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
### Objectives

#### 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

#### 1.1b To develop programmes that provide personal development and progression and build critical knowledge and skills

- Young people benefit in ways that are social, emotional and cognitive
- Young people have greater extent and depth of experience
- Young people’s articulation of the value of their experiences

#### 1.1c To deliver programmes on time and within budget that contribute to the strategic mission of the partner organisation their people and resources

- Number of young people introduced and engaged
- Programme delivered on time and budget

#### 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 audiences about quality

### Outcomes

- Young people benefit in ways that are social, emotional and cognitive
- Young people have greater extent and depth of experience
- Young people’s articulation of the value of their experiences

### Indicators

- Number and profile of young people engaged, including those from harder to reach groups
- Evidence of impact on personal, social and educational development of young people
- Number of first time and return visitors
- High quality productions and experiences

### Outputs

- New entry points for young people into cultural opportunities, including multi-art form approaches
- Programmes that provide personal development and progression and build critical knowledge and skills
- Extended media coverage
- Increased footfall
- Employee perceptions

### Evidence

- 1 Audience figures
- 2 Participant profile questionnaire
- 3 Participant surveys
- 4 Focus group data
- 1 Audience figures
- 2 Participant profile questionnaire
- 3 Participant surveys
- 4 Records of media coverage
- 5 Employee surveys
- 6 Event records

### Timeframe

- 1–2 At each young people’s event, activity
- 1–4 At each festival
- Per year: 2x site visits to each gallery/young peoples group
- 2x national sharing events
- 4x young evaluator national sessions

### People

- Circuit Evaluator tools for partners to use at events; additional festival support
- Critical Friend (site visits, young evaluators) Evaluator (quantitative data).
  - Circuit national team and partners (sharing sessions)
- Circuit Evaluator tools for partners to use at events
  - Critical Friend interviews staff. Critical Friend develops further tools for partners
- 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

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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<tr>
<th>Objectives</th>
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<th>Timeframe</th>
<th>People</th>
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</thead>
<tbody>
<tr>
<td>1.2a To support young people to develop and apply their learning and take control of their cultural production</td>
<td>Greater diversity in young participants across programmes</td>
<td>Young people’s diverse cultural production made visible on public platforms</td>
<td>Content developed by and for young people</td>
<td>Documentation of young people’s work and programmes they have curated</td>
<td>Throughout the programme</td>
<td>Partners with support of Circuit Digital Coordinator</td>
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<tr>
<td>1.2b To ensure conditions in place that support young people to develop agency and take creative responsibility and risk in a safe environment.</td>
<td>Young people are central to the programme and have significant impact</td>
<td>Young people’s shift in perceptions of their role and degree of agency within cultural organisation</td>
<td>Programme focus and detail defined by young people. Strategies developed for supporting young people to be autonomous learners</td>
<td>Young people’s own records of decisions they have made and how it relates to (record of) programmes</td>
<td>Throughout the programme</td>
<td>Young people with support of Critical Friend and partners</td>
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<td>1.2c For young people to be supported to develop skills in ongoing reflective practice and evaluation, including through using the digital platform as a place for ongoing dialogue and a space to house and disseminate practice, process and findings from research and evaluation of the Circuit programme</td>
<td>Young people develop skills as autonomous learners</td>
<td>The autonomy of the young people and how far they take the lead</td>
<td>Young people are equipped to be autonomous learners</td>
<td>Young people’s ongoing reflection and dialogue recorded through the blogs, diaries and other records</td>
<td>Throughout the programme</td>
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<td>1.3a For young people to create and disseminate work across cultural organisations and beyond, in ways that both inform the wider youth and cultural sector and also disseminates content to a wider public to raise the profile of events programmed by young people.</td>
<td>For the programme to have brought about longer-term positive benefits to young people, including skills in autonomous learning</td>
<td>Young people’s perceptions of the longer-term impact on such indicators as self-confidence</td>
<td>Work created and disseminated, including showcasing content on the digital platform</td>
<td>Data gathered through longer-term case study of selected participants</td>
<td>Year 3</td>
<td>Young people with support of Critical Friend and partners</td>
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To ensure on-going evaluation and the articulation of the findings through a range of platforms, including the *Circuit* digital platform.

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<tr>
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<tr>
<td>Dissemination of the evaluation findings</td>
<td>Throughout the programme</td>
<td>Young people with support of Critical Friend and partners</td>
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<td>Young people with support of Critical Friend and partners</td>
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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

#### 2.1 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

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

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<tr>
<td>2.2a To create opportunities, entry points and pathways into cultural activities for the hardest-to-reach young people</td>
<td>More young people from hardest to reach groups participating in, devising and delivering cultural activity</td>
<td>Pathways that hard-to-reach young people use to progress through and beyond the gallery</td>
<td>Pathways, entry points and opportunities developed</td>
<td>Records of pathways, entry points and opportunities that have engaged hard-to-reach young people</td>
<td>Throughout the programme</td>
<td>Partners with support of Critical Friend and Evaluator</td>
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<tr>
<td></td>
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<td>Number and profile of young people engaged</td>
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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

