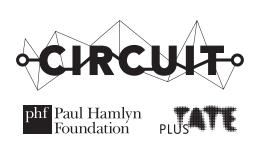
A Guide to the Circuit Evaluation Framework



What is *Circuit*?

Circuit is a four year national programme connecting 15–25 year olds to the arts in galleries and museums working in partnership with the youth and cultural sector. Led by Tate and funded by the Paul Hamlyn Foundation, it provides opportunities for young people to steer their own learning and create cultural activity across art disciplines.

Circuit involves Tate Modern, Tate Britain, Tate Liverpool, Tate St.Ives and partners from the Plus Tate network: Firstsite, Colchester; MOSTYN, Llandudno; Nottingham Contemporary; Whitworth Art Gallery, Manchester; and Wysing Arts Centre and Kettles Yard, Cambridgeshire.

Circuit Core Values

- Making a positive difference
- Young people's ownership, agency and authenticity
- Social, cultural and creative diversity
- Responsive and reflective practice

Circuit Core Aims

- 1 To make a positive difference with and for young people
- 2 To improve access and opportunities for harder to reach young people through extending and developing sustainable networks between arts and youth sector
- 3 To develop and change practice within and across cultural organisations
- 4 To change attitudes and behaviours towards and about young people

What does the framework do?

- Outlines evidence that needs to be gathered, relating to all programme aims and objectives
- Indicates dialogue that needs to take place for meaningful reflection, amongst all involved, to nurture a shared and explicit understanding of what is happening in the programme and the effect of the programme
- Shows the different roles involved in evidence gathering and monitoring of the framework

How to use the framework

In conjunction with the appending documents the framework is a way of checking the evidence that needs to be collected, the timeline and the people involved.

Key terminology clarification

Aims are the changes you are trying to bring about or the impact you intend the project to have. They are often expressed as:

To reduce... — To improve... — To increase...

Outcomes demonstrate the impact or the effect the work has had. Outcomes are always a consequence of realising a projects aims.

Objectives are the things you do to achieve the aims and therefore often describe the planned project activities. They are often expressed as:

To facilitate... — To support... — To stimulate...

Outputs are the quantifiable products and data relating to the project. Outputs are always a consequence of objectives being realised.

The National Evaluation Team

In order to manage and implement the framework, the national evaluation team is on hand to support *Circuit* partners. Key contacts are:

Circuit National Lead - Mark Miller: mark.miller@tate.org.uk

Circuit National Manager - Marina Castledine: marina.castledine@tate.org.uk

Head of Learning Practice and Research – Emily Pringle: emily.pringle@tate.org.uk

Circuit Critical Friend - Roz Hall: drrozhall@googlemail.com

Circuit Evaluator - Angela Diakopoulou: a.diakopoulou@marketlightinsights.co.uk

1 To make a positive difference with and for young people

audiences about quality

1.1 To generate a programme with and for young people that is of social, emotional and cognitive benefit, which extends the reach of engagement to include young people from a greater diversity of backgrounds and extends and deepens the experience of all the young people engaged

