# IDEA Self-Assessment Survey

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## Introduction

This self-assessment survey is for organisations who want to become more inclusive, diverse, equitable and accessible (IDEA). It contains a series of questions to help you audit existing practices across your whole organisation.

It is a reflection tool to help you think about what you’re doing well, and what could be improved. Once you’ve answered all the questions, you can use the results to prioritise future action.

There are eight sections for you to complete - one for each pillar of the [IDEA framework](https://network.youthmusic.org.uk/file/51497/download?token=UaceBSVG).

### How to complete the survey:

* We recommend that you complete the survey with one or two colleagues – so you reflect together as you go along.
* If you’re not 100% sure about the answer to a question, give an estimate, or leave it blank. This is not an academic exercise! The aim of the survey is to give you a sense of where your organisation is.
* If there is anything you don’t understand, you can email us on [grants@youthmusic.org.uk](mailto:jana.jammal@youthmusic.org.uk) or call our grants team on 020 7902 1060.

Glossary and acronyms  
  
**CYP** - children and young people. Sometimes we may use ‘young people’ as shorthand for ‘children and young people’  
  
**IDEA principles** – by this we mean the concepts of inclusion, diversity, equity and access.  
  
**IDEA practices** – by this we mean the things that your organisation does to be inclusive, diverse, equitable or accessible.

**Note**

We’re currently piloting the IDEA framework and the first phase has a focus on Music Education Hubs. This might mean that some questions are not relevant to your organisation. If that’s the case, then feel free to skip them and move on to the next one.

## Vision, Values, and Strategy Questions

### 1. Which of the following statements apply to your organisation?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Strongly agree** | **Agree** | **Neither agree nor disagree** | **Dis**- **agree** | **Strongly disagree** |
| Our board and senior leadership are open about where we need to change. |  |  |  |  |  |
| We have a set of organisational values which are made public (e.g., on our website) and some or all of these have a clear link to IDEA principles. |  |  |  |  |  |
| We have done some initial auditing or reflection of our current IDEA practices. |  |  |  |  |  |
| We have started thinking about how our data collection framework could be expanded to better monitor IDEA progress. |  |  |  |  |  |
| We have an IDEA related strategy or action plan (this can include an inclusion strategy, or equality, diversity and inclusion action plan). |  |  |  |  |  |
| IDEA-related topics have been on the agenda at senior leadership or governance meetings in the last three months. |  |  |  |  |  |
| Our business plan has IDEA-related priorities and targets embedded within it. |  |  |  |  |  |

#### **Tips**

If you don’t currently have an action plan or are looking to develop the one you have, we encourage you to:

* Use the results of this survey to establish some priorities.
* Include targets or goals to achieve within a set timeframe.
* Review progress regularly (for example with team or board) and update your goals.
* Make the plan public (e.g., on your website).

### 2. Which of the following has your organisation done in the last two years?

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes** | **No** | **Don’t know** |
| Sought or received additional funding to undertake IDEA-related work. |  |  |  |
| Grown budget and/or capacity for IDEA-related work. |  |  |  |
| Brought in any IDEA-related external training**.** |  |  |  |
| If brought in IDEA training - paid our workforce to attend this training. |  |  |  |
| If brought in IDEA training - it involved all staff**.** |  |  |  |
| If brought in IDEA training - it involved the board or governance committee. |  |  |  |
| Had regular dialogue with our staff about IDEA-related topics or issues (i.e., outside of training sessions). |  |  |  |
| Sought **external accreditation linked to our IDEA practices (e.g., Disability Confident Scheme, Investors in People, Attitude is Everything charter).** |  |  |  |

## People and Culture Questions

### 3. ****Do you collect any of the following equal opportunities data about your workforce and/or governance?****

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Salaried Staff** | **Freelance staff (if applicable)** | **Board/governance** |
| **Age** |  |  |  |
| **Gender** |  |  |  |
| **Trans Status** |  |  |  |
| **Ethnicity** |  |  |  |
| **Sexual Orientation** |  |  |  |
| **Religion** |  |  |  |
| **Disability** |  |  |  |
| **Caring Responsibilities** |  |  |  |
| **Socio-economic background** |  |  |  |
| **Neurodiversity** |  |  |  |

