



QUENCH ARTS IS PASSIONATE ABOUT  
MAKING A POSITIVE DIFFERENCE  
ACROSS THE WEST MIDLANDS  
THROUGH MUSIC AND THE ARTS.



# Explore Evaluation Quench Arts

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# Our Contributors



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# Agenda



- Brief introduction to Quench Arts
- Why we evaluate
- Outcomes we measure
- Some of the tools/ processes we use
- What we do with the information
- Some tips

# Quench Arts' Vision, Mission, Ethos & Values

|             |                                                                                                                                                                                                                                                                                                                                                                           |                                                                              |                                                              |                           |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------|---------------------------|
| Our Vision  | That everyone should have access to high quality participatory arts opportunities.                                                                                                                                                                                                                                                                                        |                                                                              |                                                              |                           |
| Our Mission | <p>To use music &amp; the arts to make a real difference to people's lives, by:</p> <ul style="list-style-type: none"> <li>• nurturing artistic talent &amp; progression in areas where opportunities may be limited</li> <li>• engaging disadvantaged individuals &amp; communities to improve wellbeing, community cohesion &amp; build transferable skills.</li> </ul> |                                                                              |                                                              |                           |
| Our Ethos   | Sense of Belonging<br>Partnership & Collaboration<br>Quality                                                                                                                                                                                                                                                                                                              | Creativity at the Heart<br>Supporting Progression<br>Sustainability & Legacy | Addressing Need<br>Developing our Team<br>Learning & Sharing |                           |
| Our Values  | People                                                                                                                                                                                                                                                                                                                                                                    | Passion                                                                      | Potential                                                    | Previous Lived Experience |



