

**SCREEN SCOTLAND
SGRÌN ALBA**

SCREEN FUNDING

SCREEN EDUCATION FUND

ADDITIONAL APPLICATION GUIDANCE COVERING:

ENGAGEMENT

EQUALITIES, DIVERSITY AND INCLUSION

MONITORING

EVALUATION

 Awarding funds from
THE NATIONAL LOTTERY®



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The purpose of this document

This document aims to provide additional advice and resources for anyone who is looking to develop a screen education project. Specifically, it offers advice on:

- planning your project in advance
- who will be involved and how to effectively reach them
- how to ensure your project is fully inclusive
- how to monitor how the project is going throughout, and
- how to evaluate how the project went at the end.

If you are applying for funding from Screen Scotland for your project, this document should be read in conjunction with the Screen Education Fund Application Guidance which outlines how the fund works and how to apply. This guidance is available to download from the Screen Scotland website here:

<https://www.screen.scot/funding-and-support/funding/screen-education-fund>

Help, further advice or feedback

If you require support, further information or have any general enquiries about the application process please contact our Enquiries Service. They will be able to advise you or will put you in contact with one of our officers.

Email: enquiries@creativescotland.com

Web: You can send us a message via the [Creative Scotland website](#)

Twitter: Get in touch [@screenscots](#)

If you are a D/deaf BSL user, you can access our services with the Contact Scotland-BSL programme. Go to:

www.contactscotland-bsl.org/public for more information.

Your project: the big picture

A successful project will begin at the end and work backwards from there. Knowing what you want to find out and how you will find it out will help you develop effective strategies.

It is vital that at the earliest stages of planning your project you consider:

- what it is that you want **participants** to gain/learn;
- what it is that **you and any partners** want to gain/learn from the project;
- what **EDI** or **engagement** arrangements may need to be put in place.

In these additional support notes, you will find:

- advice on how to develop robust **strategies** for engagement, EDI, monitoring and evaluation;
- a bank of **reflective questions** to use for questionnaires, etc

N.B. Monitoring and evaluation are separate entities and must be treated as such in the application

- ***Monitoring occurs throughout the project, potentially resulting in adjustments to its delivery.***
- ***Evaluation happens at the end, once all evidence has been gathered, analysed and reflected upon.***

Engaging with participants

How do I develop an engagement strategy?

When developing a strategy for how to engage with potential participants and/or promote your project, we encourage you to consider the following questions:

- Who do you want to **engage** with? What are their needs and wants? Do you need to research this?
- What do you **offer** in terms of screen education that others do not? What are your “brand” values? Why are you important and/or valuable to them?
- How do you **currently** engage with people? What do you need to do to increase engagement? What opportunities and barriers are there?
- What have been your **most fruitful** engagement approaches? What is it that worked so well? Can this be developed into a strategy?
- How do you currently use **social media**? What do you need to do to increase your reach and engagement? What opportunities and barriers are there?
- How much **time** can you realistically invest daily/weekly/monthly to engage online (website, social media)? Have you researched effective ways of engaging online?
- Do you have the right **tools, services and people** in place to tackle this work? Do you need to hire someone?
- Will you need **funding** for your engagement strategy?

Equalities, Diversity and Inclusion (EDI)

How do I develop an EDI strategy?

When developing a strategy for how to increase Equalities, Diversity and Inclusion through your project, we encourage you to consider the following questions:

- Have you undertaken an **Equalities Impact Assessment** and/or produced a **Diversities Action Plan**? Is this something that needs to be done?
- Have you identified EDI **gaps in the organisation/project** and reflected on how to address these?
- Have you identified **resource requirements** (staffing, partnerships, networks, outreach activities, training) related to EDI?
- Does your proposal include **clear and realistic targets** to meet EDI needs (i.e. a suitable number of participants, artists, staff, organisations etc. in relation to your project's reach)?
- Will you need **funding** for your EDI strategy and/or access provisions?
- Have you prepared an **outreach/engagement** plan?
- How are you going to **evaluate** appropriately for the community involved and monitor the project's impacts/successes?

Underrepresented groups and access requirements

When developing your project, have you fully considered all groups who might wish to be involved, and the access requirements that will be needed to make it fully inclusive?

