

Evaluation of Into Film's 'Switched On' Careers Project

Summary report of evaluation findings

1. Introduction

The 'Switched On' Careers project, launched by Into Film in November 2022 and funded by the BFI, aimed to increase awareness of the breadth of roles available in the screen industry amongst young people, educators and parents. The project comprised of two strands:

- A **social media campaign** across Into Film's 'Get Into Film' Instagram and YouTube accounts, and Into Film's new TikTok account. The social media campaign was predominantly geared towards young people, and provided information and advice regarding careers in the film and related industries. The campaign involved the development of new social media content (including short video clips) and providing links to longer reads via Linktree.
- A **resource pack**¹ for use by educators who offer careers advice to or support young people in making informed decisions about their future. The pack was launched in early March, to coincide with National Careers Week. The resource pack included:
 - An educators guide, for educators to develop their understanding of the UK screen industries, in order to support young people's career choices
 - A screen industries careers roadmap activity, an activity sheet that young people could complete to consider the routes into screen industries
 - An assembly PowerPoint presentation with accompanying teachers notes.

Into Film commissioned SQW to evaluate the Switched On project. The purpose of the evaluation was to draw out early learning around teacher satisfaction of the resource pack and any emerging outcomes experienced, and assess engagement with the social media activity. This short report provides a summary of evaluation findings, drawing on the following sources of evidence:

- Analytics data from social media platforms. Data was accessed on 12th April 2023, and shared by Into Film with SQW for review. The majority of data covers the time period from 9th November, when the social media campaign was launched.

¹ [Resource - Switched On: Screen Industry Careers - Into Film](#)

- A focus group with six educators who had used the resource, facilitated by SQW. Consultees covered a mix of regions (North East, East Midlands, South East, Wales and London) and organisations catering to a range of ages (middle school, secondary school and college).
- An online survey of 27 educators who used the resource. The survey was hosted and analysed by Into Film.

This report should be read with the following considerations in mind:

- This evaluation was intended to be a small scale evaluation of the project. It was not intended to come to robust conclusions or make recommendations, but to explore and summarise experiences and emerging outcomes, based on a relatively small evidence base.
- Social media analytics data has a number of limitations. The limitations applicable to this evaluation are set out in Annex A, and include challenges determining unique reach and engagement, data download periods and data available regarding the age of users being limited in its coverage and completeness, and limited qualitative feedback on satisfaction available which reflects on content.
- Focus group participants received a £100 thank you voucher for taking part. While these were sampled to get as much spread as possible across location and stage of education, it is not possible to say to what extent they are representative of the broader educator population.

2. Engagement

This section summarises evaluation evidence on overall engagement with both the Switched On social media campaign (using the social media data provided by Into Film) and with the Switched On resource (using feedback from the focus group).

Social media engagement

Into Film ran a campaign of promotional activity relating to the 'Switched On' careers project on their social media platforms: Instagram, TikTok, YouTube and Linktree². To reflect on the level of engagement with this material, Into Film provided SQW with social media data for the period November 2022 to April 2023. This section summarises engagement across social media platforms, with key engagement figures outlined in Figure 1.

Overall, Into Film generated 195 posts across social media platforms, culminating in just over 10m views^{3,4}. Between November 2022 and April 2023, Instagram, TikTok and YouTube experienced a substantial increase in engagement. This coincided with the development and uploading of content

² For information, [LinkTree](#) is a social media reference landing page for a person or company's associated links in social media.

³ Note: there is not an equivalent posts figure for Linktree so these overall figures only includes figures for Instagram, TikTok and YouTube.

⁴ It is important to note this figure does not track unique viewers for all platforms, so it is not known how many unique individuals this amounted to.

focused specifically on careers as part of the ‘Switched On’ project. The increase has been most significant for the TikTok platform, primarily because it is the newest platform, set up at the start of the Switched On campaign. In addition, Into Film’s content for the project was often created for TikTok and repurposed for Instagram reels or YouTube Shorts, which suggests that the content may be most fit for purpose on TikTok.

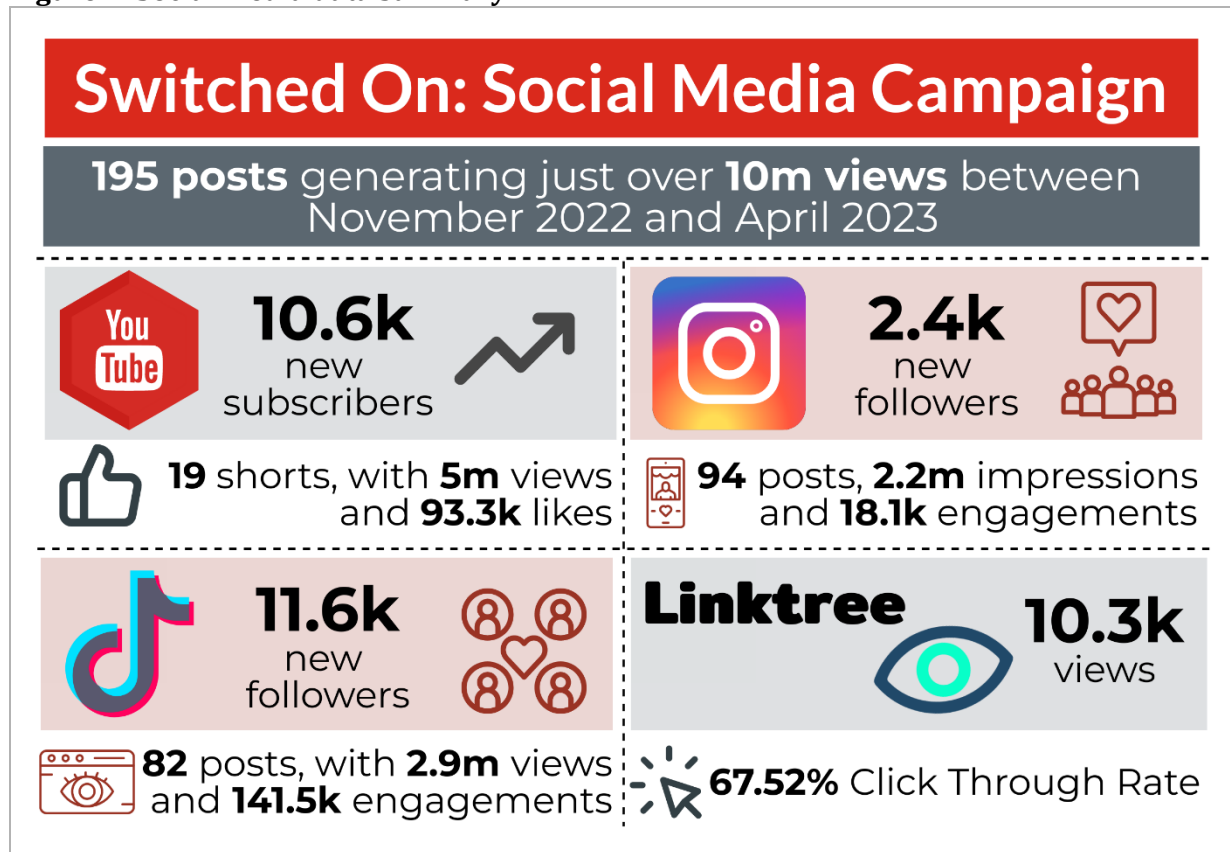
Linked to this, it is notable that on Instagram, reels reached the most users⁵. This may suggest that users prefer short video content as opposed to other methods of consumption (e.g. longer videos or picture posts).