### 4. ****Which of the following statements apply to your organisation?****

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes** | **No** | **Don’t know** |
| We collect equal opportunities data at regular intervals e.g., annually. |  |  |  |
| We publish our workforce diversity data on our website. |  |  |  |
| We have priorities and/or targets related to workforce diversity. |  |  |  |
| We have priorities and/or targets related to diversity of our governance. |  |  |  |

### 5. ****Which of the following steps have you taken in pursuit of greater workforce diversity?****

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Strongly agree** | **Agree** | **Neither agree nor disagree** | **Dis**- **agree** | **Strongly disagree** |
| Communicated that we’re seeking candidates from specific backgrounds when we advertise jobs. |  |  |  |  |  |
| Changed the job description to make it more attractive beyond ‘the usual suspects’. |  |  |  |  |  |
| Changed the essential and desirable criteria on person specifications to attract candidates from more diverse backgrounds. |  |  |  |  |  |
| **We require some knowledge of IDEA practices within our person specifications (for example, “an ability to adapt style based on the needs and interests of young people” is essential for a music leader).** |  |  |  |  |  |
| Expanded our recruitment channels to target specific communities. |  | **☐** |  | **☐** |  |
| Stated that we will offer disabled candidates an automatic interview if they meet the minimum criteria for the role. |  | **☐** |  | **☐** |  |
| Changed the format of our interviews to accommodate candidates with different access needs. |  | **☐** |  | **☐** |  |
| Developed programmes to get new people into the workforce (e.g., internship or apprenticeships). |  | **☐** |  | **☐** |  |
| Taken steps to diversify our board or governance groups. |  |  |  |  |  |

### 6. ****Which of the following statements apply to your employee voice practices?****

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Strongly agree** | **Agree** | **Neither agree nor disagree** | **Dis**- **agree** | **Strongly disagree** |
| We have in place employee ‘voice’ mechanisms so staff can communicate their views and have a voice on matters that affect them at work. |  | **☐** |  | **☐** |  |
| In the last couple of years, we have made changes to workplace policies or practices to be a more inclusive employer. (Examples could include changes to the flexible working policy, the introduction of wellbeing and care packages, development of new policies such as a menopause or transitioning at work policy). |  | **☐** |  | **☐** |  |
| New policies are shaped by staff feedback. |  | **☐** |  | **☐** |  |
| We monitor gender and/or other pay gaps. |  | **☐** |  | **☐** |  |
| We have in-work progression initiative/s to help underrepresented groups to progress in the workforce. E.g., a targeted leadership development programme. |  | **☐** |  | **☐** |  |

### 7. ****To what extent do you agree with the following statements in relation to your organisation?****

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Strongly agree** | **Agree** | **Neither agree nor disagree** | **Disagree** | **Strongly disagree** |
| All our music leaders understand the principles of IDEA. |  |  |  |  |  |
| All our music leaders work inclusively. |  |  |  |  |  |
| Our music leaders have similar lived experience/s to the young people we work with |  |  |  |  |  |

## Key Policies Questions

### 8. ****Please tell us about your policies. Note that this next section also includes some HR-related policies.****

|  |  |  |  |
| --- | --- | --- | --- |
|  | **We have this policy** | **Policy is on website** | **It’s been updated in the last three years** |
| Equal opportunities policy (or equivalent) |  |  |  |
| Remissions or bursary policy |  |  |  |
| Complaints policy |  |  |  |
| Safeguarding policy |  |  |  |
| Quality assurance framework |  |  |  |
| Staff code of conduct |  |  |  |
| Performance management |  |  |  |
| Discrimination, bullying and harassment policy |  |  |  |
| Whistleblowing policy |  |  |  |
| Learner access policy or equivalent |  |  |  |

