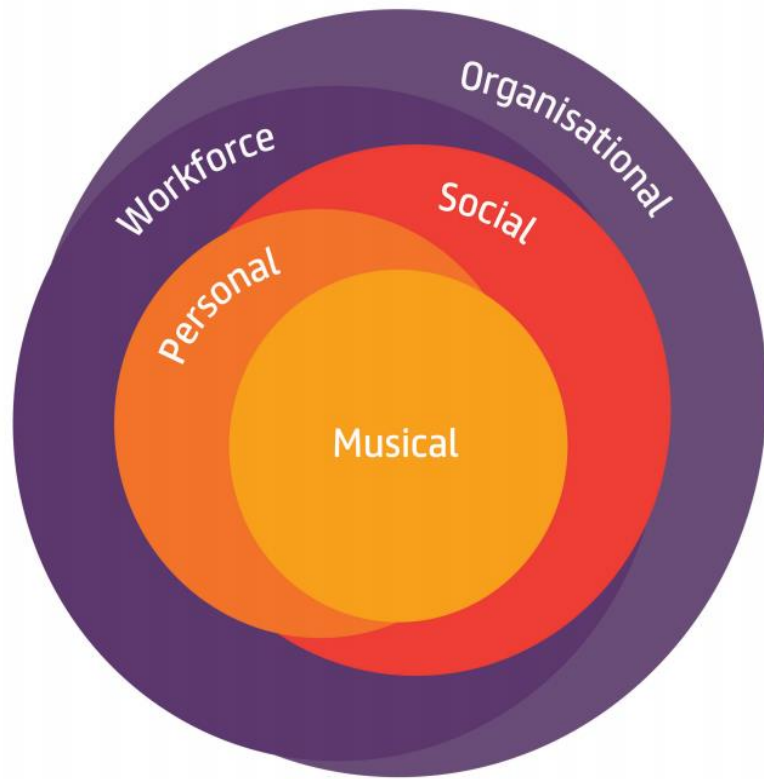


A quick guide to evaluation

This guide is designed to help you to draft an evaluation plan for your Youth Music funding application.

Youth Music's approach to evaluation

Youth Music's outcomes framework



Outcomes are the changes or differences brought about by your work.

Youth Music's outcomes framework shows the five areas of change that we support through our funding.

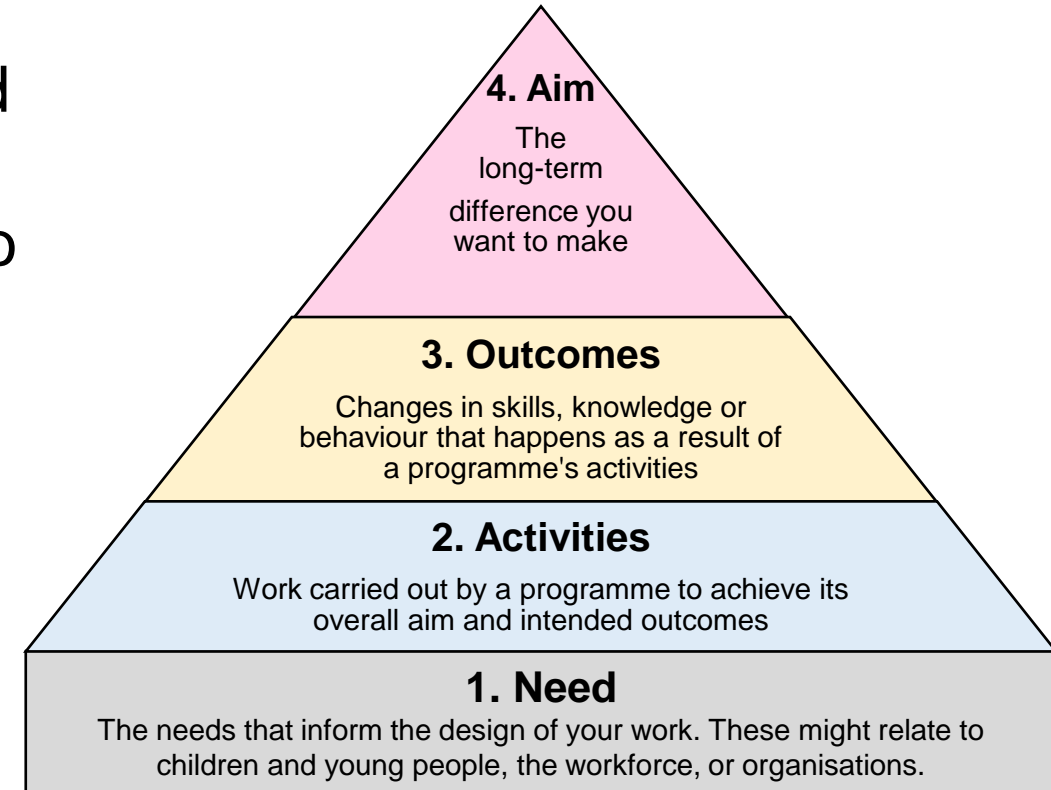
These are musical, personal, and social outcomes for children and young people, and workforce and organisational outcomes.

