



# YMI Access to Music Making

Application Guidelines  
2022-23

## Alternative Formats, Languages and Access Support

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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 require support, further information or have any general enquiries about the fund and how to apply please contact our Enquiries Service. Our Enquiries Service will be able to advise you or will put you in contact with one of our officers.

### Need help?

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

You can do this by email, through our website or social media.

Email: [enquiries@creativescotland.com](mailto:enquiries@creativescotland.com)

Web: Fill out a form [on our website](#)

Twitter: Send us a tweet [@creativescots](#)

If you are a D/deaf BSL user, you can access our services with the Contact Scotland-BSL programme. Go to: [www.contactscotland-bsl.org/deaf-bsl-users](http://www.contactscotland-bsl.org/deaf-bsl-users) for more information



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## Overview of the Youth Music Initiative (YMI)

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In 2003, the Scottish Government's Youth Music Initiative (YMI) was launched to put music at the heart of children and young people's lives and learning. It currently operates with an annual budget of £9 million and supports all musical genres, age groups and teaching methods.

Creative Scotland has three main aims for the YMI. It should:

- Create access to high-quality music making opportunities for children and young people aged 0-25 years, particularly for those that would not normally have the chance to participate
- Enable children and young people to achieve their potential in or through music making
- Support the development of the youth music sector for the benefit of children and young people

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 individuals and organisations who primarily work outwith school settings. There are two informal sector funding routes: YMI Access to Music Making and YMI Strengthening Youth Music, as well as the YMI CPD and Training Fund which is managed by the Scottish Music Centre.

You will find further information about all YMI funding routes in the [YMI funding section](#) of Creative Scotland's website. To find out more about our annual plans, programme evaluations visit the [YMI page of our website](#).

## 20th Anniversary of the YMI

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2022 marks the 20th anniversary of the YMI. In recognition of the significant reach and impact of YMI over the past 20 years, we will celebrate the programme's participants and their achievements, pay tribute to those who make it all happen and raise awareness of the value of access to music making for all children and young people into the future.

We will create opportunities for funded projects to celebrate with us throughout their project delivery, to share their learning at a YMI event, or to raise the profile of the funds through social media. To keep up to date with opportunities to get involved you can [sign up to the Youth Music Initiative mailing list](#).

# Overview of the Access to Music Making Fund

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## Purpose

The purpose of the Access to Music Making fund is to create access to high-quality music making opportunities outwith school time for children and young people aged 0 – 25 years (or, aged over 25 if they are disabled, care experienced and/or have been a young carer).

Access to Music Making will not support applications which propose activities that take place during school time in a school setting. Activities within school time will only be considered if they are specifically for: early years (0-5); children and young people with a disability and/or additional support needs; children and young people who are disengaged from mainstream education; children and young people based in residential and/or secure care; young carers and/or young parents.

## Outcomes

We take an outcomes-focused approach to the YMI: we want to know about the changes you aim to bring about through your project activity, as well as how you plan to measure these.

There is one mandatory outcome for the Access to Music Making fund which all projects must seek to deliver, highlighted in bold (below). In addition, applicants must select a further two outcomes which you intend to deliver through your project.

## Learning and Working

- **Children and young people develop their music and music making skills** (mandatory outcome)
- Children and young people develop their skills for life, learning and work

## Tackling Inequalities

- 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

## Cultural and Strong Communities

- Children and young people increase their awareness of music and culture across Scotland, the UK and the world
- Children and 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 and beyond work together to create progression opportunities that strengthen the youth music sector for the benefit of children and young people

A YMI Outcomes Logic Model has been developed which identifies short, medium, and long-term outcomes which the YMI aims to deliver (see Appendix 1).

Funded projects will be asked in the YMI End of Project Monitoring Report to evidence if, and how, selected outcomes have been delivered. There is guidance about setting and measuring outcomes in Appendix 2 of these guidelines.

## Activities supported by the fund

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We welcome applications proposing any activity that will achieve the above outcomes. Examples of activities that we might support include (but are not limited to) the following:

- Group based activity that covers any aspect of music and/or music making
- Youth led projects where children and young people design and lead music making activity
- Projects that promote partnership working
- Delivery of project activity working across early learning, schools, and other family support and community settings, focused on tackling inequality through targeting priority groups of children and young people

You may wish to consider project activity that aligns with [Scotland's Themed Years](#).

