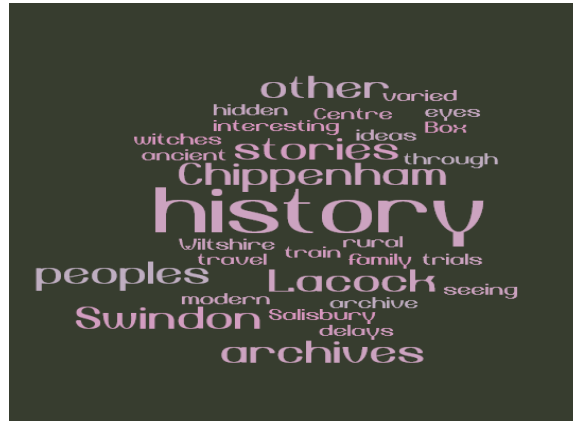


DigiCreative Heritage Skills Project

Evaluation Report April 2023



Executive summary

This is the evaluation report of the Creative Digital Heritage Skills (DigiCreative) Project run by the Wiltshire and Swindon History Centre (WSHC) and their partners, funded by the Heritage Lottery.

The DigiCreative Project was a pilot project running from November 2022 to February 2023 at the WSHC. It aimed to broaden the range of people involved in heritage in Wiltshire. The project brought together creative practitioners, heritage centre and library staff to support young people who are currently unemployed and face multiple barriers to employment, to create an artistic response to items from the archive. Twelve young people were referred to the project, however two were unable to start due to personal reasons and two started but were unable to complete the project due to anxiety. The eight young people who completed the course learned skills to locate, assess and digitise archive material, then with the help of the creative practitioners they created and displayed their responses in an exhibition at the library. The participants used a wide range of creative skills; lino printing, animation and sound, and a broad range of items from the archive used as inspiration; photos, video, school records, family tree, scrapbooks and recipe books, and spanning from the 17th century to the 1990s. The inspiration included witch trials, football, Viking legend, a local author and World War I experiences. Following a celebration event, the exhibition then moved on to tour six other Wiltshire libraries to interpret the heritage archives for others and encourage them to access the archives.

Through the project, the participants gained self confidence and skills in talking, listening, problem solving and teamwork. They also made friends and found new creative and research skills and interests, they said the project was “inspiring” and “purposeful”. The project had a real energy and excitement, which visitors commented on and the staff at WSHC described as a “buzz.” The responses from the participants’ key workers and families showed that the participants had surprised and delighted them with the progress they made through the project. The project has also given WSHC staff more confidence in welcoming a wider range of people to use the archive. The project has been described as “fascinating” and accepted as a contributor to the *Heritage, Community, Archives: Methods, Case Studies, Collaboration* conference in Sheffield University in June 2023.

A short summary and link to the video of the project and final artistic creations are available here: <https://www.wshc.org.uk/education/digicreative-heritage.html>

