YMI Access to Music-Making and Strengthening Youth Music Funds

Guidance for completing End of Project, Interim Activity and Interim Payment forms

A simple, outcomes focused approach to monitoring and evaluation

About this guidance

This guidance is for projects funded through the Access to Music Making and Strengthening Youth Music strands of Youth Music Initiative (YMI).

The guidance is to:

- Explain YMI's approach to monitoring and evaluation;
- Set out what is expected of you; and
- Let you know about the support that is available.

If you would like to speak to anyone at Creative Scotland about monitoring and evaluation, please contact Christine Halsall on 0141 302 1796 or at christine.halsall@creativescotland.com

Our approach to monitoring and evaluation

Youth Music Initiative has developed a simple approach to monitoring and evaluation, focusing on whether we are making a real difference to the lives of young people, to communities, and the youth music sector more widely.

We have used recommendations from previous evaluations and identified that the important things to measure are:

- **Participants** – how many young people are benefiting from YMI;
- **Profile of participants** – who are the young people who benefit from YMI;
- **Jobs** – what jobs, training and volunteering opportunities is YMI supporting directly; and
- **Outcomes** – what difference YMI is making to the lives of young people, to communities, and to the youth music sector more widely.

We want to know these things for each financial year YMI is in operation. This is so we can report annually on the impact and reach of the programme.

The End of Project, Interim Activity and Interim Payment forms have two main functions. Firstly, it is your chance to report to us on your progress. Secondly, only upon completion, submission and sign off can any remaining payments be issued as per the payment schedule in your funding agreement.

Depending on the length of your project and when it takes place, we will have asked for a combination of the following:

- An End of Project form to release final payment, at the end of your work
- An Interim Activity form to report activity only, for each financial year in which you delivered substantial activity
- An Interim Payment form to report activity and release an interim payment

Your award letter will have included information about which combination of these you will need to submit.

Filling out the forms – guidance to answering the questions

Some sections have boxes which you are asked to check. If you are unable to check the boxes, then please just delete the box and insert a tick or cross next to the relevant category.

Similarly, in some sections, you are asked to select outcomes for your project from a drop down menu. Again, if these don't work, then please delete the drop down box and simply type in the selected outcomes. All the outcomes can be found on page 7 of this guidance.

Activities

The first questions in the end of project form (Q1 to 3) are about your activities. The questions explore whether you delivered what you intended to and, if not, what the reasons for this were. Please tell us in a short paragraph about your broad activity and any variations from your planned activity as outlined in your application.

Participants

The next questions (Q4 and 5) focus on the number of participants and their level of involvement in YMI. If these questions aren't relevant (for example for some Strengthening Youth Music projects) just move on to the next relevant section.

Q4 How many individual young people were involved in YMI funded activity?

The important thing here is to focus on the total number of individual young people involved rather than the number of attendances or visits. It is important not to double count the individuals who are involved in more than one activity, or involved in the same activity over time.

While this should be fairly straightforward for most projects, there may be times when this is more difficult. Where this happens, we would prefer that you estimated some numbers (and explained the basis for the estimate) rather than spending a lot of time trying to get it exactly right.

For example, if you host a number of concerts or open activities and don't have a register of individuals who took part, then it is reasonable to make an estimate. Or, if there is some crossover in participants between different activities, it is reasonable to estimate that, for example, approximately half take part in both activities and reduce the numbers accordingly.

How we will use this information

The main way we will use this information is to provide an indication of the total number of young people involved in YMI across Scotland. While we are keen to get a clear idea of how many people are participating, the numbers do not need to be completely precise.

Q5 What level of involvement was each individual young person offered?

For each of the individual young people involved in your YMI programme, we would like an indication of the level of their involvement. We know that YMI activities vary greatly, and this will help to explain the level of engagement that participants had.

You should take the total number you provided to Q4, and tell us how many of these young people took part in:

- **One off activity** – defined as a one off taster activity, an introduction to music;
- **Ongoing drop in activity** – defined as flexible, drop in activity with no need to book in advance and no commitment to participate over time;
- **Ongoing planned involvement** – defined as a series of planned opportunities, offered over a period of time, such as a course or a series of workshops which participants are expected to take part in for the full duration.

