

Appendix 1: Open Arts Fund Round One

Spend and activity in Local Authority areas

Local Authority area	Number of projects	Actual participants	£ awarded
Aberdeen City	1	28	£6,037
Argyll and Bute	1	441	£7,060
City of Edinburgh	4	879	£29,639
Dumfries and Galloway	1	212	£9,866
Dundee City	1	49	£9,769
East Ayrshire	1	55	£7,500
East Lothian	1	17	£6,348
Falkirk	2	331	£5,587
Fife	1	422	£6,000
Glasgow	8	264	£53,898
Highland	1	246	£9,000
Inverclyde	2	59	£8,100
Na h-Eileanan Siar	1	7	£10,000
North Ayrshire	1	12	£1,650
North Lanarkshire	1	22	£6,160
Renfrewshire	1	34	£9,932
Shetland Islands	1	303	£7,462
South Ayrshire	1	36	£5,983
Total	30	3,417	£199,991

Appendix 2: Strategic Fund awards – Round One and Two

Strategic Fund Awards Round One

Delivery partner	Award	Project timescale	Projected number of participants
Bauer Media	£63,032	Oct 2014 - March 2016	100
Dance Base	£35,000	Jan - Dec 2015	20
Dance House	£50,000	Jan - Dec 2015	65
Eden Court	£50,000	Jan 2015 - Jan 2016	515
Firefly Arts	£65,000	Oct 2014 - Feb 2016	500
GMAC Film	£65,000	Oct 2014 - Feb 2016	614
Impact Arts	£65,000	April 2015 - Feb 2016	130
Kibble Education and Care Centre	£26,365	Sept 2014 - June 2015	27
Moniack Mhor	£44,750	Oct 2014 - Feb 2016	330
Scottish Dance Theatre/DCA/Dundee Rep	£160,000	Dec 2014 - Feb 2016	1500
Screen Education Edinburgh	£60,000	Jan 2015 - May 2016	396
Spring Fling	£42,200	May 2015 - April 2016	100
Station House Media Unit (SHMU)	£55,000	Oct 2014 - Feb 2016	240
Voice of My Own	£49,972	Oct 2014 - Dec 2015	130
YDance	£49,625	Oct 2014 - Feb 2016	1200
Youth Theatre Arts Scotland (YTAS)	£60,000	Sept 2014 - Feb 2016	258
	£940,944		6,125

Strategic Fund Awards Round Two

Delivery partner	Award	Project timescale	Projected number of participants
Bauer Media	£45,877	April – Dec 2016	220
Dance Base	£32,324	April – Dec 2016	116
Eden Court	£47,812	April – Dec 2016	205
Firefly Arts	£40,000	April – Dec 2016	310
GMAC Film	£50,000	April – Dec 2016	577
Kibble Education and Care Centre	£48,536	April – Dec 2016	55
Moniack Mhor	£45,678	April – Dec 2016	220
Scottish Dance Theatre/DCA/Dundee Rep	50,000	April – Dec 2016	334
Screen Education Edinburgh	50,000	April – Dec 2016	180
Station House Media Unit (SHMU)	40,000	April – Dec 2016	80
Voice of My Own	49,824	April – Dec 2016	200
YDance	29,005	April – Dec 2016	385
Total	£529,056		2,882

Appendix 3: Round One – Total number of participants in each Local Authority area (aggregating all three Programme strands)

Local Authority area	Strategic Fund and Training and Employability Fund	Open Arts Fund	Total
National projects	1,298	0	1,298
Aberdeen City	250	28	278
Aberdeenshire	0	0	0
Angus	17	0	17
Argyll and Bute	0	441	441
Clackmannanshire	0	0	0
Dumfries and Galloway	55	212	267
Dundee	1,148	49	1,197
East Ayrshire	220	55	275
East Dunbartonshire	32	0	32
Edinburgh	213	879	1092
East Lothian	39	17	56
East Renfrewshire	0	0	0
Falkirk	39	331	370
Fife	39	422	461
Glasgow	512	264	776
Highland	699	246	945
Inverclyde	0	59	59
Midlothian	39	0	39
Moray	68	0	68
Na h-Eileanan Siar	0	7	7
North Ayrshire	220	12	232
North Lanarkshire	0	22	22

Orkney	0	0	0
Perth and Kinross	0	0	0
Renfrewshire	0	34	34
Scottish Borders	266	0	266
Shetland Islands	0	303	303
South Ayrshire	220	36	256
South Lanarkshire	0	0	0
Stirling	29	0	29
West Dunbartonshire	0	0	0
West Lothian	632	0	632
TOTAL	6,035	3,417	9,452

Appendix 4: Case studies

Open Arts Fund

Centrestage Communities Ltd

Centrestage Communities received £7,500 from the Open Arts Fund.