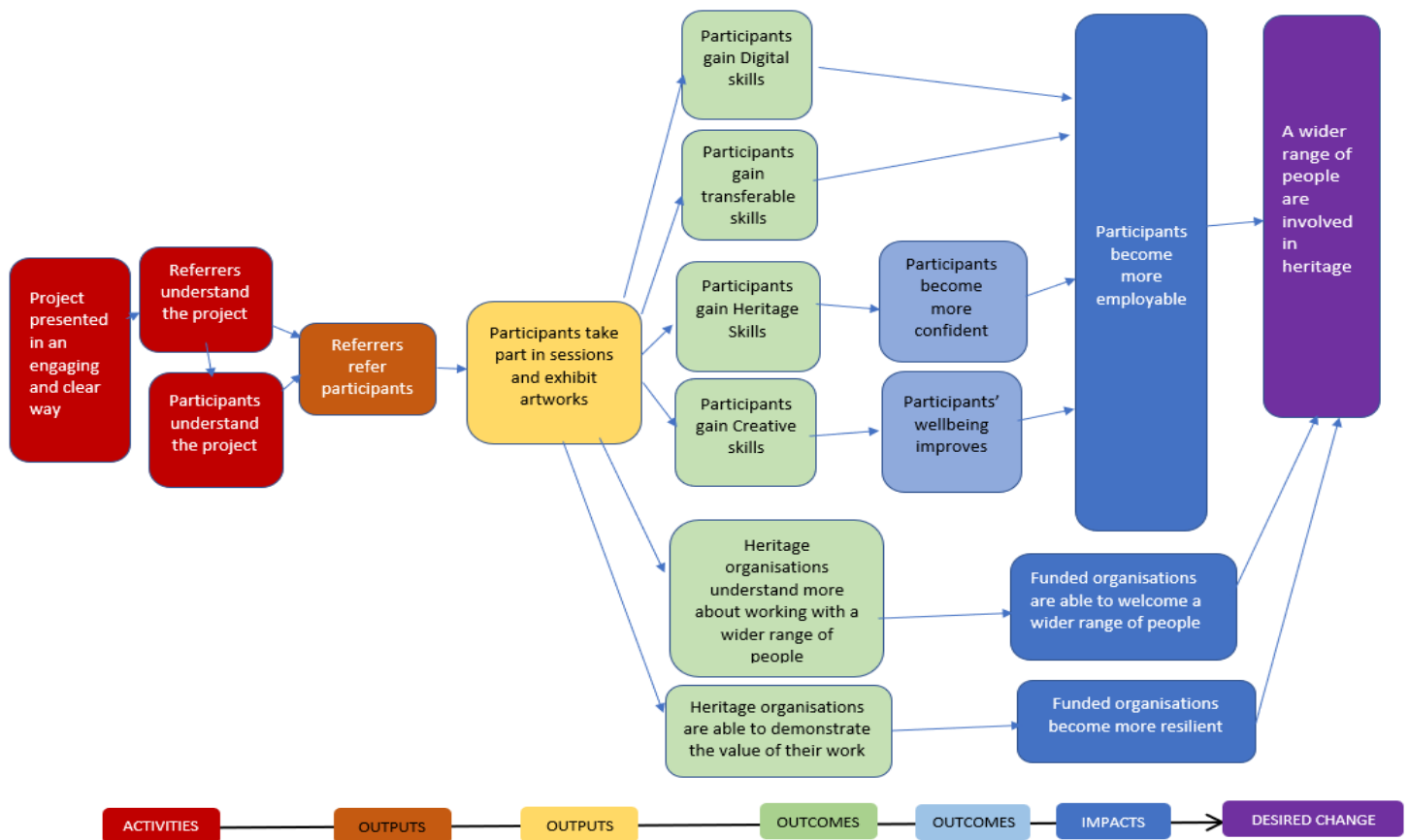
Recommendations from this report are:

- Make further good use of the success of this project to promote the WSHC and bring in stakeholder support, public awareness and collaborations with more referrers.
- Research funding sources to create a longer-term project with perhaps three cohorts a year, including ways to support participants with severe social anxiety to participate, perhaps remotely.
- Access stronger communications support to ensure that the WSHC is able to promote itself and its projects more widely.

Liz Read - Evaluator to the DigiCreative Project
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Expected outcomes

The DigiCreative Project was a pilot project running from November 2022 to February 2023 at the WSHC. It aimed to broaden the range of people involved in heritage in Wiltshire. The project brought together creative practitioners, heritage centre and library staff to support young people who are currently unemployed and face multiple barriers to employment, to create an artistic response to items from the archive. The activities, outcomes and impact of the project are outlined in the Theory of Change diagram below.



The project leads wanted to involve a **wider range of people in heritage**, particularly those who struggle to access education or employment. This aspiration requires both changes in confidence and skills of the participants, and changes in the ability and confidence of staff to work with people who face barriers to education. As part of developing the confidence of the participants, the **participants develop skills**, in talking, listening, teamwork as well as Digital, Creative and Heritage skills. Through the project, the wellbeing and confidence of the participants grow and they become more employable. Skills are self-assessed (supported by key workers in the form of a diary and three skills questionnaires). Two employability questions asked about participants' perception of their ability to gain and sustain employment. Others within the project gain skills, such as working with volunteers, working with people on the autistic spectrum or with other complex needs. These were assessed through interviews of the archivists. Also, **participants will have greater wellbeing** through better connections to people (other participants and staff) and place (Wiltshire, WSHC, museum and libraries) reducing isolation and improving confidence. Participant wellbeing was measured using a short Warwick Edinburgh question set at the beginning middle and end of the project and through the project diaries. The project also aimed to

make the **funded organisations are more resilient, through** the service being seen as valuable and giving value for money. This was recorded through the celebration event. The Theory of Change diagram sets out how the activities of the project result in the outputs, outcomes and impacts. The colours and labels used within this document refer back to the different parts of the theory of change.