Linktree data provide an indication of more in depth engagement with the content. A total of 6,980 clicks were made on specific links to engage further with content of interest to them. However, it is not known how many unique individuals this amounted to.

Data regarding both Instagram and TikTok shows good engagement with Switched On content from Into Film’s target cohort. Most accounts engaged were located in the UK, and the most reached cohorts were aged 13-24 years. While there are limitations to this data (notably that TikTok does not track accounts of those below 18 years of age, and the age groups identified by Instagram and YouTube do not directly correlate to Into Film’s target of up to 19 years of age), it does infer that there was sizeable engagement from young people. However, YouTube engagement does not directly correspond to Into Film’s target cohort. Viewers were predominantly based in the US, with 18% of views being from individuals based in the UK. Furthermore, the highest proportion of views came from older age groups (18 years +). That said, YouTube may be the platform most conducive to classroom use, due to the fact that educational content can be easily presented using classroom infrastructure, so these older age groups may include educator views.

⁵ Note: it is not possible to compare engagement for YouTube videos versus shorts, as only shorts were uploaded during the campaign.

Figure 1: Social media data summary



Source: SQW using data provided by Into Film. Note: the overall figures of 195 posts and over 10m views do not include figures for Linktree as equivalent figures are not available.

Resource engagement

Evaluation evidence collected through the focus group and survey also provides an indication of engagement with the 'Switched On' resource. Almost all (26/27) survey respondents (including focus group attendees) heard about the 'Switched On' resource via the Into Film mailing list. The remaining respondent found out about the resource through a careers event. One focus group participant noted that Into Film are particularly good at sending relevant resources and other opportunities through at certain key points in the year. As the 'Switched On' resource was launched to coincide with National Careers Week from the 6th to 11th March, it is positive to hear that this timing was appreciated and seen as important by participants.

Survey respondents were also asked to outline where they access careers information from, with the majority of respondents accessing it from multiple sources. Specifically, around two thirds access careers information from a range of websites; around one third through local authority/school provided packs, and around a fifth from UCAS. In terms of websites identified, the ScreenSkills website was most commonly noted (6 respondents), followed by the BBC Careerpilot website (2 respondents), and the following each had one mention: BFI; Careers.gov; Connexions; Creative Industries Council; Discover Creative Careers; eClips; ERIC; Facebook GCSE film teachers group; Filmbuddy; Into Film; ITV Careers; Skills net; Sky; Success at School; Uni Frog.

Overall, focus group attendees were motivated to use the resource to raise awareness of the diverse range of career opportunities in the film and related industries. Some focus group participants reflected on the fact there has been a wider push in their organisations for more information about careers in the industry, including at upcoming careers events or options evenings, so the resource was well-timed to contribute to this.

Almost all survey respondents (26/27) stated that they had at least a little knowledge regarding careers in the screen industry before accessing the resource; of these, over half had a fair amount of knowledge, with a couple of respondents describing themselves as highly knowledgeable. To this end, several focus group participants noted that they were motivated to use the resource, particularly the educators guide, to supplement to their knowledge and understanding of opportunities in the careers industry, enabling them to provide more relevant and up to date information and advice to both young people and parents.

"For me, I have no experience of this and if it hadn't been emailed through, I would have no idea where to look. I wanted to use it to be able to signpost and give links into things that [young people] enjoy." ... "I personally wouldn't have any idea where to look in relation to film."

Focus group participant

The resource has been used by focus group participants in a variety of ways:

- **Completing the roadmap activity** - several focus group participants said they had completed the road map with young people. For example:
 - One participant used it to run a workshop with Year 9 students as part of their school's 'Arts Week', in which the young people were supervised conducting the research set out on the roadmap activity sheet.
 - Another participant from a college said they used the roadmap resource within several of their units across the different levels they teach on progression within industry. They used it as a way to encourage young people to conduct research into specific areas of industry they might be interested in.
 - One participant reported that they deliver a practical Cambridge Nationals course and they had used the roadmap to feed into their learning on job roles for the course.
- **Delivering the assembly PowerPoint presentation to young people** – the PowerPoint presentation has been used by participants within their teaching. For example, one used it with their A Level film studies class to make them more aware of the different routes they could take. Similarly, another participant had used the PowerPoint with their Key Stage 2 students to raise awareness of the breadth of options available in the industry.
- **Adding the resource to folders containing careers materials** – several participants have added the roadmap activity and information from the educator guide to existing intranet folders containing careers advice and information for students. For example, one participant shared the 'Switched On' resource with their careers lead, who included the roadmap on their Google Classroom page during Careers Week.

