Evaluation proforma

Faculty/Directorate	Faculty of STA / BESE
Department/area	Media Arts and Communication: Film Media and Production
Project title	Improving the confidence and wellbeing of students who suffer with mental health issues and developing their employability skills within the Film & Media industry
Project lead name	Rachel Gradwell - Employability Adviser - Student and Graduate Employability Service (BESE)
Contact email	r.gradwell@shu.ac.uk
Other project team members	External: Rob Speranza - Producer/Director of South Yorkshire Filmmakers Network (SYFN) Annie Watson - Subject Group Leader, Film Media and Production (FMP) Claire Tate - Student Support Adviser for FMP External: Jacqui Wilmshurst - Consulting Psychologist - Artio Consulting/BBC - delivered workshops External: Professor Peter Kinderman - Clinical Psychology at the University of Liverpool - delivered workshop Anna Jarvis - Student Wellbeing Adviser - delivered workshop on SHU Mental Health provision Drew King - Level 5 Digital Media and Production (DMP) student - poster designer
Abstract including action research (or other project), working hypothesis, info from theory of change, change which is anticipated etc. (Around 250 words)	We undertook a small scale project aimed at those students suffering or experiencing mental health problems, to promote student wellbeing and employability with a series of workshops and master-classes run by industry professionals, delivering practical solutions to difficult scenarios and real life work issues, networking opportunities and trips to film industry businesses. The project aim was to improve graduate wellbeing through participation in these workshops and visits, assisting with their smooth transition from studentship into professional career and employment, therefore the students who participated would be able to apply knowledge and skills gained from traditional classroom learning in FMP to hands-on and/or real-world settings and in turn apply what is gained from the applied experience to their academic learning. Number of students aiming to recruit on project: 20
How students are being involved	Recruitment of a Level 5 DMP student to design the poster for advertising the project to the FMP students (all levels) and this was emailed out to all

FMP students, academics within FMP and displayed in poster form A3/A4 size in Cantor and Harmer buildings, and Careers Connect (see Appendix 1). The project was also advertised via Facebook and LinkedIn for maximum exposure.

In agreement with the FMP Subject Course Leader we decided to promote the project to all FMP students. To apply for a place they had to email with reasons why they would benefit from engaging in such a project e.g.

- *I'm emailing you expressing my interest in the mental health in film and tv project. As someone who finds their mental health the biggest barrier to success at university/ in life I really feel as if I would benefit from being part of this project* (Student)

- *I hope I still have time to sign up for the mental health workshops that you're running, I'm sorry that I'm late in emailing you. I'm interested in these sessions as I'd like to be able to carry myself with more confidence and express myself more freely. To be honest I had some apprehension in applying as the idea of a workshop makes me really nervous as I'm quite shy and don't want to embarrass myself terribly. I know it's a great opportunity though that I can really make use of, so I hope I can still get involved (Student)*

Liaising with Student Support meant that I was able to email directly students who had a learning contract (mental health disclosed) and actively encourage them to join the project. Supportive and sensitively worded emails were sent out to all those who applied and to those who ultimately decided not to continue with engagement on the project.

During the course of the project, the students who participated were asked at the end of each workshop for feedback, so we could shape the next session and aim to focus on their needs as well as our planned topic/structure.

Total number of students who applied for a place: **17**

Number of students who attended on Day 1 (2 x workshops): **11**/17 (Out of the 17, 4 emailed to say they couldn't attend/ 2 did not attend -no communication)

Number of students who attended on Day 2 (2 x workshops): **6** /10 (3 emailed to say they couldn't attend/ 1 did not attend - no communication)

Number of students who attended on Day 3 (external trips): **6**/10 (2 emailed to say they couldn't make it / 2 did not attend - no communication)

Number of students who attended on Day 4 (final session and Evaluation): **6**/10 (2 emailed to say they couldn't make it / 2 did not attend - no communication)

The students were actively encouraged to participate by Q&A after each separate workshop, practical group discussions, case studies and scenarios and active participation in the external trips. However due to the nature of the project and the mental health of the participants, each session started with a health check which reminded them that they could join in as much or as little as they wanted, to be aware of others sensitive and confidential information and support that was on offer (during and after the sessions) if required.