# Quench Arts 2025 Programme



## YOUTH

## WELLBEING

## EARLY YEARS

## TRAINING



Plugin\*

Musical Connections#

Wavelength#

Audio Architects (ND)#

OverDub Club\*

Songs & Soundscapes (LD)#

Primary Mental Health  
(Resilient Remix)#

Woodbourne Priory

LGBTQIA+ Youth Focus  
Group/ cross arts project#

Music For Me#

LGBTQIA+ Training#

Sounds of Play

Young Music Leader/Young  
Performer Training/Roles\*

Music Leader Peer Support  
Network\*

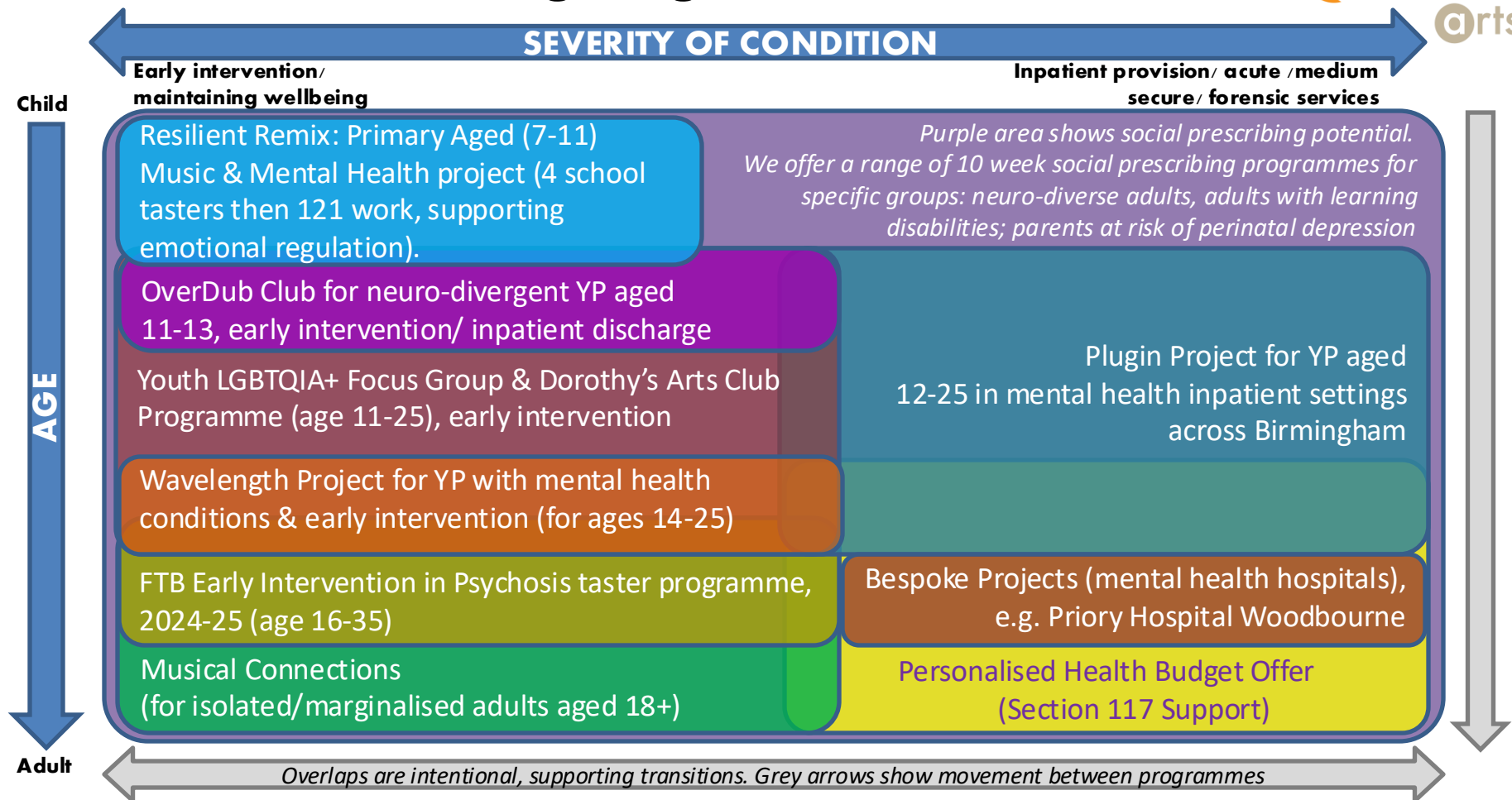
Staff Wellbeing Support\*

New Horizons/ Certificate for Music Educators (Level 4)

# Part of National Lottery Community Fund 'Wellbeing Programme'

\* Part of Youth Music 'In Sync' Programme

# Quench Arts Wellbeing Programme 2025



## DURATION OF ENGAGEMENT

1-1 Support

Group Support

Band/ Ensemble Development

Musical & technical skills development

Personal & Social Skills Development

Emotional Literacy Development

Creativity - Composition/ Songwriting

Contribution to user-led elements –  
peer support, project advisory groups, etc.