- **Signposting young people to other resources** - for example, one participant reported sharing some of the links included in the educator guide with young people who expressed interest in finding out more about careers in the film and related industry.
- **Using it for display materials** - one participant also noted that they have made a display with the roadmap and pages from the educator guide.

"I have made a display with the career map and some of the other pages from the pdf... [young people] look and seem quite interested in some of the different roles that are out there. They definitely get the impression that there are lots of things they hadn't necessarily considered. Those who aren't necessarily studying film as well might see the other opportunities in the industry."

Focus group participant

Looking forward, a key benefit of the resource for educators was its applicability to future meetings, assemblies and presentations, for example:

- One participant intends to take the resource to their Senior Leadership Team meetings to propose new ideas related to careers provision, noting that *"having a solid link to so many different careers is useful"* in addressing individuals' pre-conceived ideas about film and media career opportunities: *"it just gives you a bit more gravitas behind your argument for expanding your subject"*.
- Another participant plans to use the resource in options week assemblies for their Year 9 classes and creative options assemblies for their Year 8 classes, to advocate for creative subjects. They noted that the slide pack will be useful to adapt for use in these assemblies.
- One other participant reported that they will use it during their taster day sessions to *"open their [young people and parents] eyes to all of the avenues that could be open to them"*.

3. Satisfaction and learning

This section summarises evaluation evidence on overall satisfaction with the Switched On resource, learning around what worked well, and areas for improvement. This section focuses on evidence from the focus group and survey results; there is limited evidence on satisfaction and learning from the social media data.

Satisfaction

Overall, focus group participants were highly satisfied with the resource, praising its timeliness, content and format (as detailed below). Feedback from survey respondents was also extremely positive; when asked to rate the resource overall on a scale of 1 to 10, respondents gave an average score of 8.2. Survey respondents were asked to reflect on why they gave their rating, with key examples included in the following sections.

“My Year 10 students found the resource really engaging. The PowerPoint was clear and accessible with very interesting, relevant and up-to-date information.”

Survey respondent

“It sets out the information really clearly. I adapted and amended the document (I gained permission first) to give out to potential students and parents at our open events for our TV and film course to increase our applicant numbers. Parents felt assured and were appreciative of the information.”

Survey respondent

What worked well

Focus group participants identified a range of elements that worked well about the Switched On resource. A key success factor was the amount of content and wider links provided in the educator guide, with this noted to be invaluable in saving educators time in identifying further relevant materials and developing plans for how to use it in sessions, as well as providing additional materials to be shared with young people. For example, one participant found the notes at the bottom of the slides helpful in giving prompts to young people during the presentation. This ease of use was also noted by survey respondents as an important positive aspect, with respondents stating that the resource was easy to follow, and they were able to “pick [it] up and go”.

“There is so much guidance in the educators’ guide and everything is hyperlinked in there which takes you to other sources of information. For example, I found lots of career maps when I was looking through everything. Again, when you have to work a lot with non-specialists because of the staffing and things like that it is helpful, and you could send it to parents too. You don’t have to do any of your own research, which sounds almost lazy but there is no additional work for you, students or for parents. To have all of that access in one place is brilliant.”

Focus group participant

“It has been presented clearly and logically with excellent resources.”

Survey respondent

The range of tasks and activities included across the elements of the resource was also seen as a positive and helping in ensuring the material was suitable for a wide range of audiences and age groups. Several survey respondents specifically noted that the resource was “very accessible” for engaging a wide range of learners. In terms of specific activities, one focus group participant valued the activity suggestion to look at the film credits to identify different job roles available, while a survey respondent valued the hierarchy of the film crew included. The videos to watch and ‘myth-busting activities’ were also highlighted as valuable elements:

“There is a good mix of tasks, e.g., is this fact or fiction? And having to think in pairs. I did it in the classroom and that worked really well. Having some videos to watch felt different and each step going through it worked.”

Focus group participant

"It is so detailed that I think there is something you can pick out for all students and point out, 'you are interested in this, take a look at this'."

Focus group participant

The design of all elements of the resource was appreciated by focus group participants, with all agreeing that the resource was visually appealing, and that the length of the resource was appropriate. One participant remarked that the fact it was so visually appealing was the reason why they felt able to use a lot of it immediately on a display. Linked to this, one participant also noted that the resource included a diverse range of people in videos and images, which was seen as positive for their school which has a diverse range of students.

"I think it is good that everything is on one page and so stuff is photocopiable, and you can print stuff off and say to pupils 'go look at that page' or 'take that page away with you and everything [you need to know] is on there'."

Focus group participant

This feedback on quality was echoed by survey respondents, with none of the 27 respondents finding any of the materials included in the resource of less than acceptable quality. In terms of the specific resources, approximately half (14/27) thought the PowerPoint presentation & teachers notes were very good quality; a further 11 thought they were good. For both the other types of material (educator guide and roadmap activity) there was an even split between those finding them very good and good (13/27 in each case). In addition, survey respondents also praised the design of the resource, for example, one stated that it was *"bright, engaging and easy to use"*.

"A very well-done video which engaged the students. Professional finish of all materials and in-depth."

Survey respondent

The fact the resource tried to raise awareness of the fact that you do not have to be in a creative subject specialism to have a route into the film and related industry was considered important by focus group participants. For example, one participant said the resource has been useful for them to use with students in other subjects, to show them how they could potentially access a career in the film and related industry. Linked to this, one participant indicated that the way the resource raised awareness of the diversity of the workforce, as well as challenges facing the industry in terms of workforce shortages, helped in raising awareness of these topics amongst young people. In addition, the connection to the Gatsby benchmarks was also noted to be useful.

