagement</p> <ul style="list-style-type: none"> • Gaining comfort and confidence • Understanding and recognition of shared issues 	<p>Future Orientated Indications</p> <ul style="list-style-type: none"> • Undertaking a Health and Social care Programme • Potentially seeking a career in the care sector. • Some tentative indications about linking to future careers

<p>Experience of Involvement</p> <ul style="list-style-type: none"> • Active, comfortable and exploratory engagement in the space 	<p>Skills Indications - Personal Development</p> <ul style="list-style-type: none"> • Skills Builder Problem Solving: Step 2: I complete tasks by explaining problems to someone for advice I need. • Skills Builder Creativity Step 3 I generate ideas when I've been given a clear brief. • Skills Builder Staying Positive Step 5 keep trying when something goes wrong and help cheer others up. 	<p>Skills Indications Team Working</p> <ul style="list-style-type: none"> • Skills Builder Team Working Step 7: I contribute to group decision making, whilst recognising the value of other ideas.
<p>New Knowledge Indications</p> <ul style="list-style-type: none"> • Introduction to music production • Introduction to digital skills for publishing • Using new software for digital production 	<p>Skills Indications – Communication</p> <ul style="list-style-type: none"> • Skills Builder Listening Step 4: I listen to others and can tell why they are communicating with me, • Skills Builder Speaking: Step 1: I speak clearly to individuals and small groups I do not know. 	<p>Future Orientated Indications</p> <ul style="list-style-type: none"> • Skills Builder: Aiming High Step 5: I set goals for myself.