You may wish to consider project activity that aligns with the 20th Anniversary of the YMI which will take place throughout 2022. Further information will be published on the [YMI programme page](#) of Creative Scotland's website.

## What the funding cannot be used for

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- We will not fund any activity which has already started, or which will have started before a decision has been made on your application.
- 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.
- If your proposed project includes wider/multi artform activity, please note that we can only support core costs plus tuition and equipment costs for music parts of the project.
- If your proposed project includes activity which may be classed as Music Therapy, please contact Christine Halsall, YMI Officer at [christine.halsall@creativescotland.com](mailto:christine.halsall@creativescotland.com) to discuss further.

## Priority Groups

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We will prioritise applications that propose specific actions and partnerships to tackle inequality by engaging children and young people who do not currently take part in music making and are:

- Those living in poverty or residing in areas of social and economic deprivation. For more information on the Scottish Index of Multiple Deprivation (SIMD) please visit the [Scottish Government website](#).
- Are experiencing or at risk of experiencing harm and neglect.
- 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). For more information please visit the [Scottish Government website](#).
- Are in the early years (0-5) of their life.
- Are from Black and/or Minority Ethnic backgrounds.
- Have a disability and/or additional support needs.
- Are at risk of offending or have previously offended.
- Are young carers (as defined by the Carers (Scotland) Act 2016) and/or young parents. For more information please visit the [Scottish Government website](#).
- Are experiencing or at risk of homelessness, or who have been homeless.
- Are experiencing mental ill health.

Please note: we realise the need to consider intersectionality in relation to the way we think and talk about challenges facing children and young people. With support from the sector, the YMI team will be developing how we describe, gather information, and evaluate approaches to working with children and young people who are less likely to participate. Applicants will be kept informed about any new developments.

We endeavour to support a range of projects across the whole of Scotland.

## Criteria

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

- How the project will deliver the outcomes which you have selected.
- How the funding will develop project-based activity that will tackle inequality and create opportunities for children and young people to engage with music and music making.
- Removal of all barriers to participation for children and young people whether physical, socio-economic, personal or peer related. Please note that strict use of age ranges can be a barrier for young people who have been disadvantaged through disability, care experience and/or being a young carer.
- Details of how you will advertise, market and/or target the activities for your project to ensure that you reach the children and young people you are seeking to engage.

- Evidence demand from children and young people, local stakeholders and partners for the proposed activity detailing how children and young people will be involved in the development of the project. Partners might include Local Authority departments, the local police, children's charities and national/local arts organisations.
- Activity must be delivered by highly skilled and experienced project staff, and music tutors must be paid at least the Musicians' Union minimum rate. You can find the current rate on the [Musicians' Union website](#).
- Confirmation that project staff/trainees (if applicable) will be members of the [Protection of Vulnerable Groups \(PVG\) Scheme](#) administered by Disclosure Scotland before the project begins.
- Effective planning for management and delivery, including details of roles and responsibilities of staff and project partners and any related track record you may have.
- Clear identification of any risks associated with the delivery of the project and the activities you propose to undertake. This should include considerations relating to ongoing COVID-19 restrictions.
- Robust planning for monitoring and evaluation that will measure the project's success against the selected outcomes.
- Provide a clear budget with a breakdown of costs and how they relate to the project activity.
- Raising awareness of the impact and profile of YMI activities within your area through effective promotion and advocacy. YMI opportunities are publicised widely with YMI funding acknowledged in all publicity materials.

Additional criteria for those applying over £15k:

- Support the development of lead staff/tutors working on the project through training or CPD opportunities and allocating an appropriate level of budget accordingly.
- Provide opportunities for emerging practitioners to gain practical experience and develop skills through working with experienced project staff in the planning, management and/or delivery of the project. *This could include paid work experience, traineeships or apprenticeships - you might want to consider how you can support [Scotland's Young Person's Guarantee](#) through this opportunity. Applications should outline how these roles will be supported through a structured training plan, which includes a list of key dates for the opportunity and details clear roles and responsibilities for trainees and supporting staff.*

### **Have you previously received funding from the Access to Music Making fund?**

For organisations and individuals who are applying to the Access to Music Making Fund and who have previously received support from that fund for the same project the application should demonstrate the anticipated impact of continued funding.

# Eligibility

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## Who can apply?

