



# Artspulse

Evaluation Toolkit  
A user-friendly guide  
to evaluating  
arts and well-being  
projects





## Introduction:

Many arts and health practitioners are convinced that participating or being an audience for arts activities enhances our lives and improves our sense of well-being.

We believe that participation in the arts can enhance the ability to develop and improve communication, community cohesion, physical and emotional well-being, self-confidence, inspiration, and empowerment, take us out of ourselves and distract us from our problems, and restore our sense of fun, for participants, patients, carers and support staff. A kaleidoscope of art forms and creative inventions are available at all levels of involvement and in all media, which can be tailored to needs of each individual or group.

The issue for arts practitioners has been to be able to evidence benefits to health and well-being, outside of large and in depth research projects. There is much research already undertaken which makes the case for the benefits to health of participating in arts activity, ( see Appendix 1) and this toolkit does not seek to duplicate this. This toolkit is aimed to be used as a general tool for arts projects, to be implemented by non-health professionals, as part of the usual project evaluation.

Over the last few years within Rotherham's Arts in Health work, we have been looking at the evaluation of our projects and developing different methods for data collection. As part of the ArtsPulse project these have been collected together to form a 'user friendly' Toolkit, together with information on other methods and techniques, to form a more general booklet of advice. We hope this may be of interest to community groups and professionals running projects to increase health and well-being. The Toolkit may also be of interest to those running non arts-based initiatives, such as sports projects and so on.

The toolkit is designed as a set of simple resources for the evaluation of Arts and Activity in Health projects, which can be downloaded from [www.rotherham.gov.uk](http://www.rotherham.gov.uk) or [www.artspulse.org](http://www.artspulse.org) All of the questionnaires and templates have been tested during the ArtsPulse project.

This toolkit was collated by Pete Mosley from *Umbrella*, using templates created by Rotherham Arts in Health projects over the last 6 years.

Rhiannon Lister-Coburn  
Arts in Health Officer  
Rotherham MBC  
2008



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**The Toolkit contains:**

- Page 3 External Evaluator's guidance notes
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## External Evaluator's guidance notes

The Rotherham ArtsPulse Toolkit was developed as an extension of questionnaires and information collecting techniques that were developed and tested locally by the Arts in Health officer Rhiannon Lister-Coburn. External research was also undertaken by the external evaluator, Pete Mosley - whose role it was to collate the findings and prepare the toolkit for use on the web.

The external research identified many highly informative PDF reports, websites, and comprehensive lists of useful links - which are all available by following the links on this site.

We gathered feedback from artists and professionals towards the end of the project in order to highlight any useful hints and tips based on experience that could be passed on to future users of the toolkit. This is what we found.

### **Consistency - use of resources:**

It's really important that these resources are used by all concerned in a consistent way. We recommend that project organisers, artists and health professionals should get together and explore the questionnaires and guidance notes prior to the start of the project. The way that the forms, artist's feedback sheets and 'golden moments' forms are interpreted and used should be discussed and agreed, so that everyone is reporting in a consistent manner.

Sometimes it is not possible or practical for participants to fill in the questionnaires themselves - sometimes they require assistance, or someone to ask the questions and write down the answers on their behalf. We found there was a danger of responses being influenced or encouraged a little in the latter case. Again, this should be explored openly and honestly at the induction meeting and guidance given to people responsible for administering the forms.

The balancing factor is that responses are likely to be subject to the same influences at both the beginning and end of project - so the extent of any bias will remain consistent. It is the extent of measurable change in relation to individuals that is important overall.

### **Consistency - artist's feedback**

The artists who were involved in ArtsPulse participated fully in project evaluation as part of their work. They also had a briefing meeting with the external evaluator at the start of the project, where expectations were explored. As a result, forms were completed and both qualitative and quantitative data collected. We would recommend that artists are encouraged to fill in their reports as quickly as possible after the sessions - to maximise accuracy of recall. T

Project Managers should be careful to allow paid time for artists to be generous with their feedback.



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## **Basket of Measures:**

The toolkit is designed to be used holistically – that is, a number of different evaluation tools should be selected and used over the course of the project. The accompanying evaluation checklist is designed to help you choose the correct tools and techniques for your project.

This toolkit offers information in relation to the following measures, to enable you to gather data against all the aims and objectives of your project. You can add or subtract measures to take account of the factors that are important to your project.

There are two types of measures (sometimes also called ‘Performance Indicators’), *quantitative* and *qualitative*. Typically *quantitative* measures, i.e. counting people or things, are easy to capture and compare. *Qualitative* measures, i.e. measuring how people feel, are more difficult, and often subjective – which is why they should be measured in a variety of ways; you may not be able to reach a definitive answer, but you can reach a consensus of opinion, or balance of probability, that a measure is true.

The measures we have used in the trial of this toolkit are:

### **Quantitative**

- Number of males/females taking part
- Age ranges
- Number of participants with a disability or disabilities
- Number of participants with Mental Health issues
- Numbers of sessions attended
- Requests for other types of session
- Suitability of session dates/timings
- Numbers of people who attended to the end of the project

### **Qualitative measures**

- Changes in self-confidence
- Sociability – willingness to join in/take part
- Changes in levels of communication with others
- Energy levels
- Mood levels
- Creativity
- Physical well-being
- Mental well-being
- Independence
- Mobility
- Flexibility
- Stamina



## Evaluation Strategy Checklist

These guidelines consist of a simple 3-stage guide to evaluation – outlining what is required at formative, ongoing and summative stages. (Beginning, middle and end!)

