

# 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 | Questionnaires  Interviews  Observations | Put objects or feelings in a drawing of a Happy House or a Sad House  Drawing of session-activities they like  Games:   * Traffic light game * Talking mats   Stand near smiley face  Thumbs up/down  Vote with feet or clap  Loud vs quiet sounds  Practitioners collaborate with parents/carers to diary sessions | Participant / Musician  Parent / Carer / Guardian  Music leader and practitioner  Other member of staff  External evaluator |

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

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| **Quantitative methods** | **Qualitative methods** | **Creative methods** | **Collected / Completed by?** |
| Questionnaires using photosymbols / emojis  Scales (e.g. Development, Outcome stars, Warwick-Edinburgh, Youth Music, Life skills assessment)  Surveys | Interviews (e.g. video recorded)  Feedback  Focus groups and Q&As  Observations and debrief meetings  Surveys  Chats, emails and diaries  Online 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 mats  Smiley/not smiley touch pads  Drawing/making things to represent the participant’s views  Scaling by standing across the room  Weekly scrapbook  Writing reviews | Participant / Musician  Peer  Parent / Carer / Guardian  Key worker  Music leader and practitioner  Other member of staff  External evaluator |

## Adults (18-25 years olds)

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| **Quantitative methods** | **Qualitative methods** | **Creative methods** | **Collected / Completed by?** |
| Scales (e.g. Life skills assessment)  Bespoke CRM  Surveys | Interviews, voice note recordings  Informal debriefs, chats, consultations and discussions  Assessments and reports  Phone diaries, video feedbacks  Case studies, blogs and journals  Polls (e.g. Zoom) and surveys | Scaling by standing across the room  Drawing journeys | Participant / Musician  Peer  Parent / Carer / Guardian  Key worker  Music leader and practitioner  Other member of staff  External evaluator |

## Children and young people with learning disabilities

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| --- | --- | --- | --- |
| **Quantitative methods** | **Qualitative methods** | **Creative methods** | **Collected / Completed by?** |
| Scales:   * Sound of Intent * Likert | Videos  Observations and feedback | Smiley faces | Participant  Teacher  Facilitator  Parent / 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 questions  Recording 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 diaries  Mentimeter (eg wordclouds) | Offer food/refreshment during discussions  Observations from staff (guided from conversations with participants)  Bespoke engagement document to track individual progress of participant  Keep questions light touch and conversational  Keeping track of spur-of-the-moment comments from young people during a session, rather than waiting for the evaluation session to collect data formally  Voting 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 person  Their peer/s  Music leader  Mentor  Senior 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 discussions  Team meetings and minutes  Questions sent via email and Surveys  Reflective diaries and logs (e.g. using YM QF)  Video diaries | Magazines / Zines completed by practitioners | Music leader  Volunteer / Trainee  Senior member of staff  Young person |



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