Results and effects

Activity - Relationship with potential referrers created

Activity - Engaging, clear information provided to potential referrers

Output - Potential participants hear about the project and are referred

The Project Lead reached out to referrers and the project started in November 2022. Following feedback from referrers, the project was shortened to nine weeks of sessions. Photoshop was removed as a skill area, and the time in the archive reduced. Four participants visited the WSHC and had a tour of the building including the project area and the “behind the scenes” archive strong room and conservation centre.

Output - Participants take part in sessions and exhibit artworks

With only one participant having been to the History Centre before, the first four sessions were held at the WSHC to keep the setting consistent for participants and to build their confidence. The fourth session was at the museum to consider how historical items are curated, and the library to see the space that the exhibition would be displayed in.

Eight out of the twelve participants referred produced an item for exhibition, and showed commitment and determination to attend the sessions, overcoming train strikes and delays, covid and snowy weather. Of the twelve people referred, two dropped out before the project began due to personal circumstances and two more did not attend the whole programme due to their social anxiety. One of these participants was enabled to attend the WSHC and view the items they had researched privately through assistance from family and the engagement mentor, however this was not possible to sustain after Christmas.

A group travelling from Swindon missed one session due to a train strike day and difficulty accessing early trains with a large health alert dog. Their key worker photographed the materials they were interested in from the archive when they were not able to attend.

People Gain Skills

Outcome - Participants gain digital, transferable, heritage and creative skills

The participants included in the DigiCreative project were all unemployed and considered to face barriers to gaining or keeping employment. These barriers included chronic health problems, physical and learning disability, autism, selective mutism and associated confidence issues.

For many of the participants, the achievements they made through the project were not just related to the intended outcomes. They included changing trains, navigating to the centre by themselves, taking part in the games and introducing themselves, as well as being able to rely on childcare.

The participants also gained skills in the following areas:

Digital - using the online catalogue, digitisation and Excel.

Transferable - problem solving, teamwork, talking and listening

Heritage – using the archive, understanding and assessing items

Creative - stop-frame animation, collage and print making, and digital music/sound



Through the project all the eight participants were able to search the online catalogue for items which interested them, and the items were then retrieved by the archivist team. This was a new skill for all but one participant. Most also took digital photographs of their item and answered research questions in an Excel spreadsheet. The range of items which were viewed covered diaries, videos, recipes, school log books and family trees and represented a wide range of subjects and historical periods, including Viking legend, World War I, 17th century witch trials, 1990s football cup finals and family history. It was anticipated that participants would gain knowledge of heritage through the project, and to some extent this has been the case. Most participants came to the project with very specific areas of interest and research, and deepened their knowledge of these areas, as well as enjoying what others had found interesting in the archive. For others the sheer scale and breadth of the archive was overwhelming as they found it all interesting so required support to choose an area to focus on.



On the whole, participants were comfortable with the digital aspects of the project although some needed support with reading. The participants used digital technology in their creative sessions. This included a stop frame animation package called Stop Motion Pro, a digital music/sound package and accessing the BBC sound archive to use recordings of footsteps, church bells and snoring. Both the stop frame animation and the sound work encouraged the participants to work together, and this happened quite naturally. For instance, one person animated a beetle and the other a weasel, which resulted in the weasel “eating” the beetle. Also, for the sound session participants worked together on different elements to bring a folk tale to life with sound effects and music.

Most participants who came to the group sessions took part in the creative taster sessions. For two participants this was not the most engaging aspect of the project, and they had already decided on a creative method. However, the research meant that

these participants deepened their knowledge and understanding of what they were representing through art. While the skills were presented in separate taster sessions, many of the participants used more than one skill in their final piece. For instance, a lino print with an accompanying story with sound effects, or collage and paint used in an animation also with a story and sound effects.

The skills questionnaire asked about the participants’ experiences of problem solving, teamwork, talking and listening. The scores for these skills all improved on average over the time of the

project, with speaking to others showing the largest improvement. The next most improved were asking for help, talking to someone you don't know, and sharing what you have found.