Using the checklist can help you make sensible decisions about the amount and nature of evidence to be gathered – and how that sensibly relates to the size and budget of your project.

It will also help you think about the information that will be most useful, both for your own purposes and external/stakeholder requirements.

### How to use the Evaluation Strategy Checklist:

- Assess the size, timescale and complexity of your project.
- Refer to the requirements of funders and other stakeholders.
- Include measures and methods which fit with your internal reporting needs.
- Pick one or two tools or evaluation processes to use at each of the three project stages –( formative, ongoing and summative). This is a job for the project ‘team’ so do it as a group – that way you won’t miss anything.
- For bigger projects, you may wish to utilise more of the tools and techniques and gather a more sophisticated or detailed range of evidence.
- Remember you need a selection of both quantitative (numbers) and qualitative (opinion based) evidence, as well as a wide range of documentation – photographic, paper based (drawings, sketches, plans), and also possibly audio and video material.
- Throughout the development of the project, the one basic principle to try and integrate is that of involving artists and participant groups at a much earlier stage in any given project. This offers you the full benefit and range of the artists’ experience, and the participants are consulted in a creative and meaningful way.

### Guide to costs:

**£ - cheap to do**

**££ - modest investment required**

**£££ - more substantial investment required**



# Simple Evaluation Toolkit

**Evaluation Stage One – Formative.** This begins as soon as the idea is born. Planning your project should include:

- Agreeing Project Aims and Objectives
- Assess how much of the evaluative workload you can take on yourself, and to what extent you need to budget for artists, facilitators, or the evaluator to take on facilitation and evidence gathering.

What to gather	Tools & Resources
<ul style="list-style-type: none"> <li>• Outcomes of any consultation processes.</li> <li>• Minutes of meetings with project partners, artists, funders etc.</li> <li>• Project Aims and Objectives. Expectations clarified and written down.</li> <li>• Budgets, estimates of resources, materials required.</li> <li>• Artist briefs.</li> <li>• Delivery plan with targets, timescales and responsibilities clearly defined.</li> <li>• May include deciding which of your own standard Performance Indicators apply</li> </ul>	<p>££</p> <ul style="list-style-type: none"> <li>• Initial artist led consultation. With project staff and community.</li> <li>• Visual planning processes. (Eg Mind-maps, Gant charts, organisational diagrams, timetables, etc.)</li> <li>• Visual Timelines – of the journey up to this point, and of the vision of the future.</li> <li>• Start of Project questionnaires</li> <li>• Project management notes.</li> </ul> <p>£</p> <ul style="list-style-type: none"> <li>• Facilitated discussion.</li> </ul>



## Evaluation Stage Two – Ongoing.

Sampling, evidence gathering and review during the lifetime of the project

What to gather	Tools & Resources
<ul style="list-style-type: none"> <li>• Artists' observations.</li> <li>• Host, venue and funder observations.</li> <li>• Participant observations.</li> <li>• Minutes of review meetings or focus groups.</li> <li>• Text and visuals produced by the evidence gathering tools.</li> <li>• Interim project reports.</li> <li>• High quality digital images.</li> <li>• Numbers – attendees, participants, hours of engagement, etc.</li> <li>• Exhibition, show and tell, and visual displays about ongoing work, on public display in community space.</li> </ul>	<ul style="list-style-type: none"> <li>££ • Video Vox Pops</li> <li>• Ongoing project documentation</li> <li>£ • Digital photography/disposable cameras</li> <li>• Graffiti boards</li> <li>• Artists' diaries</li> <li>• Sketches/drawings – by artist or participants</li> <li>££ • Observations, comments overheard. e.g. Storytelling, where the storyteller assembles snippets of verbal evidence into more coherent prose.</li> <li>• 'How is it for you?' conversations.</li> <li>• Mid-point Questionnaires</li> <li>££ • Artist led focus groups – formal or informal (tea and biscuits, wine and cheese, barbecue, outdoor cooking)</li> <li>• Mid-point meetings with stakeholders/partners</li> <li>• Timesheets, records of attendance</li> </ul>





**Evaluation Stage Three – Summative.**

Evidence gathering at the end of the project, collection and sifting of evidence from all stages of the project life cycle, reporting and dissemination.

What to gather	Tools & Resources
<ul style="list-style-type: none"> <li>• Final Evaluation reports.</li> <li>• Folders/files of qualitative and quantitative evidence.</li> <li>• Folders/CD's of digital photos, and video and audio files</li> </ul>	<ul style="list-style-type: none"> <li>£ • End of project questionnaires/evaluation events</li> <li>££ • Administrative support to compile and edit text</li> <li>£ • Technical support to edit photo, video and audio files</li> <li>• Artists editing evidence prior to submission</li> <li>• Gathering quotes and testimonials</li> </ul>



**Project Legacies.**

What lasting impact might the project have? – publication, web based material, multimedia material, seminar/conference presentations etc.