The outcomes approach is useful to help demonstrate impact and reflect on what works.

What is an outcomes approach?

Step by step summary of an outcomes approach:

1. **Need:** Understand and demonstrate the need for your work.
2. **Activities:** Plan the activities you will deliver to address the need.
3. **Outcomes:** Identify what changes your activities will have by the end of the programme.
4. **Aim:** the long-term difference you want to make.



The diagram on the right shows how these steps connect.

How evaluation fits into the application and reporting process

Application

As part of the application process we ask you to draft your evaluation plan.

Interim reporting

At this stage we ask you to reflect on data to see if you need to make any changes to improve your programme. This might include data about who you are working with, how often they are coming to your sessions and what they think of your service. You do not need to submit this data to us.

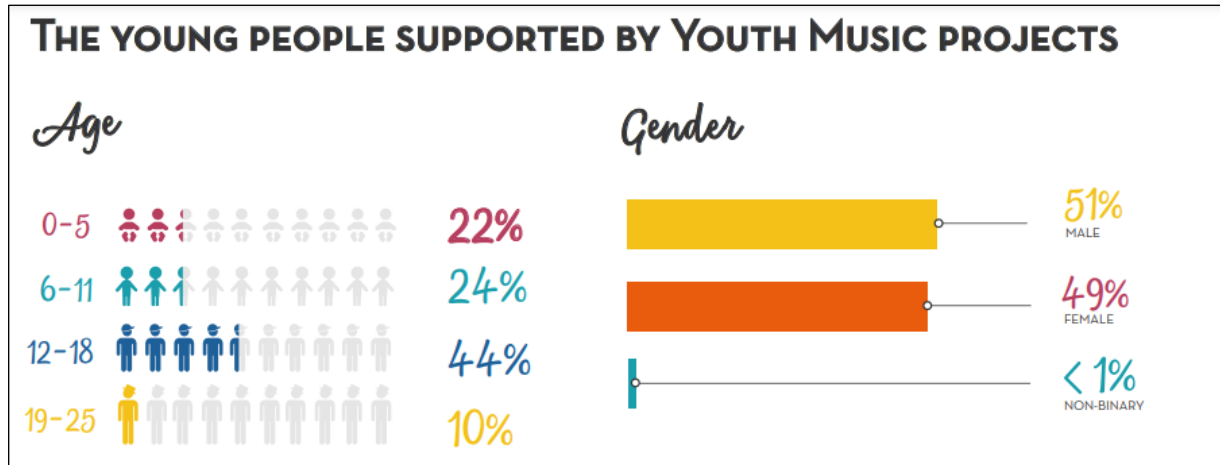
Evaluation reporting

Evaluation reporting allows you to demonstrate the outcomes of your work. You can present this information in a variety of formats. We also ask for statistical information about what you delivered and who you worked with.

How evaluation data is used

The information submitted by grantholders helps us to learn about and showcase the impact of our investment. We use it to produce reports and resources.

The images on this page are taken from a recent impact report, which we submit to our funders each year.



Social outcomes

There was a wealth of evidence to suggest the achievement of social and group outcomes. These included the forming of social relationships between participants, which in turn often led to a sense of belonging to, and engaging with, a community. There were many projects that reported on the idea of communities - both immediate ones within the project, and the wider local community in their area - benefiting from the projects. Other social outcomes included young people building interpersonal skills, improving communication skills, (including where language was a barrier) and, particularly in early years projects, strengthening family bonds between parents/carers and their children.

Establishing relationships

During the 10-week period of the music intervention, the children's skills in making relationships advanced developmentally by 2.5 months, which is half a month quicker than would have been predicted through natural maturation. The cohort with complex needs progressed 2.5 months more quickly than the rate of progress suggested by natural maturation. Hence it appears that the musical intervention had a considerable impact.

- Project manager from a national project for early years children

Planning your evaluation

Planning your evaluation

**YOUTH
MUSIC**

1. Identify the purpose of your evaluation

2. Work out what resource and budget you need

3. Draft your evaluation plan

Applicants

Grantholders

4. Finalise evaluation plan

5. Induct staff and young people into the process

6. Collect and analyse data

7. Present your findings

Identify the purpose of your evaluation

Evaluation can have different purposes. It is often a mix of the following:

- **Learning and adapting** – using findings to help adapt your work to the changing circumstances around you.
- **Demonstrating impact** – exploring whether your work brings about specific outcomes and showing to others how your work has made a difference.

