

# Different Evaluation Techniques

## Introduction

In our interactive evaluation-focussed sessions with funded partners, we’ve collected different evaluation techniques in use and compiled them below. Please note that this is not an extensive list of all techniques, but it reflects the responses we have received. This resource is being regularly updated with new information.

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## Early Years (0-5 years old)

| **Quantitative methods** | **Qualitative methods** | **Creative methods** | **Collected / Completed by?** |
| --- | --- | --- | --- |
| Questionnaires | QuestionnairesInterviewsObservations | Put objects or feelings in a drawing of a Happy House or a Sad HouseDrawing of session-activities they likeGames:* Traffic light game
* Talking mats

Stand near smiley face Thumbs up/downVote with feet or clapLoud vs quiet soundsPractitioners collaborate with parents/carers to diary sessions | Participant / MusicianParent / Carer / GuardianMusic leader and practitionerOther member of staff External evaluator |

##

## Children and young people (6-17 years old)

|  |  |  |  |
| --- | --- | --- | --- |
| **Quantitative methods** | **Qualitative methods** | **Creative methods** | **Collected / Completed by?** |
| Questionnaires using photosymbols / emojisScales (e.g. Development, Outcome stars, Warwick-Edinburgh, Youth Music, Life skills assessment)Surveys | Interviews (e.g. video recorded)FeedbackFocus groups and Q&AsObservations and debrief meetingsSurveysChats, emails and diariesOnline tools:* Miro boards
* Polls in Zoom
* SurveyMonkey
* Online interactions (e.g. Facebook)
 | Use of post-it notes: * stick them on positivity wall
* write words, thoughts or quotes

Voting (e.g. beads into pots)Talking matsSmiley/not smiley touch padsDrawing/making things to represent the participant’s viewsScaling by standing across the roomWeekly scrapbookWriting reviews | Participant / MusicianPeerParent / Carer / GuardianKey workerMusic leader and practitionerOther member of staff External evaluator |

## Adults (18-25 years olds)

|  |  |  |  |
| --- | --- | --- | --- |
| **Quantitative methods** | **Qualitative methods** | **Creative methods** | **Collected / Completed by?** |
| Scales (e.g. Life skills assessment)Bespoke CRMSurveys | Interviews, voice note recordings Informal debriefs, chats, consultations and discussions Assessments and reportsPhone diaries, video feedbacksCase studies, blogs and journalsPolls (e.g. Zoom) and surveys | Scaling by standing across the roomDrawing journeys | Participant / MusicianPeerParent / Carer / GuardianKey workerMusic leader and practitionerOther member of staff External evaluator |

## Children and young people with learning disabilities

|  |  |  |  |
| --- | --- | --- | --- |
| **Quantitative methods** | **Qualitative methods** | **Creative methods** | **Collected / Completed by?** |
| Scales:* Sound of Intent
* Likert
 | VideosObservations and feedback | Smiley faces | ParticipantTeacherFacilitatorParent / Carer |

## Young people who don’t engage with traditional data collection methods

| **Quantitative methods** | **Qualitative methods** | **Creative methods** | **Collected / Completed by?** |
| --- | --- | --- | --- |
| Scales:* Sound of Intent
* Outcome Star
* Sliding scales or smiley faces

Google forms (simple questions completed on an iPad)Mentimeter (eg multiple-choice questions and scales) | Conversations/chats with participants:* informal and individual

about how they feel at each point* monthly 1:1 reviews
* reflective chats about each session
* check-ins & check-outs

between peers with a list of evaluative questionsRecording sessions or using video:* those who’re not keen to / cannot write responses
* this can be led by young people themselves
* capturing moments that you wouldn’t normally notice whilst you participate in the session

Participant diariesMentimeter (eg wordclouds) | Offer food/refreshment during discussionsObservations from staff (guided from conversations with participants)Bespoke engagement document to track individual progress of participantKeep questions light touch and conversationalKeeping track of spur-of-the-moment comments from young people during a session, rather than waiting for the evaluation session to collect data formallyVoting boards (for those who cannot verbalise or don’t feel confident)Use colours (at the start and the end of the session)Make it reciprocal - offer mentoring and collect data at the same time | Young personTheir peer/sMusic leaderMentorSenior member of staff |

## Workforce

|  |  |  |  |
| --- | --- | --- | --- |
| **Quantitative methods** | **Qualitative methods** | **Creative methods** | **Collected / Completed by?** |
| Scales (e.g. Youth Music) and online forms (e.g. Google)Evaluation forms | Group discussions and Debrief sessions (e.g. formal / informal, recorded)Reflection sessions and focus group discussionsTeam meetings and minutesQuestions sent via email and SurveysReflective diaries and logs (e.g. using YM QF) Video diaries | Magazines / Zines completed by practitioners | Music leaderVolunteer / TraineeSenior member of staffYoung person |



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