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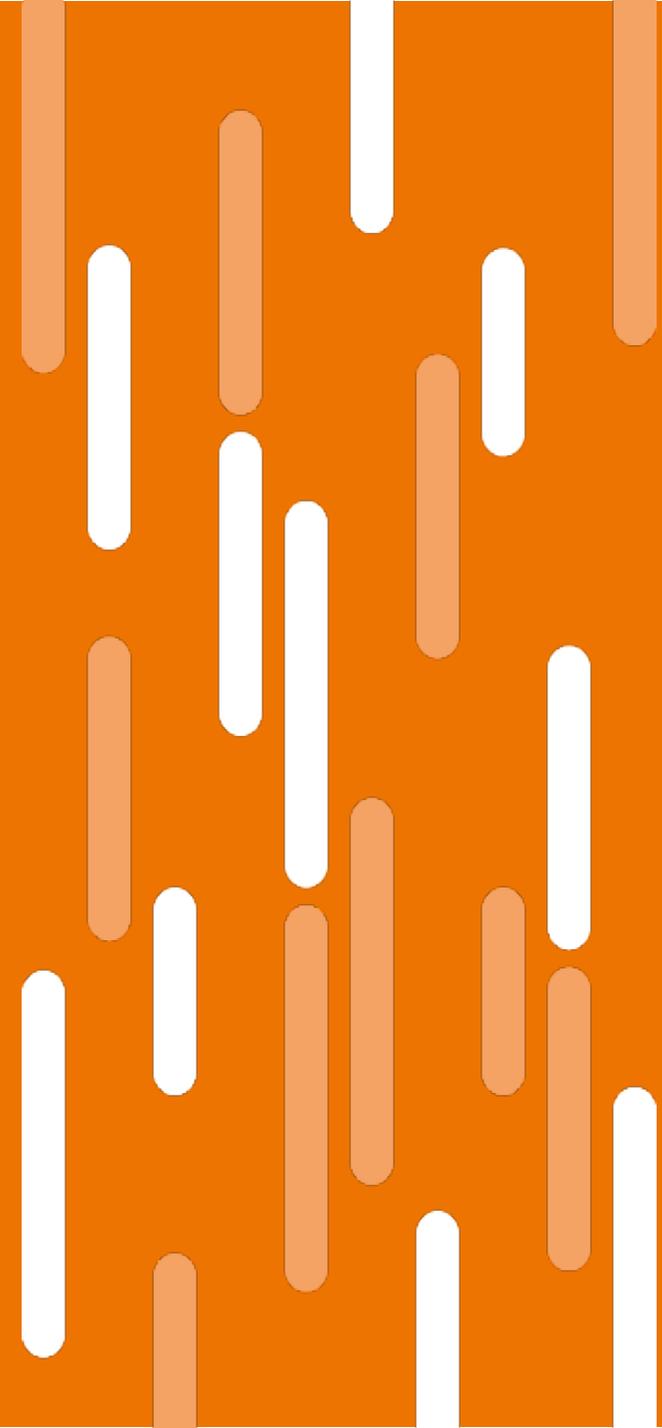
UNIVERSITY OF WESTMINSTER

Taking stock of Engaged Learning:
How universities are supporting community-based and service-learning

Report and Case Studies

August 2023

Introduction and overview

Introducing the project and setting the scene

Introduction

The NCCPE was delighted to be commissioned by the University of Westminster to undertake this review. We examine how a sample of universities, based within the UK and internationally, are seeking to embed high value educational experiences for students which involve learning in community settings.

Engagement with the public and with civil society is increasingly animating all areas of university activity, as demonstrated in the diagram on the right. This report focuses on the 'Engaged teaching' quadrant of the diagram, and explores cutting edge and innovative practices in this domain. However it also explores how stronger links can be built to connect this educational activity to institutions' research, knowledge exchange and civic ambitions.