What to gather	Tools & Resources
<ul style="list-style-type: none"> <li>• High quality digital photos, video, case studies</li> <li>• Quotes and testimonials</li> <li>• Artist diaries and reports</li> <li>• Presentations at conferences and seminars</li> <li>• Web-based toolkits</li> <li>• Celebratory events and exhibitions</li> <li>• Documentation of re-union events, photographs and video, sound files</li> </ul>	<p>££ Documents reproduced as PDF's</p> <p>£ e-newsletters</p> <p>£££ Publications with outsourced design and print</p> <p>£ Use of existing web resources</p> <p>Contributions to stakeholders' publications and websites</p> <p>Internet : Checking /canvassing for external links (search engine rankings are influenced by the number of inward links you have)</p> <p>£££ Exhibition and Event design and management</p>



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## Recording and Evaluation Methods

Choose your methods according to how you intend to celebrate or share information on your project. For instance, if you are planning a project website or blog, choose techniques that produce digital results. If you are planning an exhibition, choose more traditional media – both 2 and 3D.

- Text messaging
- Email responses
- Comment / graffiti boards
- Blog and comments – ( there are free web diary sites online)
- Video/webcam diaries
- Web chat-rooms
- Short audio clips - “Vox pops’
- Video booth ‘talking heads’
- Evaluative collages/constructions that can be revisited and changed to reflect how participants feel.
- ‘Before and after’ drawings
- Disposable, or better still, Instant cameras.
- Digital photos – viewed and discussed at the end of each day/session.
- Artist observer – documenting through drawing, gathering anecdotal comment.
- Writer observer – as above but text based
- Participant diaries – give everyone a box file, a good quality notepad, coloured pencils, glue stick, etc.
- Before and after chats – dealing with expectations and sense of anticipation help to make sense of the experience – these can be recorded.
- Food based focus groups – formal or informal (tea and biscuits, wine and cheese, barbecue, outdoor cooking)
- End of Project celebrations



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## How to use the questionnaires

The questionnaires are variations on a standard format, designed so that consistent data can be collected across a range of different participant groups, then easily collated and presented as the information from all of them can be presented in the same table or format.

The questionnaires do not ask for people's names, but indicate that a number will be assigned to each person so that the project manager can identify individual responses within boundaries of confidentiality. Individuals will then not be able to be identified by anyone who does not have access to the numbering system.

The toolkit questionnaires are designed to elicit useful 'before and after' responses, and to be completed by the participant themselves. In cases where this is not possible they can be administered or supported by an appropriate professional – although we found there was a danger of responses being influenced or encouraged a little in the latter case.

The balancing factor here is that responses are likely to be subject to the same influences at both beginning and end of project – so the extent of any change measured will remain pretty consistent. It is the extent of measurable change in relation to individuals that is important overall.



## Starter Evaluation questionnaire – Mental well-being

Dear Participant

It is very important to evaluate the workshops you are about to take part in, for both us and our supporters, so we know what has worked well and what we would improve next time. The project is intended to have a positive effect on your mental well-being and so we need to evaluate whether you have felt a benefit.

### Confidentiality

The questionnaire is entirely anonymous, and you do not have to give your name. However, we do need to monitor whether your opinions and confidence levels have changed over the project. To do this we will assign a number to your questionnaire at the beginning and end; no-one else will be aware of whom the number belongs to, and your information will remain strictly confidential.

**1. How do you feel about taking part in this arts project? (Please circle or underline)**

A bit unsure

Ok

I feel fairly confident

I'm really looking forward to it

**2. How do you usually feel about trying something you've never done before? (Please circle or underline)**

I usually stick to what I know

I might do it, if it was something I was interested in

I like to try new things from time to time

I'm really interested and always want to find out what's going on

**3. How do you feel about working in groups with others (please circle or underline)**

I don't really like it

I sometimes feel ok, sometimes not

I usually feel fairly confident

I really enjoy it

**4. I am: (please circle or underline)**

Male / Female



**5. Your age range (please circle)**

18-24      25-40      41-59      60+

**6. Do you regard yourself as having a disability (this includes mental illness)**

Yes/No (please circle) Please specify \_\_\_\_\_

**7. I regard myself as being:**

	Never	A little	Average	A lot	Always
Confident and outgoing					
Someone who joins in					
Someone who prefers to watch					
Physically active					
Fond of puzzles and games					
Quiet					
Creative					
Good humoured					
Open to new experiences					

**8. How do you feel about trying something new elsewhere, such as a class/group near where you live (please circle or underline)**

I prefer to do things in places I already know

I might try it – if someone came with me

I might try it on my own

I like to try out new places from time to time

I'm really interested and I'd want to find out what's going on

**Thank you for your time and support  
completing this questionnaire.**



## Evaluation starter questionnaire – Parents and Toddlers

Dear Participant

It is very important to evaluate the workshops you are about to take part in, for both us and our supporters, so we know what has worked well and what we would improve next time. The project is intended to have a positive effect on your and on your child's well-being and so we need to evaluate whether you have felt a benefit.

### Confidentiality

The questionnaire is entirely anonymous, and you do not have to give your name. However, we do need to monitor whether your opinions and confidence levels have changed over the project. To do this we will assign a number to your questionnaire at the beginning and end; no-one else will be aware of whom the number belongs to, and your information will remain strictly confidential.