"I had fun today. Feel much happier to talk but also nerve wracking. I was the only person to have a story to share, felt very well supported and really felt like I contributed"

"I am very excited to see the exhibition but also its very scary. Enjoyed seeing everyone else's work and seeing what they have done"

Excerpts from L's diary

Two of the participants (A and M) displayed selective mutism and others had social anxiety to varying degrees. For participant M, introducing themselves to the group and taking part in an icebreaker game was a real achievement for them and amazed their key worker. The participant reflected in their diary that this was something they were proud of.

"A is now working with the Wiltshire Family and Community Learning team on a course to work with children (she began this after finishing our project), and her grandfather was amazed by the transformation in her from a person who would only talk to family members to what he saw on the video and at the celebratory event. He hopes this will lead to a real chance of employment for her." Project Lead

Some participants were quickly able to use the skills they gained to improve other areas of their life. *"S was very nervous at the start and very unsure if he could do it. But as the weeks went on he got more confident. He has now been able to go on a train to places he hasn't been before and has found that he can do things"* S's Key worker.

S says "I've really enjoyed it and I am glad I did it"



Appendices 1 and 2 show case studies of participants in more detail and the data from the skills questionnaire and Warwick Edinburgh Wellbeing scale.

Outcome - Heritage organisations are able to demonstrate the value of their work

Impact - Funded organisations become more resilient

The exhibition enabled the WSHC to invite stakeholders to a presentation and celebration of the end of the project. The exhibition was attended by over 30 people, including not just the family and key workers of participants, but Wiltshire Councillors and senior Council colleagues in the Arts and Libraries services, and the referring organisations and other potential referrers attended. Stakeholders in both the heritage sector and civic life were represented through the Chippenham Mayor and attendees from Historic England, the Chairman of the Chippenham Area Board and Youth Network, and Participation Manager of the Natural Theatre Company. The event was also covered by the local media.

The video produced as part of the project conveys the story of what the project achieved, giving an overview of what happened and the participants journey. Having this video will help the funded organisations to show what they have done, and its value, and through this widen their audience and connection to possible partners.

Subsequently the Project Lead has presented the project to the Wiltshire Council Libraries Management Team, submitted an abstract to the Royal Historical Society and met with Historic England. There are also plans to write articles for the Wiltshire Community Foundation, British Association for Local History and the Archives & Records Association and will soon be meeting with Arts Council England.

"I was really moved by the reaction of the participants during the showing of the film. Their pride in what they'd created shone through and the parents/support workers faces reflected this too. I have no doubt the impact of this project and what they've achieved will stay with them for many years to come." Rebecca Bolton, Service Manager – Libraries

Outcome - Heritage organisations gain skills in working with a wider range of people

Impact - Heritage organisations are able to welcome a wider range of people

Through interviews, it became clear that the archivists were keen to share the archive with everyone and very much enjoyed assisting the participants with their research. The artistic aspect of the project added another dimension to the archive, encouraging them to see the archive as a resource with not just objective academic value, but as a source of inspiration and connection. The archivists felt that following the project they now had a new insight into the purpose of the archive, and who would be interested to know more about it. This has influenced how they categorise items within the archive.

The WSHC staff were at first somewhat apprehensive about working with the participants, keen to help but not wanting to put them off or cause them anxiety. Now the WSHC staff will be pursuing a Dimensions (autism friendly spaces) certification, and one of the archivists has since moved to another archive and was keen to pursue similar outreach initiatives there.

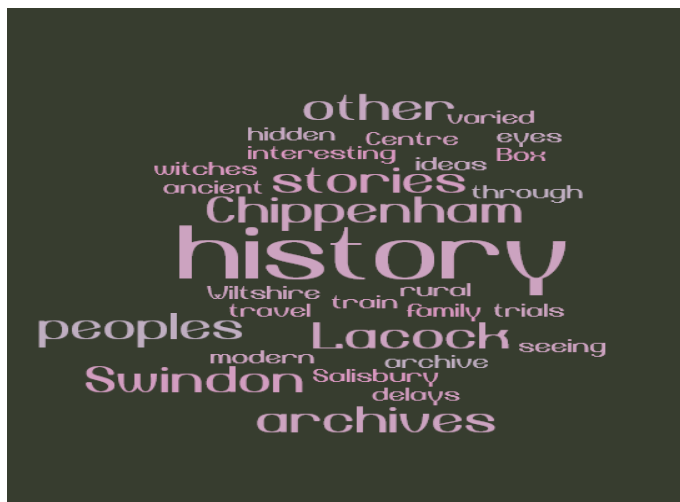
"I enjoyed working with the participants, their enthusiasm and interest in the archive is just wonderful" Max Parkin - Archivist

People have greater wellbeing

Outcome - Participants' wellbeing improves

Participants completed a short Warwick Edinburgh questionnaire at the beginning, middle and end of the project. The Warwick Edinburgh score sheet asks participants to rate how they have been feeling recently from 1 to 5, covering how optimistic, useful and relaxed as well as clear thinking and decision making. The scores show a slight improvement in wellbeing overall as an average, from 25 points to 26. This is supported by observed and reported improvements.