Public engagement with research

Actively involving the public in the research activity of the institution

Engaged teaching

Developing teaching activities which positively impact on the community, and enhance students' engagement skills

The engaged university

Knowledge exchange & sharing

Increasing the two-way flow of knowledge and insight between the university and wider society

Social and civic responsibility

Seeking to maximise the benefits that the institution can generate for the public

The University of Westminster's commitment to this area of engagement, and their ambition to embed it across their work, echoes a wider movement in the HE sector, and one which the NCCPE is keen to support. An increasing number of HEIs are seeking to better exploit the synergies in their engagement work across all of these domains. The recently completed OFS/Research England programme 'Engaging Students in Knowledge Exchange' demonstrates how policy makers are also increasingly focused on these synergies, and there is a growing demand on universities to address place-based inequalities and inclusion. Engaged, community-based learning provides a way of generating powerful learning outcomes while also contributing to wider social outcomes. This project provides an opportunity to capture the 'state of the art' and to accelerate the uptake of excellent leadership and practice in this area.

The research team was led by NCCPE Senior Associate David Owen and Co-Director Paul Manners, alongside Andrew Pitchford, Head of the Centre for Education and Teaching Innovation at the University of Westminster. We are grateful to everyone who contributed case studies and insights to this work.

Approach and intended audience

The project aimed to identify areas of innovation and excellence in engaged learning from a wide range of UK and International universities. We focus on a small sample of universities (in the UK and beyond) facilitating engaged learning, service-learning and other forms of student knowledge exchange in University-Community settings. Underpinning these approaches is a focus on social and environmental justice.

The approach included the following elements:

- **Survey:** We invited people delivering this type of programme to submit examples of modules and courses that actively facilitate student learning in partnership with communities, audiences, and organisations external to the university (14 responses).

- **Interviews:** We identified and conducted in-depth interviews with academics and public engagement professionals working on innovative projects that could be applied to the University of Westminster context (25 interviews).

- **Documentary review:** We reviewed the evidence submitted by interview and survey respondents. This included: teaching and learning strategies, module descriptions, best practice guides, student outputs and curriculum frameworks.

- **Workshop:** An insights workshop with colleagues from the University of Westminster and external guests with experience in facilitating service-learning to review the findings and explore the opportunities for the University of Westminster.

- **Report:** A final report and resource pack to provide practical insight and tools to support universities in unlocking the potential of the curriculum for societal impact.

We anticipate that the report will be of relevance to and interest to different groups, particularly:

- **Academics or public engagement professionals** interested in developing or supporting service-learning opportunities.

- **Senior leaders in high education** looking for innovative engagement practices that can be scaled.

- **Funders and policymakers** who are seeking to better understand the potential value of service-learning.

- **Strategic partners to universities** with an interest in developing service-learning opportunities.

Our inquiry

Our interviews, survey and desk research explored the following questions with people who have designed and delivered service-learning opportunities:

The key narratives, strategic priorities, framings and philosophies underpinning practices. For example:
- What hooks and framing ideas are animating this work?
- How are people framing students, learners, knowledge, the community etc.?
- What frameworks, theories, and methodologies underpin effective practice? (e.g. decolonising, active learners, community development, social capital etc.)
- How do these narratives and framings relate and align with strategic institutional priorities and needs?
- How are people linking education, research and knowledge exchange and breaking down the barriers between them?

How is learning being designed? For example:
- What pedagogical structures are being developed? (e.g. credit, assessment models, optional etc.)
- What frameworks and assessment processes are being used? What role do the key actors play in shaping these?
- How are people framing the value of this work and evidencing this (e.g. learning outcomes, graduate attributes etc.)?
- What evaluation frameworks are being adopted? (e.g. KPIs, metrics, indicators, narratives etc.)?

How are people approaching the practical challenges of delivering this kind of work? For example:
- How are people developing and supporting meaningful collaborations to deliver this work? (e.g. with community organisations; other HEIs; FE and schools; local authorities etc.)
- How do people nurture talent, capability, team structures and programme management to deliver excellent projects and outcomes?
- What resources and tools are people using to build effective and equitable learning communities? (e.g. asset mapping, digital repositories etc.)?

The structure of this report

The report details the key findings of our analysis in five different sections

1. Setting the scene (p.7 – 15)

Introducing service-learning, its strategic potential and the institutional barriers and enablers to embedding.

2. Taking a strategic approach (p.16 – 26)

We share examples of how universities are seeking to take a more strategic approach to service-learning.

3. Educational design (p.27 – 46)

We highlight some key considerations that come into play when designing a service-learning module or programme.

4. Case studies (p.47 – 75)

We share examples of service-learning from different disciplines and at different levels.