**1. How do you feel about taking part in this arts project? (Please circle or underline)**

A bit unsure  
Ok  
Feel fairly confident  
Really looking forward to it

**2. How do you usually feel about trying something you've never done before? (Please circle or underline)**

I usually stick to what I know  
I might do it, if it was something I was interested in  
I like to try new things from time to time  
I'm really interested and always want to find out what's going on

**3. How do you feel about working in groups with others (please circle or underline)**

I don't really like it  
I sometimes feel ok, sometimes not  
I usually feel fairly confident  
I really enjoy it

**4. Your age range (please circle)**

18-24                      25-40                      41-59



5. I am: Male / Female (please circle or underline)

6. My child is: Male / Female

7. My child: (please tick)

	Not usually	Sometimes	All the time
Is confident and outgoing			
Likes joining in			
Prefers to watch			
Likes physical activity			
Is quiet			
Enjoys drawing and painting			
Likes playing on their own			
Likes singing and dancing			
Likes new experiences			

8. Do you regard yourself or your child as having a disability (this includes mental illness)?

Yes/No (please circle)

Please state \_\_\_\_\_

9. How do you feel about trying something new elsewhere, such as a class/group near where you live (please circle or underline)

I prefer to do things in places I already know

I might try it – if someone came with me

I might try it on my own

I like to try out new places from time to time

I'm really interested and I'd want to find out what's going on

**Thank you for your time and support  
completing this questionnaire.**





## **Starter Evaluation questionnaire – Older People**

Dear Participant

It is very important to evaluate the workshops you are about to take part in, for both us and our supporters, so we know what has worked well and what we would improve next time. The project is intended to have a positive effect on your mental well-being and so we need to evaluate whether you have felt a benefit.

### **Confidentiality**

The questionnaire is entirely anonymous, and you do not have to give your name. However, we do need to monitor whether your opinions and confidence levels have changed over the project. To do this we will assign a number to your questionnaire at the beginning and end; no-one else will be aware of whom the number belongs to, and your information will remain strictly confidential.

**1. How do you feel about taking part in this arts project? (Please circle or underline)**

A bit unsure

Ok

I feel fairly confident

I'm really looking forward to it

**2. How do you usually feel about trying something you've never done before? (Please circle or underline)**

I usually stick to what I know

I might do it, if it was something I was interested in

I like to try new things from time to time

I'm really interested and always want to find out what's going on

**3. How do you feel about working in groups with others (please circle or underline)**

I don't really like it

I sometimes feel ok, sometimes not

I usually feel fairly confident

I really enjoy it



4. **I am: (please circle or underline)**

Male / Female

5. **Your age range (please circle)**

50-60    60+

6. **Do you regard yourself as having a disability (this includes mental illness)**

Yes/No (please circle) Please specify \_\_\_\_\_

7. **I regard myself as being:**

	Not usually	Sometimes	All the time
Confident and outgoing			
Someone who joins in			
Someone who prefers to watch			
Physically active			
Fond of puzzles and games			
Quiet			
Creative			
Good humoured			
Open to new experiences			

8. **How do you feel about trying something new elsewhere, such as a class/group near where you live (please circle or underline)**

I prefer to do things in places I already know

I might try it – if someone came with me

I might try it on my own

I like to try out new places from time to time

I'm really interested and I'd want to find out what's going on

**Thank you for your time and support  
completing this questionnaire.**



## **Starter Project Evaluation Questionnaire – Over 50's Physical Activity**

Dear Participant

It is very important to evaluate the workshops you are about to take part in, for both us and our supporters, so we know what has worked well and what we would improve next time. The project is intended to have a positive effect on your physical well-being and so we need to evaluate whether you have felt a benefit.

### **Confidentiality**

The questionnaire is entirely anonymous, and you do not have to give your name. However, we do need to monitor whether your opinions and confidence levels have changed over the project. To do this we will assign a number to your questionnaire at the beginning and end; no-one else will be aware of whom the number belongs to, and your information will remain strictly confidential.

**1. How do you feel after taking part in this arts project? (Please circle or underline)**

A bit unsure of things

Ok

I feel fairly confident

I'm really looking forward to it

**2. Are you currently taking part in any other physical activity in addition to these sessions?**

Yes/No    If yes, what?.....

**3. How do you feel about working in groups with others (please circle or underline)**

I don't really like it

I sometimes feel ok, sometimes not

I usually feel fairly confident

I really enjoy it

**4. I am: (please circle or underline)**

Male / Female

**5. Your age range (please circle)**

50-55    56-60    61-65    66-70    71-75    over 75



**6. Do you regard yourself as having a disability (this includes mental illness)**

Yes/No (please circle) Please specify\_\_\_\_\_

**7. I regard myself as being:**

	<b>Not at all</b>	<b>A little</b>	<b>More than a little</b>	<b>A big change</b>
More Mobile				
More able to bend and stretch				
More able to climb stairs				
Able to walk further				
Less breathless				
More healthy overall				
More mentally alert				
More independent				
Enjoying my social life more				

**8. How do you feel about trying something new elsewhere, such as a class/group near where you live (please circle or underline)**

I prefer to do things in places I already know

I might try it – if someone came with me

I might try it on my own

I like to try out new places from time to time

I'm really interested and I'd want to find out what's going on

**Thank you for your time and support  
completing this questionnaire.**



## Evaluation starter questionnaire – Young People

Dear Participant

It is very important to evaluate the workshops you are about to take part in, for both us and our supporters, so we know what has worked well and what we would improve next time. The project is intended to have a positive effect on your mental well-being and so we need to evaluate whether you have felt a benefit.