More widely, focus group interviewees were asked whether there had been any other factors which had enabled their use of the resource. Alongside the factors described above, the main enabler was seen to be the timeliness of the resource being released, with the fact it coincided with Careers Week and relevant events being held seen as particularly opportune. It was noted that if Into Film were to promote the resource again in the future, timing this to coincide with when young people are starting to consider and choose their options will be important.

Areas for improvement

To improve the resource further, focus group interviewees and survey respondents gave a number of suggestions. These generally focused on providing ‘more of the same’, rather than fundamental flaws on the design and content of the resource. Suggestions included:

- Adding a further resource to the ‘Switched On’ resource package targeted specifically at parents. It was noted that while the resource was highly valuable in providing information to both educators and young people, parents play a key role in supporting and influencing young people to consider career opportunities; developing a resource to share with them to raise their awareness would be helpful.

“Something aimed at parents would be good, for them to take home as a handout. So that the information gets home, and the information is then there for them.”

Focus group participant

- Developing additional worksheets or activities to accompany the existing ‘Switched On’ resources. It was noted by one participant that some of the resources linked to in the educator guide weren’t directly linked to the resource tasks, and so it was suggested that there could be additional worksheets provided or additional optional slides with activities on in the PowerPoint, to enable educators to make the most of the resource.
- Inclusion of videos relating to a wider variety of careers in the PowerPoint. One participant particularly liked the videos containing people from within the industry. They felt it would be beneficial to have a greater variety of careers showcased, to pick and choose which ones might suit the class or topic. It was suggested that these videos could be embedded within the PowerPoint, for example as a playlist or link list to point young people too.
- Ensuring the materials are clearly evidenced. One participant briefly suggested that some of the information in the educator guide was not clear in terms of where it was evidenced from. They noted that the clearer this is, the easier it is for educators to justify using it.
- Although the resource was praised for its relevance to a wide range of age groups, some suggested elements tailored to “different age ranges or key stages” would be useful. For example, one survey respondent suggested that further information about qualifications that might be needed from GCSE to degree level could be included. In addition, one survey respondent suggested that as there was a lot of information, it would be useful to categorise this more. In line with the first suggestion in this bullet, it may be that doing so by age or stage of education would work.
- Ensuring that the links for additional materials are obvious within the resource. One survey respondent briefly suggested that although the resource was interesting and would catch students’ attention, it then didn’t really follow up with obvious links, such as the interactive wheel.

- In addition, survey respondents were also asked what their preferred resource format would be. All but one selected either a downloadable resource (24/26) or a downloadable PowerPoint (22/26). Most of these respondents were also keen on video content (18/26) and for some audio (e.g., podcasts, 5/26). One respondent preferred only video or audio resources.

Positively, focus group participants struggled to identify wider factors which hindered their use of the resource. Some participants noted that finding time in the classroom to fit in using the resource alongside assessment, and fitting it into the schedule of assemblies could be a barrier, however one reflected that now that they have the resource, they can plan this into the upcoming year. The only other factor noted as a barrier was reduced printing budgets towards the end of the year, however the fact the roadmap was on one page was praised in this regard.

4. Emerging outcomes

Evaluation evidence identified a range of emerging and expected outcomes for both educators and young people, as a result of the Switched On resource and social media content. These outcomes are summarised below.

For educators

Focus group participants identified a range of emerging and expected outcomes resulting from the resource for themselves as educators. Participants reported that a key outcome of the resource was an enhanced awareness of the range of career opportunities in industry and the different routes into it. Furthermore, the range of materials, guidance and links to other sources included in the resource was seen to have given them more confidence in providing recommendations and information to young people and parents. For example, one participant highlighted that the resource had made them think more creatively and had changed the way they speak about careers:

“There are lots of careers in there that if I had thought about it long and hard, I would have come up with, but when someone puts you on the spot and says ‘what careers are [out there]’ and you can think of about five, but [now] they can go up on display to see loads of other options. The resource is there, and you can look at it and change the way you speak to students and parents about careers... It has made me much more confident speaking about careers, being more sure about the current situation with careers.”