5. Resources (p.76 - 79)

We end with links to helpful networks and resources

Setting the scene

What is service-learning? And what are the opportunities and challenges for UK Higher Education?

Setting the Scene: defining service-learning

For this report, we draw on the definition of Service-Learning provided in Wikipedia:

> **An educational approach that combines learning objectives with community service to provide a practical, progressive learning experience while meeting societal needs.**

The term arose in the US. In the UK, as with the US, various alternative terms exist including community-engaged learning, authentic learning and education for sustainable development. Different terminology exists across different disciplines, including work-based learning, live projects, citizen science, consultancy, co-production, and science communication.

Common across these terms, and the practices that we feature in this report, is an emphasis on knowledge as situational and context-driven, interpersonal, and filtered by emotional, cultural and political dimensions. Let us look at some examples:

Citizenship	**Professional practice**
The Social Policy MA at the University of Glasgow encourages students to examine aspects of citizenship in relation to education, policy and practice.	The planning MA at UCL uses live briefs to develop student capability to address complex professional problems and to develop skills in decision-making under uncertainty.

Employability and skills	**Building capacity**
The Criminology BA at Nottingham Trent University uses a service-learning methodology, with students working in small groups to apply their criminological thinking and knowledge to real world issues.	The Science Shop at Queen's University Belfast provides an open portal for communities to pose research questions to the university. These are then translated into student projects, PhDs, post-docs and other engaged practices.

For those looking to explore the literature on service-learning and its definitions, these two articles provide a good starting point:
Article 1 and Article 2

Setting the Scene: varieties of service-learning

Service-learning is a useful 'catch-all' term for a variety of approaches. Our interviews, desk research and ongoing discussions highlighted that there are different models, and these are often shaped by the discipline, the different motives and perspectives of staff delivering programmes, the communities involved and their requirements, the nature of the institution, the particular level of study, and the students themselves.

Some of these variations in approach are described below:

Dimension	Key questions
Traditional vs Critical…	To what extent is the programmme focused on issues of social justice? Do students engage with issues of power and privilege? Or is the programme focused more explicitly on developing skills and attributes? (e.g. employability etc.?)
Research on, for and with…	Are students studying or doing research on communities? Is the programme focused on live briefs or providing new knowledge and research for communities? (e.g. evaluations, business plans etc.) Or are students working in partnership with communities and co-producing new knowledge?
Discipline-based, project-based, capstone or dissertation based…	Is service-learning embedded in a course (i.e. as part of a module) or is it available as an elective that all students can take? Is service-learning offered as an alternative dissertation option?
Direct, Indirect, Advocacy, Production, Performance…	What will students do with and for communities? To what extent will they apply practical skills in their degree programme? (e.g. planning students doing design work, communications students delivering marketing plans etc.) Or will they be encouraged to develop a broader set of intercultural skills and attributes (e.g. medicine students volunteering to support refugees with the English language)?
Assessment of learning or outcomes…	Will students produce an output for communities? Will this be assessed as part of the learning strategy? Or will the focus be on assessing student learning and reflection?

Setting the Scene: making the case for service-learning

Service-learning can make a significant contribution to how universities realise social value through research, teaching, knowledge exchange. In particular:

- It enables undergraduate and postgraduate students to learn how to develop positive, mutually beneficial relationships with local communities and organisations - allowing them to fulfil their desire to contribute to social justice while creating their own capabilities and professional standards.
- It can help foster Knowledge Exchange activity, providing consultancy and placements to SMEs, supporting creativity and start-ups, whilst simultaneously helping students develop entrepreneurial mindsets.
- It can connect education and research, enabling students to develop their capabilities as more engaged, connected and empathetic researchers.
- Communities often see it as a core part of their educational mission to support Undergraduate students. At the same time, they may gain access to the resources and knowledge within the University.
- It is a vital way universities and communities can collaborate to bring about social change.

Over the past decade, many universities have started to prioritise 'civic' engagement and social purpose, accelerated by the impact of COVID-19. To date, the focus of civic activity in the UK has been primarily orientated around research and the impact it can generate through social engagement and knowledge exchange, and through seeking to maximise the civic benefits realised through facilities, procurement and employment practices. The potential contribution of students, who are actively learning with and contributing to society through their degree programmes, is relatively under-nourished and not a policy priority.