### Confidentiality

The questionnaire is entirely anonymous, and you do not have to give your name. However, we do need to monitor whether your opinions and confidence levels have changed over the project. To do this we will assign a number to your questionnaire at the beginning and end; no-one else will be aware of whom the number belongs to, and your information will remain strictly confidential.

**1. How do you feel about taking part in this arts project? (Please circle or underline)**

A bit unsure

Ok

Feel fairly confident

Really looking forward to it

**2. How do you usually feel about trying something you've never done before? (Please circle or underline)**

I usually stick to what I know

I might do it, if it was something I was interested in

I like to try new things from time to time

I'm really interested and always want to find out what's going on

**3. How do you feel about working in groups with others (please circle or underline)**

I don't really like it

I sometimes feel ok, sometimes not

I usually feel fairly confident

I really enjoy it



**4. I am: (please circle or underline)**

Male / Female

**5. Do you regard yourself as having a disability (this includes mental illness)**

Yes/No (please circle) Please state \_\_\_\_\_

**6. Your age range (please circle)**

14 -16      16-18      18-24

**7. I regard myself as being**

	Never	A little	Average	A lot	Always
Confident and outgoing					
Someone who joins in					
Someone who prefers to watch					
Physically active					
Fond of puzzles and games					
Quiet					
Creative					
Good humoured					
Open to new experiences					

**8. How do you feel about trying something new elsewhere, such as a class/group near where you live (please circle or underline)**

I prefer to do things in places I already know

I might try it – if someone came with me

I might try it on my own

I like to try out new places from time to time

I'm really interested and I'd want to find out what's going on

**Thank you for your time and support  
completing this questionnaire.**



## End of Project Evaluation Questionnaire – Mental well-being

Dear Participant

Now that this project has come to an end, it is important that we try to find out how successful it has been. The project is intended to have a positive effect on your mental well-being and so we need to evaluate whether you have felt a benefit.

### Confidentiality

The questionnaire is entirely anonymous, and you do not have to give your name. However, we do need to monitor whether your opinions and confidence levels have changed over the project. To do this we will assign a number to your questionnaire at the beginning and end; no-one else will be aware of whom the number belongs to, and your information will remain strictly confidential.

**1. How do you feel after taking part in this arts project? (Please circle or underline)**

I'm still a bit unsure

Ok

I feel a little more confident

I feel a lot more confident

**2. Has it changed how you feel about trying new things? (Please circle or underline)**

I'll stick to what I know, thank you

I might do it, if it was something I was interested in

I like to try new things from time to time

I'm really interested and always want to find out what's going on

**3. How do you feel about working in groups with others (please circle or underline)**

I don't really like it

I sometimes feel ok, sometimes not

I usually feel fairly confident

I really enjoy it



**4. I am: (please circle)**

Male / Female

**5. Your age range (please circle)**

18-24      25-40      41-59      60+

**6. Do you regard yourself as having a disability (this includes mental illness)**

Yes/No (please circle) Please specify \_\_\_\_\_

**7. I regard myself as being:**

	Never	A little	Average	A lot	Always
Confident and outgoing					
Someone who joins in					
Someone who prefers to watch					
Physically active					
Fond of puzzles and games					
Quiet					
Creative					
Good humoured					
Open to new experiences					

**8. How do you feel about trying something new elsewhere, such as a class/group near where you live (please circle or underline)**

I prefer to do things in places I already know

I might try it – if someone came with me

I might try it on my own

I like to try out new places from time to time

I'm really interested and I'd want to find out what's going on

**Thank you for your time and support  
completing this questionnaire.**





## End of Project Evaluation Questionnaire – Parents & Toddlers

Dear Participant

Now that this project has come to an end, it is important that we try to find out how successful it has been. The project is intended to have a positive effect on the well-being of you and your child, and so we need to evaluate whether you have felt a benefit.

### Confidentiality

The questionnaire is entirely anonymous, and you do not have to give your name. However, we do need to monitor whether your opinions and confidence levels have changed over the project. To do this we will assign a number to your questionnaire at the beginning and end; no-one else will be aware of whom the number belongs to, and your information will remain strictly confidential.