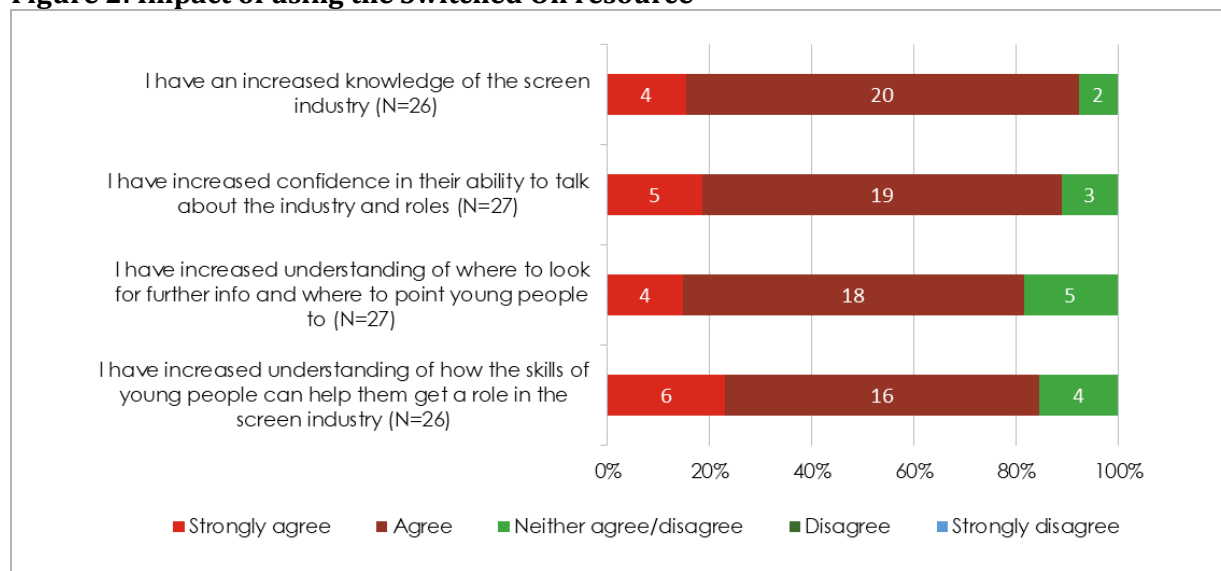
Focus group consultee

“It is nice for me to be able to [tell students about] a wider range of roles because as a key stage 2 teacher [careers in the film and related industry] is not what we would normally introduce students to, but a lot of them think about things like that. I think this is a completely different route for them to consider and if we’re exposing them earlier it then gives them that confidence as they move further forward to think, ‘this would be the job for me’.”

Focus group consultee

Findings from the survey also demonstrate the impact of the resource on educators, as shown in Figure 1, with 24/26 indicating that they have an increased knowledge of the screen industry as a result of using the Switched On resource. In addition, 24/27 respondents agreed that “*there is a role in the screen industry for everyone*”, with just one respondent disagreeing with the statement.

Figure 2: Impact of using the Switched On resource



Source: Into Film Survey data 2023

More widely, one participant reported that the links included in the resource and the signposting to different organisations provided them with valuable information as to which other organisations are engaging with education and film. The participant saw this as a list of organisations they could potentially reach out to and engage with for future school visits or to support work experience. This is echoed in the figure above, with 22/27 survey respondents stating that they have an increased understanding of where to look for further information and where to point young people. Overall, according to focus group participants, the resource was seen to be a “*catalyst*” for getting the conversation started - both with young people and within their organisations about the career opportunities which exist within the film and related industries.

“It is a starting point to say that these opportunities exist, they are jobs that are looking for people to work in [them] and it is an exciting industry. So, I think the resource is just really effective at getting that conversation started and getting the message out there.”

Focus group participant

For young people

For young people, the key benefit achieved to date identified by focus group participants was raised awareness of the range of career opportunities in the film and related industry and the different routes available to them. Engaging with the resource through the PowerPoint presentation and the roadmap was seen to have increased the knowledge and understanding of opportunities in the industry for young people across the different age ranges taught by participants. The timing of the release of the resource was also seen as beneficial here for young people in simply generating and

opening up discussions between young people and educators around the subject at key points in the year (for example around options evenings), and providing them with the space to ask questions.

"I think the resource just helps cement [in] them that it is not something that someone else does. It is achievable for them."

Focus group participant

Increased interest and willingness amongst young people to explore these opportunities was a significant benefit noted by participants:

- One participant noted that one of their students had acted on the links and the suggestion to approach companies from the resource. As a result, they had approached Channel 4 and subsequently secured a week's work experience; *"that to me was a huge thing; it opened doors and I could actually see how he took the opportunities to approach those people from the resource"*.
- A second participant reported that when they share summer schools and other opportunities with students related to the film and related industry, they usually had limited engagement. However, recently they had shared information about the Ravensbourne University Summer School and had already had four apply and secure a place. The participant felt that discussions they had with their pupils about the opportunities in the industry using the resource, not long before they shared the information about the summer school, had encouraged young people to engage. They also felt that these discussions had supported students to understand that *"they have to get the experience and get hands on with equipment and speak to people within universities or industry"* to gain opportunities going forward.
- A third participant gave an example of a group of young people who, since engaging with the resource, are now planning to go and ask the head teacher to get some screens in school to try and create and show some short films, such as presenting the school bulletin via film.

This increased awareness and interest in exploring opportunities was echoed in feedback on the Into Film social media accounts, as demonstrated in the below quotes:

"Thanks so much for this little insight! I desperately want a career in the media and film industry, but this video just pointed me in the right way!"

TikTok comment

"I have to drop a message to express my gratitude towards your videos." ... "Since watching a few of your videos, you have opened my eyes to so much more than I realised."

Instagram direct message

Focus group participants noted that longer-term benefits of the resource were not known at this stage. One participant noted the importance of continuing to use the resource and embedding this into practice to ensure future outcomes for young people were positive. However, looking forward,

participants hoped to see increased numbers of students selecting creative subjects and/or considering careers in the film and related industry. In addition, some participants noted that they often find they struggle to secure higher-attaining students in creative subject areas or considering careers in the film and related industry. However, they hope that through engaging these individuals with this resource, including raising awareness around opportunities for skills related to subjects such as engineering and further maths, they might see more selecting creative subjects and/or considering careers in the film and related industry.

"I think it gives you the opportunity to expand from your usual captive audience of students that are already interested in film. It gives you the opportunity to reach students you perhaps wouldn't have been able to convince that it was a viable combination to take media alongside these subjects."

Focus group participant

5. Reflections

Overall, evaluation evidence suggests that the Switched On careers project has been broadly successful in meeting its overall aim (to increase awareness of the breadth of roles available in the screen industry), through both the social media campaign and the resource pack. However, it is important to consider this statement alongside the caveats of this evaluation, particularly the small sample sizes.

The social media campaign has achieved broad engagement, mostly across Into Film's target audience of young people up to age 19. The wide reach suggests that considerable numbers of young people have accessed and absorbed information about the breadth of roles available to them in the screen industry, although both the depth of engagement, as well as how 'additional' this information has been for young people, is unknown at this early stage.