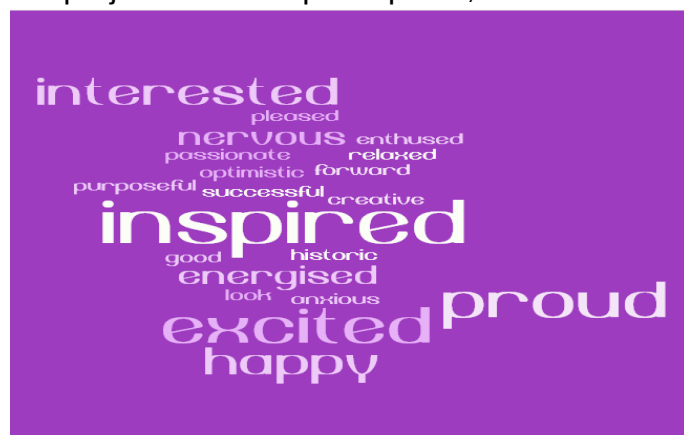
Participants' connection to place such as the WSHC, library, museum and Wiltshire were improved. This is reflected in the left hand word cloud below, with more frequent words written in larger font. Participants' connection to people was shown through them reporting that they felt close to everyone within the project, and also some of the participants keeping in touch and making plans to meet after the project. Their connections are shown in the right hand word cloud.



Outcome - Participants become more confident

The participants' confidence in each other and themselves grew over the course of the project. While social anxiety was still present at the end of the project for some participants, it was on the whole lower and lasted less long. The word cloud shows how the project made them feel.

"A was selectively mute and low confidence initially, but over time this lessened and she connected well with many of the other participants involved and by the end was smiling, laughing and talking." A's key worker



Impact - Participants become more employable

While employment may still be something that is not immediate, all the participants identified something further to explore after the project. At the beginning, middle and end of the project the participants were asked to rate their chances of finding a job, and their chances of coping with a job. The average scores for both of these factors did increase slightly over the time of the project

from 2.8 to 3 on perceived chances of getting a job and from 2.3 to 2.8 on perceived chances of coping with a job.

At the end of the project, after the exhibition, participants engaged in a session with the Wiltshire Council Family and Community Learning team. They looked at the skills they had gained through the project, and at their good qualities as well as providing feedback to each other. Many of the participants were able to identify 6 good qualities about themselves, and were given more by others. Such as that they were fun to be with, are a leader, or that they are determined. The participants then identified their next steps after the project. A participant who already volunteered was keen to continue and to extend this to include involvement with the inclusion panel. One participant was interested in starting to volunteer for WSHC and another is interested in visiting museums more frequently. She has been encouraged to join a Inclusion Panel at her local museum. Many would revisit the art exhibition with their family to enable them to enjoy it in more detail.

A wider range of people are involved in Heritage

Desired change - A wider range of people are involved in heritage

As a high level and longer-term aim, the project seeks to involve a wider range of people in heritage. The age profile of members and active users of the WSHC clearly shows a majority of people aged 55 and over. As the participants of this project are all under 25 this shows that the project attracted a younger audience when compared with member and active users of the centre.

From the audience profile research provided by WSHC the current users of the archive are mostly of white ethnicity, and this is the same as our participant group, and reflects the ethnicity of Wiltshire people where 6% identify as black or minority ethnic. The participant group were mostly able bodied with 2 people identifying as having a disability or long term health condition. The group had varied learning abilities and social anxiety. With autism and selective mutism as well as extreme social anxiety being displayed by the participants.

The WSHC holds no data on the education or knowledge levels of current users, however it is acknowledged anecdotally that the users are well educated and retired from a job or profession. This contrasts with our participant group who are all unemployed, lack basic skills in English and Maths or have a learning disability. The participants were knowledgeable about history and felt strongly about heritage generally as well as having more in-depth knowledge of specific areas.

