YMI Formula Fund

Application Guidelines 2018/19

Overview of the Youth Music Initiative

In 2003 the Scottish Government's Youth Music Initiative (YMI) was launched to put music at the heart of young people's lives and learning. It was established in response to the *What's Going On?* report, a national audit of youth music in Scotland. It currently operates with an annual budget of £9 million and supports all musical genres, age groups and teaching methods.

The YMI has two distinct strands:

- School Based Music Making – activities planned and delivered by local authorities. Local authorities apply to the **YMI Formula Fund** for this activity.
- The Informal Sector – activities planned and delivered by third sector organisations outwith school time. There are two informal sector funding routes: **Access to Music Making** and **Strengthening Youth Music.**

To find out more about our plans, evaluations and funding routes, including accessing the guidelines and application forms, visit our website www.creativescotland.com/ymi

What is the purpose of the YMI Formula Fund?

The YMI Formula Fund is only open to applications from Scotland's 32 local authorities and Jordanhill School – and in 2018/19 the fund has a total budget of £7.2 million subject to 2019/20 budget confirmation from the Scottish Government. All applications must meet the purpose for the YMI Formula fund, namely:

1. To meet the refreshed YMI Scottish Government commitment: every school pupil in Scotland should be offered a year of free music tuition by the time they leave primary school.

2. For projects delivered beyond the above commitment the purpose is: to tackle inequality and engage young people (of any school age) who otherwise would not participate with meaningful, quality music making opportunities.

What are we looking for in your application?

This section summarises what you need to tell us in your application and why we are asking for it.

Fund criteria

Your application must clearly demonstrate how it meets the following criteria:

- How Purpose 1 will be delivered – every school pupil in Scotland should be offered a year of free music tuition by the time they leave primary school.[1]

- How any projects beyond the Scottish Government commitment will tackle inequality and increase engagement from young people who are less likely to participate. Young people who are less likely to take part include but are not limited to those who: are looked after (as defined by the Children (Scotland) Act 1995) and care leavers (as defined by the Children and Young People (Scotland) Act 2014); are in the early years (0-5) of their life; reside in areas of social and economic deprivation; are from minority ethnic communities; have a disability and/or additional support needs; are at risk of offending or who have previously offended.

- How the project/s will deliver the outcomes which you have selected.

- Projects will be provided free of charge with no indirect costs[2] and any barriers[3] to participation will be addressed.

We will also be looking for applications which:

- Are delivered by highly skilled and experienced project staff.

- Ensure that the opportunities on offer will be clearly communicated to young people and their parents/carers.

1   Scottish Government refreshed YMI commitment. Every pupil must receive the offer of free tuition at any point before they leave primary school. Pupils must receive a minimum of 12 hours music tuition. Where possible programmes should be sustained over a period of time throughout the academic year.

2   Indirect costs include but are not limited to: instrument hire, music sheet purchase, transport costs to attend out of school projects, ticket fees for YMI performances.

3   Barriers include but are not limited to: projects which require transport to get to; projects that take place outwith school time, projects with selection processes or aptitude tests. To minimise barriers it is our recommendation that projects are opt out and inclusive wherever possible. Opt out projects are those which take place in school time and settings and which young people are automatically engaged unless they (the pupils) decide to not take part. Opt in projects are where participants have to actively choose to take part either in or out of school times and settings.

Priorities of the fund

We also request you consider how your programme will address the priorities of the fund:

- Development of partnerships with providers and stakeholders in and outwith the local authority, particularly any connections between your YMI programme and your authority's work to raise attainment and close the proverty-related attainment gap.
- Opportunities for young people to influence or lead youth music opportunities, and have their voices heard in design and delivery.
- Delivery of training and CPD for YMI instructors and other stakeholders (e.g. class teachers/ class assistants) that will help sustain music making.

Outcomes

Acting on recommendations from the 2014/15 YMI Evaluation, a logic model has been developed which identifies short, medium and long-term outcomes which the YMI aims to deliver. The short-term outcomes are listed below. Please note there are no mandatory outcomes for the Formula Fund.

Learning and Working:

- Young people develop their music and music-making skills.
- 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.
- Organisations in the music sector work together to strengthen the youth music sector for the benefit of young people.

The YMI Outcomes Logic Model (see Appendix 1 to these guidelines) outlines how the above outcomes contribute to the medium and long-term changes the YMI intends to make.

For each project you plan to deliver please select the outcomes you are aiming to achieve. Please select:

- A maximum of three outcomes for each project from the drop down list. (You can choose different outcomes for each of your projects.)

Please note, you may have trouble accessing the drop down menu if you are using an Apple Mac. If this is the case please type the outcomes in the relevant boxes.

The application form will ask you to describe how you will monitor activity and evaluate the outcomes selected to evidence that they have been achieved. We will ask what methods and indicators you plan to use. At the end of your project, when completing the End of Project Monitoring Report, you will be asked to evidence if, and how, selected outcomes have been delivered. There is guidance about setting and measuring outcomes in Appendix 2 of these guidelines.