Outcome 1: Increased participation in positive activities

The Centrestage team worked to engage with young people who were not involved in other youth work activities, and also worked in partnership with Barnardos to identify young people in Local Authority care who had not previously taken part in arts activities. As a result, the project was successful in engaging with:

- young people who were in care (looked after by the Local Authority)
- young people who were excluded from school.

Centrestage was successful in engaging 51 young people.

Few of the young people were interested in the Centrestage's traditional offering (musical theatre/performance) but the project offered a range of tasters in sound recording, songwriting and guitar/keyboards, and streetdance. These activities were more popular and were successful in engaging young people who would not otherwise have participated in an 'arts project'.

Outcome 2: Increased opportunities to develop interests and skills

Centrestage delivered 88 sessions (184 hours) in total. The majority of the young people had no previous experience of participating in arts projects.

Outcome 3: Participants demonstrate new skills and positive changes in behaviour

Young people sustained their engagement and developed practice skills but also developed confidence to participate. Many of the young people who did not have the confidence to perform initially are now performing; others have developed technical skills, and all have developed confidence to use their skills.

Outcome 4: Sustained participation in positive activities

Young people who were first engaged through taster sessions and outreach activity have become established members of the Centrestage programme, taking part as Stage Crew, singing in a gospel choir and some performing in a Summer School production of Joseph and his Amazing Technicolour Dreamcoat.

Outcome 5: Participants develop confidence in their skills and develop aspirations for further learning and development

One young man with autism discovered a talent for composition. This was developed during the project and he has now started a part time course in composition at the Royal Conservatoire of Scotland.

Outcome 6: More participants progress onto further learning, training and personal development opportunities

Centrestage reports that a number of participants have progressed as a result of their involvement in the project.

- Some have begun to volunteer with Centrestage.
- Other young people built their confidence and skills through their involvement and have progressed in to other learning and training opportunities.

'I've helped with the wee ones in the baby classes and I'm going to go to college now to study childcare.'

Strategic Fund

Youth Theatre Arts Scotland (YTAS): Youth Arts Leaders

YTAS received £60,000 from the Strategic Fund to deliver the Youth Arts Leaders Project.

This project supported young people to start to build their careers as artists. Young leaders were given a one year programme of training, support and mentoring from professional artists to design and develop their own projects which will create more opportunities for young people from their own communities.

The project aimed to support eight young leaders:

- Eight young people started the programme
- Seven completed the programme.

Outcome 5: Participants develop confidence in their skills and develop aspirations for further learning and development

Seven young people achieved Gold Youth Arts Awards. All seven have progressed into further learning, training or education.

Outcome 6: More participants progress onto further learning, training and personal development opportunities

- Six of the Young Leaders progressed into work experience placements with professional arts companies.
- Seven of the Young Leaders successfully developed and delivered projects in their own communities which engaged young people in the arts.
- Six Young Arts Leaders projects have either been commissioned or secured funding for a second phase of their project after YTAS Young Arts Leaders programme has completed.

The project also delivered outcomes for over 200 young people who engaged in projects delivered by the young leaders.

Outcome 1: Increased participation in positive activities

- A further 208 young people participated in projects delivered by the young leaders.

Outcome 4: Sustained participation in positive activities

- 179 young people sustained their engagement in projects delivered by the Young Arts Leaders.

Outcome 5: Participants develop confidence in their skills and develop aspirations for further learning and development

- 179 of these young people have developed confidence in their skills and

aspirations for further learning and development.

"I learnt new things as I never had the opportunity to produce a play before. The skills I've learnt I will be able to carry on elsewhere." (A participant in one of the projects)

An example of one of the projects developed by a Young Leaders is provided below. J is one of the Youth Arts Leaders. He is 17 years old.

J's project involved setting up a training project for young people who were interested in working in the technical professions in theatre (lighting, sound, stage management, etc). He recognised that there were few career pathways for young people who wanted to work in theatre, and developed a four day intensive experiential programme in theatre production, which aimed to bridge the gap between education and employment. The programme provided young people with the opportunity to learn about and experience different aspects of technical theatre. Young people worked with industry professionals and industry standard equipment over an intensive four day period to create a sight and sound show that responded to a range of artistic and technical challenges. The programme also included masterclasses with professionals in the industry so that young people could find out more about the career options and the reality of employment in technical theatre. J raised funding from O2 Think Big to deliver the project.

J has now established EdTech as a creative enterprise, with a steering group of young people who participated in the first EdTech course.

The vision is "to inspire, motivate and empower the next generation of creatives" .

Members of the steering group are developing their skills and aspirations through their involvement. All of them have career aspirations in technical theatre.

Kibble Education and Care Centre: Care to Create

Kibble Education and Care was awarded £26,365 to deliver Care to Create, a series of multi-arts workshops aimed at providing opportunities to engage young people in the care system in the arts.