This research has revealed a significant amount of excellent practice in this area and the potential for this work to be scaled up. Exaggerating for effect, an educational experience largely transmissive and sedentary, where learners learn in a university 'bubble', will only serve to further the university as an ivory tower, isolating learners from the settings and communities in which they are based. Such an education will not and does not generate the assets that students need to be confident, creative, critical citizens, to be successful in the future labour market, or to develop the attributes that make the world a fairer and more equal place: empathy, compassion, reflectiveness and ethical awareness. We need to facilitate different and more disruptive modes of learning and better align how we realise the potential of teaching, research and knowledge exchange to create social and civic value.

Setting the Scene: the value of service-learning

Service-learning can also help universities and academic colleagues to address the demands of various external stakeholders for new modes of teaching and learning. Below we present four examples:

1. UNESCO's identification of key competencies for sustainability (systems thinking, anticipatory competency, normative competency, strategic competency, critical thinking, integrated problem solving, self-awareness and collaborative competency) pose significant questions for educators because these abilities are unlikely to be effectively developed in a transmissive or didactic environment. Instead, educators will have to think through experiences and episodes that will help learners to trial, practice and refine such competencies. Service-learning provides one interesting and productive context where this might be possible.

2. Similarly, calls for universities to respond to the need for 21st Century skills (for example, the World Economic Forum's Education 4.0 agenda) focus on a shift away from academic content and towards developing higher-level capabilities. Again, delivering these through more traditional 'chalk and talk' means may prove problematic, akin to trying to teach someone to swim by showing them a video. Finding new ways to engage students in these processes and simultaneously engage them in their subject or discipline will be critical if higher education is to respond positively to these demands.

3. In the UK context, the UK Teaching Excellence Framework (TEF) has set an expectation that universities articulate the education gain accrued by learners. Providers could include a range of gains, which might include but not be limited to:
   - Academic development: such as gains relating to the development of subject knowledge as well as academic skills, for example: critical thinking, analytic reasoning, problem solving, academic writing, and research and referencing skills.
   - Personal development: such as gains relating to the development of student resilience, motivation and confidence as well as soft skills, for example: communication, presentation, time management, and networking and interpersonal skills.
   - Work readiness: such as gains relating to the development of employability skills, for example: teamworking, commercial awareness, leadership and influencing.

4. For individual academic colleagues, building partnerships and facilitating service-learning can also be positive components of a portfolio of activity that reflects the principles and dimensions of the UK Advance HE Professional Standards Framework (UKPSF). The increasing emphasis on sustainability in the UKPSF after the review in 2023 again encourages colleagues to consider how best to deliver an education that enables students to develop key competencies in this context.

Setting the Scene: challenges and opportunities

Our research has confirmed that embedding support for service-learning is a complex strategic challenge. Just bolting on some 'experiential learning' modules fails to get close to realising the potential of this approach. However, making the move from tinkering with the curriculum towards developing an embedded, strategic approach is very demanding and asks big questions of a university. Some of the questions that people working in this space are grappling with include:

- How do we exploit the teaching and research nexus productively?
- How can courses and programmes help students advance their capabilities and competencies through experiential learning? How can we use the institution's assets, or the resources on the doorstep, to create meaningful and purposeful experiences?
- How do we build students' sense of purpose and agency in their studies? How can service-learning build a sense of belonging and identity with the discipline, the University and its surrounding communities?
- To what extent can civic engagement, service, volunteering or leadership contribute to staff and student well-being?
- How might we support communities to implement some of the positive outcomes/new knowledge they co-create with students?
- How might universities, schools, or departments respond to expectations that they consider social value, public good, and other contemporary policy themes?
- How should universities respond to the challenges that Artificial Intelligence brings to traditional delivery and assessment modes? Are there other forms of learning that are more authentic and personalised which can step around (or be antidotes) to plagiarism and other apparently 'unfair' means?

These are challenging and complex issues to unpick. But many students want to be more than consumers of knowledge. The students we spoke to, alongside those we heard about third-hand, wish to find ways to apply their knowledge, have agency, and 'make a difference'. They demand different modes of learning. This report describes the progress a range of universities are making to rise to this challenge.