Objectives	Outcomes	Indicators	Outputs	Evidence	Timeframe	People
1.1a To develop new entry points for young people into cultural opportunities including multi-art form approaches	Greater diversity in young participants across programmes	Number and profile of young people engaged, including those from harder to reach groups	New entry points for young people into cultural opportunities, including multi-art form approaches	 Audience figures Participant profile questionnaire Participant surveys Focus group data 	1–2 At each young people's event, activity 1–4 At each festival	Circuit Evaluator tools for partners to use at events; additional festival support
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1.1b To develop programmes that provide personal development and	Young people benefit in ways that are social, emotional and cognitive	Evidence of impact on personal, social and educational development of young people	Programmes that provide personal development and progression and build critical knowledge	Data identified and collected via tools developed with young people, including young evaluators from across	Per year: 2x site visits to each gallery/young peoples group 2x patienal sharing	Critical Friend (site visits, young evaluators) Evaluator (quantitative data).
progression and build critical knowledge and skills	Young people have greater extent and depth of experience	Young people's articulation of the value of their experiences	and skills	partner organisations	2x national sharing events4x young evaluator national sessions	Circuit national team and partners (sharing sessions)
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1.1c To deliver programmes on time and within budget that contribute to the strategic mission of the partner organisation their people and resources	Young people are introduced and continue to patronise the partner organisations. Employees perceive that they develop professionally and experience	Number of young people introduced and engaged Employee retention Programme delivered on time and budget	Number of first time and return visitors Extended media coverage Increased footfall Employee perceptions	 Audience figures Participant profile questionnaire Participant surveys Records of media coverage Employee surveys Event records 	Throughout the programme, including at each event Arranged interview points with gallery staff	Circuit Evaluator tools for partners to use at even Evaluator interviews state Critical Friend develops further tools for partners.
	job satisfaction					
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1.1d To ensure a high quality programme, in terms of the quality of engagement and processes as well as content and experiences	Staff, young people, audiences and organisations are meaningfully engaged in the programme and influenced by its outcomes and outputs	Ways in which 'quality' has been defined and realised by young people programming events, teams planning the wider process and responses from	High quality productions and experiences	1 Positive reviews2 Audience rating3 Young people responses4 Partner records of planning for achieving quality	Following events and festivals	Partner records of reviews and planning process; Evaluator tools used at events. Critical Friend work with young people

1 To make a positive difference with and for young people

and evaluation of the *Circuit* programme

1.2 For young people to have significant impact by producing culture that engages other young people and for young people's agency to be central to the programme

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Objectives	Outcomes	Indicators	Outputs	Evidence	Timeframe	People
1.2a To support young people to develop and apply their learning and take control of their cultural production	Greater diversity in young participants across programmes	Young people's diverse cultural production made visible on public platforms	Content developed by and for young people	Documentation of young people's work and programmes they have curated	Throughout the programme	Partners with support of Circuit Digital Coordinator
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1.2b To ensure conditions in place that support young people to develop agency	Young people are central to the programme and have significant impact	Young people's shift in perceptions of their role and degree of agency within	Programme focus and detail defined by young people. Strategies developed for supporting	Young people's own records of decisions they have made and the roles they have had and how	Throughout the programme	Young people with support of Critical Friend and partners
and take creative responsibility and risk in a safe environment.		cultural organisation	young people to be autonomous learners	it relates to (record of) programmes		
For young people to be directly involved in devising and delivering programme						
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1.2c For young people to be supported to develop skills in	Young people develop skills as autonomous learners	The autonomy of the young people and how far they take the lead	Young people are equipped to be autonomous learners	Young people's own ongoing reflection and dialogue recorded	Throughout the programme	Young people with support of Critical Friend and partners
ongoing reflective practice and evaluation, including through using		through the blogs, diaries and other reco		through the blogs, diaries and other records		
the digital platform as a place for ongoing dialogue and a space to						
house and disseminate practice, process and findings from research						

1 To make a positive difference with and for young people

1.3 To create a lasting impact and legacy with regards to making a difference to young people

by young people

To ensure on-going evaluation and the articulation of the findings through a range of platforms, including the *Circuit* digital platform

Objectives	Outcomes	Indicators	Outputs	Evidence	Timeframe	People
1.3a For young people to create and disseminate work across cultural	For the programme to have brought about longer-term positive benefits to young people, including skills in autonomous learning	Young people's employment and education choices	Work created and disseminated, including showcasing content on the digital platform	Data gathered through longer-term case study of selected participants	Year 3	Young people with support of Critical Friend and partners
organisations and beyond, in ways that both inform the wider		Young people's perceptions of the	e's Dissemination of the	Young people's own records of their on-going	Throughout the programme	
youth and cultural sector and also disseminates content		longer-term impact on such indicators as self-confidence		reflection and their future plans though mapping processes		
to a wider public to raise the profile of events programmed						

2 To improve access and opportunities for harder to reach young people through extending and developing sustainable networks between the arts and youth sector

2.1 To develop strong partnerships between the Youth and Cultural sectors and thereby open dialogue and opportunity for those young people with least access and voice

