CASE STUDY: PARTICIPANT A

This case study illustrates the transformative impact that the Choices programme had on some participants, highlighting their journey from when they first joined the programme.

Support received included: advice choosing and applying to college course; finding and applying for part-time job; applying for university place; support to improve mental health.

**Participant A first heard about Choices after being referred by their social worker. They had recently left college early, were not working, and were struggling with their mental health. They were unsure of their next steps.**

They had re-joined college (with support from their caseworker) doing a course they enjoyed and were performing well. They had started working in a café part-time to support their studies and were generally in a better place than when they started Choices.

They were in the final year of their college course, achieving good grades and had planned to go to university. They had left their part-time job, to focus on their studies. They were confident and optimistic about the future and repeatedly reiterated the role that Choices and their case worker had played in this.

Would they recommend Choices? “Definitely. A lot of young people could benefit the way I did [from taking part].”

"[The support I received has been] really great... A couple years back when I started, I didn’t have much going on [as I was unemployed and unsure about joining college...] they have helped me come on very far.”

OVERVIEW OF SUPPORT RECEIVED

**Support received included:**
- advice choosing and applying to college course
- finding and applying for part-time job
- applying for university place
- support to improve mental health

**WHEN FIRST JOINED CHOICES**

Participant A first heard about Choices after being referred by their social worker. They had recently left college early, were not working, and were struggling with their mental health. They were unsure of their next steps.

**Gender**
- Female

**Age**
- (when first joined Choices)
  - 17

**AT THE FIRST INTERVIEW**

- They had re-joined college (with support from their caseworker) doing a course they enjoyed and were performing well. They had started working in a café part-time to support their studies and were generally in a better place than when they started Choices.
- "[The support I received has been] really great... A couple years back when I started, I didn’t have much going on [as I was unemployed and unsure about joining college...] they have helped me come on very far.”

**AT THE SECOND INTERVIEW**

- They were in the final year of their college course, achieving good grades and had planned to go to university. They had left their part-time job, to focus on their studies. They were confident and optimistic about the future and repeatedly reiterated the role that Choices and their case worker had played in this.
- Would they recommend Choices? “Definitely. A lot of young people could benefit the way I did [from taking part].”
CASE STUDY: PARTICIPANT B

This case study demonstrates the range of participant journeys through Choices, highlighting the bespoke and time-unlimited support participants received.

Support received included: career discussions; developing CV; interview skills; jointly completing job applications; support with mental health and wellbeing.

Participant B was referred to St Giles by their carer as they had recently finished sixth form and had turned 18. They wanted a job in retail or hospitality, though perceived their lack of previous experience as a barrier to finding a role. They also had some challenges with their housing situation and mental health that they wanted support with.

They had decided they were not interested in any training or education courses at that time so were instead focused on finding a job. They had worked with their caseworker to create a CV, practice interview questions and were actively completing applications together, though had not secured a job yet.

Since the last interview they had taken a break from Choices as they were not in the right frame of mind but had since returned as they appreciated the support. They had signed up to a recruitment agency and were still looking for a permanent role. They were about to start a course to finish some of their GCSEs, as recommended by their caseworker.

Gender: Female
Age (when first joined Choices): 18

Without my case worker […] I would not have been as full-on [with job seeking] without them pushing me. That makes a difference […] They also helped me with my wellbeing [by] giving me advice and [they] let me know it’s okay.”
CASE STUDY: PARTICIPANT C

This case study illustrates the range of referral routes to joining the Choices programme and the holistic, tailored support that participants received from their case worker.

Support received included: career advice to identify the best route for them; applying for course; support with anxiety and wellbeing.

Participant C first heard about Choices after a St Giles worker visited them whilst they were in hospital after being attacked. At the time they worked in retail but aspired to move into electronic engineering. They were referred to Choices to help achieve this goal. They had anxiety following the attack.

They had developed a set of goals with their case worker. These included starting a career in electronic engineering and moving to a new area. Their caseworker had provided them advice and recommended different routes to achieving these goals that they were in the process of exploring.

They were about to start a course for a career in electronic engineering. St Giles had provided the deposit and encouraged and reassured them about their choice. Their case worker was giving them ongoing support with anxiety following the attack and had referred them to a therapist.

Did participating in Choices match your expectations?

“They’ve been great […] it exceeded my expectations. [The most helpful part has been] knowing you’re able to talk to somebody when you need to.”

OVERVIEW OF SUPPORT RECEIVED

Support received included: career advice to identify the best route for them; applying for course; support with anxiety and wellbeing.

AT THE FIRST INTERVIEW

They had developed a set of goals with their case worker. These included starting a career in electronic engineering and moving to a new area. Their caseworker had provided them advice and recommended different routes to achieving these goals that they were in the process of exploring.

AT THE SECOND INTERVIEW

They were about to start a course for a career in electronic engineering. St Giles had provided the deposit and encouraged and reassured them about their choice. Their case worker was giving them ongoing support with anxiety following the attack and had referred them to a therapist.

“[St Giles helped me realise] the only thing that could stop me is me.”

OVERVIEW OF SUPPORT RECEIVED

Support received included: career advice to identify the best route for them; applying for course; support with anxiety and wellbeing.

AT THE FIRST INTERVIEW

They had developed a set of goals with their case worker. These included starting a career in electronic engineering and moving to a new area. Their caseworker had provided them advice and recommended different routes to achieving these goals that they were in the process of exploring.

AT THE SECOND INTERVIEW

They were about to start a course for a career in electronic engineering. St Giles had provided the deposit and encouraged and reassured them about their choice. Their case worker was giving them ongoing support with anxiety following the attack and had referred them to a therapist.

“[St Giles helped me realise] the only thing that could stop me is me.”

OVERVIEW OF SUPPORT RECEIVED

Support received included: career advice to identify the best route for them; applying for course; support with anxiety and wellbeing.

AT THE FIRST INTERVIEW

They had developed a set of goals with their case worker. These included starting a career in electronic engineering and moving to a new area. Their caseworker had provided them advice and recommended different routes to achieving these goals that they were in the process of exploring.

AT THE SECOND INTERVIEW

They were about to start a course for a career in electronic engineering. St Giles had provided the deposit and encouraged and reassured them about their choice. Their case worker was giving them ongoing support with anxiety following the attack and had referred them to a therapist.

“[St Giles helped me realise] the only thing that could stop me is me.”