Care to Create was delivered in collaboration with Who Cares? Scotland (a national organisation that supports care experienced young people).

The project engaged young people who were looked after (from Kibble Education and Care Centre) and young people who were care leavers (from Who Cares? Scotland) in arts activities.

Outcome 1: Increased participation in positive activities

This project was successful in engaging 53 young people, all of whom are in the care system or are care leavers in positive activities.

- 18 young people participating in the project were resident in Kibble's secure care centre. These are very vulnerable young people with a history of offending or at risk of offending. These young people would not have had the opportunity to participate in this kind of project were it not delivered in the safe centre.

- 18 young people participating in the project attended Kibble's open school (young people who are unable to participate in mainstream education).
- 17 young people who attended sessions from Who Cares? Scotland. These young people are care leavers would be otherwise unlikely to participate in a project like this due to various barriers (confidence, self-esteem and financial barriers).

Outcome 2: Increased opportunities to develop interests and skills

This project provided opportunities which were new and additional. All participants are currently in the care system or care leavers, and as described above, would not have accessed arts provision without this project.

Outcome 3: Participants demonstrate new skills and positive changes in behaviour

A sample of participants provided end of project surveys:

- 50% self-reported improved in skills
- 83% reported improved confidence.

Additionally, 37 young people sustained their engagement for over 12 weeks (and many attended for 24 weeks). This is in itself a positive behavioural change for this client group, as the young people chose to commit to regular attendance of a positive artistic activity.

Outcome 4: Sustained participation in positive activities

37 young people sustained their engagement throughout the period of the project. Sustained participation is particularly significant for this group of young people, the majority of whom have significant barriers (confidence, self-esteem, chaotic lifestyles). In some cases this was the first time that young people had sustained participation in positive activities.

Outcome 5: Participants develop confidence in their skills and develop aspirations for further learning and development

Young people have built their confidence skills and aspirations. Some young people have progressed into other learning opportunities with Kibble, but for some of the young people, their participation raised their aspirations for education and employment.

One young person provided her own comments on the impact of the activities on her own confidence and skills, and her aspirations for further progression.

"The group has made a difference in my life by making me more confident, my creative skills have improved and it actually showed me that I can do that on my own instead of what to get told how to draw it or leaving it so someone can do it for me...It also made me think about applying for the NC art course at college and I really enjoyed the group and I hope it continues cause it means a lot to me to have stuff like this happened in Who Cares and getting young people to show off what we got and it means everything to me."

Outcome 6: More participants progress onto further learning, training and personal development opportunities

- 20 young people progressed into an outcome ranging from involvement in other activities at Kibble, to gaining college places.
- One young person with no previous involvement in the arts has won a place on the transitions programme at the Royal Conservatoire of Scotland.

Screen Education Edinburgh

Screen Education Edinburgh (SEE) was awarded £60,000 from the Strategic Fund in Round One. Their programme was designed to provide progression from "Taster" to "Introduction to Film" to "Next Steps" projects, providing a true ladder of learning and progression.

SEE has a track record of engaging young people who have little opportunity to engage in arts activities, supporting them to develop skills and confidence through their programme of activities.

For those young people who develop an interest in film making as a career, SEE provides opportunities for vocational development to support those young people on their pathway onwards into training, education and employment.

SEE's model, which shows how young people can be supported through to employment in the industry, is described in the diagram below.



Engaging hard to reach groups in learning

Screen Education Edinburgh (SEE) delivers taster sessions to engage young people from areas of deprivation who have little opportunity to participate in cultural learning activities. SEE has developed a comprehensive approach to reaching young people from SIMD areas and other target groups. The SIMD target areas within each Local Authority are identified. SEE identifies the local agencies who engage young people in each area and through partnerships with these agencies, offer opportunities which are accessible to the target client groups.

Taster sessions comprise a single four hour session which aims to introduce young people to the world of film making and give them an idea of what might be involved in taking part in a longer project with SEE

For those young people who are interested in participating, SEE delivers Introduction to Film programme.

- Introduction to Film is an introduction to film education and filmmaking. This is an 8 week programme (3 hours per session).
- Young people learn about filmmaking, but also get real hands on experience in making a film. Participants get the opportunity to make their own film and get it

screened.

- Through the programme, young people can earn an Arts Award (Discovery Level).

The aim of this programme is, as the name suggests, to introduce young people to film-making. It provides informal learning opportunities, but it is primarily intended to be fun and something which young people engaged in out of interest. The outcomes from this programme is that young people develop skills, and develop confidence.

There are opportunities for further progression for those with aspirations for further learning:

- 'Next Steps in Film' is eight sessions long.
- Participants manage a two day shoot and a four day edit, production and post-production period to produce their films.