Objectives	Outcomes	Indicators	Outputs	Evidence	Timeframe	People
2.1a For all partners to identify and develop relevant partnerships with the youth sector	Sustainable cross-sector practice and processes in place that benefit the most vulnerable young people	Number and quality of partnerships developed and sustained Number of young people engaged though partnerships	Sustainable partnerships developed	Quantitative and qualitative data from: Questionnaires Surveys Focus groups Activity reports	At agreed points throughout programme	Tools developed by <i>Critical Friend</i> and <i>Evaluator</i> Used by <i>partners</i> in cultural organisation and with <i>youth sector partners</i>
	Cultural organisations acquiring knowledge and understanding of youth sector practice for working with young people with the least access	Understanding of youth sector practice across partner organisations	Knowledge developed and acquired across cultural organisations			
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2:2 To engage hardest-to-reach young people through opportunities, entry points and pathways into cultural activities

Objectives	Outcomes	Indicators	Outputs	Evidence	Timeframe	People
2.2a To create	More young people	Pathways that hard-to-	Pathways, entry points	Records of pathways,	Throughout the	Partners with support
opportunities, entry	from hardest to reach	reach young people use	and opportunities	entry points and	programme	of Critical Friend
points and pathways	groups participating in,	to progress through and	developed	opportunities that have		and Evaluator
into cultural activities	devising and delivering	beyond the gallery		engaged hard-to-reach		
for the hardest-to-reach	cultural activity			young people		
young people		Number and profile of				
		young people engaged		Number and profile of		
				young people engaged		
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2 To improve access and opportunities for harder to reach young people through extending and developing sustainable networks between the arts and youth sector

2.3 To open up progression routes for a greater diversity of young people

Objectives	Outcomes	Indicators	Outputs	Evidence	Timeframe	People
2.3a To introduce, establish and deliver a broad portfolio of	Greater diversity in young participants across programmes	Young people self-identify as being empowered	A broad portfolio of cultural opportunities and progression routes	Records of progression routes and cultural opportunities	Throughout the programme	Partners and young people with support of Critical Friend and Evaluator
cultural opportunities		individuals and autonomous learners		Young people's record of ongoing reflection. Specially developed questionnaires		
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2.4 To create a lasting impact and legacy with regard to extending and developing sustainable networks

Objectives	Outcomes	Indicators	Outputs	Evidence	Timeframe	People
2.4a To embed partnerships into	Sustainable cross-sector practice and processes	The partnerships in place and the plans	Partnerships in place beyond the life of	Records of partnerships and evidence of future	Throughout the programme	Partners with support from Critical Friend
organisations for long term network sustainability (i.e. in	in place that benefit the most vulnerable young people	to continue working together beyond the programme	the programme	plans and the embedded nature of the partnership in the organisation		
ways that are not reliant on existing individual staff members)						
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3 To develop and change practice within and across cultural organisations

3.1 To improve gallery informal learning practice with and for young people

Practice in place that brings about positive to young people's engagement and informal learning with and through art Practice in place that brings about positive change for young people Practice in place that brings about positive and practice, including reflective practice and participatory evaluation, articulated and disseminated nationally Programme content and practice, including dissemination of (examples of) articulation of findings Programme content and dissemination of (examples of) articulation of findings Prom year 2 onwards National Evaluation and articulation and articulation of findings Prom year 2 onwards National Evaluation Team with partners and young people 'best practice'	Objectives	Outcomes	Indicators	Outputs	Evidence	Timeframe	People
and internationally.	practice related to young people's engagement and informal learning with	brings about positive	and practice, including reflective practice and participatory evaluation, articulated and disseminated nationally	dissemination of (examples of)	evaluation and	From year 2 onwards	Team with partners

Objectives	Outcomes	Indicators	Outputs	Evidence	Timeframe	People
3.2a To develop effective and rigorous models of reflective practice and participatory evaluation	Reflective practice embedded in ongoing working practice alongside effective and sustainable evaluation models	Models of effective and rigorous reflective practice and participatory evaluation developed	Effective and rigorous models of reflective practice and participatory evaluation	The models developed, records of the processes by / in which they were realised and analysis of their effectiveness	Throughout, with models being identified and agreed in year 3	National Evaluation Team with partners
To establish clear definitions, of what it is that happens whilst learning through art,	Greater insight and knowledge of practice, across and outside of cultural sector	The definitions and an understanding of them from across and outside the cultural sector	Clear definitions, of what it is that happens whilst learning through art are established and	The definitions developed, their dissemination and responses to them from	Throughout, with definitions being identified and agreed in year 3	
and articulating these definitions in ways that can be understood across and outside			articulated in ways that can be understood across and outside of the cultural sector	within and beyond the cultural sector		

