YMI Logic Model and Outcomes Guidance

We have used a "logic model" to set out the outcomes we want the YMI programme as a whole to achieve over the short, medium and long-term. The logic model can be found in **Appendix 1** at the bottom of this document.

The outcomes in the logic model focus on changes in relation to:

- access to music making and tackling inequalities

- learning and working

- cultural and strong communities

- building skills and practice

The activity that you undertake should deliver some of these outcomes that we want the YMI to achieve. You should plan your activity carefully to make sure that it does contribute to these changes.

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There is a mandatory outcome for each strand. For projects funded under:

- **Access to Music Making** this is: **Children and young people develop their music and music making skills.**

- **Strengthening Youth Music** this is: **People delivering youth music develop their skills and confidence.**

Applicants must then choose a further two outcomes that your project will contribute to.

Why take an outcomes focused approach?

One of the most important aspects of our new 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 children and young people, but may also affect the people and organisations delivering the outcomes for children and young people.

In the past, we focused a lot on activities and asked about what happened. We now want to move away from asking lots of questions about your activities and instead focus more on what changed as a result. This will help us to understand the impact which YMI activities are making across Scotland.

1.2 How do I know if we are achieving our outcomes?

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 through some of the indicators you could use. Here is an example of how you might think through some of the indicators you could use:

Outcome
Children and young people develop their music skills

What activity will link with this outcome?
Very brief description of what activity will link with this outcome

What do you want to measure
Music skills

Potential indicators that things are improving	Potential methods to measure improvement
Children and 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 children and young people at the beginning and end of the project asking participants to rate and comment on their music skills
Music practitioners rate children and 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
Children and people achieve accreditation in music related learning	Recording any accreditation achieved by children and young people as a result of participation

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 children and young people themselves, practitioners and others.

Further examples, with a table like this for each of the short term outcomes which you might select, are included later in this guidance in section 1.4.

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.

1.3 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 different methods you could use:

- **Outcomes-focused surveys** – These could involve asking children and 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 children and 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 over time 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 children and 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 in your local area. 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.

1.4 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	
Children and young people have more opportunities to take part in enjoyable and quality music making opportunities	
What activity will link with this outcome?	
Very brief description of what activity will link with this outcome	
What do you want to measure	
The increase in opportunities, children and young people's enjoyment, and the quality of music making opportunities	
Potential indicators that things are improving	**Potential methods to measure improvement**
The number of children and young people benefiting from the additional opportunities that YMI offers	Quantitative information on the number of participants, provided within the end of project form
Children and young people enjoy the opportunities that are on offer	Discussion with children and young people during and after YMI activity
	A survey (for example using facial expressions/smiley faces) about how children and 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
Children and young people who would not normally have the chance to participate take part in music making opportunities

What activity will link with this outcome?
Very brief description of what activity will link with this outcome

What do you want to measure
Whether those who would not normally be involved have been involved through YMI activity

Potential indicators that things are improving	Potential methods to measure improvement
The profile of children and 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 guidance 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 children and young people come to the project, and the situations they are in (for example young carers, not achieving or attending school, etc)
Children and young people say that they have become involved in music when they wouldn't have done previously	Discussion with children and 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
	feedback from others such as parents and teachers about perceptions of enjoyment and quality – over the phone, using surveys

Learning and working

Outcome
Children and young people who would not normally have the chance to participate take part in music making opportunities
What activity will link with this outcome?
Very brief description of what activity will link with this outcome
What do you want to measure
Music and music making skills

Potential indicators that things are improving	Potential methods to measure improvement
Children and 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 children and young people at the beginning and end of the project asking people to rate and comment on their music skills
Music practitioners rate children and 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
Children and young people achieve accreditation in music related learning	Recording any accreditation achieved by children and young people as a result of participation

Learning and working

Outcome
Children and young people develop their skills for life, learning and work

What activity will link with this outcome?
Very brief description of what activity will link with this outcome

What do you 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 that things are improving	Potential methods to measure improvement
Children and young people tell us that their skills in these areas are improving	Case studies talking to a small number of children and young people in depth about how their skills have developed over time
Other people in children and young people's lives tell us that skills are improving	Feedback from teachers or parents about views on children and young people's skills and how they have developed
Children and young people are going on to further learning or employment	Speaking to children and 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	
Children and young people increase their awareness of music and culture across Scotland, the UK and the world	
What activity will link with this outcome?	
Very brief description of what activity will link with this outcome	
What do you want to measure	
Awareness of music and culture	
Potential indicators that things are improving	**Potential methods to measure improvement**
Children and young people rate their awareness at a higher level at the end of the project than at the beginning	Survey with children and 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 children and young people' lives tell us that awareness is improving	Feedback from teachers or parents about views on children and young people's awareness and how this has developed