As a result, young people not only further develop their skills and confidence but can also get accreditation for their learning. Young people who participate at this level can achieve Arts Awards at the Bronze level.

There are other opportunities for young people who want to continue to learn:

- BFI Film Academy
- SEE can also support young people to take GCSE in Moving Images Arts (the GCSE qualification is more practically based than the Scottish Higher in Media Studies, which means that it is more accessible to non-traditional learners)
- SEE also supports young people to prepare CVs and portfolios for Further or Higher Education.

For young people who want to progress into the industry SEE provides a range of opportunities for young people to develop their employability and their craft skills through:

- Moving Image Arts A-level
- Volunteering at SEE
- Work experience placements at SEE
- Access to BFI Craft Residential training

SEE have also created internships and paid work experience and training places to support young people into the industry.

Outcome 1: Increased participation in positive activities

- The programme of taster activities reached nearly 500 young people.
- 116 participants progressed onto Introduction to Film

Outcome 2: Increased opportunities to develop interests and skills

This project provides new and additional opportunities. By targeting areas of deprivation and working in partnership with local organisations in those areas, Screen Education ensures that the provision is targeted at young people who would not otherwise participate. SEE delivered 32 taster events, nine Introduction to Film programmes and three Next Step programmes.

Outcome 3: Participants demonstrate new skills and positive changes in behaviour

Evaluation of the recent programme showed:

- 51% rise in film knowledge
- 48% rise in film skills amongst participants
- The courses had a 100% approval rating.

Young people exhibited positive changes in their behaviour, particularly in the areas of organisation, team work, effective contributions and active listening.

'It has built up my courage and I can communicate better with people'

'I can express my opinion better than I could before'

'I discovered that I was very good at adapting to different parts in a team'

Outcome 4: Sustained participation in positive activities

- 116 participants from the taster programmes progressed on to the Introduction to Film programme, sustaining their engagement in informal learning activities.

Outcome 5: Participants develop confidence in their skills and develop aspirations for further learning and development

- Evaluations indicated a 23% rise in confidence amongst participants, as well as increases in softer skills such as communication (12%), teamwork (13%) and the setting and achievement of goals (20%).
- 27 young people progressed from the Introduction to Film programme on to Next Steps.
- Many young people developed further aspirations for learning and progression in to the film industry. Final evaluations highlighted these aspirations:
'to gain experience and move forward in the film industry'
'to attend the Royal Conservatoire of Scotland to study directing and filmmaking'
'looking to attend the University of West of Scotland (UWS) for a practical filmmaking and screenwriting course'.

Across the project, 73 young people in total gained accreditation for their learning (16 Bronze Arts Awards and 57 Explore Art Awards).

Outcome 6: More participants progress onto further learning, training and personal development opportunities

- 13 young people have opted to study towards further qualifications, of which
- Four young people who were at risk of dropping out of school have achieved a Moving Image Arts GCSE.
- Three young people have progressed onto BFI training programmes
- One has achieved a place within higher education (film making)

Example of an individual's journey.

J is from Midlothian (SIMD 15%)

- J first engaged with SEE through a taster session at Midlothian Young People's Advisory Service (MYPAS) in early 2014.
- Participated in Cashback project SEE delivered in partnership with MYPAS.
- Progressed into work experience placement with SEE (as part of his school

studies).

- In summer 2015, J was successful in gaining a place on BFI Film Academy Scotland Residential, one of only 24 participants from across the UK.
- J was successful in his application to Edinburgh College to study Media at HND level and progressed into full time education September 2015.

It is also important to note that these outcomes are only interim outcomes. Many young people from Next Steps continue to participate in activities with Screen Education Edinburgh, and continue their progression journey over a number of years. As demonstrated in the 'project model diagram', Screen Education Edinburgh provides a pathway of progression which supports young people to develop the skills and experience to move toward careers in the industry.

An example of the 'progression pathway' is demonstrated by SEEs application to the Round 2 of the Strategic Fund. In the Round Two project, SEE will create six three-month internships for 'graduates' of the Round One project to provide further 'pathways' for progression toward the industry. The interns will work toward the SQA Certificate for Work Readiness qualification.

Station House Media Unit (SHMU)

Background to SHMU

SHMU Station House Media Unit (SHMU) was established as a charity in 2003. It supports residents in the seven regeneration areas of Aberdeen in radio and video production, traditional and online publications, music production and digital inclusion. The organisation also has an employability arm which supports young people (NEET) into training and employment and runs training for programme for offenders, both pre and post release.

shmuTV offers training and support for all stages of the filmmaking process, from script to screen, and produces commissioned work for local projects.

shmuFM broadcasts a variety of issue-based, music and community radio programming on 99.8FM. Volunteers from the regeneration areas are offered full training and support in order to produce and present their own radio show.

shmuDESIGN supports communities to produce their own magazines to reflect the issues and concerns of their area, and also to celebrate and share good news stories.

shmuTRAIN is the employability arm and supports 14-19yr olds who are in, or likely to fall into, the MCMC category into a positive destination (education, employment or training).

shmuWORKS offers services to those over the age of 19 and also supports current volunteers of all ages to identify any training and skills development needs.