We are happy for you to provide an informed estimate of the number participating in each level of activity. If you don't know the figures for some activities, just tell us this (under 'unknown').

We understand that people may have been involved in different types of activity. So it is fine for the total number of participants at Q5 to be higher than that at Q4 (to account for overlap).

Under Q5b, we would like to know more about the participants who were offered ongoing planned involvement. Here, we would like to know what proportion of people completed their planned involvement (so that we can tell whether participation was sustained).

How we will use this information

The main way we will use this information is to give an indication of the level of involvement of participants across Scotland, rather than an exact figure. The numbers therefore do not need to be completely precise. We may, however, use the information to draw out examples of different approaches across the country – for example, perhaps to highlight that some projects focus more on one off activity, and others focus more on a broader range of taster activity.

Profile of participants

A core purpose of YMI is to tackle inequality and increase access to music making opportunities. Questions 6, 7 and 8 explore the profile of young people you are working with.

Q6 Of your total number of participants what was the broad gender breakdown?

The purpose of this question is to understand the balance between males and females participating in the YMI programme. We will add this information up to programme level to look at this balance. We therefore would like to know a broad breakdown of gender for your project. If you need to provide an estimate, that is fine.

We have left space for you to tell us about the number of young participants who identify as another gender, who preferred not to answer the question, or for whom you did not collect data on gender. This is to allow you to reflect this information where you have it. It is up to you how you gather this information, and how you wish to ask the question about gender. There are many different ways to do this, including a simple open question or a more tick box approach. Again, this information will be collated to programme level, so please don't worry if the numbers are small. They will not be used to report on a project by project basis.

Q7 Did your project specifically and proactively target any of these groups?

In your application form, you may have stated that you would undertake activity to specifically work with one of the priority groups for the fund. We would like to understand if you achieved this work and for you to tell us as much as possible about the various groups you targeted through specific projects. We would also like to know a little bit about how you did this, including what worked very well, and what you might do differently next time.

Q8 How many individuals from each of these YMI priority target groups was involved in your YMI funded activity?

Question 8 explores how many individuals from each YMI priority target group were involved in your project. We would like you to answer this question whether you proactively targeted these groups or not. We would like to know the number of people who fall into each of these seven groups, or other priority target groups for your project.

We appreciate that there will be overlap, for example, early years children in disadvantaged areas would fall into two different groups. This is fine and they should be included in both categories. If you don't know, just tell us this. Please don't use observation as a method of gathering this information. If you need help with how to gather equalities monitoring information, please contact the YMI team. This is because we will use this information to explain that the YMI programme involved broadly x number of participants with Additional Support Needs, x from disadvantaged areas, etc. We will clearly explain that there is likely to be overlap between these different characteristics.

How we will use this information

We will use this information to describe the diversity of young people who were involved in YMI, and the range of different targeted projects in operation across Scotland.

Jobs, trainees and volunteers

Questions 9, 10 and 11 explore the number of jobs, trainees and volunteers involved in your YMI project, and the number of people who have benefited from training and continuing professional development linked to YMI activity.

For Q9, we are interested in how many posts were funded (or part funded) through your YMI activity. We will use this information to explain how YMI contributed to building a stronger economy and creating jobs.

We would like to know how many posts YMI funding contributed towards. This could include the project manager or lead practitioner, music practitioners, freelancers, contractors and jobs within any partner organisations you fund to deliver YMI activity.

Please just give us a broad idea of the posts that YMI funding contributed towards. We understand that you may not know exactly how many people within partner organisations or contracted organisations were involved in YMI activity. We ask that you have a brief conversation with those organisations, where necessary, to come up with a reasonable estimate.

For Q10, we are interested in the total number of individual volunteers or trainees involved in your YMI project. Regarding trainees, if you are unsure please refer to your 2017-18 application form and the application criteria to involve trainees in projects over £5,000.