Thus, while the participants were similar to the current users of the archive in ethnicity and knowledge or interest in heritage, they were younger and face more barriers to education and employment than the current users of the archive.

Conclusion and recommendations

What went well

- The result of this project is that a wider range of people are involved, and more people can be involved, in heritage in Wiltshire.
- The project has been described as “fascinating” and accepted as a contributor to the *Heritage, Community, Archives: Methods, Case Studies, Collaboration* conference in Sheffield University in June 2023.
- The project has had positive effects on the participants’ wellbeing, skills and confidence as well as helping them have fun and make friends. Also, WSHC staff have enjoyed the project, feel more confident about welcoming a wider range of people into the centre and are actively adapting how they view the purpose and function of the archive.

- When visitors came to visit the History Centre on the project days they were heard to say how positive the atmosphere was, and how they would like to stay and join in. This was also felt by the staff at the centre.

"The wider WSHC staff noticed that the project days brought a real buzz to the History Centre".

Heritage Services Manager for Wiltshire Council

- The attendance and success of the participants on the project is also a real testament to their interest, enjoyment and commitment to the project.

What we found challenging and what we learned

- Being such a new project and location, it took time to build trust with referrers, as they rightly wanted to be confident that their participant would enjoy and benefit from the experience. This was overcome in the project, but took time. It will likely be easier to recruit participants in subsequent phases as there is now example work to show potential referrers and this is confirmed by one referrer saying "I would do it again in a heartbeat!". Also, all participants and referrers could be offered a tour of the History Centre prior to the project.
- Participant group feedback was that the days of the sessions could have been longer, and that there could have been more sessions both overall and possibly each week, especially allowing more time to research in the archive. Also, the participants fed back that having a summary of the sessions before the project start would be helpful.
- Accessing communications support through Wiltshire Council was more difficult than expected and so accessing stronger communications support would ensure that the WSHC is able to promote itself and its projects more widely.
- Before the visit to the library, it was difficult to imagine how the final exhibition would look, so ensuring that participants have a clear idea of the space that the exhibition will be displayed in will help them imagine what size and type of creative response might be appropriate.

Possible project extensions

- Make further good use of the success of this project to promote the WSHC and bring in stakeholder support, public awareness and collaborations with referrers.
- Create a longer-term project with perhaps three or four cohorts a year. Possibly including:
 - Combine age groups of participants in order to promote intergenerational learning, and vary the artistic methods and skills offered. Reach out further to under represented audiences, both those similar to this project and wider to BAME and traveller groups.
 - Enable virtual attendance and inclusion. Perhaps repeated courses would allow a participant to gradually become involved with the programme without time pressure, or individual assistance could be given from another project first.
 - Understand early what participants would most like to gain.
 - Use a variety of methods to capture reactions and progress by participants – for instance an online form or email submissions as well as having a private Google Classroom page for the participants to interact and send messages.
 - Possibly enlist the help of history or art students to support participants.



louise jordan

Wiltshire & Swindon
HISTORY
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Wiltshire
Libraries



Appendix 1 - Case Studies for the Digi Creative Heritage Skills Project Pilot

A's story

A was a participant referred from the Building Bridges programme, and faced multiple barriers to work and education and only really talked freely to close family. At first on the Digi Creative Project, A had low confidence and was selectively mute, reserved and reluctant to contribute to the group. A also found it difficult to express preferences when conducting research, all part of the selective mutism she had been experiencing.

But over time the selective mutism reduced from affecting her for the whole session to latterly just a few minutes. She connected well with many of the other participants involved and by the end was smiling, laughing and talking with complete strangers and making plans to meet some of the participants as friends following the project. A also gained skills in travelling independently and was able to use these to explore the local area more.

She has an infectious laugh and sense of fun which the other participants appreciated. She has also showed more confidence through improved eye contact, clearer communication and showing bravery through her anxieties. A is supportive of others and kind and fun. She is progressing towards other volunteering with local social groups such as brownies and also aiming to work in a local school and has taken on a training course to assist this happening in the future.