In particular, Into Film have achieved the greatest reach through its TikTok channel, a new channel launched to coincide with the start of the Switched On campaign. The use of TikTok in accessing young people and promoting careers therefore feels key, particularly in comparison to YouTube engagement. That said, the reach across all three platforms has been fairly strong, and therefore having a diverse range of routes to young people (and potentially educators) is likely to be important. Furthermore, as TikTok content can be replicated on other platforms, this would seem an efficient way of ensuring all key online routes to young people are utilised.

There were high levels of satisfaction with the resource pack amongst educators. Key to this were the flexibility, versatility and aesthetics of the resource, evidenced by the various ways in which it has been used by educators to share information about careers in the screen industry with (a wide range of) young people. In addition, when it was issued (i.e., during Careers Week) was well timed, and this was appreciated by educators.

These high levels of satisfaction can also be evidenced by the fact that suggestions for improvement focused on wanting 'more of the same', rather than the identification of fundamental flaws in its

design and content. However, it is important to note that the resource was seen to be less applicable for parents, even though parents were a target cohort for the Switched On project.

The project has already led to some considerable outcomes. Emerging outcomes centred around improving awareness of roles in the screen industry for both educators and young people (with evidence of both the social media campaign and resource supporting this), and increased educator confidence in delivering guidance around careers in the screen industry to young people and parents. These outcomes reflect the overall aims of the project.

Positively, there are broader outcomes for young people already reported to be emerging, particularly in terms of improved aspirations, leading to some young people acting on these aspirations and as a result, accessing new opportunities which may put them in good stead for accessing the screen industry in future. This should not be understated; given the sample sizes of this evaluation and the short length of time the resource has been available, these types of outcomes were perhaps somewhat unexpected. This bodes well for the project's longer-term impact, in addition to its overall contribution to screen industry recruitment.

Annex A – Social media analytics

This annex sets out in more detail the social media analytics data presented earlier in the report, with data provided by platform, including overall engagement levels, characteristics of those engaged, routes to content and details of popular content.

In reviewing this information, it is important to consider the limitations associated with social media analytics data. Specifically:

- **Determining unique reach and engagement:** due to the nature of data collected via the social media platforms, it is often not possible to identify the number of unique individuals who have (for example) viewed or clicked on content. This has been noted in the above summary and below description of findings where relevant.
- **Data download periods:** due to social media platforms' retention periods, for some of the more detailed statistics (such as characteristics) it was only possible to access and analyse data for shorter periods than the whole Switched On campaign (last 90 days for Instagram and 60 days for TikTok).
- **Age characteristics data:** TikTok does not track accounts of those below 18 years of age, and the age groups identified by Instagram and YouTube do not directly correlate to Into Film's target of up to 19 years of age.
- **Limited feedback on satisfaction:** while social media data provide a useful baseline for understanding engagement with the campaign, aside from individual comments and messages, it is not possible to explore the level of satisfaction with the social media campaign via the data.

Instagram

Between November 9 2022, and April 12 2023, the [Get Into Film Instagram account](#) had a net follower growth of 2,364 followers, reaching a total of 11,621 followers. Overall, 94 posts were published during the period. Get Into Film content was shown to users on the platform a cumulative total of 2,175,441 times⁶.

In terms of interaction with Instagram content, there were 18,149 engagements over the period. This refers to any time someone interacts with the content, including reactions, comments, shares, saves, post link clicks and other post clicks.

Data on the characteristics of those engaging with the Get into Film content was provided by Into Film for the period January 13 2023, to April 12 2023⁷. In total, 454,216 accounts were reached

⁶ It is important to note this figure does not track unique viewers, just viewers and so if the same person scrolls past your post twice, that is two impressions.

⁷ Note: data on detailed characteristics is only available for the last 90 days in Instagram, hence the reduced coverage of this data.

over the period, 94.9% of which were via advertisements. Characteristics of these accounts were as follows:

- **Location:** the majority of accounts engaged were located in the United Kingdom (96.2%), with the remainder largely from the United States, Australia and India (0.6%, 0.2% and 0.2%, respectively)⁸. Within the United Kingdom, the highest proportion were from London (11.3%), with other towns/cities including Belfast, Cardiff, and Birmingham (1.7%, 1.5% and 1.4%, respectively).
- **Age:** almost two thirds of accounts reached were of individuals aged 13-17 years (59.5%), followed by 18-24 years (33.9%).
- **Gender:** there was a fairly even spread of accounts reached by gender; 51.7% were female and 48.2% were male.

In terms of content reach, which refers to the number of unique users who saw the content, **reels had the greatest reach with 22.9k unique users**. This was followed by posts (13.1k), stories (1.4k) and videos (451).

TikTok

Between November 9th, 2022, and April 12th, 2023, **the Get Into Film TikTok account had a net follower growth of 11,615 followers, reaching a total of 11,749 followers**⁹. Overall, 82 posts were published during the period. Awareness of this content was also high, with **2,858,740 video views over the period**. In terms of interaction with this content, there were **141,542 engagements over the period**. This refers to any time someone interacts with the content, e.g., reactions and comments.

Further information was provided by Into Film for the period February 11 to April 11 2023, with regards to the characteristics of those engaging with the TikTok content. Due to limitations with the data, it is not possible to know exactly how many accounts were reached over the period, however characteristics of these accounts were as follows:

- **Location:** the majority were located in the United Kingdom (92%), with the remainder from the United States, Indonesia, Ireland and Australia (5%, 1%, 1% and 1%, respectively). Within the United Kingdom, the highest proportion were from London (24%), with other top towns/cities including Bristol, Birmingham, Manchester and Glasgow (21%, 20%, 18% and 17%, respectively).
- **Age:** almost two thirds of accounts reached were from individuals aged 18-24 years (83%), followed by 25-34 years (11%)¹⁰.

⁸ Note: The Instagram summary figures only include the 'top countries' figures and as such these do not sum to 100%.

⁹ It is important to note that the Get Into Film TikTok account was set up at the start of the Switched On campaign, compared to the other platforms, which were repurposed for the campaign.