### 9. ****To what extent do you agree with the following statements in relation to your organisation?****

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Strongly agree** | **Agree** | **Neither agree nor disagree** | **Dis**- **agree** | **Strongly disagree** |
| Our quality assurance framework places significant emphasis on engagement and experience (i.e., participation and enjoyment are as important as musical progression). |  |  |  |  |  |
| Our performance management framework holds people to account in terms of inaccessible or exclusionary practices. |  |  |  |  |  |
| Our training and development programme is informed by our inclusion strategy, IDEA action plan or equivalent. |  |  |  |  |  |
| Our training and development programme is informed by how people are doing against our performance management framework. |  |  |  |  |  |
| We have regular opportunities for structured staff reflection. |  |  |  |  |  |
| Staff and freelancers are paid to take part in structured staff reflection. |  |  |  |  |  |
| We offer advanced professional development opportunities related to IDEA teaching and learning (e.g., extended, or accredited courses). |  |  |  |  |  |
| Safeguarding is embedded into everything we do. |  |  |  |  |  |
| Staff fully understand our safeguarding protocols. |  |  |  |  |  |
| Young people fully understand our safeguarding arrangements. |  |  |  |  |  |
| Our equal opportunities policy is an effective policy framework to drive our IDEA improvements. |  |  |  |  |  |
| Our code of conduct expects staff to behave inclusively. |  |  |  |  |  |
| A young person or parent would know what to do if they had a complaint about our organisation. |  |  |  |  |  |
| A music leader would know what kind of reasonable adjustments we could provide to enable access for a disabled learner. |  |  |  |  |  |
| Our fee remission policy, bursary scheme or equivalent, is fit-for-purpose |  |  |  |  |  |
| A parent could easily find out about our fee remission policy, bursary scheme or equivalent. |  |  |  |  |  |

#### **Tips**

**This list is not exhaustive, consider what other policies if any you have developed or updated as a result of your IDEA-related work.**

## Reach and Engagement Questions

### 12. ****When you collect demographic data about the children and young people you work with, do you:****

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes** | **No** | **Don’t know** |
| Monitor it in relation to attendance. |  |  |  |
| Monitor it in relation to retention. |  |  |  |
| Monitor it in relation to achievement or progression. |  |  |  |
| Collect and monitor data beyond your grant requirements? (i.e. collect information that is not required by your funders). |  |  |  |

### 13. ****Which of the following statements apply to your organisation?****

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Strongly agree** | **Agree** | **Neither agree nor disagree** | **Dis**- **agree** | **Strongly disagree** |
| We have established new work specifically to reach young people facing barriers. | **☐** | **☐** | **☐** | **☐** | **☐** |
| We have developed new partnerships with organisations or agencies who work with young people facing barriers. | **☐** | **☐** | **☐** | **☐** | **☐** |
| We have adjusted existing activity to make it more accessible or attractive to young people facing barriers. For example, pricing structure; provision of food or transport; timings. |  | **☐** | **☐** | **☐** | **☐** |
| We have undertaken activities to raise our profile in the local community. |  | **☐** | **☐** | **☐** | **☐** |
| We have increased the proportion of budget spent supporting young people facing barriers. |  |  |  | **☐** | **☐** |
| We have taken actions to support progression for young people facing barriers beyond first access or beginner levels. |  | **☐** | **☐** | **☐** | **☐** |

## Musical Offer Questions

### 10. ****To what extent do you agree with the following statements in relation to your organisation?****

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Strongly agree** | **Agree** | **Neither agree nor disagree** | **Dis**- **agree** | **Strongly disagree** |
| **We currently have targets or plans to make our musical offer more inclusive, diverse, equitable and/or accessible.** |  |  |  |  |  |
| Co-creation and shared ownership is at the heart of the way we deliver music. |  |  |  |  |  |
| We support CYP to access accessible or adapted instruments (e.g., Clarion, Skoog, one-handed instruments). |  |  |  |  |  |
| We make adaptations to instruments, stands, repertoire etc. to in response to CYP’s access needs. |  |  |  |  |  |
| Our public performances are accessible in cost, physical location and venue accessibility. |  |  |  |  |  |
| Our public performances showcase a diversity of children and young people. |  |  |  |  |  |
| We use music as a tool to have conversations about social, political or wellbeing issues. |  |  |  |  |  |
| We choose music consciously so that it showcases a diverse range of composers (e.g., women, people of the global majority, LGBTQ+ and disabled people). |  |  |  |  |  |
| We offer both online and offline learning opportunities. |  |  |  |  |  |
| **We undertake an access or inclusion audits on the spaces we use. Examples could include whether the building is accessible, whether it is served by public transport, or whether it has gender-neutral toilets.** |  |  |  |  |  |

### 11. ****Does your current offer include regular and ongoing opportunities for:****

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes** | **No** | **Don’t know** |
| Composition (including song-writing). |  |  |  |
| Music production. |  |  |  |
| Improvisation**.** |  |  |  |
| Culturally relevant musical genres or styles. |  |  |  |
| Self-directed bands, collectives or other groups (e.g., through the provision of rehearsal spaces). |  |  |  |
| Those who want to learn about music industry careers. |  |  |  |
| Accreditation. |  |  |  |