"A is now working with the Wiltshire Family and Community Learning team on a course to work in schools as a teaching assistant (she began this after finishing our project). Her grandfather was amazed by the transformation in her from a person who would only talk to family members to what he saw on the video and at the celebratory event. He hopes this will lead to a real chance of employment for her." Project Lead

H's story

H was a participant referred from the Building Bridges programme, and faced multiple barriers to work and education. Through the Digi Creative project H enjoyed contact with people and having a sense of self. Not being just a mummy to her children, but doing something and having time just for her. Her enthusiasm for the project also encouraged her to trust childcare. She learned to meet deadlines, stop perfectionism and trust childcare while doing the artwork. She also found a skill of watercolour painting and animation

H has a sense of being an independent woman who is able to set boundaries better now in relationships and prioritise herself as well as her children. Nervous but resilient and capable of much more than she believes with some support and encouragement (as she gives to others). H is intelligent and articulate and now has a sense of hope for the future.

H has a real passion of history, library and archive and is now hopeful for the future with a chance to volunteer at WSHC and longer term goal to work in that sector.

S's story

S came to the project from Prime Theatre and was very nervous at the start and very unsure if he could do it. But as the weeks went on he got more confident.

Despite having to miss 3 of the first sessions due to train strikes and Covid, S was keen to continue with the project and with the support of his key worker researched his interest in Swindon Town through the online archive and resources being brought to him. He showed determination and commitment to return to the project after the Christmas break and enjoyed presenting the playoff football match through animation. He overcame difficulties in presenting a fast paced game and was pleased with the end result. S has experience of creating youtube videos, and the animation has added to his skills which he hopes one day will provide an income.

Through the project S gained skills and confidence in travelling by train, and he has now been able to go on a train to places he hasn't been before and has found that he can achieve what he sets out to do.

S says "I've really enjoyed it and I am glad I did it"

"It was plain to see at the project's celebratory event how much confidence and joy the project had brought S. He was chatting to complete strangers about his piece and his pride in his work was clearly visible to all. He was particularly pleased to show his work to his family who were visibly excited to share this special moment with him. S was interviewed by the local paper which was reported online. He noted that his family were proudly sharing it with as many others as they could." Project Lead

Appendix 2 - Project Data - Self-score for skills and wellbeing out of 5

	Confidence				Listening	
	Speak to others	Say what you think	Say you are good at something	Apply for a job	Find out about someone else's perspective	Understand instructions
start average	3.6	3.5	2.9	3.6	2.6	2.1
end average	2.5	2.8	2.8	2.9	2	1.6
change	1.1	0.7	0.1	0.7	0.6	0.5

	Speaking				Teamwork	
	Asking for help	Talking to someone you don't know	Talking to someone from a different background	Sharing your work or opinion	Working with others	Helping someone else
start average	3	3.6	3.1	3.1	2.6	2.8
end average	2.1	2.8	2.3	2.5	2.1	2.4
change	0.9	0.8	0.8	0.6	0.5	0.4

	Digital skills	Heritage skills		Creative skills	
	Using different programmes	Research and finding	Sharing what you have found	Using a camera or scanner	Creating a heritage based resource
start average	2.6	2.3	2.8	2.5	2.5
end average	1.9	1.6	2	1.9	1.9
change	0.7	0.7	0.8	0.6	0.6

Warwick Edinburgh scale	Feeling optimistic	Feeling useful	Feeling relaxed	Dealing with problems well	Thinking clearly	Feeling close to others	Make up my mind
start	3.3	3.4	3.4	3.9	3.8	3.4	3.8
mid	3.5	3.5	3.8	3.5	3.8	3.5	3.8
end	3.8	4.0	3.5	3.3	3.5	3.7	3.8

Creative Digital Heritage Skills

Creative Brief

Background

The Creative Digital Heritage Skills project is a partnership between the Wiltshire & Swindon History Centre, Building Bridges, Prime Theatre, Wiltshire Family and Community Learning, Wiltshire Libraries and an arts engagement mentor. Funded by the National Lottery Heritage Fund, the project will run for 7 months.

Description of the project

Creative Digital Heritage Skills is an innovative programme of nine workshops, engaging with people in an archive and library setting to learn new research and creative skills, enhancing their employability in the heritage field and beyond.

10-12 people aged 16+ who are currently unemployed, have struggled with the education system, are interested in but have not previously engaged with heritage will explore, research, digitise and respond to items of their choice, developing confidence and employment skills. Participants will include care leavers and those with SEND and SEMH needs. Working with the Wiltshire & Swindon History Centre (WSHC), participants will use research methods to locate and research material from collections and will digitise this material. With the help of local creatives, participants will use the research material as inspiration, creating, curating and displaying these responses at Chippenham Library.