How project is being evaluated	The project members formed the evaluation team as well as the students who engaged with the project. **Type of Evaluation methods: Qualitative methods:** Day 1 : 1st March 2019 Day 2: 29th March 2019 Day 3 (Trips): 1st April 2019 Day 4: 26th April 2019 1) Workshop specific evaluation at the end of each session (Day 1 & 2) - use of different coloured post-tic notes: - Green - one thing you have enjoyed about today? - Pink - one thing you would have liked to have known more about? - Yellow - any other comments about your experience today? 2) Post-tics were typed up and shared between the project team so we could see result/impact of the workshops and then plan for the following workshop sessions accordingly (see Appendix 6 & 7) 3) Regular email correspondence was sent to each student before and after each workshop to check on how they were (see Appendix 5). Students were emailed at the end of the project to thank them for their participation and engagement (April 2019) and a follow up email was sent to check on how they are getting on (June 2019) 4) The students were sent itineraries for each workshop/day with thorough details of dates, times, venue, speakers and session outlines and after each workshop they were emailed the presentation slides (see Appendix 2 & 3). 5) At the final session (Day 4) the group were sent out an electronic Google Doc evaluation questionnaire with questions to give their individual feedback and comments/suggestions on each of the workshops, trips, and project aims, in order to determine the impact and value of the project (see Appendix 8). They were also given Amazon vouchers for completing the course and a year's membership to the SYFN. The students were sent an email with useful resources for working in film and tv, relevant creative industry websites/links and support organisations and resources for accessing mental health support. 6) Students were asked at the beginning if filming the workshops would be permissible, but several of them were not keen for this, so the decision was made not to pursue this as a form of evaluation or promotion of the project (considering the nature of the project this was completely understandable). 7) Students were asked their permission for sharing quotes and comments they made in the workshop evaluations and final evaluation (all anonymised) and they all consented. 8) Feedback was requested from Rob Speranza and Annie Watson at the end of the project via email (see Appendix 9 & 10). 9) Due to timescales, promotion at the creative industries careers event Pathways didn't happen as planned for 6th March 2019.

	10) Once this evaluation form has been complied and completed the project outcomes and impact will be disseminated at a future Student and Graduate Employability Service Team Meeting and shared with the FMP academics/professional staff and the MAC department within the faculty of STA.

Key things **What's worked well?** **Have you achieved what you set out to do? If not why not?** **What have been the Highlights?**	We feel that the project was very successful and the feedback from the students after each of the workshops and overall project experience was overwhelmingly positive with potential for learning and impact: • **8/8 (100%)** students said they would recommend the project to other students • **8/8 (100%)** students said they felt more confident in working in the film and tv industry after participating in this project **What worked well?** • Collaboration with external partners SYFN, Student Support Adviser, Student Wellbeing and external guest speakers • The design and promotion of the poster advertising the project • Participation and honesty of all the students who attended throughout the course of the project: *"I enjoyed feeling like I was not alone on the course and it was comforting and made me feel less stupid and ashamed"* (Student) • The external trips to a TV/Film Facilities Company and a TV/Film studio in Leeds: *" They allowed us to see some of the resources and realities of media production that we as students and not professionals are often isolated from despite being supposed to be on route into that world. Moreover, it was great to have the opportunity to talk to people working in the industry and ask them questions."* (Student) • *Judging from the evaluations from students alone, it seems that we have managed to have made an impact on them and enabled them to feel that working in the industry is far less intimidating than they may have thought before they walked into our of our classrooms for the first time* (Rob Speranza, SYFN). • *It's a huge added benefit for the course and for the students who took part and will no doubt add much to their student experience, future employability and general overall wellbeing* (Annie Watson, FMP). **Have you achieved what you set out to do?** • Yes, we feel that we pretty much achieved all we set out to do for the students. We delivered 5 workshops on: 1) **How to keep rolling: Building personal resilience and accessing resources to overcome mental health challenges at work.** 2) **Editing the script on mental health: Changing our understanding of, and attitudes towards mental health problems.** 3) **Handling difficult conversations: Scenarios and reasonable adjustments at work.**

4) An Industry Snapshot: Working in the Film and TV Industry - tips on pitching, networking, building relationships and working with people on set and off.