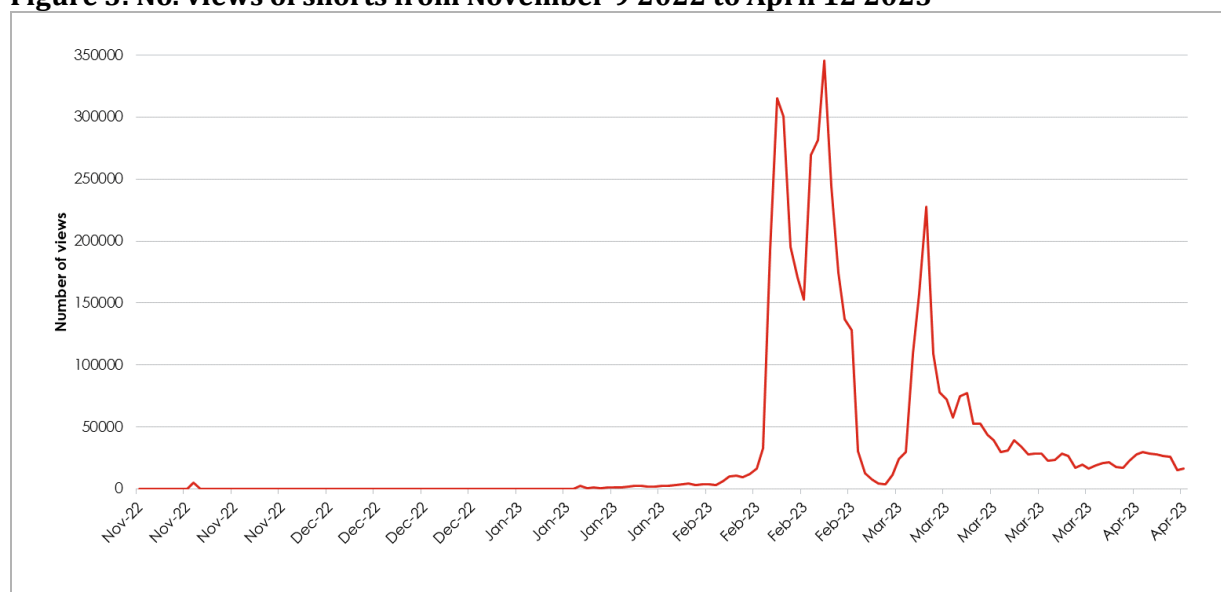
¹⁰ Note: TikTok does not track ages below 18 for privacy reasons.

- **Gender:** a slightly higher proportion of account holders were female (60%) than male (40%).

YouTube

Between November 9th, 2022, and April 12th, 2023, **content (Shorts) on the [Get Into Film YouTube channel](#) received a cumulative total of 5 million views and 93.3k likes**, and appeared in the Shorts feed 6.4 million times. Overall, 19 shorts were published during the period. The **number of subscribers to the channel also increased by 10.6k** over the period. Figure 2 shows the number of views of shorts over the time period, with the spike in views correlating with the release of various of the popular shorts (described in more detail below).

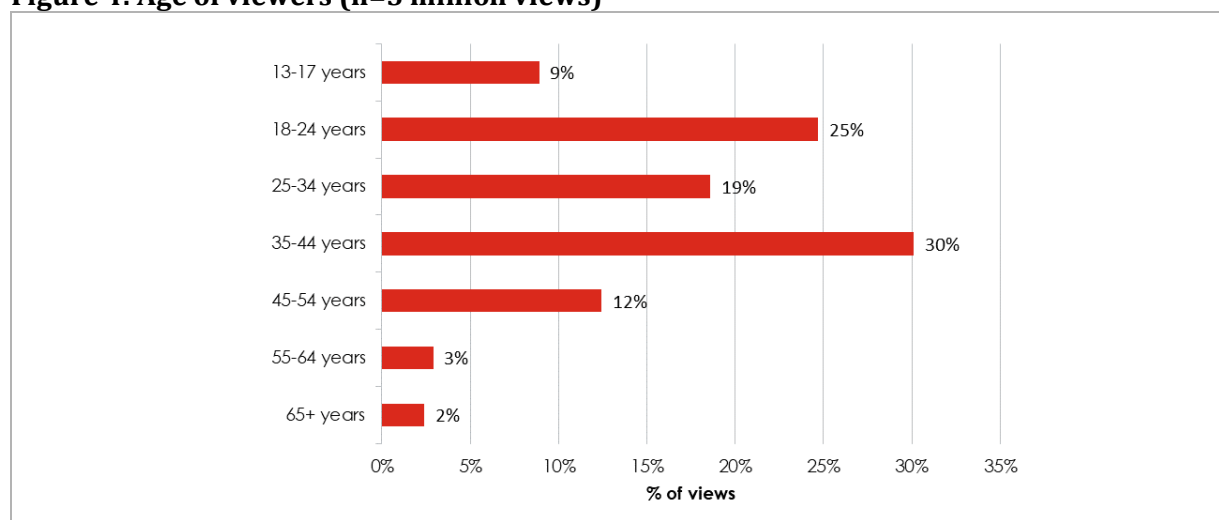
Figure 3: No. views of shorts from November 9 2022 to April 12 2023



Source: Into Film

Data on the characteristics of these viewers was also provided by Into Film. In summary:

- **The majority of views came from viewers located in the United States** (41.6% of 5 million views), with the next most common being from the United Kingdom (17.7%). Other geographies reached for views included Australia, Canada and Germany (5%, 3.7% and 2.1% respectively).
- **Almost three quarters of views came from female viewers** (72.5% of 5 million views), while 26.9% were male and 0.6% were user-specified.
- The **highest proportion of views came from viewers aged 35-44 years** (30%), closely followed by those aged 18-24 years (25%), as shown in Figure 2.