The project will focus on what participants enjoy and find interesting, offering them the opportunity to fully engage in their learning and build confidence by taking control of their work and decision making. Participation can also facilitate exchanges of experience, knowledge and skills, building compassion, empathy and understanding whilst combating isolation.

Participants will finish the project with a piece of work they can share with family/friends and discuss with future employers.

A celebration event with presentations by participants will be held at Chippenham Library, launching a travelling exhibition of the finished pieces. Families, friends, stakeholders, heritage, business organisations and the press will be invited to the celebratory event.

The Creative Response

We are looking to work with three creative practitioners with differing areas of creative expertise, such as art and graphic design, poetry/writing, photography and video. The participants will choose which creative form they feel will suit them best and they will be matched with an appropriate creative practitioner. The planned ratio will be one creative practitioner to four participants.

The creative practitioners will work with their group, using the research material that will be identified by each participant with support from WSHC. The creative practitioner's role will be to help guide and support participants to put together their creative response to the material. You will be supported by the project team, in particular WSHC and the Arts Engagement Mentor throughout this process. These responses, created by the participants with your

support, will become a travelling exhibition and will form the basis of the celebratory event at the end of the project.

Logistical details

Venue: Chippenham Library

Dates of sessions: 4 sessions to run every Tuesday: 1, 8, 15, 22 November 2022, 9.45-14.30, plus an initial meeting with the Arts Engagement Mentor to discuss the participants' interests and needs and possible approaches. Attendance at a celebratory event at the end of November and an online evaluation session, w/b 12 December.

Budget: £XXX per session plus attendance at the celebratory event, online meeting and evaluation session fees at £XX each.

Additional Information

Keyworkers from BB, PT and an arts engagement mentor will support participants at the sessions. An arts engagement mentor is also working on the project, helping tailor the project to participants' unique interests and support needs.

Creatives will need to arrive at the sessions in 30 minutes in advance to brief as a team and attend a 30-minute de-brief after each session, plus attend an extended evaluation session at the end of the project alongside an initial online meeting with the Arts Engagement Mentor and attendance at the celebratory event.

Essential Skills

- The ability to work with young people with additional needs, supporting them to conceptualise their ideas and create a successful final piece for exhibition.
- The use of person-centred, socially engaged practise and tailored support depending on individuals' needs and interests.
- Supporting the creation of a response that can be shared with friends, family and the wider public.
- Enabling and empowering participants to take ownership of their work and creative process.
- DBS certificate and ability to work within Wiltshire Council's Safeguarding policies and procedures.

How to apply

To be considered as a creative practitioner on this project, please contact the project administrator with your CV and a covering letter (no more than 1 x A4 page) outlining your interest and suitability for this role.

Email: administrator@heritage

Tel: 01222 777777

Example Referral Form

Referrer Name: Date:	Referral Organisation: Referrer email:
Referee details Name: Age: Gender: Preferred Pronoun: Town/place of residence: How will the referee travel to the project? Emergency contact details (name and telephone number): Preferred contact number/method for referee:	
What are the referee's interests or hobbies	
Does the referee have any qualifications? Any specific learning/communication needs (SEND, SEMH, mental health) / does the referee have an EHCP? Does the referee have any dietary requirements and/or medical information that we should know about?	

Logos here

Please provide any additional relevant information about the referee that will help us ensure they get the most from the course and receive the correct support. Please include what they would like to gain from the course:

Has the referee been a resident in UK/EU for 3+years:

Does the referee identify as any of the following (please highlight all that apply):

From a military family Care experienced/care leaver Child looked after

Not in Education, Employment or Training Working with Youth Justice Services

Have SEND/SEMH needs In receipt of benefits PIP Parent Carer

Category not listed above (please describe):

Do you have parent/carers permission to participate if the referee is under 18 and does this include acceptance that the referee will spend the refreshment periods unattended:

Thank you for completing this form.

DATA PROTECTION: Please note that personal data will not be shared with third parties outside this project without consent and will be destroyed when no longer required for administrative purposes. Please see: XXX for our Data Protection Policy and XXX

Please return this form to:

Email:

Logos here