# Why Do We Evaluate?

**Participant ownership**

**To assess progress against aims & outcomes**

**To build self-esteem**

**To measure wider impact**

**Advocacy**

**To share learning**

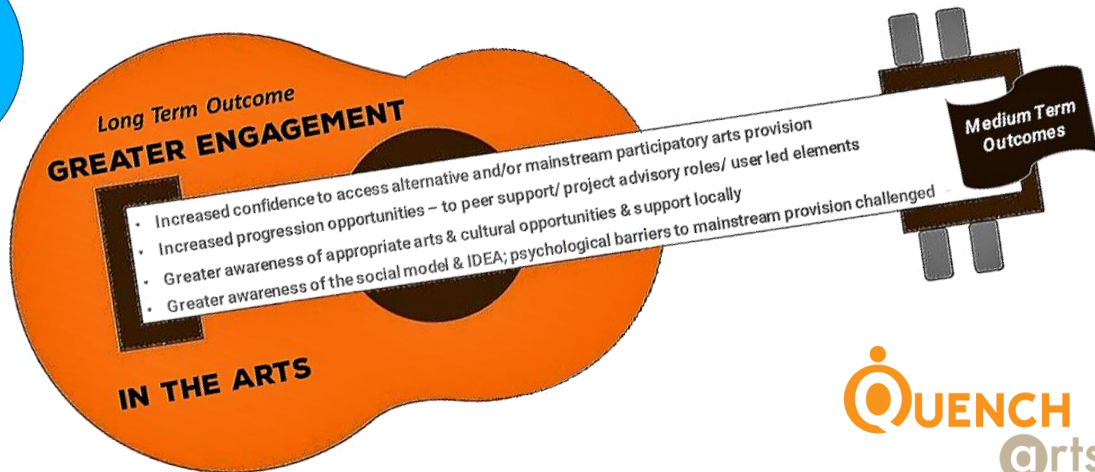
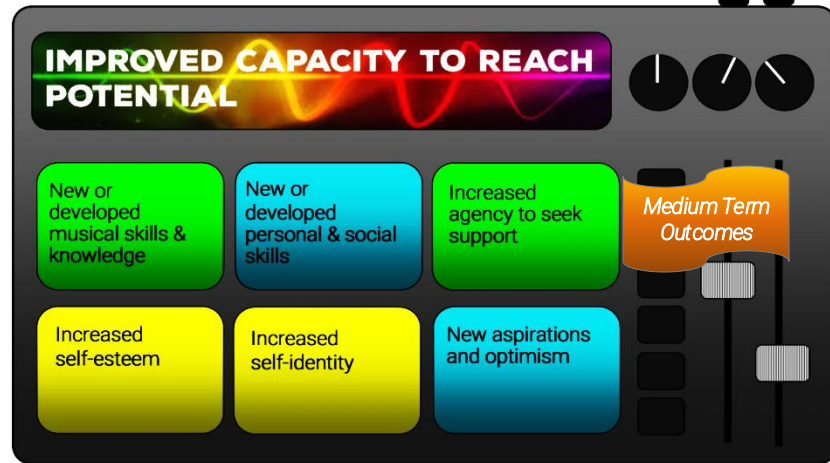
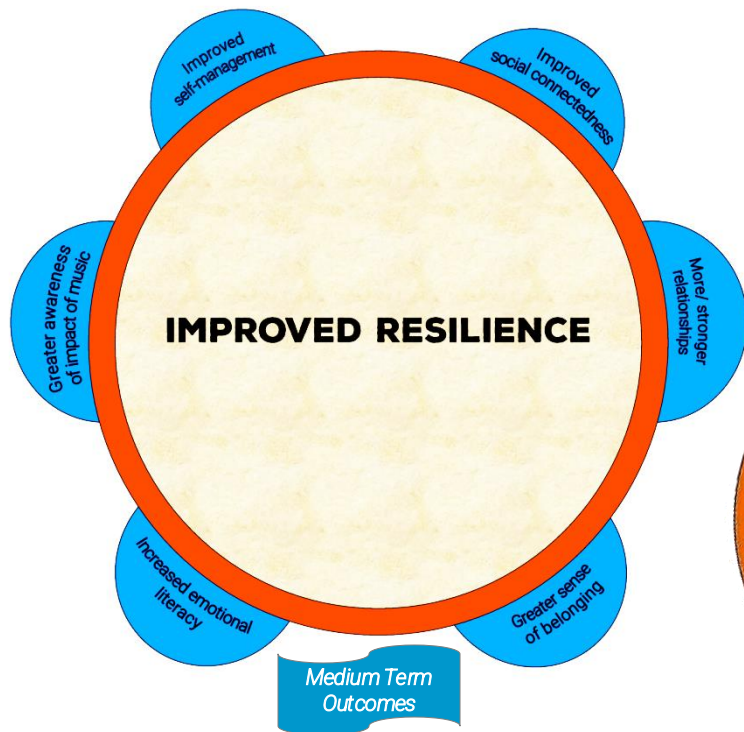
**To improve**