5) Sheffield Hallam's Mental Health Support - Student Wellbeing.

- We were also very glad we planned field-visits to both a film studio and a facilities company, as students seemed to not only enjoy these visits but learned a lot about the 'real' industry works. The aim to develop the student's graduate attributes, especially confidence and resilience was very successful (100%)

What have been the highlights?
- The students opening up and feeling comfortable within the group

- The trip to Leeds (see Appendix 4 for photos)

- Collaborating with SYFN - insider industry expertise and knowledge within the film/tv sector: *"Rob was really welcoming and open to talking about everything, he made all situations comfortable and was easy to have a conversation with. As a professional in the industry he made me feel less alone"* (Student)

- Collaborating with Jacqui Wilmshurst in particular for her extensive knowledge around mental health and her rapport with the students. Jacqui had a wealth of previous experience that she brought to the project: "*I thought Jacqui Wilmshurst was really brilliant, I felt she was very sincere and knowledgeable. I felt she put the room at ease and was really practical"* (Student)

- Positive feedback from the students: "*Rachel is brilliant and leading the workshops in a manner that is both informative and fun. It was a pleasure attending sessions and I feel that the aspect of making everyone feel welcome with good humour and creating an open spaces where people could easily talk and ask questions was very strong."* (Student) and   "*It was done really well. The best proof to that would be that I wanted to join straightaway despite not being that comfortable in those types of events. Moreover, I was surprised at how packed with interesting speakers and experiences those couple of relatively short sessions were."* (Student)

- Cross course level involvement - students said they enjoyed being with others from different year groups and being able to share course experience and academic advice/support

Barriers	The project was always designed as a pilot and we had no pre-conceived ideas as to how it would evolve and develop, or how many students would apply. Overall we feel that it went very well, but points to consider are: • **Timescales:** difficult to pinpoint days for the workshops that meant all students (all levels) could attend without causing them much disruption in their academic study (Annie Watson was extremely supportive in the project so was able to suggest suitable dates and encourage students to attend). Due to limited timescales and availability of speakers we incorporated the masterclasses into workshops in order to accomplish everything we wanted to achieve.

	• **Student engagement:** we had 17 apply for the project which was fantastic (20 was maximum budgeted for), but the numbers dropped on the actual days of the workshops - students were mainly very responsible and emailed to say they couldn't attend, but the group dynamic shifted each time and it meant group discussion was more limited due to numbers. I feel that if we had more time we could have established the forming and subsequent bonding of the group over the first few sessions and then participation and relationships would have been enhanced. • **Student retention:** Despite students being keen to attend, several of them dropped out: "*Unfortunately I think I'm going to have to retract my participation from this project. Due to some family issues I'm moving home the end of this week and will be commuting to university for my last few classes and as helpful and this course would be it's too much for me at the moment. I'm so sorry and hope it will be running again at some point and I can participate then? Thank you so much for the opportunity though and I wish I had the time I thought I did to properly commit to it ".* (Student) • The nature of the project - Mental Health: the project was designed to support and provide useful information and resources for the students, so that they could feel better equipped in the film/tv industry but because so many of the students were suffering from anxiety, they were very quiet, so engaging them to join in group discussion was initially difficult. More time could have been beneficial in terms of establishing the groups trust and rapport with each other. "*It would be nice to be able to get to know other participants a little better and for us to be able to present some of the issues we are facing. Both of those things, we definitely had the chances to do, but they required initiative which could at times be hard to manifest for people with mental health issues.*"(Student) "*I think a little more of a personal approach to each attendee's issues could be more beneficial, rather than being given information as a group for people to pick from in their own device.*" (Student)
Enablers	• Support and encouragement from Annie Watson and FMP course tutors in actively promoting the project and suggesting students apply and attend • Funding from the Guild meant students were able to have refreshments and lunches provided during the workshops and catering was provided on the external trips. The students didn't have to pay for anything which was really brilliant. Students were grateful for this, "*Plenty of food and drinks which was much appreciated.*" (Student) • Great communication and liaison between SHU Catering and myself in organising refreshments for workshops and the external trip • Working alongside Student Wellbeing to promote their service and support that they offer to SHU students • On-going effective email correspondence with David Kyffin from Hallam Guild (see Appendix 11 for Project costs/funding) throughout the whole process • Excellent team working between Rob, Jacqui and myself • Positive and enthusiastic responses from the students via email and in person, individually and in groups