As part of this process we will

- Provide one-to-one support meetings in which you can discuss the outcomes you are planning to select and feedback on 2016/17 End of Project reports to highlight strengths and areas of development which could be implemented for 2018/19.
- Provide continued support with Research Scotland who will be on hand to answer any questions you may have.
- Build on current guidance to create an updated support handbook which will be sent shortly.

If you have any questions please do not hesitate to get in touch with Morag Macdonald (contact details on page 11).

What will this fund not support?

This funding route will not support applications which propose to deliver projects that directly or indirectly replace activity that a local authority has chosen to no longer deliver.

YMI funds will not cover a local authority music co-ordinator's salary. If relevant, YMI will support a portion of the salary which relates to the coordination of YMI activities only.

Additional information

If your proposed programme includes activity which may be classed as Music Therapy please contact Morag Macdonald to discuss this further.

How to apply and further information

Alternative Formats, Languages and Access Support

Creative Scotland is committed to offering clear and accessible application processes and programmes that are open to everyone. On request this information is available in alternative formats including translations. We offer access support to disabled applicants, tailored to individual requests. Support includes Sign Language Interpreters for meetings and scribing support for dyslexic applicants. Officers can offer advice to new applicants and support them to make an application. The Equalities Team can offer additional one-to-one support to applicants with access requirements. Please note we will accept applications and supporting materials which are written in English, Gaelic or Scots.

If you have any general enquiries about the application process, Guidance or Application Form, please contact our Enquiries Service:

Email: enquiries@creativescotland.com
Telephone: 0345 603 6000* (10am-12pm & 2-4pm, Mon – Fri)

If you are a deaf BSL user, you can access our services with the Contact Scotland-BSL programme. Go to www.contactscotland-bsl.org/public for more information.

Application Form

There are two parts to the Application Form:

- Part A – To describe your YMI programme as a whole and to describe individual projects.
- Part B – Whole Programme Planner and Whole Programme Budget. These two spreadsheets are to give an overview of the delivery which will take place in each school in your local authority area, along with a budget sheet to calculate the total cost of your project.

You are also welcome to submit other supporting documents you feel would strengthen your application such as letters of support.

Data Protection

To comply with data protection laws, Creative Scotland is required to provide clear and transparent information to organisations and individuals in relation to any processing of their personal information. This is detailed in the Data Protection Privacy Notice which is located in Appendix 3 to this Guidance. Please note that in order to complete your application form, you must confirm that you have read and understood this Guidance and associated appendices.

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* Please note: Calls to our 0345 number are charged at the same rate as calling national 01 or 02 numbers. Approximate charges are up to 9p per minute from landlines and between 3p – 55p per minute from mobiles. However, calls to this number are also part of inclusive allowances. Please check with your phone line provider for exact charges.

Your budget

As part of the **Part A** application we require that you provide a budget breakdown for each project which gives us details on how the funding for each project will be spent. Please provide a detailed budget for each project, breaking down any costs greater than £10,000.

The **Part B** application form consists of two Excel tabs, the second being the Whole Programme Budget which we require all applicants to complete. Please note, you are not required to provide any budget information in the Part A application form. Please provide a detailed breakdown outlining staff costs, instruments and any other requirements associated with the project.

Please note:

- Creative Scotland will only fund programmes that demonstrate best value for public funds.
- Creative Scotland is committed, through any activities we support, to ensure that artists and creative practitioners are paid appropriately for their time and effort, and recommend industry standards are paid when employing freelance musicians.
- Activity must be delivered by highly skilled and experienced project staff who are paid appropriate rates. Freelance music tutors must be paid in line with the Musicians' Union rates. You can find the current rate on the Musicians' Union website
- Please breakdown the FTE equivalent of staff delivering each project
- A breakdown of all costs over £10,000 should be provided
- YMI funding cannot cover costs for staff employed by the local authority who are unable to deliver activity, without prior written permission from Creative Scotland. For example maternity, sick or any related costs.
- Income and expenditure totals must be the same.
- All funding must be spent on YMI activities by the end of August 2019. application form consists of two Excel tabs, the second being the Whole Programme Budget which we require all applicants to complete. Please note, you are not required to provide any budget information in the Part A application form. Please provide a detailed breakdown outlining staff costs, instruments and any other requirements associated with the project.

What your budget can include

In addition to project funding, part of the YMI allocation can be used to support associated programme costs such as:

- Meeting transport and other support costs for young people who would face barriers to participation.
- Evaluation costs.
- Communication costs (such as marketing costs for targeted projects).

Partnership funding

It is important that you include any partnership funding in the budget (cash or in-kind) as this information demonstrates the cash and in-kind contributions that are leveraged as a result of YMI funding. Please see below a list of what we class as cash or in-kind partnership funding:

Cash contributions might include:

- Funding from your local authority for management or project costs.
- Other funding sources (such as cash income from trusts and foundations, private sponsors, etc.).

