

MODULE 9

IMPACT

KEY OBJECTIVES

1. To understand the importance of impact.
2. To determine the benefits of the programme and how it has helped your writers and report on your findings.
3. To develop the programme further based on the findings.

KEY FEATURES

1. To encourage your writers to provide feedback.
2. To use a number of ways of receiving feedback from all involved.
3. To identify ways of how to present this feedback to be clearly understood by multiple audiences.

As a charity, one of the first things we identified we had to do when it came to developing our programmes, was talk to people. And not just the people to who we would be delivering the courses. To understand the need for what we did we had to dig deeper and have conversations with teachers, governors, parents, carers, employers. All these discussions helped us identify what was needed as well as improved literacy and an opportunity for young people to write for a purpose.

We have obviously continued these conversations throughout our time as a charity to get to this point where we are able to present this programme to schools/organisations to use themselves. It hasn't come about because we think the Write2 programme works. It has come to this point because we know it works, through countless discussions, interviews, feedback forms, testimonials and through the engagement of the people we work with.

IMPORTANCE OF FEEDBACK

Knowing you are doing something that is beneficial to others is undoubtedly one of the most important reasons why people do things. For the Write2 programme it is 'the' most important thing. Feedback comes in all forms, as mentioned previously and which we will discuss more later in this module; but what you must remember is that feedback is what drives the success of anything.

It gives you the opportunity to find out what works for your team, what doesn't necessarily work as well and what can be done differently to encourage the results you want from the programme. It is one of the most effective ways of understanding the benefits of what we do and why we do it which is why we have devoted a module to it.

Considering feedback for Write2, the feedback from these groups could be hugely beneficial:

- Young writers
- Staff delivering the sessions
- Staff who work with the young writers in other settings
- Parents/Carers
- Senior Leadership Team and Governors/Trustees
- Wider audience who read the final publication
- Write2 creators

Each of these groups identified will have a different perspective on the impact of the Write2 programme and from their feedback, you will be able to get a 360 view of how the programme improves on both literacy and communication. However, to get the feedback you are looking for and for it to be beneficial, knowing what questions to ask and how you ask them is vital.

ASKING THE RIGHT QUESTIONS

One of the best places to start is by determining just what feedback you are looking to capture and work from there. You have simple questions regarding age, sex and enjoyment. For example, asking the question 'Did you enjoy taking part in the Write2 programme?' could be a simple 'Yes or No' answer, or it could be a sliding scale answer from 1 – 5 or 10 with 1 being didn't enjoy etc.

But then you can get into the more complex questions where an answer is required, such as, 'What have skills do you feel you have gained from being part of the Write2 programme?' Here you could leave a box for the author to write in their answers or you could prompt them with a number of options, such as, improved writing, better spelling, editing, researching, working as part of a team etc. You can through this type of question encourage the answer you want.

Doing this will then allow you to secure a percentage of how many young writers felt they benefitted from the programme in the specific areas you highlight. This is a great way of capturing the impact of the programme while showing your Headteacher, governors/trustees or even funders how Write2 has had an impact on those involved. How extensive you are with your questioning is entirely up to you, just like it is up to you if you even choose to capture the impact of the programme.

There are some examples of feedback questionnaires you can use in the Resources section to make life easier, which are based on the questions that have encouraged the development of the Write2 programme. Once you collect the feedback you can then collate it into a format that works for you and the audience to whom it is intended.

WHO NEEDS TO KNOW

You may need to present a report to your Headteacher to show how the Write2 has helped the young writers involved or to prove that the resource was financially a success. It may be something you use to encourage more young people to get involved. So, how you present the information you secure from your feedback is, like anything, dependent on your audience. If you have secured the programme through funding you may need to present your findings to funders in a number of words on a monitoring form.

Below are lists of potential audiences and what they may need to know about to give you some indication of what you can talk about in your reports.

Headteacher /SLT

- Involvement
- Success
- Benefits
- Results

Governors/Trustees

- Involvement
- Success
- Benefits
- Results
- Enjoyment
- Value for money

Funders

- Value for money
- Involvement
- Benefits
- Success
- Results

Parents/Carers

- Benefits
- Results
- Enjoyment

Students

- Enjoyment
- Benefits
- Success

PRESENTING YOUR FEEDBACK

Looking at the chart above and the various aspects of what information you may need to present to your audiences, below are a couple of ideas as to what will help you do this.

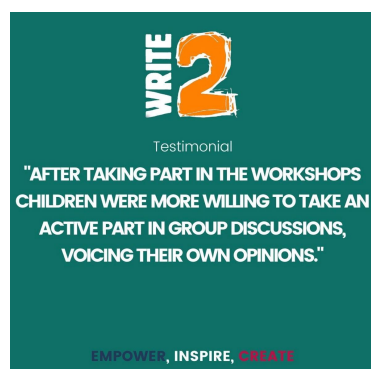
AREA OF INTEREST	SUGGESTED INFO
Involvement	<ul style="list-style-type: none"> • Number of writers involved • Number of sessions delivered
Success	<ul style="list-style-type: none"> • Number of stories created and published • Testimonials from writers
Results	<ul style="list-style-type: none"> • Improved literacy skills • Increased involvement in other subjects because of the programme
Benefits	<ul style="list-style-type: none"> • Skills young writers felt they improved on • The benefits the writers consider the programme has to offer
Enjoyment	<ul style="list-style-type: none"> • How many writers enjoyed the workshop • How many writers would like to take part
Value for Money	<ul style="list-style-type: none"> • Cost of each writers involvement

Statistics – key details about the programme which give your audience a snapshot of what you have achieved. These are also great for social media posts as well if you use them for promoting your project.