Commonly underrepresented groups	Common access requirements
<ul style="list-style-type: none"> • children and young people • older people • care-experienced young people or young carers • faith and or religious groups • gender groups • sexuality, sexual orientation, and gender identity groups (LGBTQI+) • disabled people • D/deaf/hard of hearing/ deafened people • visually impaired people • health and wellbeing groups • people with Autistic Spectrum Disorder • people with Dementia • Black, Asian or minority ethnic groups (BAME) • refugees, asylum seekers and/ or travellers • additional language (Gaelic, BSL, minority language...) • specific location with transport and/or infrastructure issues • socially disadvantaged area or communities facing deprivation 	<ul style="list-style-type: none"> • funding for childcare, travel, accommodation... • venue access: wheelchair, public transport issues, parking... • induction loops in venue • language support (interpreter, translator, notetaker, lip-speaker...) • captioned, audio-described or transcribed film/ digital/ audio content • notice of triggering content, flashing/strobe lighting, loud noises... • alternative format materials (large print, audio, languages, word-only...) • alternative promotional materials • accessible website (WAG compliant) • event access information • use of access symbols • appropriate signage in building • gender-neutral toilets • appropriate seating (including bean bags) • quiet room

Monitoring your project

How do I develop a monitoring strategy?

When developing a strategy for how to monitor the project throughout delivery, allowing for adjustments to be made, we encourage you to consider the following questions:

- How will you ensure the **needs of the participants** are being met in the way you planned? If not, what adjustments can be made?
- How will you ensure that you and your team are **communicating** as a whole?
- How will you monitor whether the **tasks delegated to team members** are flowing smoothly? What provisions can be put in place to rectify any issues?
- How will you monitor your **budget** to ensure it is in line? How might you deal with potential adjustments?
- How will you monitor the project in relation to the **delivery timeline**? How might you deal with potential adjustments?
- Do you have controls in place in case **something goes wrong**? What is your change control plan? How will changes be implemented?

Sample monitoring forms

These have been designed as guides to create your own forms. If you would like either of these forms in a Word format to enable your own edits and usage, please email the Screen Education Team: screeneducationfund@creativescotland.com

PROJECT MONITORING REVIEW: MEETING HELD ON (DATE)		
QUESTION	NOTES FROM REVIEW	ACTION
Are the needs of the participants being met?		
Are the team communicating effectively?		
Are tasks delegated to team members flowing smoothly?		
Is the budget in line with initial projections?		
Is the project in line with the delivery timeline?		
Are there any other problems to be addressed?		

END OF SESSION REFLECTION

PARTICIPANT NAME:

Write down three things that you know now that you did not know at the start of the session.

Write down two questions that you have following the session.

Write down one thing you will do as a result of today's session.

Evaluating your project

How do I develop an evaluation strategy?

When developing a strategy for how to evaluate the project delivery and its impact at the end, consider the following questions before committing to elements of your application:

- What do you want **participants** to have gained by the end of the project?

Will they...

- ...recognise and appreciate skills involved in the creation of a screen-related text?
- ...be better at whatever they've been learning to do?
- ...be able to talk about what they've learned, making useful comments?
- ...feel inspired to go and do something else as a result?
- ...develop an improved attitude/approach to learning?
- ...develop any life skills such as confidence, leadership, etc.?
- ...develop skills that have an impact on other skillsets/subjects?
- ...be interested in investigating the further study and/or employment related to the work?

How will your project contribute to the **long-term sustainability** of screen education? How will you gather this information?

How will you know you have achieved your **intentions**?

How will you evaluate the project's success in terms of **delivery and impact**? How will you prepare to answer the following questions?

- Is the outcome what you expected?
- Can you list five successes, five lessons learned and five recommendations for future projects?
- If the project was a success, have you documented how it flowed smoothly so you can use this in the future? If not, what needs to be changed in future?
- If the project had many changes, what did you do to get to a successful outcome?

Who will the evaluation be **shared with** and for what purpose?

Will you need **funding** for your evaluation strategy?

Sample evaluation questions

These have been designed for your use in their existing form. We encourage a “mix-and-match” approach. They clearly outline an approach that Screen Scotland finds appropriate.

Educator evaluation

Personal development

- In what ways did this project meet or surpass your **expectations**?
- Which skills do you feel **most confident** in as a result of the project?
- Which skills do you feel **less confident** in? Can you identify anything that could help with this?
- What examples can you give of ways you might carry this learning forward into your **teaching practice**?
- What opportunities can you see for sharing your learning with your **community**?
- What elements of the project did you most **enjoy**?
- What **changes** would you suggest for the project?