In-kind contributions might include:

- Voluntary labour (but any time or services 'donated' should be additional and not part of the person's normal job).
- Donated equipment.
- Hire of local authority venues (e.g. for your end of term showcase event but not for classroom hire for individual project sessions).
- Use of premises or office space for the project.
- Carer support for people with disabilities.

If you are aware of additional in-kind contributions which are provided by the local authority but are unable to calculate this please provide details of the areas of support. For example, use of Instrumental Service instruments to deliver YMI projects.

Supporting materials:

When submitting Application Forms Part A and Part B please provide the following supporting material:

- Remits/job descriptions for any new staff employed through YMI funding.
- CVs of artists and others if relevant.
- Letters of support from partners who will be involved in the project, for example external delivery organisations, if relevant.

Who should sign the application form?

The application form should be submitted and signed by the local authority officer with delegated authority to enter into a funding agreement with Creative Scotland.

Key Dates and Information

When can I apply?

This funding route accepts applications any time up until the deadline on **5pm, 26 March 2018.**

When will I hear back regarding a decision?

You will receive a decision by the **6 June 2018.**

Funding available:

For the academic year 2018/19, we anticipate that approximately £7.2m will be available for the Formula Fund, subject to 2018/19 budget confirmation from the Scottish Government.

Your local authority allocation will remain at the same funding level as in 2017/18.

Who can apply?

Only local authorities and Jordanhill School are eligible to apply.

Funding Surgeries

In February and March 2018 the YMI team will hold funding surgeries in locations across Scotland. Surgeries will offer applicants the opportunity to meet with a Creative Scotland representative to seek further guidance on the application process, guidelines or application form.

Research Scotland will also be available to provide phone support and to answer any questions you may have.

A member of the YMI team will be in touch directly with further information.

Our Decision-Making Process

Assessment process

Once you have submitted your application we will review it for completeness and to ensure that you've provided all the necessary information required to enable us to assess your application. If there are any issues with your application, a member of the Funding Team will be in touch to explain these, and – if applicable – seek any additional information.

Once your application has been checked for completeness it will be assessed, based on the information provided in your application and any supporting materials submitted. We will only contact you during the assessment process if we need clarification on any aspect of the information you have already provided. We will not seek any new or additional information.

All assessments and recommendations are then reviewed by a Panel who will consider the individual merits of each application as summarised by the assessor.

Once a decision is made

Once we have reached a decision, we will contact you by email to let you know the outcome of your application. If you are successful, we will send your Funding Agreement by email. At this point we'll also detail any special conditions of the award.

The fully signed Funding Agreement and any special conditions must be lodged with Creative Scotland by **17 August 2018**, failing which Creative Scotland reserves the right to withdraw the funding offer and you may have to reapply.

Please note, all End of Project Monitoring Report forms for 2017/18 should be submitted by **17 August 2018**.

If your application is unsuccessful, we will contact you by email to let you know why and offer you feedback. At this time we will provide you with information on how to reapply.

Complaints Procedure

If you are not happy with the way we dealt with your application, you can access a copy of our complaints procedure on our website. Please note that you can only complain if you believe we have not followed our published process when dealing with your application. You cannot use the complaints procedure to appeal against the decision.

Help, further advice and feedback

If you require support, further information or have any enquiries about the YMI Formula Fund please contact:

Morag Macdonald, Creative Learning Officer, Creative Scotland
Email: morag.macdonald@creativescotland.com
Tel: 0131 523 0073

If you have any general enquiries about the Creative Scotland and its funding, please contact our Enquiries Service.

Email: enquiries@creativescotland.com
Tel: 0345 603 6000[*]

Please keep an electronic copy of your application for your own records and future reference.

[*] Please note: Calls to our 0345 number are charged at the same rate as calling national 01 or 02 numbers. Approximate charges are up to 9p per minute from landlines and between 3p – 55p per minute from mobiles. However, calls to this number are also part of inclusive allowances. Please check with your phone line provider for exact charges.

Appendix 1: YMI Vision: Putting music at the heart of 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 17-18 Programme for Government	Programme for Government theme(s)
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	Break down barriers to help our young people succeed	Services fit for the future – excellence and equity in our schools; beyond school
	Young people develop their music and music-making skills (CfE[1] link successful learners) Mandatory outcome for Access to Music Making 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	Improve the life experience and life chances of young people	Services fit for the future – the best place in the world to grow up
	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	Support the Culture Strategy's principles of access, equity and excellence	A confident, outward-looking nation – culture for all Building a fairer Scotland – empowering our communities
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 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	Use public resources in the long-term interests of the country Build strong foundations and increase opportunities for positive childhood experiences	Services fit for the future – improving public services

* 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.

Appendix 2 – 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 outcomes in the logic model focus on changes in relation to:

- Access to music-making and tackling inequalities.
- Learning and work.
- 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.

Why take an outcomes focused approach?

One of the most import 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 young people, but may also affect the people and organisations delivering the outcome for 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.

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 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	**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 participants 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

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, 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 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 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 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.

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	A diary kept by music practitioners recording their views on progress and skills development
	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
	A diary kept by music practitioners recording their views on progress and skills development
	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 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