For Q11, we are interested in how many people (whether teachers, youth workers, musicians, volunteers, others) have been involved in training or continuing professional development activity linked to your YMI project.

Outcomes

Why take an outcomes focused approach?

One of the most important aspects of our approach to monitoring and evaluation is a focus on outcomes. By outcomes, we mean the changes you aim to bring about. These will be mainly for young people but may also affect people and organisations delivering the outcomes for young people.

What outcomes do we want YMI to achieve?

We have used a 'logic model' to set out the outcomes we want the YMI programme as a whole to achieve. This logic model sets out the short, medium and long term changes we aim to bring about. It is included as Appendix One.

The short term outcomes are listed below: there is one mandatory outcome for the Access to Music Making and Strengthening Youth Music fund which all projects must seek to deliver, highlighted in bold.

Learning and Working

- **Young people develop their music and music making skills (mandatory outcome for Access to Music Making)**
- Young people develop their skills for life, learning and work

Tackling Inequalities

- Young people have more opportunities to take part in enjoyable and quality music making opportunities
- Young people who would not normally have the chance to participate take part in music making opportunities

Cultural and Strong Communities

- Young people increase their awareness of music and culture across Scotland, the UK and the world
- Young people influence or lead youth music opportunities, and have their voice heard in design and delivery

Building Skills and Practice

- **People delivering youth music develop their skills and confidence (mandatory outcome – Strengthening Youth Music)**
- Organisations in the music sector and beyond work together to strengthen the youth music sector for the benefit of young people

This section relates to the outcomes that you will have selected in your application form. We are now asking you to provide evidence to demonstrate whether or not these outcomes have been achieved.

How do I know if we are achieving our outcomes?

You should have decided what kind of information you want to collect to provide evidence that you are progressing towards achieving your outcomes. These are known as 'indicators'. These are to give an indication that you are heading in the right direction, and are seeing the positive change that you want to see.

It is important that you keep this as simple as possible, and are realistic about the number of indicators you wish to use. Here is an example of how you might think through some of the indicators you could use:

Outcome	
Young people develop their music skills	
How we are going to contribute towards this	
Very brief description of what activity will link with this outcome	
What we want to measure	
Music skills	
Potential indicators that skills are improving	**Potential methods**
Young people rate their music skills (e.g. rhythm, pitch, music reading, etc.) more highly at the end of the project than at the beginning	A short survey of young people at the beginning and end of the project asking people to rate and comment on their music skills
Music practitioners rate young people's music skills more highly at the end of the project than at the beginning	A diary kept by music practitioners recording their views on progress and skills development
Young people achieve accreditation in music related learning	Recording any accreditation achieved by young people as a result of participation
Independent external observers can see changes in music skills over the time of the project	Video evidence with commentary on progress from another YMI professional from another area

Remember that for skills related to music, allowing people to hear the music itself and hear the changes that have occurred along the way can be very powerful. This can work well along with commentary from the young people themselves, practitioners and others.

Further examples like this are included in the section entitled 'Outcomes measurement sheets'. It is up to you which indicators you use, and how many. We advise that you think about using two indicators and two different methods for each outcome that you have selected. This means that you have different indications of progress. You should try to think about what information you already collect that you could use or tweak to provide the kinds of information we need.

Methods for measuring progress towards outcomes

You may already be gathering lots of useful information about the difference your projects make – please use this when reporting on your outcomes. If you are thinking about new or different ways to gather the evidence you need, there are many methods you could use:

Outcomes focused surveys – These could involve asking young people a very small number of questions at the beginning of a project and again at the end, and seeing whether there are any differences. Or you could ask people at the end to rate the change they have seen over time. The surveys can be very simple. You can use approaches like an 'outcomes star', 'spidergram', smiley faces or a traditional survey. The most important thing is to ask questions about outcomes (what has changed for people) not just about what they liked/disliked about the project.