Applications to the Access to Music Making fund can come from organisations and individuals based in Scotland or who are delivering programmes within Scotland for the benefit of children and young people of Scotland.

Organisations already in receipt of Regular Funding from Creative Scotland can apply but should discuss your intention to apply for funding with your lead officer in the first instance. Applications will be required to demonstrate why the proposed activity is additional to your existing funding agreement and how the activity enhances current and future plans.

## Who cannot apply?

Applications will not be accepted from:

- Schools and/or their associated organisations, such as Parent Teacher Associations
- Local Authority music services

Please note: YMI will distribute £7.2m in 2022-23 for school-based music making programmes across Scotland's 32 Local Authorities. For more information on your Local Authority's YMI programme please check the 'YMI Formula Fund contact' document on the [funding section](#) of our website.

In addition, this fund will not support applications which propose to create permanent full-time or part-time posts.

## What is the overall budget for this fund and how much can we apply for?

Up to £1.5m will be available for the Access to Music Making and Strengthening Youth Music Funds with funding being delivered through both Open and Targeted applications:

- **Open applications** – supporting projects applying for between £1k – £30k, for up to 1 year of activity.
- **Targeted applications** – Targeted funding applications are invited by Creative Scotland to apply for between £30k-£70k for activity which strategically addresses the aims of the programme.

All applicants can apply for 100% of their proposed programme but we encourage applicants to include partnership funding and in kind contributions.

If you want to clarify if you or your request is eligible, if you have any questions about the purpose, outcomes and criteria of this fund or if you would like to discuss your application further, please contact Christine Halsall, YMI Officer at [christine.halsall@creativescotland.com](mailto:christine.halsall@creativescotland.com).

## Application Process

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All applications must be made through Creative Scotland's online [Funding Management System](#). For information on how to register, access and complete the online application form please click on the following link: [my.creativescotland.com/user-guide](https://my.creativescotland.com/user-guide).

## How to Apply

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1. Register on Creative Scotland's online Funding Management System at [my.creativescotland.com](https://my.creativescotland.com). Only one person will be able to register per organisation.
2. You will need to verify your email address.
3. Once registered, you can log in and select the YMI Access to Music Making application form.
4. Use the 'Apply now' button to begin your application.
5. You will be asked to choose whether you are applying as an individual or on behalf of an organisation. You will also be required to provide contact details for your application.
6. Use the 'Review your progress' button at any time to preview the remaining questions and see your progress up to this point.
7. You can save your application and return to it at any time before the deadline.
8. Submit the completed application form before the deadline. Once submitted it will not be possible to amend your work so ensure you thoroughly review and check before submission.
9. Once submitted, you will receive a confirmation message with a reference number. You can see your completed application using the 'View your submission' button at [my.creativescotland.com/home](https://my.creativescotland.com/home).

## Key information required when submitting your application

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The information detailed below is essential. If your application does not comply it will be considered ineligible. If your application is incomplete then further information will be requested and you will be given an opportunity to re-submit within 5 working days.

- Applications must be made through Creative Scotland's online Funding Management System.
- All supporting documentation must be attached to the application and submitted before the fund deadline.
- Applicants must check and tick the disclaimer on the application to confirm that they have read and understood the Guidelines, Privacy Notice and standard [Terms and Conditions](#).

### Supporting Material

When submitting your application, in addition to the application questions, you must provide the essential supporting materials:

- A separate one-page budget using the [template provided](#)
- A copy of your organisation's Constitutional Documents
- A copy of your organisation's Child Protection Policy. For guidance on child protection please visit the [Creating Safety](#) page of the Creative Scotland website
- CV or detailed biography of key project staff, artists and/or professionals
- A structured training plan for trainees (only required those applying over £15k)

We also strongly recommend you submit:

- Letters or emails from partners outlining their support of and involvement in the project
- A copy of your organisation's Equal Opportunities Policy

When planning your project, you may wish to work with the [Is this the best it can be?](#) Toolkit.

### Safeguarding

We encourage you to continually review your processes and policies in relation to child protection and working with vulnerable adults. General guidance, as well as that relating to delivery of activities online using digital tools, can be accessed through the [Creating Safety](#) resource.

Please note that the National Guidance for Child Protection in Scotland was updated in September 2021, bringing in changes to disclosure and PVG processes. You can find a summary of the changes on the [Scottish Government website](#). Alternatively, you can read the full Disclosure (Scotland) Act 2020 and explanatory notes on the [UK Legislation website](#).