**To inform future work**

**To support sector development**

# What Do We Evaluate?

Our longer term outcomes



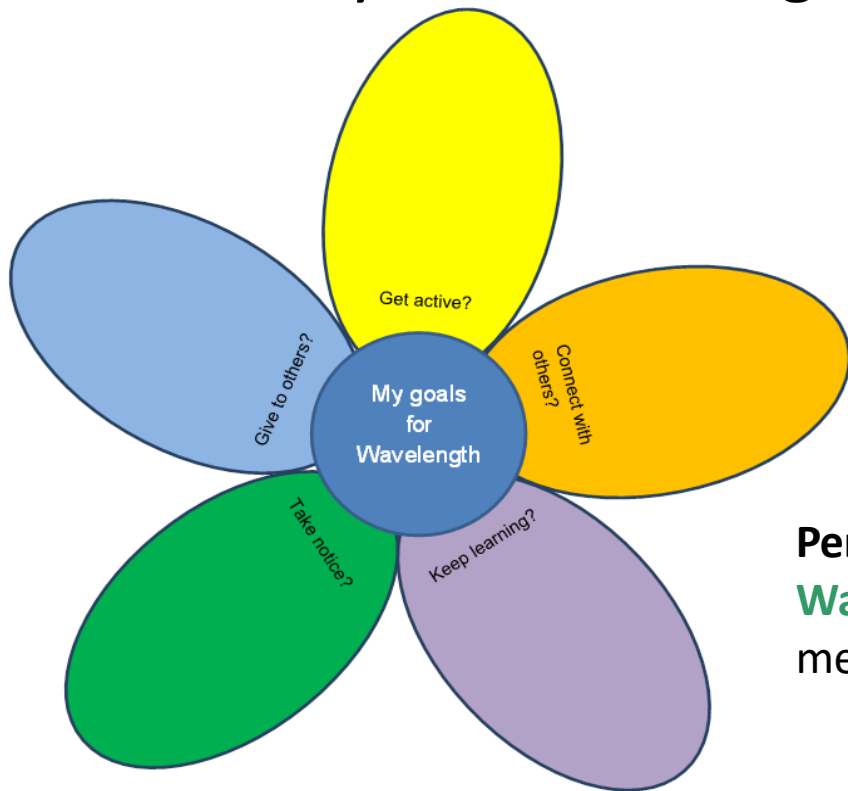
# Project Outcomes

- To improve participants' musical skills
- To improve participants' emotional literacy
- To improve participants' social connectedness
- To increase positive self-esteem through music making



# Some of the tools we use

- Five Ways To Wellbeing – for individual or group goals



- Set by participants to steer their engagement
- Reviewed by participants as 'still in progress', 'met', or 'exceeded'
- Encourages discussion & reflection
- Informs individual case studies
- Can be collated for cohort data

**Personal Goals:** Of 139 goals set against the **Five Ways To Wellbeing** by Plugin participants, 63% were met; 24% were exceeded; 13% were still in progress.

# Some of the tools we use

- Baseline tools - for individual sessions

| Your Music                                                                                 | Disagree |   |   |   |   |   | Agree |
|--------------------------------------------------------------------------------------------|----------|---|---|---|---|---|-------|
| 1. I am pleased with my current level of musical ability                                   | 1        | 2 | 3 | 4 | 5 | 6 | 7     |
| 2. I have the musical skills to collaborate with others<br>(e.g. in a duo/ band/ ensemble) | 1        | 2 | 3 | 4 | 5 | 6 | 7     |
| 3. I can express my thoughts, feelings and emotions<br>through my own music making         | 1        | 2 | 3 | 4 | 5 | 6 | 7     |

- Informed by nationally recognised tools:

**Youth Music's Musical  
Development Scale**

**WEMWBS**  
Warwick-Edinburgh Mental  
Wellbeing Scale

**Rosenberg  
Self-Esteem Scale**

*We use a scale of 1-7 to help identify smaller amounts of progress.*

*We frame our questions so that 7 is always the most positive point (some tools use 'negative' statements, e.g., "At times I think I am no good at all").*

# Recorded on a Likert scale but collected creatively, as appropriate for the young person.



| Participant Baseline Analysis              |                  |                  |                                                           |     |        |
|--------------------------------------------|------------------|------------------|-----------------------------------------------------------|-----|--------|
| Setting                                    | Participant Name | Participant Code | Your Music                                                |     |        |
|                                            |                  |                  | 1). I am pleased with my current level of musical ability |     |        |
|                                            |                  |                  | Start                                                     | End | Change |
| Hospital A                                 |                  | A1               | 4                                                         | 7   | 3.0    |
| Hospital A                                 |                  | A2               | 4                                                         | 5   | 1.0    |
| Hospital A                                 |                  | A3               | 5                                                         | 7   | 2.0    |
| Hospital A                                 |                  | A4               | 2                                                         | 7   | 5.0    |
| Hospital A                                 |                  | A5               | 1                                                         | 4   | 3.0    |
| Hospital A                                 |                  | A6               | 3                                                         | 5   | 2.0    |
| Hospital A                                 |                  | A7               | 2                                                         | 6   | 4.0    |
| Hospital A                                 |                  | A8               | 7                                                         | 7   | 0.0    |
| Hospital A                                 |                  | A9               | 6                                                         | 6   | 0.0    |
| Hospital A                                 |                  | A10              | 6                                                         | 4   | -2.0   |
| Totals per column                          |                  |                  | 40                                                        | 58  | 18.0   |
|                                            |                  |                  |                                                           |     |        |
| Total Number of Participants Completing Qn |                  |                  |                                                           |     | 10.0   |
| <b>ANALYSIS</b>                            |                  |                  |                                                           |     |        |
| Numbers showing improvement                |                  |                  |                                                           |     | 7.0    |
| Numbers staying same                       |                  |                  |                                                           |     | 2.0    |
| % Showing Improvement                      |                  |                  |                                                           |     | 70.0   |
| % Staying same                             |                  |                  |                                                           |     | 20.0   |
| Most progress                              |                  |                  |                                                           |     | 5.0    |
| Progression points available               |                  |                  |                                                           |     | 30.0   |
| % available progression points achieved    |                  |                  |                                                           |     | 60.0   |
| Average progression                        |                  |                  |                                                           |     | 1.8    |

- Self-assessed by participants to encourage ownership
- Revisited at points to encourage reflection & discussion
- Helps participants identify progress
- Informs individual case studies
- Can be collated for cohort data

“Of 10 participants completing revisited baselines, 70% showed improvement against the statement, ‘I’m pleased with my current level of musical ability’. 20% showed no change, however 10% of these marked themselves at the very top of the scale on their initial baseline so had no room for progression. 60% of potential progression points were achieved. The most progress was 5 points on our scale of 1 to 7. The average progress was 1.8 points.”

