



**University of Brighton**

**Community  
University  
Partnership  
Programme**

# On our doorsteps

## Seed Funded Projects Self-evaluation Report

Work Write Live – Sharing Life Stories

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### 1. Brief Description of Project

This is an intergenerational project that aimed to bring students from the School of Humanities together with residents of a retirement village in Kemp Town (Patching Lodge) to share and capture life stories, develop creative writing skills and build rapport and develop concepts of neighbourliness.

### 2. Project Progress

- What did the project partners and stakeholders plan to do?
  1. Develop a mutually beneficial relationship between university staff, QueenSpark Books, students and the Patching Lodge community
  2. Reciprocal process with students learning from members of Patching Lodge and vice versa
  3. Devise and facilitate workshops that encourage themes of sharing, empathy, empowerment and neighbourliness
  4. Use the project to help us to devise a community module that will ensure this is a potentially sustainable partnership
  5. Enable students to work as volunteers with a local community group and apply the skills they are acquiring at course level to their personal, vocational and academic development
  6. Use the sharing of stories to build mutual respect
  7. Capture the stories in a collaborative anthology as a permanent legacy of the project and the participants' experiences

- What did they actually do?

We accomplished all of the above except for producing the anthology although students will be eligible to submit the work they produced for the school anthology next year. The reason we were unable to publish a printed collection is because the elders didn't want to write their own pieces and we were therefore limited by the amount of content – it would have been an incredibly small collection! Instead, we held a presentation event where students performed their work and were awarded gift vouchers and trophies.

- How were volunteers involved?

Students were asked to volunteer as part of the teaching and learning requirements on a module called Writing for Social Purpose. Their contribution was non-assessed and they took part in workshops and events at Patching Lodge where they developed their interviewing skills, writing development and reflected on their role as positive citizens.

- What has the project allowed you to do that you wouldn't have been able to do without the funding?

Bought out time for dedicated work on the project, paid for the partner's time and awards for student contributions.

- Please describe the evolution of the project and reasons for any changes to the plan/timeline

As stated in original outline.

### **3. Partnership working**

- Which partners and stakeholders were involved?

Linda Raines – Patching Lodge and John Riches – Queenspark Books

- How did the partnership work?

Linda had already started a reminiscing group at Patching Lodge who were invited to take part in the project. Linda co-facilitated the sessions and managed the project at Patching Lodge's end. John led a workshop to help students to develop their interviewing and editing processes and gave the examples of work that had been produced by Queenspark using similar methods.

- What knowledge was exchanged and developed?

Managing intergenerational groups, facilitating reminiscing workshops, life history interview techniques, community publishing, ideas for developing creative writing and confident writing processes.

- What did On Our Doorsteps contribute? What other support would have been useful?

Financial support, advice for framing and managing the project. Ideas on taking it forward and making this a sustainable project. Network of invaluable contacts.

- What 3 words would you use to sum up your experience with this seed funded project?

Uplifting, moving, powerful.

### **4. Neighbourliness**

In what ways did the partnership promote an exchange between university and community that connects to themes and ideas of neighbourliness as set out in your original application? What were some of the challenges to this?

We have now developed a sustainable link with Patching Lodge and intend to continue our partnership. Students will continue to visit and share stories with a

view to developing sources of inspiration and helping them to produce socially conscious work that will develop them personally, academically and vocationally.

## **5. Outputs**

What did the project produce? (eg conference papers, articles, book, film, new courses/modules, community outputs such as training sessions and questionnaires)

Conference paper: Work write live –sharing stories - 21<sup>st</sup> Century Literature for the Higher Education Academy at the University of Brighton

Module development: LL509 Writing for Social Purpose, LA513 Creative Writing and LA614 Creative Writing Project

Development of Creative Writing MA: Which will have an optional writer in residence module inspired by this project.

Recordings: Poems recorded by an actor for dissemination

Photos: Photos of each stage of the project

## **6. Outcomes**

What impact do you think the project had on:

- the community organisation/s and stakeholders; and on
- the university

### **1. University**

#### **1.1. Staff**

- staff promotion – Jess Moriarty has since been made Employability Person in the School of Humanities.
- networking within university – plans to develop a future project with Dr Lee Price in Health Professions

#### **1.2. Teaching**

- new course content on existing modules – see above
- development work on new modules/courses – see above

#### **1.3. Research**

- REF submission/facilitation – see above
- influence on colleagues' research base – see above

#### **1.4. Student Learning**

- student opportunities and experience in community practice

#### **1.5. Dissemination**

See above

## **2. Community**

### **2.1. Staff**

- experience teaching on university modules
- continuing professional development
- skills development support
- increased job satisfaction
- increased staff/volunteer competence, credibility, employability & promotion

### **2.2. Service users**

- benefits to local economy and quality of life for individuals
- developed understanding of user need

### **2.3. Organisation**

- increased funding
- increased ability to articulate and promote work

## **3. Joint**

- Joint funding submissions – plans to apply to Leverhume and/or Research Challenges Scheme, working with Clare Fuller at AMEX and Albion in the Community.
- Ongoing relationships with project partners
- Community of practice development

## **7. Longer term knowledge exchange work**

Please describe what your partnership plans to do next.

- How will the project and/or relationships develop at the end of this seed funding?

Embedded into modules in the School of Humanities making this a sustainable project. We will continue working together.

- How will the role of volunteers be developed to support future work?  
As before although this year we plan to get feedback on the project that will help us to develop the role and identify further opportunities for development (funding, additional partners etc).

## **8. Statement of Income and Expenditure**

Please explain any discrepancies between the budget in the project plan and actual income and expenditure.

Money for printing will be used next year for an anthology where a greater volume of work can be collated and produced.

## 9. Quantitative evaluation

Please give an estimation of:

- The number of people involved in the partnership  
40 – 15 students, 20 residents of Patching Lodge and 5 facilitators
- The number of people involved in events/workshops you have run  
35
- The numbers of people who have benefitted from the activities you have undertaken

The students' work has been shared via the newsletter at Patching Lodge so over 150 residents and staff will have benefitted from the work and also students who took part in the project and future students who will be able to benefit from the established links. The project has also been disseminated via the HEA and in the School of Humanities as an example of best practice.

- The numbers of hours the partners have worked on the project and please indicate by how much this number was more or less than you initially planned for.  
30 hours each.

Where more hours were spent on the project than planned, please indicate how this time was paid for, or whether it was voluntary  
Voluntary and supported by teaching hours.