## Your budget

In the application you will be asked to outline how much money you are applying for, along with the total budget for the project. Please note: budget figures should be rounded to the nearest £.

You will need to submit a separate one-page budget using the [template provided](#), clearly detailing and breaking down all areas of income and expenditure, distinguishing between cash and in-kind costs.

All costs must directly relate to the activity, be fully explained within the project description be fully broken down within the budget and accounted for.

Costs which you can include in your budget are:

- Professional time broken down into daily/hourly rates (artists, tutors, industry experts to support children and young people in a range of roles) \*
- Staff costs (for ongoing support of children and young people in a range of roles), including PVG checks for any new or existing staff
- Venue/equipment hire, where appropriate
- Overheads of up to 20% of the projects total budget. Overheads are costs incurred for the support of your project such as a contribution to management costs, contribution to management staff salaries, heating and lighting or insurance
- Instrument/equipment costs up to 15% of the total project budget
- Training and continuing professional development costs for project staff, tutors and trainees of up to 5% of the total project budget.
- Marketing, advertising and/or participant recruitment costs
- Access costs including digital access costs, British Sign Language interpretation, audio description and captioning and Gaelic/Scots translation. These costs could also relate to more general participant access considerations such as for transport, subsistence, childcare and/or physical adaptation.
- Monitoring and evaluation

We encourage you to include a realistic amount for contingency. We suggest 5–10% of your budget is allocated as contingency.

The YMI is committed, through any activities we support, to ensure that artists and those professionals working in the creative community are paid fairly and appropriately for their time and effort. You can find the current rates on the [Musicians' Union website](#) and Creative Scotland's [Rates of Pay Guidance](#).

For trainee opportunities, rates of pay should be proportional to the level of responsibility expected of the trainee and should adhere to Scottish Government [Fair Work First Guidance](#). Voluntary opportunities will also be considered, but a clear approach to ensuring unpaid opportunities are made financially accessible should be included with the application.

Creative Scotland will only fund programmes that demonstrate best value for public funds.

## Partnership Funding

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Although there is no cash-match requirement for this fund, it is important that you include relevant partnership funding in the budget (cash or in-kind) as this information demonstrates financial commitment to your project activity. Please find below a list of what we consider to be cash or in-kind partnership funding:

### Cash contributions might include:

- Other funding sources (such as cash income from your organisation, fundraising from trusts and foundations or private sponsorship)
- Earned income (such as from ticket sales or course fees)

### In-kind contributions might include:

- Voluntary labour (any time or services 'donated' should be additional and not part of the donor's normal activities)
- Donated equipment or venue-hire (including use of premises or office space for the project)
- Internal CPD opportunities and/or peer-support offered to key project staff

If you are aware of additional in-kind contributions but are unable to calculate the monetary value of these contributions, please simply provide a short description of the areas of support.

## Application Submission

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Completed applications and supporting material should be submitted through Creative Scotland's online Funding Management System by **Wednesday 1 June 2022** for Round 1 and **Tuesday 25 October 2022** for Round 2, no later than 2pm.

- On submission you will receive an electronic notification of receipt.
- Please note: if you fail to comply with any of the points detailed in the Statement of Acceptance, then you will not be able to submit your application.

## How decisions will be made:

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Completed applications will be assessed by Creative Scotland officers or external assessors with relevant expertise appropriate to this funding programme. Following initial assessment, and officer recommendation, decisions on final awards will be taken by a panel chaired by the YMI Manager or Head of Creative Learning.

Applicants will be notified of the outcome no later than 12 weeks after the fund deadline in Round 1 and no later than 14 weeks after the fund deadline in Round 2 to support the Christmas break.

## What are my chances of success?

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YMI Access to Music Making Fund will be oversubscribed. In 2021/22 the success rate was around 60% and in 2019/20 the success rate was around 40%. We anticipate demand to be especially high this year as the sector rebuilds and individuals, organisations and networks seek opportunities to increase their level of activity following the COVID-19 pandemic.