Group development

- What do you think the group, as a whole, most **gained** from the project?
- Which elements of the project do you think the group found most **challenging**?
- Which aspects of the project do you think were most **beneficial** to the group?
- Which aspects of the project do you think were most **beneficial** to learners regarding your subject area/topic/focus?
- What examples can you give of **unexpected responses** to the project from any group members?
- How will you encourage your group to **continue their engagement** with screen education?

Learner evaluation: critical and cultural

- In what ways has your **knowledge and understanding of screen texts** changed as a result of this project? Has it changed the way you watch, understand or discuss screen texts?
- What have you become **curious** about as a result of the project? What questions do you still have?
- What examples can you give of ways you found or used **new information/knowledge** within the project?
- What examples can you give of how you used your **existing skills/knowledge** (of topics, things you've read/watched etc.) within the project?
- How has your work on this project helped you develop your **literacy skills**?
 - *Reading/Listening/Watching: vocabulary, understanding, summarising, analysing, evaluating...*
 - *Writing/Talking: expression, fluency, confidence, detail...*
- How did you respond to an **underrepresented group/theme or issue in society/historical issue or event/genre conventions** through this project? What did you learn from this?
- What was the most important thing you learned about the impact of **mise-en-scène/camerawork/ editing/sound** through this project?

Learner evaluation: creativity (filmmaking)

- What was your most **creative contribution** to the project?
- What was the most useful thing you learned about **planning** a film? What would you do differently next time?
- How did your **storyboard** help you when making your film? What did you learn from this process?
- What were the most **interesting/important skills** that you learned (storyboarding, design, using a camera, using editing software)? Why do these skills stand out?
- Which **production design** element of your film were you proudest of (costume, set, props, lighting, actor position, colour, sound...)? Why?
- Describe a moment of **camerawork** (framing, angle, movement) from your film that you are particularly proud of. Why are you so pleased with this moment?
- Looking at your **editing**, what was the most satisfying sequence in your film? Why are you so pleased with it?
- If you could **change** anything about the film you made, what would it be and why? What would you do differently next time?

Learner evaluation: personal development

- Think about areas of **personal development** you came across during the project:
 - *Dealing with challenges (being resilient, solving problems, self-control)*
 - *Building positive relationships (listening to others, compromising, being a good role model)*
 - *Managing a project (managing resources/time, communicating with others, health and safety)*
 - *Developing confidence (trying new things, recognising your strengths, assertiveness)*
- What examples can you give of **personal strengths** you developed?
- What examples can you give of **improvements** you would still like to make?
- Which **roles/responsibilities** did you take on? Which one did you most enjoy and why?
- Which **roles/responsibilities** presented a challenge for you? How did you deal with this?
- What **mistakes** did you make? What did you learn from them? What would you do differently next time?
- What **contribution** of yours were you most proud of? Why?

Sample evaluation form

This has been designed as a guide to create your own form. It clearly outlines an approach that Screen Scotland considers most appropriate. If you would like this form in a Word format to enable your own edits and usage, please email the Screen Education Team: screeneducationfund@creativescotland.com

END OF SESSION REFLECTION							
Project Title:							
Participant Name:		Job Title:					
Participation Dates:		Ages taught:	Early years 0-4	Children 5-11	Young people 12-17	Young adults 18-25	Older adults 60+
School/Organisation:		Local Authority:					
How did you find out about this project?							
What were your reasons for participating in this film education project? What are your desired outcomes?							

(Insert further rows and specific questions as required)

Please make suggestions of any further resources that would be beneficial to you (e.g. a summary guide of skills, a refresher session in a few months, a sharing session of work produced, suggested activities).

If you would like to share a testimonial or quotation for use in our marketing work (regarding this training or your use of film in education) please write it here:

I am happy for Screen Scotland to use content from this form for educational and promotional purposes across our social media platforms and partner websites.

Signature:

Date:

Useful links

These links might prove helpful in developing engagement, EDI, monitoring or evaluation strategies and completing your application.

WEBLINKS

- [Screen Education Fund | Application Guidance](#)
- [Evaluation Toolbox | Developing a Monitoring & Evaluation Plan](#)
- [A Toolkit for developing an Equalities, Diversity and Inclusion Action Plan](#)
- [Impact Assessments Toolkit \(produced by Brodies LLP\)](#)
- [Curriculum for Excellence | All Subject Experiences and Outcomes](#)
- [Elliot W. Eisner | The Role of the Arts in Educating the Whole Child | Grantmakers in the Arts](#)
- [An Online Visual Collaboration Platform for Teamwork | Miro](#)
- [Equality and Human Rights Impact Assessment](#)

CONTACTS

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