This is an example of a statistic we used for our own social media campaign. It gives the audience we engage with an opportunity to understand a bit more about the benefits of our programme through the data we collected from young writers through our own feedback forms. These statistics can also be used as bullet points in reports and monitoring feedback for funders.

Testimonials – these are great as you can ask for as much or as little as you need from your young writers. We might ask for a sentence or a paragraph and utilise the information we have received in a number of different ways.



Simply as a quote for social media purposes or for your website or marketing materials, or in full for something that needs more information.

Again, you can take feedback from a number of people and the quote here was from an English teacher who filled out a brief questionnaire about the impact the programme had had on their students.

Videos - We have also used video testimonials, where a specific person has been asked to provide feedback on a programme on camera which can then be used for a number of purposes. An example of one of the feedback videos we have used in the past can be seen by clicking [here](#).

Impact Reports – These are great for putting lots of details into one report and making it a visual way of presenting data rather than just an abundance of text. These can also be posted to your websites, social media, funders like to see them and they can be easily used in marketing and promotional materials to engaged with more young writers if required.

Bringing Words to Life
2018 - 2019
IMPACT REPORT

HOW WE COLLECTED OUR DATA
To create this report we took responses from 100 young people across seven settings and asked them some key questions. These included both primary and secondary students.

IMPROVED LITERACY
91%
of young people surveyed said that they felt the workshops had improved their literacy skills

RETURN VISITS
93%
of young people surveyed said they would like to take part in similar workshops if they were available

ENJOYMENT
98%
of young people surveyed said they really enjoyed the content of the workshops such as interviewing, review writing and researching

OUR KIND OF LEARNING

WHERE WERE THE IMPROVEMENTS
We gave the young people the opportunity to say how they thought their literacy had improved. Below are the most popular areas identified:
- writing in a different way, such as review and report writing
- extended vocabulary
- teamwork
- wanting to write more

OTHER NOTED AREAS OF IMPROVEMENT
- interesting techniques
- better handwriting
- confidence to read their work aloud
- editing skills
- Spelling and Grammar

OUR TECHNIQUES
Let the young people write from personal experience and knowledge.
Encourage them to read their work aloud.
Enable the team dynamic to nurture the quality of the work while directing the content.

TEACHER FEEDBACK
"After taking part in the workshops children were more willing to take an active part in group discussions, voicing their own opinions."
"Children were engaged in their writing processes and have shown a desire to work more independently after the workshops."
"Children were more confident in reading their work to others and were very good at identifying common errors and spelling mistakes."

Visit www.bringingwords.org for more info.
Registered Charity 1151661 Company 8366070

WWW.NEBEEP.COM

HOW BEEP CAN WORK FOR YOU

WRITE AND BE PUBLISHED
Use the website to see your opinions and stories published and then promoted to our social network. Everyone has an opinion so why not see yours presented to the masses?

IMPRESS EMPLOYERS/UNIS
Volunteering with us often impresses employers and unis when completing your UCAS forms. Why not add working with our charity to your list of extra-curricular activities or let us be a reference for you?

EARNING POTENTIAL
Everyone starts off volunteering at BEEP, but there is the opportunity to receive paid employment with us. That could be as a paid writer or by promoting our content on social media.

INSPIRE
One of the many joys of being involved in BEEP is inspiring others. You will be encouraging younger people through your own success

BE PART OF A TEAM
BEEP gives you the opportunity to work alongside a team of similar minded people who you may never have encountered otherwise. Friendships and new networks are a given when you sign up.

BEEP HAS BEEN DEVELOPED FOR YOU BY PEOPLE JUST LIKE YOU...GET INVOLVED
WWW.NEBEEP.COM



EMPOWER.
INSPIRE.
CREATE.

GUIDELINES

So there are various ways you can use the findings from using the Write2 programme to impress the people involved, the people who paid for it and people who might like to get involved in the future along with all stakeholders.

HOW TO FEEDBACK TO US

For us to ensure we are meeting the needs of those who use this resource to engage young people with literacy and communication we would love to hear from you.

Rather than inundate you with paper forms to have you fill in, we have created online surveys for you as facilitators of the programme and for your writers to complete. These encompass a number of areas which allow us to make certain this product is fit for purpose. We really hope you will complete these surveys so we can make any changes that need to be made for the next academic year.

A link to the survey for facilitators can be found [here](#).

A link to the survey for writers can be found [here](#).