**1. How do you feel after taking part in this arts project? (Please circle or underline)**

I'm still a bit unsure

Ok

I feel a little more confident

I feel lot more confident

**2. Has it changed how you feel about trying new things? (Please circle or underline)**

I'll stick to what I know, thank you

I might do it, if it was something I was interested in

I like to try new things from time to time

I'm really interested and always want to find out what's going on

**3. How do you feel about working in groups with others (please circle or underline)**

I don't really like it

I sometimes feel ok, sometimes not

I usually feel fairly confident

I really enjoy it

**4. Your age range (please circle)**

18-24

25-40

41-59



5. I am: Male / Female (please circle or underline)

6. My child is: Male / Female

7. My child: (please tick)

	Not usually	Sometimes	All the time
Is confident and outgoing			
Likes joining in			
Prefers to watch			
Likes physical activity			
Is quiet			
Enjoys drawing and painting			
Likes playing on their own			
Likes singing and dancing			
Likes new experiences			

8. Do you regard yourself or your child as having a disability (this includes mental illness)

Yes/No (please circle)

Please state \_\_\_\_\_

9. How do you feel about trying something new elsewhere, such as a class/group near where you live (please circle or underline)

I prefer to do things in places I already know

I might try it – if someone came with me

I might try it on my own

I like to try out new places from time to time

I'm really interested and I'd want to find out what's going on

**Thank you for your time and support  
completing this questionnaire**



## End Evaluation questionnaire – Older People

Dear Participant

Now that this project has come to an end, it is important that we try to find out how successful it has been. The project is intended to have a positive effect on your mental well-being and so we need to evaluate whether you have felt a benefit.

### Confidentiality

The questionnaire is entirely anonymous, and you do not have to give your name. However, we do need to monitor whether your opinions and confidence levels have changed over the project. To do this we will assign a number to your questionnaire at the beginning and end; no-one else will be aware of whom the number belongs to, and your information will remain strictly confidential.

**1. How do you feel after taking part in this arts project? (Please circle or underline)**

I'm still a bit unsure

Ok

I feel a little more confident

I feel a lot more confident

**2. Has it changed how you feel about trying new things? (Please circle or underline)**

I'll stick to what I know, thank you

I might do it, if it was something I was interested in

I like to try new things from time to time

I'm really interested and always want to find out what's going on

**3. How do you now feel about working in groups with others (please circle or underline)**

I don't really like it

I sometimes feel ok, sometimes not

I usually feel fairly confident

I really enjoy it



4. **I am: (please circle or underline)**

Male / Female

5. **Your age range (please circle)**

50-60    60+

6. **Do you regard yourself as having a disability (this includes mental illness)**

Yes/No (please circle) Please specify\_\_\_\_\_

7. **I regard myself as being:**

	Not usually	Sometimes	All the time
Confident and outgoing			
Someone who joins in			
Someone who prefers to watch			
Physically active			
Fond of puzzles and games			
Quiet			
Creative			
Good humoured			
Open to new experiences			

8. **How do you feel about trying something new elsewhere, such as a class/group near where you live (please circle or underline)**

I prefer to do things in places I already know

I might try it – if someone came with me

I might try it on my own

I like to try out new places from time to time

I'm really interested and I'd want to find out what's going on

**Thank you for your time and support  
completing this questionnaire.**



## End of Project Evaluation Questionnaire – Over 50's Physical Activity

Dear Participant

Now that this project has come to an end, it is important that we try to find out how successful it has been. The project is intended to have a positive effect on your physical well-being and so we need to evaluate whether you have felt a benefit.

### Confidentiality

The questionnaire is entirely anonymous, and you do not have to give your name. However, we do need to monitor whether your physical well-being and mobility have changed over the project. To do this we will assign a number to your questionnaire at the beginning and end; no-one else will be aware of whom the number belongs to, and your information will remain strictly confidential.

**1. How do you feel after taking part in this arts project? (Please circle or underline)**

I'm still a bit unsure of things

Ok

I feel a little more confident

I feel a lot more confident

**2. Are you currently taking part in any other physical activity in addition to these sessions?**

Yes/No If yes, what?.....

**3. Have you enjoyed working in groups with others (Please circle or underline)**

I don't really like it

I sometimes feel ok, sometimes not

I usually feel fairly confident

I really enjoy it

**4. I am: (please circle or underline)**

Male / Female

**5. Your age range (please circle)**

50-55    56-60    61-65    66-70    71-75    over 75



**6. Do you regard yourself as having a disability (this includes mental illness)**

Yes/No (please circle) Please specify\_\_\_\_\_

**7. I regard myself as being:**

	<b>Not at all</b>	<b>A little</b>	<b>More than a little</b>	<b>A big change</b>
More Mobile				
More able to bend and stretch				
More able to climb stairs				
Able to walk further				
Less breathless				
More healthy overall				
More mentally alert				
More independent				
Enjoying my social life more				

**8. What other benefits do you feel you are achieving (if any)**

**9. Is the timing of the session good for you? Yes/No**

If not, what time is better for you?.....

**10. Is it the right day of the week for you? Yes/No**

If not, what day would suit you better?.....

**11. Are there any other activities would you like to take part in?**

**Thank you for your time and support completing this questionnaire.**



## End of Project Evaluation Questionnaire – Young People

Dear Participant

Now that this project has come to an end, it is important that we try to find out how successful it has been. The project is intended to have a positive effect on your well-being and so we need to evaluate whether you have felt a benefit.

### **Confidentiality**

The questionnaire is entirely anonymous, and you do not have to give your name. However, we do need to monitor whether your opinions and confidence levels have changed over the project. To do this we will assign a number to your questionnaire at the beginning and end; no-one else will be aware of whom the number belongs to, and your information will remain strictly confidential.