# Some of the tools we use

- Sessional monitoring feedback

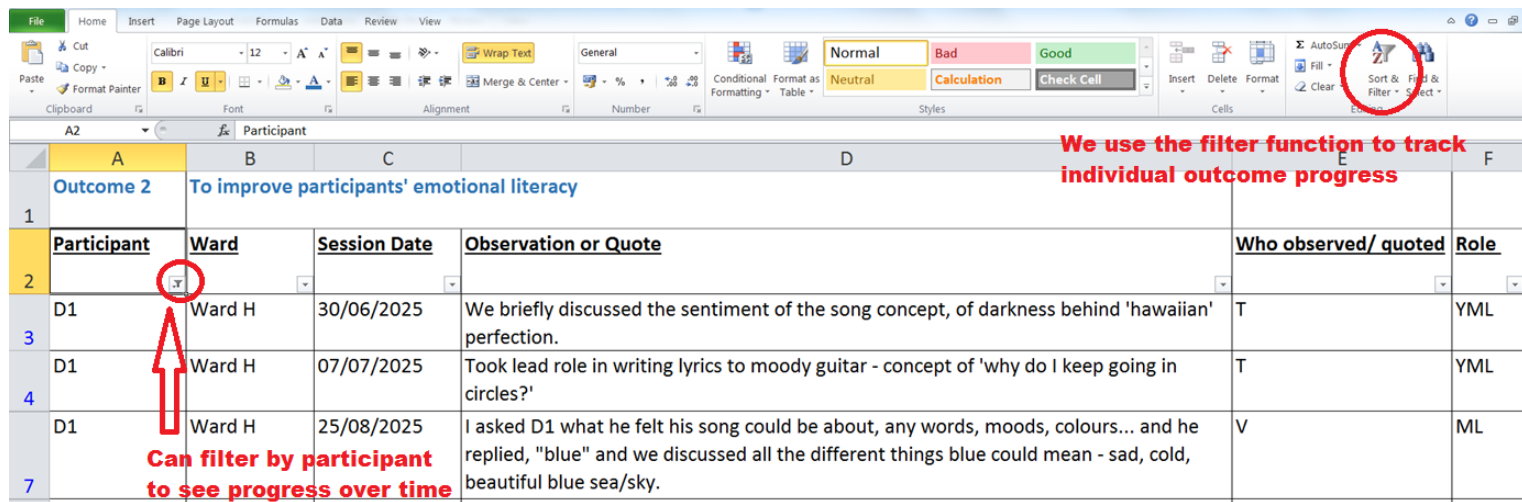
| Outcome 2 To improve participants' emotional literacy                                                                                                                                                                          |        |              |                                                                                                                                                                                                                                                                                                             |                      |      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------|
| Participant                                                                                                                                                                                                                    | Ward   | Session Date | Observation or Quote                                                                                                                                                                                                                                                                                        | Who observed/ quoted | Role |
| D1                                                                                                                                                                                                                             | Ward H | 30/06/2025   | We briefly discussed the sentiment of the song concept, of darkness behind 'hawaiian perfection'.                                                                                                                                                                                                           | T                    | YML  |
| D1                                                                                                                                                                                                                             | Ward H | 07/07/2025   | Took lead role in writing lyrics to moody guitar - concept of 'why do I keep going in circles?'                                                                                                                                                                                                             | T                    | YML  |
| N1                                                                                                                                                                                                                             | Ward H | 28/07/2025   | Participant N1 explained about her poem; "It's about my friend. He wouldn't speak to me because I told on him - I saved his life but then he cut me out of his." "We're talking again now though and he's really grateful." Really moving discussion and musical outcome (see poem & hear track in folder). | V                    | ML   |
| N1                                                                                                                                                                                                                             | Ward H | 08/11/2025   | N1 was happy to explain what inspired her spoken word piece; saving her best friend. The staff and guest performers found it very moving.                                                                                                                                                                   | V                    | ML   |
| D1                                                                                                                                                                                                                             | Ward H | 25/08/2025   | I asked D1 what he felt his song could be about, any words, moods, colours... and he replied, "blue" and we discussed all the different things blue could mean - sad, cold, beautiful blue sea/sky.                                                                                                         | V                    | ML   |
| A1                                                                                                                                                                                                                             | Ward A | 09/01/2025   | A1 was vulnerable with us, being open about his experiences with psychosis and how the project has really helped his mental health, looking forward to it every week.                                                                                                                                       | T                    | YML  |
| Session Register / Weekly Monitoring Questions / Outcome 1 - musical skills / <b>Outcome 2 - emotional literacy</b> / Outcome 3 - social connection / Outcome 4 - self esteem / Outcome 5 - YML&ML development / Obs. about ND |        |              |                                                                                                                                                                                                                                                                                                             |                      |      |