We have also learned that service-learning brings the discipline or subject area to life in a way that challenges more traditional approaches and objectives. It's not just the practical application of knowledge to real-world contexts: it's a way of learning that can bring intrinsic motivation and heightened engagement, though one that may only be suited to some learners and contexts.

Setting the Scene: Barriers & blockages

While the potential benefits of embedding support for service-learning are clear, and much good practice is already underway, our research has identified a number of barriers and blocks which are holding universities back.

Some of the key barriers are listed in the box opposite.

- **Mission.** Having community engagement and social purpose embedded in the University mission and education strategy is a key enabler, but this is rarely the case.
- **Leadership.** Without institutional leadership this work struggles to gain traction. Where PVCs for Education or their equivalent promoted this work, it was having an impact.
- **Communication.** Some courses put engaged learning at the heart of how they market their offer to students. But there is very little evidence of institution-wide approaches to internal and external communications.
- **Resourcing community involvement.** Communities' contribution to student learning requires recognition through support and resources. People often cited a need for more time to manage relationships with community partners effectively. Some programmes had support from central offices, including work-based learning and placement teams.
- **Mutuality and building power.** Course design needs to find alignment between community goals, educational goals, and employability goals. Getting this balance right is challenging.
- **Learning.** There needs to be more training or support for educational and engagement practice in this area. There are pockets of disciplinary expertise (e.g. live projects, patient-centred care). There are some networks for sharing good practices and learning from peers.
- **Research and Evaluation.** There have yet to be any systematic attempts to compare outcomes for students across different modules (e.g. by protected characteristics) or to assess community impact.
- **Authentic assessment.** Staff grappled with ethical and fair ways to assess learning whilst recognising students' efforts in producing outputs and their varying contributions within group work.
- **Setting appropriate expectations.** For example, ensuring that expectations are managed with community partners about the work that students can do.

# Setting the Scene: realising the potential of service-learning

Exploiting the potential of service-learning requires 'big picture' thinking and strong leadership. Key strategic challenges which demand attention include:

1. **Joining the dots between teaching, research and social impact.** Prioritising service-learning can help universities align their strategic priorities for research, teaching and civic engagement. But this requires some disruption of internal 'silos'. Strong leadership is needed to articulate the vision, join the dots, and target investment of expertise and resource to enable new ways of working to emerge.

2. **Developing staff and communities.** Significant support is needed for both staff and communities. This can come in many forms (e.g. networking, events, workshops, training, scholarships, fellows, awards, pilot or sustained funding etc.). In developing this support, challenging issues need to be addressed:

   1) **Curriculum Design.** How can we share innovation in learning and teaching and incubate new ideas, building a culture of reflection, development and engaged scholarship? How do we design courses that foster connections across subjects and the real world?

   2) **Developing mutually beneficial partnerships.** How can service-learning be framed and delivered around mutual benefits? Where can co-production be deployed effectively? What role is there for students and partners in designing service-learning?

   3) **Assessment and teaching.** How is student learning best assessed? How should teaching and learning strategies be re-imagined? What support do academics need to move from the 'sage on the stage' to enact active learning and facilitate peer groups?

   4) **Equality, diversity and inclusion.** What challenges does service-learning surface about equality, diversity and inclusion? How can we ensure that placements are fair and accessible to all? How do we navigate power imbalances and build power in communities? What steps are needed to de-colonise the curriculum?

   5) **Capacity building.** Service-learning typically requires different resources than those required by traditional forms of teaching. Furthermore, academics seeking to pilot approaches often need more support to get started. Moreover, universities must build capacity in community partners and networks to work with students. Resources in the form of staff, pilot funding and for training and development need to be considered.

3. **Evaluation and impact.** What evaluation frameworks do we need to measure impact and support the development of student and community outcomes? How can we effectively assess the value of this work? What role do policy instruments of quality assurance and teaching excellence play?

What next

The remainder of the report includes a range of examples of practice – organised as follows:
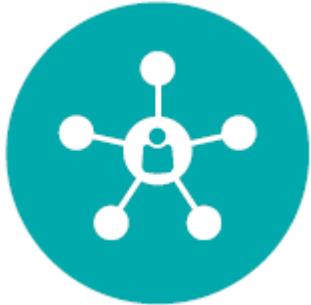
Institutional strategy: examples of cross cutting strategic investments in service-learning

Educational design: key challenges in embedding service-learning in courses and curricula

Case studies of interesting practice

Taking a strategic approach to service-learning

What are the current challenges and opportunities for institutions wanting to take a more strategic approach to supporting service-learning?