**1. How do you feel after taking part in this arts project? (Please circle or underline)**

I'm still a bit unsure

Ok

I feel a little more confident

I feel a lot more confident

**2. How do you now feel about trying something you've never done before? (Please circle or underline)**

I'll stick to what I know, thank you

I might do it, if it was something I was interested in

I like to try new things from time to time

I'm really interested and always want to find out what's going on

**3. How do you now feel about working in groups with others (please circle or underline)**

I don't really like it

I sometimes feel ok, sometimes not

I usually feel fairly confident

I really enjoy it



**4. I am: (please circle or underline)**

Male / Female

**5. Do you regard yourself as having a disability (this includes mental illness)**

Yes/No (please circle) Please state\_\_\_\_\_

**6. Your age range (please circle)**

14 -16      16-18      18-24

**7. I regard myself as being**

	Never	A little	Average	A lot	Always
<b>Confident and outgoing</b>					
<b>Someone who joins in</b>					
<b>Someone who prefers to watch</b>					
<b>Physically active</b>					
<b>Fond of puzzles and games</b>					
<b>Quiet</b>					
<b>Creative</b>					
<b>Good humoured</b>					
<b>Open to new experiences</b>					

**8. How do you feel about trying something new elsewhere, such as a class/group near where you live (please circle or underline)**

I prefer to do things in places I already know

I might try it – if someone came with me

I might try it on my own

I like to try out new places from time to time

I'm really interested and I'd want to find out what's going on

**Thank you for your time and support  
completing this questionnaire.**





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## Artist Diaries – Help sheet

As part of the project evaluation process, all participating artists are requested to complete a diary entry at the end of each session. As this project aims to improve the health and well-being of its participants and improve their quality of life, it is important to assess whether this has been achieved. It is also important for the benefit of later projects to examine any problems that occurred to reduce these in future.

### Entry ideas

In **each entry** please address the following:

- Number involved
- Group type, e.g. male/female, age, ethnic origin etc.
- Type of activity undertaken, e.g. if a dance session uses contact, improvisation, or other techniques
- Participant response:
  - Group dynamics - e.g. group found easy/difficult, group seem to enjoy the session and relax, group focussed or concentrated, group did / did not work well together.
  - Individual - Any changes in behaviour of particular members, e.g. quieter & more focussed or louder & more confident, more self-aware, increased interaction skills.
- Problems/difficulties, e.g. – interruptions by centre staff, group's lack of confidence, unsuitable venue

### Final entry

- Has the group identified any further needs or interests that they would like to explore in future.

This list is by no means exhaustive, please feel free to add any other headings and categories that you feel relevant.



## Artist Diary

Artist Name	Group Name	Art form	Number of participants	Date

As part of the project evaluation process, it is asked that you take some time after each session to complete a small diary account of the session. Please make a note of what activities took place during the session, how the participants responded, got involved, any problems or difficulties and whether any behavioural changes occurred. Please use the guidance sheet for assistance. (Attach extra sheets if necessary)

### **Tips**

It is difficult in a workshop situation to record and give an accurate picture of everything that happens, and one would never be able to record everything.

We fall back then on the artist's description of the workshop – however, encourage the artist, when using descriptive words, to use words that give a real picture that is meaningful to anyone reviewing the logs.



## Project Case study

Project title	Project location and dates

**Brief context of case study** - e.g. art form, number of meetings, artist/leader, main aims of project, nature of group

### **Brief description of case study**

E.g. Very withdrawn older woman participant, who didn't speak to anyone else in the group before the project and very wary of people, completely 'came out of her shell' even ad-libbing in drama sessions and now one of the most vocal.

**Are photos or other documentation available? (Video, audio, diary, etc.)  
(Please get permission for use in publications and on line)**



**Impact of project (thinking especially about changes in behaviour, learning new social and arts skills, developing interest in employment or education)**

E.g. One older woman, had suffered several tragic events, suffered from depression and was very withdrawn before the project; she hardly spoke to any other members of the group and was very wary of new people.

In the visual sessions the woman initially sat in the corner and just watched, however over the weeks, she pulled her chair closer to the table and in the last visual session she joined in fully. She seemed to flourish during drama, movement and music sessions, loving signing the songs, taking part in role-plays and thoroughly enjoyed the drumming. She was in pain, yet came to every single one of the movement sessions and joined in, she even told her sister who was arranging an appointment – “don’t arrange it when I’ve got dance”. Her key worker at the day centre has said she has noticed a very marked difference in her and she seems almost a changed person. She had never seen her laugh or smile before the project, but her eyes lit up and she laughed and giggled throughout the sessions.

**Supporting Evidence**

E.g. Verbal report to Officer from Social Worker at centre, verbal report from sister on increase in her confidence. Participant commented herself that “these sessions fetch the kid out in you” and “takes your troubles away” Officer also witnessed for herself.

Comments from participant, if available

**Case study prepared by:**

**Date:**



# Golden Moments!

Project Title	Dates

## Comments from participants made in workshops

### Examples:

“These sessions fetch the kid out in you”

“Brings your personality out”

“Takes your troubles away”

“I was feeling down in the dumps this morning but this has lifted me up”

I was feeling tense and angry, but don't feel so bad now”

“All my troubles have dropped out of my head”

“gives us high spirits”

“Makes you feel good”

“An achievement”

“I really enjoyed it, I wish we could this every week!”