ADJUST provides a strategic and operational framework designed to deliver a service which co-ordinates, administrates, evaluates and develops targeted effective interventions with prisoners within HMP Aberdeen, and through their transition to

successful community integration and beyond.

Youth Media Project

The Cashback for Creativity funding enabled SHMU to further develop and roll out an innovative programme of youth media activities. Funding from Cashback for Creativity allowed SHMU to lever in additional funds from The Fairer Aberdeen fund and Big Lottery New Start funding, and funding from the BFI to deliver the BFI Film Academy.

The Cashback funding of £55,000 has helped to lever a further £100,000 to deliver a comprehensive programme of learning opportunities for young people from the regeneration areas of Aberdeen.

The project model

- The delivery model at SHMU engages young people through outreach and taster sessions into radio, film, music and journalism but also provides a pathway of learning and progression opportunities.
- Through the project, the young people develop practical skills but also build their confidence. As a result, young people are enabled to research, write, present, produce and edit media for broadcast.
- Through this involvement, and ongoing training and support, young people continue to develop their skills and confidence, but also develop aspirations for further progression.
- SHMU provides a range of opportunities to raise young people's aspirations for learning. This includes cultural visits, masterclasses, opportunities to meet and network with artists and people who work in the creative industries, and visits to employers to increase young people's awareness and understanding of the industry.
- SHMU also provides access to 'higher level' training (such as BFI Film Academy) for those who want to progress into the industry.

Delivery of the programme

The programme was targeted at engaging young people from the regeneration areas in Aberdeen. SHMU delivered a series of taster events at schools and youth organisations in the regeneration areas of Aberdeen.

After the taster event, young people who choose to participate typically engage in an initial 6 week block of training to develop their technical skills. This builds their technical skills but also increases confidence and self-esteem.

The next stage of learning and development is the 'delivery' phase. Young people who progress onto this stage go into the studio and learn to deliver a broadcast through supported learning.

- For those young people who have aspirations for further learning and development, the youth media project provides a range of opportunities for young people.
- Young people can progress into other types of training developing new skills, interests and experiences (for example film making, journalism or sound

recording).

- Young people can volunteer at SHMU, researching, producing and broadcasting radio programmes that are broadcast on community radio across Aberdeen.
- Some young people become peer-mentors, passing on new skills and providing support to other young people who are joining the project.

For those with aspirations for further learning and development, SHMU provides a range of other training opportunities:

- SHMU delivers SQA accredited learning (SQA Level 5 in Radio, and TV production)
- BFI Film Academy
- Masterclasses (e.g. journalism, scriptwriting, photography) and talks from 'industry' professionals to raise awareness of careers in the creative industries
- Cultural visits and opportunities to participate in cultural events

All participants are supported by staff team members to develop an Individual Learning Plan which indicates aspirations and plans, which is reviewed bi-annually. Participants are encouraged to undertake training that contributes towards the aspirations set out in the plan.

SHMU also responds to the aspirations of the young people - providing new training and development opportunities to meet their aspirations:

- In response to a demand from a group of 'older' young people to provide further learning opportunities, SHMU created a new opportunity for 16+ age group members to come together to pre-record 2 hours of radio.
- As a result of demand from the music journalism group to continue their learning and development, SHMU provided additional music journalism training. The young people have developed a magazine which they self-produce.

Targeting

The programme is specifically targeted at young people from the regeneration areas of Aberdeen. SHMU engage young people through a series of taster events delivered at the three secondary schools in the regeneration areas, and in the associated primary schools.

As a result of this activity, SHMU engaged 250 young people aged 11-18 in short taster sessions to raise their awareness and motivation for involvement.

- A week of taster sessions during the school October holidays 2014
- A week of taster sessions during the school April holidays 2015
- Introductory sessions with P7 children in the primary schools in the regeneration areas of Aberdeen
- A full summer school of media training opportunities 2015

Outcome 1: Increased participation in positive activities

Of these 250 young people who participated in taster events, 108 young people progressed in the Youth Media Programme. All of these young people were residents of

the regeneration areas in Aberdeen.

A further 25 young people were recruited to the BFI Film Academy programme. This is a programme aimed at young people who have aspirations to enter the industry. This opportunity was made available to young people across Aberdeen (not specifically targeted at SIMD areas) but two young people from the Youth Media Project progressed onto the BFI Film Academy.