## Timetable

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There will be two rounds of YMI Access to Music Making Funding in 2022/23. The planned timetable for the fund is as follows:

### Round 1

- Application portal opens: **Wednesday 27 April 2022 (2pm)**
- Deadline for Applications: **Wednesday 1 June 2022 (2pm)**
- Notify all applicants of decisions: **Monday 22 August 2022**
- Funded activity may begin: **From September 2022\***

### Round 2

- Application portal opens: **Tuesday 20 September 2022 (2pm)**
- Deadline for Applications: **Tuesday 25 October 2022 (2pm)**
- Notify all applicants of decisions: **Monday 30 January 2023**
- Funded activity may begin: **From February 2023\***

If any of these dates change, we will notify all applicants as soon as possible.

*\* On receipt and approval by Creative Scotland of signed agreement, bank account verification and any applicable special conditions.*

## Subsidy Control

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Subsidy Control involves public money being used to provide financial assistance (subsidies) to organisations. The UK left the EU on 31 December 2020 and, as a public body, Creative Scotland must now comply with the [UK Government's Summary Guide to Awarding Subsidies](#) from 1 January 2021 and supporting technical information.

Current Scottish Government guidance in relation to these rules is that the principles of EU State Aid regulation that were in place prior to 31 December 2020 still apply. Based on this guidance the grants awarded are considered to be the equivalent of those made under the [051/20 Temporary Framework for State Aid for COVID-19 responses](#) noting that the EU scheme has been [extended to 31 December 2021 with revised limits](#). If you have any concerns that you may breach this guidance please contact the [Scottish Government State Aid Team](#). Creative Scotland will not respond to any queries on this matter.

## Data Protection

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Creative Scotland (CS) requires some personal information about you/your organisation to consider your application for funding. Without this, CS will not be able to fund your project.

If you would like to see a breakdown of the personal information CS requires, why it is required, what CS does with that information and how long CS keeps it, please refer to CS's Privacy Notice available online at: [www.creativescotland.com/privacy-policy](http://www.creativescotland.com/privacy-policy)

CS may share your personal information with third parties to comply with the law and/or for the legitimate interests of CS and/or the third parties concerned.

Where the personal information you have provided to CS belongs to other individual(s), please refer to CS's Privacy Notice. Please ensure you share this Privacy Statement and CS's Privacy Notice with the respective individual(s).

You have some rights in relation to the personal information that CS holds about you under data protection legislation. Information on how to exercise these rights is contained in CS's Privacy Notice or you can contact CS's [Data Protection Officer](#).

If you have any concerns with how CS has processed your personal information, you should contact CS's Data Protection Officer in the first instance, as CS would welcome the opportunity to work with you to resolve any complaint. If you are still dissatisfied, you can submit a complaint to the [Information Commissioner's Office](#).

## Freedom of Information (FOI)

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Creative Scotland is committed to being as open as possible. We believe that the public has a right to know how we spend public funds and how we make our funding decisions. You can see details of our FOI handling on our website here: [Freedom of Information \(FOI\) | Creative Scotland](#)

We are listed as a public authority under the Freedom of Information Act (Scotland) 2002. By law, we may have to provide your application documents and information about our assessment to any member of the public who asks to see them under the Freedom of Information (Scotland) Act 2002. We may not release those parts of the documents which are covered by one or more of the exemptions under the Act.

Please see the Freedom of Information website at [Scottish Information Commissioner \(itspublicknowledge.info\)](#) for information about the Act generally and the exemptions. We will not release any information about applications during the assessment period, as this may interfere with the decision-making process.

## Complaints Procedure

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As an organisation, we will always listen to and respond to any concerns that you may have. If you would like to make a complaint about either the service you have received from Creative Scotland or the way we have handled your application, we have a process that you can use.

Please note that Creative Scotland does not have an appeals process and for this reason, we are unable to accept complaints that relate solely to the decision we have made rather than how we have made it.