- Completed by music leaders on a sessional basis
- Brief narrative of what took place; any issues, concerns or follow up needed; plans for next session
- Include participant feedback – what they liked; what could be changed for next time
- Give space to track progress observations for individuals against each outcome

Different tabs allow us to record observations for each outcome

## We use this to track individual progress for each outcome, via the filter function

- We now use Excel after transitioning from basic Word templates. We have investigated various online MEL tools but not found anything that works for us...yet! We are open to affordable ideas
- Observations can be analysed by outcome tab, then filtering the participant/ setting/ date and to see progress over time
- Informs individual case studies
- Can count how many observations of progress against each outcome have been recorded for the cohort, as well as how many different people have shown progress.



**We use the filter function to track individual outcome progress**

|   | A                  | B                                           | C                   | D                                                                                                                                                                                                   | E                           | F           |
|---|--------------------|---------------------------------------------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------|
|   | Outcome 2          | To improve participants' emotional literacy |                     |                                                                                                                                                                                                     |                             |             |
| 1 |                    |                                             |                     |                                                                                                                                                                                                     |                             |             |
|   | <u>Participant</u> | <u>Ward</u>                                 | <u>Session Date</u> | <u>Observation or Quote</u>                                                                                                                                                                         | <u>Who observed/ quoted</u> | <u>Role</u> |
| 2 |                    |                                             |                     |                                                                                                                                                                                                     |                             |             |
| 3 | D1                 | Ward H                                      | 30/06/2025          | We briefly discussed the sentiment of the song concept, of darkness behind 'hawaiian' perfection.                                                                                                   | T                           | YML         |
| 4 | D1                 | Ward H                                      | 07/07/2025          | Took lead role in writing lyrics to moody guitar - concept of 'why do I keep going in circles?'                                                                                                     | T                           | YML         |
| 7 | D1                 | Ward H                                      | 25/08/2025          | I asked D1 what he felt his song could be about, any words, moods, colours... and he replied, "blue" and we discussed all the different things blue could mean - sad, cold, beautiful blue sea/sky. | V                           | ML          |

**Can filter by participant to see progress over time**

# Some of the tools we use

- Evaluation forms for participants, staff, partners, parents/carers, plus evaluation meeting notes.

## Example questions:

- Completed independently of facilitators
- Capture overall reflections against outcomes
- Give space to capture unexpected outcomes, wider impact and context – useful for individual case studies
- Gather feedback on different elements of the project, the best thing about the project & what we could do better or change
- Allow suggestions for improvement /new ideas
- Can be collated (anonymously) to give additional outcome evidence

### YOUR THOUGHTS ABOUT THE PROJECT

Please tick a box for each question!

|    |                                                      | Very poor | Poor | Okay | Good                                                                                         | Excellent |
|----|------------------------------------------------------|-----------|------|------|----------------------------------------------------------------------------------------------|-----------|
| 1) | Your overall opinion of the Project?                 |           |      |      |  (Ctrl) ▼ |           |
| 2) | How good were your 1 to 1 sessions?                  |           |      |      |                                                                                              |           |
| 3) | How good were the group <u>songwriting</u> sessions? |           |      |      |                                                                                              |           |
| 4) | How good was the gig?                                |           |      |      |                                                                                              |           |

- In your own words, how has taking part in the project helped you? What difference has it made?
- Would you say that the project has increased your sense of self-esteem?

Yes

A little bit

No

Please could you give us an example and/or explain your answer a little more?