Outcome 2: Increased opportunities to develop interests and skills

SHMU delivered 51 taster sessions and over 600 learning sessions for young people.

Outcome 3: Participants demonstrate new skills and positive changes in behavior

92 young people who sustained their engagement in learning opportunities developed new skills and confidence.

Outcome 4: Sustained participation in positive activities

Of the 108 young people who engaged in the Youth Media Programme, 92 sustained their engagement in learning activities.

Outcome 5: Participants develop confidence in their skills and develop aspirations for further learning and development

The increase in their confidence in their skills can be evidenced by:

- 34 young people have moved into volunteering with SHMU, producing radio content for community radio stations in their own communities. These young people are responsible for researching, producing and broadcasting content on a weekly basis that is shared across Aberdeen and beyond.
- These young people achieved Saltire Awards to recognise their input as volunteers:
 - Nine of those had achieved 500 hours of volunteering,
 - 14 had over 200 hours volunteering.
- 10 young people become peer mentors, supporting and training other young people in the youth media programme
- 15 young people have achieved Dynamic Youth Awards

Outcome 6: More participants progress onto further learning, training and personal development opportunities

For young people in the senior phase of education, SHMU actively supports them to consider progression pathways beyond school.

All participants are supported by staff team members to develop an Individual Learning Plan which indicates aspirations and plans, which is reviewed bi-annually. Participants are encouraged to undertake training that contributes towards the aspirations set out in the plan. In this programme:

- 12 young people have achieved an SQA qualification in Radio Production, with a further eight working towards the qualification
- Seven young people have achieved SQA qualification in film production
- Two progressed onto BFI Film Academy
- 15 have been supported to move on to Further and Higher Education

Case study : Megan

Megan first engaged with SHMU several years ago through taster activities delivered in her community.

She has sustained her involvement in SHMU over a number of years, continuing to develop her skills and build her confidence (she has recently gained an SQA level 5 in Radio Production).

Megan has now progressed in to a volunteer role in SHMU. She has been involved in researching, producing and broadcasting live radio shows on a voluntary basis, and has also volunteered as a peer-mentor to other young people in the Radio Skills and Media Education groups.

Over the period of the programme, she has put in over 500 hours of volunteering at SHMU.

Megan recognises that through SHMU, she has built her confidence *'to do things that she never even of thought about before'*.

Megan is now studying history at Aberdeen University.

'SHMU has given me so many opportunities to develop as a person and the confidence to do things I never would never have attempted before. Being involved in the project and learning how to work with others in interview situations helped build my confidence so that I could apply to University in the first place and I'm sure it's why I was successful in securing a place.'

Case study: Stacy

Stacey has been participating in activities with SHMU for just over two years. Over this period, she has gained a raft of skills in radio and other media skills, but has also developed her confidence and self-esteem. She is now pursuing her goal of studying media full time at college.

Background

Before starting at SHMU, Stacey was very quiet and withdrawn. She had experienced bullying at school and consequently she struggled to trust other young people and had very few friends.

Journey

Although she initially lacked confidence, Stacey was encouraged to develop her presentation and research skills for her radio shows. This has increased her skills and confidence – she now has the skills and confidence to use a variety of equipment and techniques to produce and present live radio programmes.

She developed an interest in other areas of the Youth Media Project at SHMU and has recently become involved in the film group, where she has been confident enough to storyboard, direct, and even act in short films made by this group. She is keen to take part in any training provided to the Youth Media group, and has recently joined the Sound group at SHMU where she is learning how to record, write and edit sound – building on her skills learned in radio.

Stacy has achieved over 500 hours of volunteering at SHMU

She has also gained accreditation for her learning - an SQA in Radio Production. This is a qualification which will also help her progress in her chosen field of study (Media). Stacy also has the confidence to support other young people, and has provided peer-mentoring to other young people who are working towards their SQA qualification.

Impact on progression

Before starting SHMU, Stacey had wanted to leave school as soon as she was sixteen. She had been very unhappy as a result of bullying which had an effect on her attendance and attainment.

Since participating in SHMU Stacey is more confident but also has significantly higher aspirations. She now wants to study media at college and her increased motivation and aspirations have had a significant impact on her educational attainment.

As a result, she stayed on at school and has surpassed her own expectations of attainment.

'I would have nothing to do if I didn't have SHMU to come to. I've made so many new friends and it's helped me improve so much at school.'

Teachers have also recognised that her schoolwork has improved markedly since being involved in the project, and she is progressing well with her studies.

The impact on Stacey's attainment has also been recognised by her parents:

'Just a wee note to thank you all for the help and advice that Stacey received in the run up to her exams last term from all the staff at Shmu and of course the YRP team. It helped her get results better than I (and probably she) expected, especially with the English exam and the help given to her by Laura and Lori. It is, as always, much appreciated by her Mum and I and it is a testament to the good work that Shmu is doing with young people in general and the YRP in particular. Thanks again.'