For more information, please visit the Complaints section of our website: [Complaints Handling | Creative Scotland](#)

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

Activities	Short-term outcomes	Medium-term outcomes	Long-term and national outcomes	Links	Cultural Strategy theme(s)
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 outcomes link with the Cultural Strategy for Scotland's aims	
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	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	Open up the potential of culture as a transformative opportunity across society	Transforming through culture
	Children and young people who would not normally have the chance to participate take part in music making opportunities		We are well educated, skilled and able to contribute to society		
	Children and young people develop their music and music making skills (CfE <sup>1</sup> link successful learners) <b>Mandatory outcome for Access to Music Making</b>	Children and young people develop a desire to learn – whether in music or in other fields	Our young people are successful learners, confident individuals and effective contributors	Extend opportunities that enable people to take part in culture throughout their lives	Empowering through culture
	Children and young people develop their skills for life, learning and work* (CfE links effective contributors and confident individuals)	Children and young people progress their musical talent and enjoyment through ongoing participation, learning, training and employment in the field of music	Children in all parts of Scotland have a fair chance to develop and achieve their potential		
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	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)		Our young people are responsible citizens		
The youth music sector is supported through resources, networking and learning opportunities	People delivering youth music develop their skills and confidence <b>Mandatory outcome for Strengthening Youth Music</b>	The youth music sector develops, strengthens and becomes more sustainable	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
	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 contribution of music to learning is acknowledged and embedded in decision making in Scotland			

<sup>1</sup> 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 2011.

## Appendix 2 - Outcomes guidance

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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. It is included as Appendix 1 to the funding guidance. 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.

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**

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

<b>Outcome</b>	
Children and young people develop their music skills	
<b>What activity will link with this outcome?</b>	
<i>Very brief description of what activity will link with this outcome</i>	
<b>What do you want to measure?</b>	
Music skills	
<b>Potential indicators that things are improving</b>	<b>Potential methods to measure improvement</b>
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

<b>Outcome</b>	
Children and young people have more opportunities to take part in enjoyable and quality music making opportunities	
<b>What activity will link with this outcome?</b>	
Very brief description of what activity will link with this outcome	
<b>What do you want to measure?</b>	
The increase in opportunities, children and young people’s enjoyment, and the quality of music making opportunities	
<b>Potential indicators that things are improving</b>	<b>Potential methods to measure improvement</b>
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

<b>Outcome</b>	
Children and young people who would not normally have the chance to participate take part in music making opportunities	
<b>What activity will link with this outcome?</b>	
Very brief description of what activity will link with this outcome	
<b>What do you want to measure?</b>	
Whether those who would not normally be involved have been involved through YMI activity	
<b>Potential indicators that things are improving</b>	<b>Potential methods to measure improvement</b>
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

## Learning and working

<b>Outcome</b>	
Children and young people develop their music and music making skills	
<b>What activity will link with this outcome?</b>	
<i>Very brief description of what activity will link with this outcome</i>	
<b>What do you want to measure?</b>	
Music and music making skills	
<b>Potential indicators that things are improving</b>	<b>Potential methods to measure improvement</b>
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

<b>Outcome</b>	
Children and young people develop their skills for life, learning and work	
<b>What activity will link with this outcome?</b>	
<i>Very brief description of what activity will link with this outcome</i>	
<b>What do you want to measure?</b>	
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.	
<b>Potential indicators that things are improving</b>	<b>Potential methods to measure improvement</b>
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

<b>Outcome</b>	
Children and young people increase their awareness of music and culture across Scotland, the UK and the world	
<b>What activity will link with this outcome?</b>	
<i>Very brief description of what activity will link with this outcome</i>	
<b>What do you want to measure?</b>	
Awareness of music and culture	
<b>Potential indicators that things are improving</b>	<b>Potential methods to measure improvement</b>
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's 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

<b>Outcome</b>	
Children and young people influence or lead youth music opportunities, and have their voice heard in design and delivery	
<b>What activity will link with this outcome?</b>	
<i>Very brief description of what activity will link with this outcome</i>	
<b>What do you want to measure?</b>	
Children and young people's involvement in and influence over YMI activity, and wider music activity	
<b>Potential indicators that things are improving</b>	<b>Potential methods to measure improvement</b>
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

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

<b>Outcome</b>	
People delivering youth music develop their skills and confidence	
<b>What activity will link with this outcome?</b>	
<i>Very brief description of what activity will link with this outcome</i>	
<b>What do you want to measure?</b>	
The skills and confidence of those delivering youth music activity	
<b>Potential indicators that things are improving</b>	<b>Potential methods to measure improvement</b>
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

<b>Outcome</b>	
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	
<b>What activity will link with this outcome?</b>	
<i>Very brief description of what activity will link with this outcome</i>	
<b>What do you want to measure?</b>	
The level and quality of joint working taking place	
<b>Potential indicators that things are improving</b>	<b>Potential methods to measure improvement</b>
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
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