Think about who the evaluation is for and what you want it to explore. If your work brings about lots of different outcomes then think about which ones will be most useful to measure.

Budget and resourcing

Your evaluation should be embedded in your project plan. You will need to allow time and resource to:

- Finalise your evaluation plan.
- Undertake data collection, storage and analysis.
- Present your findings.

You should include time and resource for this within your project plan and project budget.

You can appoint an external evaluator to help you with some or all of the process. This might be helpful if you want an external perspective or to fill a particular skills gap.

Drafting your evaluation plan

In your application to Youth Music, you will be asked to list your outcomes, outcome indicators and data collection tools. Aim to keep your evaluation plan simple and focussed. Make use of existing processes and data collection where possible.

- **Outcomes** are the changes you bring about through your work. These can be changes in behaviour, skills, knowledge, attitudes etc.
- **Outcome indicators** are where you will look to identify change.
- **Data collection tools** are what you will use to capture evidence of change

Types of data

- **Quantitative data** helps you understand the scale or frequency of something.
- **Qualitative data** helps you understand opinions and experiences. It can help bring meaning to quantitative data.

By collecting a mixture of quantitative and qualitative data you can explore the depth and breath of your outcomes.

Evaluation builder

Fund A grantholders track two outcomes and Fund B grantholders track three outcomes.

For each outcome, you'll need to choose three outcome indicators and data collection tools. You can use the menus on the following pages to help you do this.

Example outcome: To improve young people's DJ skills	
Outcome indicators	Data collection tools
Young people's self assessment	Distance travelled questionnaire
Music leader's assessment	Reflective diaries
Project Manager assessment	Video footage (comparison between first and last performance)

Musical outcomes builder

Musical outcomes relate to musical development in young people. This can include:

- Skills, knowledge and abilities
- Understanding or awareness of musical styles and approaches
- Ability to communicate ideas using music

1. Outcomes			2. Outcome indicators	3. Data collection tools*
Change word	Change for who	Change in what		
<ul style="list-style-type: none"> • Improve • Increase • Develop • Raise • Enhance • Strengthen • Embed 	<ul style="list-style-type: none"> • Children's • Young people's • Participants' 	<ul style="list-style-type: none"> • Instrumental skills • Musical expression • Technical (instrument / software / vocal) abilities • Performance skills • Composition skills • Song-writing skills • Lyric writing skills • Production skills • DJ skills • Ability to play in a group • Knowledge of different styles 	<ul style="list-style-type: none"> • Young people's self assessment • Music leader's assessment • Project Manager assessment • Parents /carers assessment • Teacher's assessment • Accreditation achievement 	<p>Quantitative</p> <ul style="list-style-type: none"> • Questionnaires (these can be done once at the end of a programme, or between two or more points in time) • Assessment scales <p>Qualitative</p> <ul style="list-style-type: none"> • Questionnaires (open questions) • Observations • Interviews • Focus groups • Reflective diaries • Video footage • Audio footage • Arts Award logbook / portfolios for accreditation

*Our data collection toolkit has examples of scales and questionnaires you can use to track musical development.

Personal outcomes builder

Personal outcomes relate to personal development. This can include:

- Skills, knowledge, abilities and behaviour
- How people feel about themselves
- Being able to do new things.

1. Outcomes			2. Outcome indicators	3. Data collection tools*
Change word	Change for who	Change in what		
<ul style="list-style-type: none"> • Improve • Increase • Develop • Raise • Enhance • Strengthen • Embed 	<ul style="list-style-type: none"> • Children's • Young people's • Participants' 	<ul style="list-style-type: none"> • Wellbeing • Confidence • Self esteem • Self efficacy • Agency • Wellbeing • Resilience • Engagement with education • Employability • Leadership • Literacy skills • Attitude and behaviour 	<ul style="list-style-type: none"> • Young people's self assessment • Music leader's assessment • Project Manager assessment • Parents /carers assessment • Teacher's assessment • Accreditation achievement 	<p>Quantitative</p> <ul style="list-style-type: none"> • Questionnaires (these can be done once at the end of a programme, or between two or more points in time) • Assessment scales <p>Qualitative</p> <ul style="list-style-type: none"> • Questionnaires (open questions) • Observations • Interviews • Focus groups • Reflective diaries • Video footage • Audio footage • Arts Award logbook / portfolios for accreditation

*Our data collection toolkit has examples of scales and questionnaires you can use to track changes in wellbeing, self-efficacy and agency.