Stacey was successful in gaining a part-time place at North East Scotland College (which she did while also continuing to study at school) to study media. This is an entry level course which provides a pathway to full-time study at the College.

Stacey has made an application for the full-time course (with some support from SHMU), and has an interview for the full-time college course which starts in August 2016.

Stacey's parents say that the difference in Stacey since joining the Youth Media Project is "like night and day". They are "really proud of the difference in her since she started there."

Training and Employability Fund

Dundee and Angus College

Dundee and Angus College received an award of £90,000 in Round One of the Training and Employability Fund.

The aim of this project was to develop a pathway for unemployed young people to further study or employment by delivering an accredited course of study (NPA in Web Design Fundamentals) using a project based learning model that uses a live client brief to create a work relevant educational experience.

The project aimed to engage 40 young unemployed people from the most disadvantaged areas of Dundee and Angus.

Key elements of the project model

- **Introduce participants to real world experiences**
Give participants the opportunity to gain real experience which most did not have therefore addressing the 'how to get a job without experience and how to get experience without a job' scenario.
- **Provide tools and techniques to deal with individual personal development and planning**
Using the GOALS programme at the outset of the programme enabled participants to identify their own strengths, weakness, opportunities and threats and develop strategies for dealing with these. They also had access to a range of college support services.
- **Provide a learning opportunity which encourages self-motivation whilst developing employability skills**
Building confidence by incorporating employability skills and industry practice into the curriculum through working with a real client on a real world solution.
- **Encourage participants to take responsibility for their own learning**
Each participant was tasked with designing and delivering a solution for the client brief. They were also encouraged to offer alternative options or make suggestions for further or future developments or improvements which could aid the clients business. Each participant was able to select and use their preferred design tools.
- **Provide real client experience in a safe, supported environment**
Working with clients within the college environment is less intimidating for student participants and ensured that learning outcomes were tailored to the client project through the guidance of the class tutor. Delivering client work in this way permitted continuous monitoring of student work which enabled work to be assessed in an integrated holistic way. It also meant that the client's expectations, requirements and communication could be facilitated and supported throughout by teaching staff.
- **Improve communication and problem solving using a client based project**
Participants prepared client questioning and provided written and verbal solutions. Discussing ideas with peer group. A final 'pitch' of their intended solution was given to the client at the end of the programme.
- **Encourage entrepreneurial exploration and activity**
The nature of the client project work undertaken provided an ideal opportunity to

think and act in an entrepreneurial way.

- **Provide new skills which can be utilised both personally and professionally within any working environment**

The web design skills covered by the course are highly desirable and can be used by many businesses or for maintaining an online portfolio.

- **Provide a recognised qualification**

All participants who completed the six week programme will receive an SQA NPA award in Web Design Fundamentals.

- **Offer opportunities for further learning or employment**

Participants were given the opportunity to apply for, and guaranteed an interview for a fulltime course of study.

Targeting

The project targeted young unemployed people from the more deprived areas of Dundee and Angus (all from most deprived 20 %) and those with additional barriers to employment.

The young people were recruited through partnership working with Job Centre Plus (JCP) in both Dundee and Angus. The college carried out a series of information sessions to JCP advisors to brief them on the target client group and the nature of the programme on offer.

The programme was delivered in four cohorts. Recruitment for cohorts one and two very successful, achieving the target number of 10 participants in each. Recruitment for cohorts three and four was slightly more challenging with less demand and fewer referrals.

In total, 34 young people were recruited (target 40):

- all of the young people residents of SIMD areas
- a number of young people had additional barriers to employment.

Learning point: The programmes were delivered 'back-to-back' with only six weeks between them, so the 'pool' of potential candidates was too small. In future, the programme should be delivered at different times of the year to make the programme available to a wider pool.

Outcome 5: Participants develop confidence in their skills and develop aspirations for further learning and development

The programme content recognised that many of the young people would have additional barriers to progression, including motivation. The first week of the course was a motivational training programme (GOALS programme) that challenges young people to think and behave differently.

The GOALS Programme has proven to be an important element of the programme.

"It made me look at myself and my attitude to myself.....my mentality was really the worst. The GOALS programme was massive for me...that week really set me up for the rest of the course.....Now, I'm quite removed from the

person I was."

All 34 participants (100%) completed the week long GOALS programme and were certificated.

32 participants (94%) completed the enterprise aspect of the course by delivering a design solution to the client.

30 participants (88%) passed the SQA National Progression Award in web design fundamentals.

Outcome 6: More participants progress onto further learning, training and personal development opportunities.