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<tr>
<td><strong>2.3a</strong> To introduce, establish and deliver a broad portfolio of cultural opportunities</td>
<td>Greater diversity in young participants across programmes</td>
<td>Young people self-identify as being empowered individuals and autonomous learners</td>
<td>A broad portfolio of cultural opportunities and progression routes</td>
<td>Records of progression routes and cultural opportunities</td>
<td>Throughout the programme</td>
<td>Partners and young people with support of Critical Friend and Evaluator</td>
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<tr>
<td><strong>2.4</strong> To create a lasting impact and legacy with regard to extending and developing sustainable networks</td>
<td>Sustainable cross-sector practice and processes in place that benefit the most vulnerable young people</td>
<td>The partnerships in place and the plans to continue working together beyond the programme</td>
<td>Partnerships in place beyond the life of the programme</td>
<td>Records of partnerships and evidence of future plans and the embedded nature of the partnership in the organisation</td>
<td>Throughout the programme</td>
<td>Partners with support from Critical Friend</td>
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</table>
3 To develop and change practice within and across cultural organisations

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

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<tr>
<td>3.1a To develop best practice related to young people's engagement and informal learning with and through art</td>
<td>Practice in place that brings about positive change for young people</td>
<td>Programme content and practice, including reflective practice and participatory evaluation, articulated and disseminated nationally and internationally.</td>
<td>Articulation and dissemination of (examples of) 'best practice'</td>
<td>Ongoing reflection, evaluation and articulation of findings</td>
<td>From year 2 onwards</td>
<td>National Evaluation Team with partners and young people</td>
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3.2 To gain new insight and knowledge into practice

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<tr>
<td>3.2a To develop effective and rigorous models of reflective practice and participatory evaluation</td>
<td>Reflective practice embedded in ongoing working practice alongside effective and sustainable evaluation models</td>
<td>Models of effective and rigorous reflective practice and participatory evaluation developed</td>
<td>Effective and rigorous models of reflective practice and participatory evaluation</td>
<td>The models developed, records of the processes by / in which they were realised and analysis of their effectiveness</td>
<td>Throughout, with models being identified and agreed in year 3</td>
<td>National Evaluation Team with partners</td>
</tr>
</tbody>
</table>

To establish clear definitions, of what it is that happens whilst learning through art, and articulating these definitions in ways that can be understood across and outside of the cultural sector

Greater insight and knowledge of practice, across and outside of the cultural sector

The definitions and an understanding of them from across and outside of the cultural sector

Clear definitions, of what it is that happens whilst learning through art are established and articulated in ways that can be understood across and outside of the cultural sector

The definitions developed, their dissemination and responses to them from within and beyond the cultural sector

Throughout, with definitions being identified and agreed in year 3
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

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<tr>
<td>3.3a For the programme to be understood across teams at partner organisations and for staff not involved in delivering Circuit to appreciate and build upon the opportunity to work in ways informed and/or led by young people</td>
<td>Ways of supporting work by and with young people embedded in organisations’ systems and structures</td>
<td>Variety of institutional indicators to include young people’s involvement in overall programme development, in and outside of Circuit</td>
<td>Understanding and appreciation of the positive opportunities there are to develop work led by young people across all staff at partner organisations</td>
<td>Partners records of engagement with young people outside of Circuit in their organisations</td>
<td>Partners records kept throughout and qualitative interviews in years 2 and 3</td>
<td>Partners with support from Critical Friend</td>
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3.4 To create a lasting impact and legacy with regard to developing and changing practice within and across cultural organisations

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<tr>
<td>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</td>
<td>Practice is developed across partner organisations and informed across cultural organisations beyond Circuit</td>
<td>The articles published, presentations at seminars and events that support the realisation of this aim and responses to the publications and presentations</td>
<td>Papers and articles published</td>
<td>Papers, articles published and presented and feedback about them</td>
<td>Years 3 and 4</td>
<td>National Evaluation Team</td>
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</table>
### Objectives

**4.1a** To profile young people’s positive cultural contributions across the mainstream media, through the *Circuit* digital platform, through *Circuit* events, programmes and projects, disseminating *Circuit* to a wider public to raise the profile of young people.

**4.2a** For *Circuit’s* findings and the practice developed to inform partner and other cultural organisations so that they can (continue to) support young people to maintain a positive profile.

### Outcomes

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

**4.2** To create a lasting impact and legacy with regard to long term behaviours and opinions about young people.

### Indicators

- Profile of national programme, positive media coverage
- Young people’s articulation of change in attitudes and behaviours towards them
- Nature and quantity of media coverage
- Positive representations of young people and reflection on the impact of this coverage amongst young people and older people

### Evidence

- Positive coverage in press and TV
- Young people represented positively through their own work, voices and ideas being profiled
- Positive representations of young people and reflection on the impact of this coverage amongst young people and older people

### Timeframe

- Throughout the programme
- Years 3 and 4, qualitative interviews with young people and older people

### People

- Circuit Marketing and Press Consultant
- Critical Friend and Evaluator
- Partners with support from Critical Friend

### Outputs

- Long term strategies developed across organisations for young people to have a central role in representing their own work through the press and media
- Partners’ own records of organisational development and strategies for raising young people’s profiles
- Positive representations of young people and reflection on the impact of this coverage amongst young people and older people

### Evidence

- Nature and quantity of media coverage
- Positive representations of young people and reflection on the impact of this coverage amongst young people and older people
- Positive representations of young people and reflection on the impact of this coverage amongst young people and older people

### Timeframe

- Throughout and with strategies being articulated in year 3 and 4

### People

- Partners with support from Critical Friend