Social outcomes builder

Social outcomes relate to changes in a person or group of people that can have broader benefits for people and society beyond the individual. These can include:

- Leadership, teamwork or interpersonal skills.
- Engagement with the community or services
- Interpersonal skills and relationships

1. Outcomes			2. Outcome indicators	3. Data collection tools*
Change word	Change for who	Change in what		
<ul style="list-style-type: none"> • Improve • Increase • Develop • Raise • Enhance • Strengthen • Embed 	<ul style="list-style-type: none"> • Children's • Young people's • Participants' 	<ul style="list-style-type: none"> • Leadership skills • Social skills • Teamwork skills • Interpersonal skills • Attitude and behaviour • Communication skills • Speech and language skills • Engagement with the community or services • Family or other relationships 	<ul style="list-style-type: none"> • Young people's self assessment • Music leader's assessment • Project Manager assessment • Parents /carers assessment • Teacher's assessment • Accreditation achievement 	<p>Quantitative</p> <ul style="list-style-type: none"> • Questionnaires (these can be done once at the end of a programme, or between two or more points in time) • Assessment scales <p>Qualitative</p> <ul style="list-style-type: none"> • Questionnaires (open questions) • Observations • Interviews • Focus groups • Reflective diaries • Video footage • Audio footage • Arts Award logbook / portfolios for accreditation

*Our data collection toolkit has examples of scales and questionnaires you can use to track changes in attitude and behaviour, leadership, social skills, teamwork and communication skills.

Workforce outcomes builder

Workforce outcomes relate to the skills, knowledge and personal development of the workforce employed on a project.

1. Outcomes			2. Outcome indicators	3. Data collection tools*
Change word	Change for who	Change in what		
<ul style="list-style-type: none"> • Improve • Increase • Develop • Raise • Enhance • Strengthen • Embed 	<ul style="list-style-type: none"> • Music leaders' • Music Teachers' • Youth workers' • Trustees' • Staff 	<ul style="list-style-type: none"> • Specific skills (for you to select, depending on the nature of your programme) • Knowledge about • Understanding of • Personal development (confidence, motivation) • Changes in practice 	<ul style="list-style-type: none"> • Practitioner's self-assessment of • Project manager's assessment of • Observations of • Young people's assessment of • Accreditation achievement 	<p>Quantitative</p> <ul style="list-style-type: none"> • Questionnaires (these can be done once at the end of a programme, or between two or more points in time) • Assessment scales <p>Qualitative</p> <ul style="list-style-type: none"> • Questionnaires (open questions) • Observations • Interviews • Focus groups • Reflective diaries • Video footage • Audio footage • Arts Award logbook / portfolios for accreditation

*Our data collection toolkit has examples of scales and questionnaires you can use to track changes in knowledge, skills, understanding and practice, as well as job satisfaction.

Organisational outcomes builder

Organisational outcomes refer to developments in your own or another organisation.

1. Outcomes			2. Outcome indicators	3. Data collection tools*
Change words <ul style="list-style-type: none">• To embed• To improve• To increase• To develop• To raise• To enhance• To strengthen• To reduce	Change for who <ul style="list-style-type: none">• Own organisation• Partner organisation/s• Participating organisations'	Change in what <ul style="list-style-type: none">• Equality, diversity and inclusion practice/s• Quality of work• Safeguarding practices• Evaluation practices	<ul style="list-style-type: none">• Board / staff assessment• Partner assessment• Accreditation/kitemark achievement• Policy development• Engagement statistics	Quantitative <ul style="list-style-type: none">• Staff surveys• Stakeholder surveys• Self-assessment tools Qualitative <ul style="list-style-type: none">• Staff survey (open questions)• Stakeholder survey (open questions)• Interviews• Applications / reporting to achieve / retain kitemarks and accreditation

*Our data collection toolkit has examples of tools you can use to track changes in equality and diversity practice and quality. It also signposts to external tools to help you measure youth participation practice, safeguarding and impact measurement.

How often to collect data

Some data will be collected at each session, e.g. attendance. This is because it is important to know how many people are engaging with your activities. Other data should only be collected once or twice, e.g. participant questionnaires.

More data does not necessarily lead to a stronger evaluation. The more data you collect, the more time you will need to spend analysing it. There are ways to streamline your data collection and analysis:

- Projects reaching large numbers of young people could collect data from a representative sample of participants rather than everyone.
- Reflective questionnaires could be used at the end of your project, rather than baseline and follow-up questionnaires.
- Qualitative data tends to take longer to analyse, so be careful about how many qualitative data collection tools you use.

Discussing your plans with your project team will help inform what to collect and when to collect it.

Ethics and data protection

Your evaluation plans should never compromise the safety of your participants. Personal information must be collected and stored in line with your data protection and safeguarding policies.

You should always explain to participants why you are asking them for information and how you plan to use it. It is important that you have the appropriate consent from parents or guardians.

Participants have the right to opt out of the evaluation process at any point.

Need help?

Then contact a member of our team....

Email: grants@youthmusic.org.uk

Telephone: 020 7902 1069

If you are successful in your grant application, Youth Music will provide further evaluation support and resources.