Progression Journey

- 10 progressed into fulltime course of study starting January 2016 (BBC's Make it Digital is an eight-week pre-employment training programme, designed by the BBC. Five weeks will be based in college, and three weeks on work placement.)
- Of those 10, eight also did a three week work placement in a local company
- Four applied to Dundee and Angus college to study at HN level
- Two volunteered as mentors in the Digital Summer School

Destinations

24 participants progressed into a positive destination.

- Five progressed to fulltime employment
- One progressed to fulltime university in January 2016
- One progressed onto a Health Care Academy course/work placement
- Four progressed to Employability Fund placements
- One progressed to fulltime paid internship in January 2016
- One is undertaking self-employment
- One started a work placement with British Heart Foundation

10 of the young people have not achieved a positive destination yet and are still claiming unemployment benefit.

Example of the impact of the programme on a young person

S had been unemployed for 8 months before starting the programme. He describes himself as a 'typical unmotivated teenager' who spent most of his time at home 'doing nothing'.

He found out about the programme through the Job Centre and decided to give it a try. His first experience of the programme was the GOALS programme which was delivered in the first week of the course. S has reported that the GOALS programme was pivotal for him – it made him look at his attitudes to work, his attitude to himself and his self-belief – and at the end of the week he genuinely felt motivated to 'give it a go'.

He completed the programme and achieved his NPA award. He particularly enjoyed working on a 'real project' with a 'real client' and feels that the focus on 'real work' made the course more practical.

At the end of the programme S feels that he is 'on another level'. He successfully applied to the BBC Making it Digital programme which built on practical skills and his

employability skills. He also got a 3 week work placement where he worked with a digital marketing company.

He also volunteered as a mentor on the College Summer School.

S is now more motivated and ultimately wants to work in Marketing. To achieve his goals has applied to study for an HN level Programme at Dundee and Angus College and has set his sights on a degree.

Impact on the College

The project has also had a longer term impact on Dundee and Angus College. It allowed the College to pilot the project-based learning model and provided valuable learning for the college about working with a more disadvantaged client group who are not traditional college entrants.

"The funding has enabled us to develop an academy which we have branded as Cashback Academy. The Academy uses a project-based learning model and motivational programme to develop participants' confidence and independence whilst encouraging collaborative learning by working together on real client-based projects. Due to the outstanding success we have had we are now looking to adapt our mainstream curriculum to reflect the Cashback Academy learning model within the college."

In particular, the pilot helped the college to understand the barriers to progression for the target client group.

- A key barrier for young people who live alone and rely on housing benefit is the 'benefits trap'.
- In the next round of the programme the College has included additional support for students to assist their progression - the additional support will assist students to link to the range of other services which they need to address their barriers to progression and will include access to services such as money advice etc.

Appendix 5: Rounds One and Two - Total programme investment per Local Authority area

	Awards in Round One £	Awards in Round Two £	Total awards through Open Arts Fund	Total £
National	199,022	123,418	1,450	323,890
Aberdeen City	55,000	40,000	13,437	108,437
Aberdeenshire	0	0	10,000	10,000
Angus	45,000	33,117	1,600	79,717
Argyll & Bute	0	0	26,970	26,970
Clackmannanshire	0	0	8,500	8,500
Dumfries and Galloway	42,200	0	28,506	70,706
Dundee	205,000	93,117	21,024	319,141
East Ayrshire	51,667	12,500	16,115	80,282
East Dunbartonshire	5,000	0	0	5,000
Edinburgh	65,000	82,324	136,556	283,880
East Lothian	6,000	5,000		11,000
East Renfrewshire	0	0	18,518	18,518
Falkirk	6,000	5,000	13,537	24,537
Fife	6,000	0	34,775	40,775
Glasgow	120,000	75,000	132,198	327,198
Highland	87,250	86,318	9,000	182,568
Inverclyde	0	0	17,680	17,680
Midlothian	6,000	5,000	8,820	19,820
Moray	7,500	7,172	4,566	19,238

Na h-Eileanan Siar	0	0	17,174	17,174
North Ayrshire	51,667	12,500	1,650	65,817
North Lanarkshire	0	2,500	16,049	18,549
Orkney	0	0	0	0
Perth & Kinross	0	0	16,870	16,870
Renfrewshire	0	2,500	32,187	34,687
Scottish Borders	49,972	49,824	17,347	117,143
Shetland Islands	0	0	7,462	7,462
South Ayrshire	51,667	12,500	8,683	72,850
South Lanarkshire		2,500	3,400	5,900
Stirling	58,500	0	0	58,500
West Dunbartonshire	0	0	0	0
West Lothian	71,000	45,000	0	116,000
TOTAL	£1,189,444	£ 695,290	£ 624,074	£2,508,808

Note that awards have been allocated to Local Authorities where projects intend to deliver.