Replicability, transferability, scalability	**Replicability** - We originally believed that this project (if successful) could be easily incorporated into other courses not only within MAC, but across all Faculties. The aims and objectives could be adapted to fit within other business/employability sectors, as each specialist Employability Adviser could link with external industry professionals and duplicate the resources and session plans. I feel that this is a realistic and low-cost/high impact project and would benefit many students studying at Hallam and have a meaningful impact on their student experience: "*Definitely. The workshops have given me skills that I can easily begin to implement in my own projects. It is also reassuring getting to talk about this in a space with students in my year that would not normally feel they were able to do so. "* (Student) - The workshops and sessions could be adjusted for different student types, subject areas, levels of study and industry sectors. - Resources and slides could be shared via Blackboard for ANY student on the particular course/degree to access (as sometimes you don't know where to find help/support until you actually need it) - Using social media to link up students - this did not take off as we didn't fully embed this idea into the group which was an oversight - I would encourage this to happen if the project was replicated. **Transferability** - The importance of the external trips to industry, allowed the students to experience and gain an awareness of being in the workplace, which they can't always access on their course (although with the implementation of HSE, this will change): "*They helped myself have a better understanding of working environment and made it less fearful for myself and want to strive for more*" (Student) *and "They allowed us to see some of the resources and realities of media production that we as students and not professionals are often isolated from despite being supposed to be on route into that world. Moreover, it was great to have the opportunity to talk to people working in the industry and ask them questions."* (Student) This project would give those students who might feel less confident to gain work experience/placements an opportunity to really immerse themselves in job sector/careers knowledge. - Both Jacqui and Rob have demonstrated their commitment and enthusiasm in helping co-facilitate another project like this, and we have had an expression of interest in the project via a Leeds Beckett University colleague. **Scalability** - To ensure the project is scalable in terms of supporting students, each Specialist Employability Adviser would be able to liaise with the relevant academic adviser or student support adviser and Student Wellbeing team and replicate the project workshops and trips to ensure maximum benefit for their student cohort. - Linking with external professionals within the mental health arena provided the students with a much more thorough understanding and awareness of mental health issues and how to cope within the workplace - this external resource could be soured via industry contacts/LinkedIn - We could utilise the space in Careers Connect to deliver workshops and encourage students to set up their own faculty support network once projects are completed - these sessions could be run over both semesters and for all year groups

	• The project could be merged with Careers Readiness and Graduate Attributes within the Highly Skilled Employment (HSE) strand as an on-going student development self/care package
Any other comments	*Working in TV can mean realising a dream. From meeting interesting people to attending glitzy award ceremonies, the television industry is, undoubtedly, an exciting place to work. But, amid shrinking budgets, long hours and a largely freelance working culture, what once looked like a fulfilling career can turn out to involve an unbearable toll on our mental health* **(https://rts.org.uk/article/tv-mental-health-challenge)** Our original and main aim was to help and encourage the students to develop their graduate attributes, especially in confidence and resilience and ultimately to empower them to overcome possible barriers that their mental health issues might cause them and develop their potential as Sheffield Hallam graduates of the future. I feel that we did this to our best ability and despite a lower number than hoped, all 8 students who participated in the project have left with much more confidence and resilience than they started with: "*I feel more motivated to try and step out of my comfort zone more and I feel less scared of ending up in uncomfortable situations to an extent. I also feel like there is more understanding to my problems in the world overall, and so I believe I so have a bit more confidence.*" (Student)