Cultural and strong communities

Note: While the quantitative data (numbers) here are interesting, the real way

Outcome
Children and young people influence or lead youth music opportunities, and have their voice heard in design and delivery
What activity will link with this outcome?
Very brief description of what activity will link with this outcome
What do you want to measure
Children and young people's involvement in and influence over YMI activity, and wider music activity

Potential indicators that things are improving	Potential methods to measure improvement
The number of children and young people who are involved in planning the activity	Quantitative data gathering, recorded by the lead for the project
The number of children and young people consulted as part of project design	Quantitative data gathering, recorded by the lead for the project
The number of children and young people who are involved in delivering the activity	Quantitative data gathering, recorded by the lead for the project
Children and young people feel involved in planning and delivering YMI activities	Discussions with children and young people/survey/ social media feedback
Children and young people are have a positive experience of being involved in planning or delivering YMI activities	Discussions with children and young people/survey/ social media feedback
Children and young people go on to influence and be involved in more youth music opportunities, beyond YMI	Case studies or discussions with children and young people who were involved in YMI planning/delivery, to explore whether they have gone on to influence or lead other youth music opportunities

to understand whether you are meeting the outcome is through understanding children and 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

What activity will link with this outcome?
Very brief description of what activity will link with this outcome

What do you want to measure
The skills and confidence of those delivering youth music activity

Potential indicators that things are improving	Potential methods to measure improvement
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
Children and 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 create progression opportunities that strengthen the youth music sector for the benefit of children and young people	
What activity will link with this outcome?	
Very brief description of what activity will link with this outcome	
What do you want to measure	
The level and quality of joint working taking place	
Potential indicators that things are improving	**Potential methods to measure improvement**
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 role
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
Organisations signpost and support children and young people to other progression opportunities.	A survey with a questions about whether the participants have or are planning to progress onto other opportunities

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

Activities What happens?	Short-term outcomes What changes do we expect to see from YMI projects and activities over one year?	Medium-term outcomes What changes do we want to see the YMI programme and projects achieve over three years?	Long-term and national outcomes What longer term changes should the YMI contribute towards	Links How do outcomes link with the Cultural Strategy for Scotland's aims	Cultural Strategy theme(s)
Children and young people aged 0 to 25 years have access to high-quality and diverse music making opportunities both in school and out of school	Children and young people have more opportunities to take part in enjoyable and quality music making opportunities Children and young people who would not normally have the chance to participate take part in music making opportunities	More children and young people from a range of backgrounds take part in quality music making	We are creative and our vibrant and diverse cultures are expressed and enjoyed widely We are well educated, skilled and able to contribute to society	Open up the potential of culture as a transformative opportunity across society	Transforming through culture
	Children and young people	Children and young people	Our young people are successful	Extend opportunities that	Empowering through culture

	develop their music and music making skills (CfE1 link successful learners) **Mandatory outcome for Access to Music Making** Children and young people develop their skills for life, learning and work* (CfE links effective contributors and confident individuals)	develop a desire to learn – whether in music or in other fields Children and young people progress their musical talent and enjoyment through ongoing participation, learning, training and employment in the field of music	learners, confident individuals and effective contributors Children in all parts of Scotland have a fair chance to develop and achieve their potential	enable people to take part in culture throughout their lives	
	Children and young people increase their awareness of music and culture across Scotland, the UK and the world (CfE link responsible citizens)	Children and 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	Continue to celebrate Scotland's extraordinary cultural contributions	Empowering through culture

	Children and young people influence or lead youth music opportunities, and have their voice heard in design and delivery (CfE link responsible citizens)				
The youth music sector is supported through resources, networking and learning opportunities	People delivering youth music develop their skills and confidence **Mandatory outcome for Strengthening Youth Music** Organisations in the music sector and beyond work together to create progression opportunities that strengthen the youth music sector for the benefit of children and 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	Develop the conditions and skills for culture to thrive, so it is cared for, protected and produced for the enjoyment and enrichment of all present and future generations	Strengthening culture

1 CfE – Curriculum for Excellence. We have included references to the Curriculum For Excellence's four Capacities for some outcomes to clearly demonstrate how they link to CfE.

* 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 201