Social media – Using social media (twitter, facebook, etc.) can be a very useful way of getting immediate and useful feedback from young people (usually aged 14 and above) and adults. You can ask people to post about the outcomes they saw as a result of participation. Usually it works best if you focus on one main question, so that it is easier for people to answer quickly and for you to analyse. This can be a really useful way of getting quick feedback with minimal time investment.

Practitioner or participant diaries – Asking the people who take part, or the people who deliver projects, to fill in a very short and simple diary can be a great way of gathering meaningful information about the skills people learn, what changes for them along the way, or what changes they observe in others over time. It can be hard to remember this at the end of a project, so a diary provides an ongoing commentary. This works best as a 'case study' of a small number of people – otherwise analysing what the diaries say takes up a lot of time. This approach provides really rich information about what has changed over time.

Interviews and focus groups – Speaking to people to explore their views on the difference participation has made to them, or to the young people they work with, can be very useful. Focus groups involving around 6 to 10 people can be a good way of encouraging people to share ideas and gather the views of a number of people at the same time. These usually work best if people are coming together anyway – for example, just at the end of a music session.

Recordings – Audio or video recordings of participants' work at different stages can be very powerful, and lets the music do the talking in demonstrating skills development.

You shouldn't try to do everything, and should use the methods that you think fit best with what already happens for your project. Just gather enough information to give you an indication that a range of people are seeing the changes that you want them to see, so that you have evidence against each of the outcomes you wanted to achieve.

You should then collate the information to summarise what it is telling you. It is important to remember that a strong outcomes approach is essentially about making project evaluation straightforward, meaningful and useful. When you are analysing and interpreting the data you collect as part of a project, try to think about what you – or others – might learn from it. Only gather information about things that you are going to use, report or act on. And make sure there is some space for exploring any unintended outcomes – positive changes that you didn't expect, but that participants are highlighting along the way.

Outcomes measurement sheets

You will need to decide what information you want to collect to provide evidence that you are progressing towards achieving your outcomes. These are known as 'indicators'. These are to give an indication that you are heading in the right direction, and are seeing the positive change that you want to see.

It is important that you keep this as simple as possible and are realistic about the number of indicators you wish to use. We have developed examples of some of the indicators you could use for each of the outcomes, to help with this. However, you should develop your own methods that suit best to your local area.

Access and tackling inequalities

Outcome	
Young people have more opportunities to take part in enjoyable and quality music-making opportunities	
How we are going to contribute towards this	
Very brief description of what activity will link with this outcome	
What we want to measure	
The increase in opportunities, young people's enjoyment, and the quality of music-making opportunities	
Potential indicators	**Potential methods to measure indicators**
The number of young people benefiting from the additional opportunities that YMI offers	Quantitative information on the number of participants, provided within the end of project form
Young people enjoy the opportunities that are on offer	Discussion with young people during and after YMI activity
	A survey (for example using facial expressions/smiley faces) about how young people feel when taking part
	Feedback from others such as parents and teachers about perceptions of enjoyment and quality – over the phone, using surveys
YMI activity is delivered by skilled and qualified practitioners	Evidence of the skills (formal or informal) YMI practitioners have

Access and tackling inequalities

Outcome
Young people who would not normally have the chance to participate take part in music-making opportunities
How we are going to contribute towards this
Very brief description of what activity will link with this outcome
What we want to measure
Whether those who would not normally be involved have been involved through YMI activity

Potential indicators	Potential methods to measure indicators
The profile of young people taking part matches those who don't normally have the chance to participate – geography, ethnic origin, additional support needs, etc – depending on who you are targeting	For projects targeting priority groups for the fund: ensuring that the project is delivered in a geographical area of deprivation as defined in the guidelines and using the Scottish Index of Multiple Deprivation
	For projects targeting priority groups for the fund: gathering voluntary equality monitoring information from participants, exploring things like ethnic origin and additional support needs
	For projects targeting priority groups for the fund: describing the referral routes through which young people come to the project, and the situations they are in (for example young carers, not achieving or attending school, etc)
Young people say that they have become involved in music when they wouldn't have done previously	Discussion with young people during and after YMI activity
	A survey with a question about whether people were involved in music before taking part in YMI activity