# Triangulation

- This basically means having multiple forms of evidence to enhance the validity of your outcome conclusions. E.g.:

**What participants say**

**What music leaders say**

**What parents/ carers/  
keyworkers/ project  
partners say**

**Other evidence – e.g.,  
music, lyrics, partners'  
data (MOHOST/ Pupil  
Progress Profiles)**

# Some of the other tools we use

- Dated informal recordings of music making
- Photos of lyrics
- Dated plenary feedback, vox pop recordings
- Registers of attendance at group sessions/ social events
- Tracking contact details shared / friendships made

Member Advisory Board

Metaphor Reflection Box

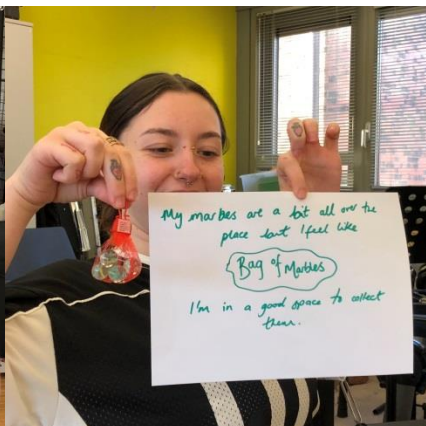
Peer Mentor/ Advocate Roles

Comments Box

Velcro Target Board

Token Boxes

Graffiti Wall



## Metaphor Reflection/Random Object Box



## Confidence Counters Box

## Postbox 'Postcard Starters':

One thing I liked...  
 One thing we could change...  
 I learned something new today:  
 I made a connection today:  
 Here's a suggestion for how we could change things...etc

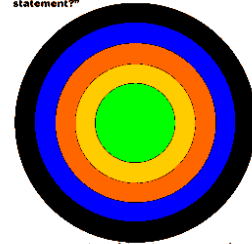
## Positive Vibes:

Whiteboard wall collecting positive things people noticed about the session/ individuals.

## Velcro Target Board:

Peer mentors ask a question & YP place the dart as to whether they agree or not.

How close to the bullseye are you for this statement?"



"I am making friends on the project"

# Our top tips

- **Encourage transparency. Be a learning organisation!** True evaluation isn't just about celebrating the positives but also sharing learning about what hasn't worked and why.
- **Think about how you can embed your evaluation in your practice** and use feedback gained to inform your ongoing programme/offer. Showing that you take on board the feedback encourages further engagement in the process.
- **Offer different ways participants can communicate in plenary activities** – graffiti wall, recorded vox pops, anonymous comments box. Might their responses be different depending who asks the question? Act on any feedback for the next session/project.
- **Gather multiple sources of evidence to measure impact** so if you are unable to get revisited baselines completed you still have other means to reflect on outcomes. Especially within mental health settings, you may not be able to get full data sets (if participants are too ill or are discharged on short notice) or may get skewed results (if they are having a bad day).

# Our top tips continued

- **Try and make your tools as accessible as possible**, tailored for participants with different needs and learning styles. Consider appropriate methods for SEND settings.
- **Differentiate your tools** for different ages/participant groups & different durations of engagement. Think about the purpose of your questions and what you/ participants might want to get from the process.
- **Enable participant voice in the evaluation framework**. This adds depth & authenticity to findings, empowers individuals to speak for themselves, ensures programmes are relevant to their needs, and helps address power imbalances, ensuring that YP feel heard and valued. Involving participant advisory boards & peer mentors in our evaluation development & implementation has strengthened our practice.
- **Consider having a dedicated space for evaluation.**
- **Consider when/why/how an external evaluator might be useful; potential challenges.**

# Some Links

Five Ways To Wellbeing: [www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing/](http://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing/)

Youth Music evaluation scales: [www.youthmusic.org.uk/evaluation-and-reporting-hub](http://www.youthmusic.org.uk/evaluation-and-reporting-hub)

Rosenberg Self Esteem Scale: <https://novopsych.com/assessments/well-being/rosenberg-self-esteem-scale-rses/>

WEMWBS: <https://warwick.ac.uk/services/innovations/wemwbs>

Sieglman's PERMA+ Model, a theory of wellbeing: <https://positivepsychology.com/perma-model/>

Self Determination Theory: <https://www.simplypsychology.org/self-determination-theory.html>



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