## Other outcomes

### Examples:

- 1 member suffering depression & anxiety has now joined a salsa class in the evening
- 1 member after the theatre trip, danced around the centre next day
- During a workshop exercise when asked to write their dreams, 1 member commented, she wanted to have friends to go out with, another member gave her, her number and invited her to go out.
- 1 member spent some time at home, thinking of titles for the songs created and came in with a list



## Compiling your Report

### Presenting Qualitative findings

A consistent difficulty has been to present 'soft' outcomes (for instance, how people feel,) for project reports and funders, and to concisely present the success or otherwise of the project. You and your funder and stakeholders may gain all the information needed from a summary by the Project Manager drawn from the statements of the artists and participants. Typically such a report would contain statements such as "It was a success because...", followed by "everyone enjoyed it", or "they created a wonderful artwork". These statements will probably be true, but using the 'before and after' questionnaires gives you an opportunity to present a more detailed and accurate portrayal of the success of the project, and can also indicate what were the factors which contributed to that success.

Typically what is presented is a number – 'xxx numbers of people reported an increase in self-confidence' –but how much did their self-confidence improve? Do certain types of projects work better than others – for instance does drama help with improving self-confidence more than a craft activity, but clay work help people to relax more?

There is an array of ways that data collected through this process can be presented; we are currently trialling the use of a points system and graph to visually demonstrate change, indifference and regression.

Any method you use however should not be used in isolation but in a holistic manner, utilising everything from registers, photographs, quotations, observations and presentation and display of final creative endeavour.

#### Tips

- It is very important at the start of the project that you clearly state what it is you are trying to discover, to enable your results to be useful and not just a tick box exercise.
- Take ownership and modify the toolkit to suit your clients' own needs and development.
- Each participant should be given their own reference number or symbol to allow for a level of confidentiality.
- It is very important that each participant is allowed to fill in the questionnaire or evaluation themselves. It should not be their worker's or carer's interpretation of what they think they felt like. Comment from support workers and carers is sought separately - do feel free to get workers and support staff to fill in questionnaires from their own perspective and for their own personal development.



## Questionnaire Point System

The beginning and end (or even interim) questionnaires should all ask the same question. What we will measure is not the answer to the question, but any changes to the answer to the question. So in this example there are four possible answers, ranging from a negative response to a positive response. A movement from 'A bit unsure' to 'I am really looking forward to it' would indicate an improvement of three points.

Note that the response to the starter questionnaire is the baseline against which you are comparing – so this is recorded as **ZERO**, regardless of the answer.

### **Example.**

Three respondents said at the start that they felt 'OK' about taking part in the project, in reply to Question 1: How do you feel about taking part in this arts project?

A bit unsure  
OK  
I feel fairly confident  
I am really looking forward to it

In the response to the final evaluation question, record the change to the score as either **minus**, **no change zero** or **plus**. At the end of the project, when the same question is asked, **Participant A** now replies:

A bit unsure  
OK  
I feel fairly confident  
I am really looking forward to it

*This individual has moved up one level of response so is a **plus +1***

**Participant B** records a larger change in attitude to taking part:

A bit unsure  
OK  
I feel fairly confident  
I am really looking forward to it

*This individual has moved up two levels of response so is a **plus +2***

**Participant C** records less enthusiasm for taking part:

A bit unsure  
OK  
I feel fairly confident  
I am really looking forward to it

*This individual has moved down one level of response so is a **minus - 1***



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## Appendix 1

**Websites to access research into the evidence of benefits to health from participating in the arts:**

### **Centre for Arts and Humanities in Health & Medicine**

CAHHM has developed research activities and interests in three main areas: medical humanities, arts in health and health care environments

[www.dur.ac.uk/cahbm](http://www.dur.ac.uk/cahbm)

To promote understanding of the value of the arts in health care.

[www.hi-arts.co.uk/arts\\_health.htm](http://www.hi-arts.co.uk/arts_health.htm)

### **Art Works in Mental Health**

A project aimed at promoting the art of everyone affected by mental ill health, including their carers

[www.artworksinmentalhealth.co.uk](http://www.artworksinmentalhealth.co.uk)

### **The Invest to Save: Arts in Health Programme**

A threeyear, HM Treasury funded project aimed at strengthening the capacity of the Arts and Health community in the North West Regions.

[www.mmu.ac.uk/miriad/investtosave](http://www.mmu.ac.uk/miriad/investtosave)

### **London Arts in Health Forum (LAHF)**

A London-based networking organisation for health and arts professionals and health-related organisations

[www.lahf.org.uk](http://www.lahf.org.uk)

### **Lime Projects**

Connects healthcare and the arts in Greater Manchester. [www.limeart.org](http://www.limeart.org)

### **Start in Manchester**

The leading arts and mental health agency in the North West working with adults using art to help recovery from periods of mental illness.

[www.startmc.org.uk](http://www.startmc.org.uk)

### **Creative Remedies**

The arts and health website for the West Midlands. [www.creativeremedies.org.uk](http://www.creativeremedies.org.uk)

### **Critical Connections**

The Health and Arts development programme for Yorkshire and The Humber.

[www.criticalconnections.org.uk](http://www.criticalconnections.org.uk)