Learning and working

Outcome	
Young people develop their music and music-making skills	
How we are going to contribute towards this	
Very brief description of what activity will link with this outcome	
What we want to measure	
Music and music-making skills	
Potential indicators	**Potential methods to measure indicators**
Young people rate their music skills (e.g rhythm, pitch, music reading, etc) more highly at the end of the project than at the beginning	A short survey of young people at the beginning and end of the project asking people to rate and comment on their music skills
Music practitioners rate young people's music skills more highly at the end of the project than at the beginning	A diary kept by music practitioners recording their views on progress and skills development
Young people achieve accreditation in music related learning	Recording any accreditation achieved by young people as a result of participation

Learning and working

Outcome	
Young people develop their skills for life, learning and work	
How we are going to contribute towards this	
Very brief description of what activity will link with this outcome	
What we want to measure	
Skills beyond music-making – which could include personal skills such as social skills, planning and team work; practical skills such as understanding career options (in music or beyond); skills such as numeracy and literacy; and self motivation skills such as confidence, self esteem and developing horizons.	
Potential indicators	**Potential methods to measure indicators**
Young people tell us that their skills in these areas are improving	Case studies talking to a small number of young people in depth about how their skills have developed over time
Other people in young people's lives tell us that skills are improving	Feedback from teachers or parents about views on young people's skills and how they have developed
Young people are going on to further learning or employment	Speaking to young people both on completion of the project and, for example, six months after the end of the project, to understand progression

Cultural and strong communities

Outcome	
Young people increase their awareness of music and culture across Scotland, the UK and the world	
How we are going to contribute towards this	
Very brief description of what activity will link with this outcome	
What we want to measure	
Awareness of music and culture	
Potential indicators	**Potential methods to measure indicators**
Young people rate their awareness at a higher level at the end of the project than at the beginning	Survey with young people asking them to rate awareness at the beginning and end of the project and comparing results
	Quiz at the beginning and end of the project exploring key music/culture aspects of your programme and comparing results
Other people in young people's lives tell us that awareness is improving	Feedback from teachers or parents about views on young people's awareness and how this has developed

Cultural and strong communities

Outcome	
Young people influence or lead youth music opportunities, and have their voice heard in design and delivery	
How we are going to contribute towards this	
Very brief description of what activity will link with this outcome	
What we want to measure	
Young people's involvement in and influence over YMI activity, and wider music activity	
Potential indicators	**Potential methods to measure indicators**
The number of young people who are involved in planning the activity	Quantitative data gathering, recorded by the lead for the project
The number of young people consulted as part of project design	Quantitative data gathering, recorded by the lead for the project
The number of young people who are involved in delivering the activity	Quantitative data gathering, recorded by the lead for the project
Young people feel involved in planning and delivering YMI activities	Discussions with young people/survey/social media feedback
Young people are have a positive experience of being involved in planning or delivering YMI activities	Discussions with young people/survey/social media feedback
Young people go on to influence and be involved in more youth music opportunities, beyond YMI	Case studies or discussions with young people who were involved in YMI planning/delivery, to explore whether they have gone on to influence or lead other youth music opportunities

Note: While the quantitative data (numbers) here are interesting, the real way to understand whether you are meeting the outcome is through understanding young people's views on involvement and experiences of influencing or leading opportunities. It is important to use both number based and softer, more qualitative information to measure this outcome.

Building skills and practice

Outcome	
People delivering youth music develop their skills and confidence	
How we are going to contribute towards this	
Very brief description of what activity will link with this outcome	
What we want to measure	
The skills and confidence of those delivering youth music activity	
Potential indicators	**Potential methods to measure indicators**
People delivering youth music rate their skills and confidence in music delivery and music-making more highly	Survey with practitioners asking them to rate skills and confidence at the beginning and end of the project and comparing results
	Case studies featuring the experiences of people delivering youth music, exploring how skills have developed
Others tell us skills and confidence are increasing	Observations from music specialists on how skills are developing
Young people rate YMI activity more highly over time, as skills develop	Survey exploring experiences of YMI activity