Figure 4: Age of viewers (n=5 million views)

Source: SQW analysis of Into Film data

With regards to how they found the content, **most viewers found the YouTube Shorts via the Shorts Feed (85.4%)**. Other routes to the Shorts included via a YouTube search, sound and channel pages, and browse features.

Finally, data was provided on Shorts which received the greatest number of views. The following Shorts received the most views between November 9 2022, and April 12 2023:

- [Alisha Weir takes on the #matildachallenge #matildathemusical #AlishaWeir #matilda #foryou #film](#) - **4.9 million views** (published January 2023).
- [Top 5 #director debuts #film #filmandtv #jordanpeele #quentintarantino #foryou #filmindustry](#) - **19.6k views** (published January 2023).
- [The REAL Matilda's Top Tips for Teenagers #alishaweir #matilda #matildathemusical #foryou](#) - **16.9k views** (published February 2023).
- [The REAL Matilda talks life on set filming #alishaweir #matilda #matildathemusical #foryou](#) - **7.5k views** (published February 2023).
- [Top 5 tips for #networking #film #filmindustry #foryou #filmandtv #career #behindthescenes #movies](#) - **7.4k views** (published January 2023).

Linktree

Between November 9 2022, and April 13 2023, the [Get Into Film Linktree](#)¹¹ received a total of **10.34k views**, with a view representing the total number of times a visitor has landed on Into Film's Linktree¹². Overall, there was a 67.52% Click Through Rate, which is the percentage of profile

¹¹ For information, [LinkTree](#) is a social media reference landing page for a person or company's associated links in social media.

¹² Note: this does not represent unique users.

views that resulted in a link click. The average time it took for a visitor to click a link after landing on the Linktree was 30.64 seconds.

The **majority of views were from users located in the United Kingdom** (10.11k views). Within the UK, the highest proportion (where a named location was available) were in London (794 views), Birmingham (248 views) and Manchester (198 views)¹³.

The **majority of referrers to the [Get Into Film Linktree](#) page came from Instagram, with 6.4k visitors landing on the Linktree via this route** (referred to as 'views'), with 4.66k subsequent clicks of links on the Linktree page. The next most common route was via TikTok (2.12 views), with 1.46k subsequent clicks. It is important to note that views and clicks are not unique, i.e., if a visitor lands on the Linktree more than once or clicks on three different links on the Linktree this will be counted as multiple views or clicks respectively. In terms of the device used, **the majority of views of the [Get Into Film Linktree](#) page were from a mobile (9.95k views)**, while 460 viewed it from a desktop and 59 viewed it from a tablet.

Finally, data was provided on links which received the greatest number of views, with the following being the most viewed links between November 9 2022, and April 13 2023 (noting that clicks are not necessarily unique users):

- Applications Open: BBC Production Apprenticeships – **1,426 clicks** (no longer live)
- [ERIC: The Jobs Board for Young People](#) – **950 clicks**
- Applications Open: Channel 4 apprenticeships – **587 clicks** (no longer live)
- [Applications Open: The UK Screen Alliance: Apprenticeships](#) – **557 clicks**
- [Channel 4 Work Experience](#) – **502 clicks**

Annex B: Focus group suggestions for Into Film

Focus group attendees and survey respondents were given the opportunity to provide feedback on what they would like to see from Into Film to support them in their role as careers educators in future. Key suggested were:

- **Further content on the Into Film website.** A range of further content was suggested, including careers information simplified for younger age groups, careers information sections tailored to older age groups including transferable skills sections, and further lesson plans and PowerPoints (including for older students). Several participants also suggested having a section on the website specific to young people, noting it would provide *“a section of the website that they could access themselves to give them projects that they could be working on a bit more*

¹³ Note: the city location was classed as 'Other' for 968 views.

independently". One focus group participant specifically suggested that they would value resources to share with students to complete independently during school holidays.

- **More interactive content.** For young people, it was suggested that additional interactive content would benefit young people, for example careers seminars for students in Year 12, online master classes with British film and related industry professionals who students will recognise, and more tutor time presentations.
- **Inclusion of more video content.** Some survey and focus group participants would like to see more clips or videos about roles, including individuals in those roles. Furthermore, ensuring this includes a wider variety of videos of *"people in different careers and how they gained access to the industry"* would be valued.
- **Additional events.** Survey respondents and focus group participants indicated they would value further opportunities, including in-house talks, workshops and guest speaker events, in-person careers events such as a travelling careers fair event, and online talks that can be accessed at any time as well as live Q&As. In addition, one focus group participant suggested that if it were possible for Into Film to assist in setting up opportunities for trips, for example to visit studios, this would be helpful for educators who otherwise may not know who to contact.
- **Further engagement and CPD opportunities for educators.** Focus group participants suggested that while there are opportunities to engage, for example at BFI conferences, more opportunities for face-to-face interaction with Into Film would be valuable for educators. In relation to CPD opportunities, these were valued by participants, however one suggested there could be CPD sessions focused on careers.
- **Increased information relating to pathways and roles in industry.** Survey respondents indicated they would value further information, including links to information about specific pathways into the industry and different departments, and case studies of different jobs (including information about pay and qualifications required). More widely, one survey respondent also noted that one of the concerns students have relates to the freelance nature of some work in the industry, and so further information and *"reassurance that they can make a good living"* from the industry would be important.
- **Build on careers offerings at the Into Film Festival.** Focus group participants provided several suggestions related to the Into Film Festival, including increasing the number of careers events held alongside the screenings, and providing further advanced notice about the Festival. One participant also suggested that before the film starts, rather than showing trailers, a careers video could be shown instructing young people to watch out for things in the film, with a follow up after the film. This could be an opportunity to combine careers activity with the screening.
- **Continue to grow the regional offers of Into Film.** One focus group consultee noted that Into Film should continue to do regional targeting beyond London, to take advantage of opportunities in regions and continue to ensure Into Film activities are open to all.