## Youth Voice Questions

### 14. ****To what extent do the following statements apply to your organisation’s provision?****

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Strongly agree** | **Agree** | **Neither agree nor disagree** | **Dis**- **agree** | **Strongly disagree** |
| Young people can choose which instrument they want to play. |  |  |  |  |  |
| Young people can choose which songs to learn. |  |  |  |  |  |
| Young people provide feedback about our music provision. |  |  |  |  |  |
| Young people have ownership over their learning journey. |  |  |  |  |  |

### 15. ****Which of the following statements apply to your organisation? In the last two years, we have**:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes** | **No** | **Don’t know** |
| Had youth voice training for some staff. |  |  |  |
| Had youth voice training for all staff. |  |  |  |
| Undertaken consultation with CYP to inform our offer. |  |  |  |
| Undertaken consultation with CYP who aren’t currently engaged with our organisation. |  |  |  |
| Provided opportunities for youth-led programming (e.g., of gigs or performances). |  |  |  |
| Involved CYP in recruitment or workforce development activity. |  |  |  |
| Engaged CYP in any advocacy or spokesperson roles. |  |  |  |
| Influenced other organisations in their youth voice practices. |  |  |  |
| Set up a youth council or advisory board. |  |  |  |
| Offered youth leadership opportunities. |  |  |  |
| Ensured that CYP (up to age 25) are represented at board or strategy level. |  |  |  |

## **Communications Questions**

This section asks about auditing. IDEA auditing of external communications might consider:

Accessibility – of website, promotional material and learning materials.

Diversity – of the images and music that an organisation shows to the world.

Equity – of engagement, so that people facing barriers receive help to interact with the material (e.g., setting budget aside to enable access).

Inclusivity – of language, so that it doesn’t exclude.

### 16. ****To what extent do you agree with the following statements in relation to your organisation?****

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Strongly agree** | **Agree** | **Neither agree nor disagree** | **Dis**- **agree** | **Strongly disagree** |
| We have a good idea of what needs to change to make our external communications more inclusive, diverse, equitable and accessible. |  |  |  |  |  |
| We have taken conscious efforts to make our communications more inclusive, diverse, accessible or equitable. For example, using pronouns in email signatures, or changing the pictures on our website. |  |  |  |  |  |
| We have provided training for our team in how to make content more inclusive, diverse, accessible or equitable. |  |  |  |  |  |
| IDEA principles are built into branding guidelines and house styles. |  |  |  |  |  |
| We build access-related costs into our budgets, e.g., having British Sign Language at performances. |  |  |  |  |  |
| People can contact us in multiple ways (e.g. email, telephone). |  |  |  |  |  |

## Partnerships and Advocacy Questions

### 17. ****To what extent do you agree with the following statements in relation to your organisation?****

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Strongly agree** | **Agree** | **Neither agree nor disagree** | **Dis**- **agree** | **Strongly disagree** |
| We have developed new partnerships (i.e., in the last two years) to improve our IDEA practices. |  |  |  |  |  |
| We try and be equitable in the way we engage with partners, for example paying for people’s time where needed. |  |  |  |  |  |
| Our partnership work is co-created rather than us telling people what they have to do. |  |  |  |  |  |
| We work with our partners to ensure they conform to minimum IDEA-related standards. |  |  |  |  |  |
| We gather feedback from partners and stakeholders to improve the way we work. |  |  |  |  |  |
| Our partners are aware of our IDEA priorities and/or action plan. |  |  |  |  |  |
| Our partners have changed their IDEA-related practices as a result of our input. |  |  |  |  |  |
| We advocate with our partners for better IDEA practices. |  |  |  |  |  |

## Congratulations! You’ve completed the survey!

### **Next steps**

We will be releasing an Excel version of this survey in the coming months which will include automated scoring. Please keep checking our website for new updates.

Resources

**You can find** [further resources linking to the IDEA pillars on our website](https://network.youthmusic.org.uk/idea)**.**

**If you prefer to view them in a document, you can** [download the full resource list here](https://network.youthmusic.org.uk/file/51504/download?token=ODj03aoa)**.**

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