Building skills and practice

Outcome	
Organisations in the music sector and beyond work together to strengthen the youth music sector for the benefit of young people	
How we are going to contribute towards this	
Very brief description of what activity will link with this outcome	
What we want to measure	
The level and quality of joint working taking place	
Potential indicators	**Potential methods to measure indicators**
The number of partner organisations or Local Authority teams that you work with to deliver YMI	Quantitative data gathering – recording the number of partners you have
The profile of partner organisations that you work with to deliver YMI	A description of the types of partners you work with, their sectors and their roles
The impact of joint working on YMI delivery	Feedback from project lead and partner organisations about the value of joint working through individual interviews or a survey

How to submit your End of Project, Interim Activity or Interim Payment form

Your reporting and payment structure will have been set out in your funding agreement.

If you are filling in an End of Project form, or an Interim Payment Form to release payment, for accounting and audit purposes, the form (and particularly the Certified Income and Expenditure statement) must be physically signed off by the lead contact for the application as being a true and accurate representation of income and expenditure. A scanned or electronic version of this signature is acceptable.

Please either attach your supporting evidence (photographs, videos, audio files) to your email to us, or let us know how you would prefer to share this type of information (e.g. through Dropbox or an online link to existing information).

In any case, please email your completed form (with scanned signature) to projectreporting@creativescotland.com

When we receive your report, we will log it and send it to your lead officer within the YMI team for checking, approval and sign off.

Appendix 1: YMI Logic Model
YMI Vision: Putting music at the heart of young people's lives and learning

Activities	Short-term outcomes	Medium-term outcomes	Long-term and national outcomes	Links	Overarching theme
What happens?	What changes do we expect to see from YMI projects and activities over one year?	What changes do we want to see the YMI programme and projects achieve over three years?	What longer term changes should the YMI contribute towards?	How do these objectives link with wider priorities?	
Young people aged 0 to 25 years have access to high-quality and diverse music-making opportunities both in school and out of school	Young people have more opportunities to take part in enjoyable and quality music-making opportunities Young people who would not normally have the chance to participate take part in music-making opportunities	More young people from a range of backgrounds take part in quality music-making	Through cultural activity we are contributing towards tackling the significant inequalities in Scottish society	Programme for Government 2015-16 theme 'a stronger and fairer Scotland'	Tackling Inequalities
	Young people develop their music and music-making skills (CfE[1] link successful learners) Young people develop their skills for life, learning and work* (CfE links effective contributors and confident individuals)	Young people develop a desire to learn – whether in music or in other fields Young people progress their musical talent and enjoyment through ongoing participation, learning, training and employment in the field of music	Our young people are successful learners, confident individuals and effective contributors Children in all parts of Scotland have a fair chance to develop and achieve their potential	Programme for Government 2015-16 theme of 'closing the attainment gap' and 'a strong, sustainable economy'	Learning and Working
	Young people increase their awareness of music and culture across Scotland, the UK and the world (CfE link responsible citizens) Young people influence or lead youth music opportunities, and have their voice heard in design and delivery (CfE link responsible citizens)	Young people are strong contributors to local communities through cultural activity	We have strong, supportive and culturally aware communities who value the arts Our young people are responsible citizens	Programme for Government 2015-16 theme 'strengthening our communities'	Cultural and Strong Communities
The youth music sector is supported through resources, networking and learning opportunities	People delivering youth music develop their skills and confidence Organisations in the music sector and beyond work together to strengthen the youth music sector for the benefit of young people	The youth music sector develops, strengthens and becomes more sustainable The contribution of music to learning is acknowledged and embedded in decision making in Scotland	We are supporting our services to be high quality, continually improving, efficient and to provide innovative responses to people's needs	Christie Commission* priority of co-ordination and collaboration in service provision	Building Skills and Practice

* The Christie Commission explored the future provision of public services in Scotland, and its findings have underpinned the redesign and delivery of public services in Scotland since 2011.