3 To develop and change practice within and across cultural organisations

3.3 To bring about positive and sustainable change in the partner organisations in ways that enable young people's agency to impact positively on the partner organisations

Objectives	Outcomes	Indicators	Outputs	Evidence	Timeframe	People
3.3a For the programme to be understood across teams at partner organisations and for staff not involved in delivering <i>Circuit</i> to appreciate and build	Ways of supporting work by and with young people embedded in organisations' systems and structures	Variety of institutional indicators to include young people's involvement in overall programme development, in and outside of <i>Circuit</i>	Understanding and appreciation of the positive opportunities there are to develop work led by young people across all staff at partner organisations	Partners records of engagement with young people outside of <i>Circuit</i> in their organisations	Partners records kept throughout and qualitative interviews in years 2 and 3	Partners with support from Critical Friend
upon the opportunity to work in ways informed and/or led by young people		Young people's shift in perceptions of their role and degree of	Young people have (lead) roles outside of <i>Circuit</i> at partner organisations	Young people's own records of the process and its impact for	Young people's own records and qualitative interviews in years 2	Young people with support from Critical Friend
• • • • • • •	\	agency within cultural organisations	> · · · · · · · ·	them, including mapping processes	and 3	> · · · · · · · · · · · · · · · · · · ·

3.4 To create a lasting impact and legacy with regard to developing and changing practice within and across cultural organisations

Objectives	Outcomes	Indicators	Outputs	Evidence	Timeframe	People
3.4a To embed reflective practice in ongoing working practice alongside effective and sustainable evaluation models and through articulating, disseminating and raising the profile of the practice that develops through Circuit	Practice is developed across partner organisations and informed across cultural organisations beyond <i>Circuit</i>	The articles published, presentations at seminars and events that support the realisation of this aim and responses to the publications and presentations	Papers and articles published	Papers, articles published and presented and feedback about them	Years 3 and 4	National Evaluation Team

4 To change attitudes and behaviours towards and about young people

4.1 To change attitudes and behaviours towards and about young people, increasing positive opinions about young people

Objectives	Outcomes	Indicators	Outputs	Evidence	Timeframe	People
4.1a To profile young people's positive cultural contributions	Changed debate, attitudes and behaviours towards young people	Profile of national programme, positive media coverage	Positive coverage in press and TV	Nature and quantity of media coverage	Throughout the programme	Circuit Marketing and Press Consultant
across the mainstream media, through the Circuit digital platform, through Circuit events,		Young people's articulation of change in attitudes and behaviours	Young people represented positively through their own	Positive representations of young people and reflection on the impact	Years 3 and 4, qualitative interviews with young people and older people	Critical Friend and Evaluator
programmes and projects, disseminating Circuit to a wider public		toward them	work, voices and ideas being profiled	of this coverage amongst young people and older people	people and older people	
to raise the profile of young people						
To enable young people to represent themselves in positive ways through press and TV coverage						
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Objectives	Outcomes	Indicators	Outputs	Evidence	Timeframe	People
4.2a For <i>Circuit'</i> s	Long term change in	Extent to which partner	Long term strategies	Partners' own records	Throughout and	Partners with support
findings and the	behaviours and opinions	organisations' PR teams,	developed across	of organisational	with strategies being	from Critical Friend
practice developed	about young people	or similar staff, have a	organisations for young	development and	articulated in year 3	
o inform partner		sense of value for and	people to have a central	strategies for raising	and 4	
and other cultural		plan to continue to, work	role in representing their	young people's profiles		
rganisations so		with young people	own work through the			
hat they can (continue			press and media			
o) support young						
eople to maintain						
positive profile.						