Introduction

In our interviews, we invited people to reflect on how their institution was taking a more strategic approach to embed service-learning across several courses and programmes.

We examined how this work aligned with institutional strategy and how resources were deployed.

The following section presents some short case studies of how universities seek a more strategic approach to service-learning. These include:

- Putting Service-Learning at the heart of the institutional strategy (Kings College London)
- A community-university partnership programme that creates opportunities for engaged learning for communities, students and academics (CUPP, University of Brighton)
- Buying out academic time to develop cross-institutional modules and training with service-learning at heart (London Metropolitan University)
- Investing in service-learning teaching fellows and pilot funding to trail new approaches and disseminate good practice (UCL)
- Creating senior roles dedicated to leading service-learning and creating a culture (University of Leeds)
- Joining the dots between research, teaching and knowledge exchange (Plymouth University)
- Investing in community-facing activities and staff who can act as brokers and facilitators (University of British Columbia)
- Taking a more systematic approach to evaluation and monitoring (University of York)

Institutional Strategy

Embedding service at the heart of the strategy

King's College London has embedded service to society throughout their institutional strategy. Find out more about Service at King's here. The term 'Service' was adopted at King's to describe their commitment to society through and beyond education and research. It emerged from extensive consultation with over 800 staff, students and external communities.

Their service ambitions are animated by four ideas loosely based on social movement theory and activism:

1. Enabling a movement

2. Generating big ideas

3. Working together

4. Being accountable

The university has invested in central and devolved resources to help facilitate the participation of students, staff and alumni in service activities to generate, test and scale new ideas and evaluate activities.
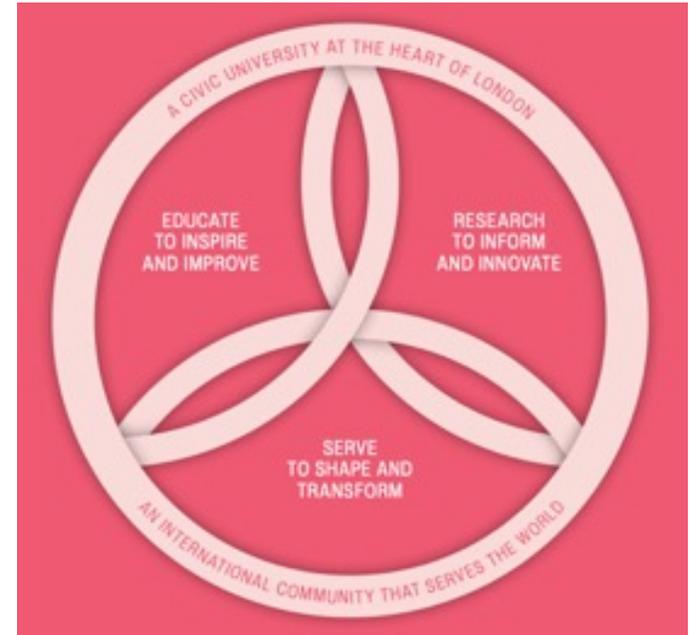
"The idea of a 'movement' aims to capture and build on the grass-roots enthusiasm and commitment to Service that has always been so evident at King's."

Community University Partnership Programme - CUPP

University of Brighton

Engaged Community University Learning. Two decades ago, the University of Brighton established the pioneering CUPP. Its focus has been on researching and establishing community-university knowledge partnerships underpinned by mutual benefits, reciprocity and social learning for communities, students and academics. Engaged learning has focused on community engagement modules, student placements, and seed-funded community-university research projects.

Strategic Approach. Today, community student placements are embedded across the university, and CUPP's ethos of valuing mutually beneficial knowledge partnerships and their role in teaching and research has permeated the institution. A 2022 Public and Community Engagement (P&CE) staff survey found that 73.7% (n=152) cited mutual benefits for community partners, local communities, and the university as a key motive for engaging in P&CE. P&CE also helped achieve research goals 68% (n=101), generate impact 72% (n=97), deliver high-quality teaching 71% (n=99), and help build networks and collaborations beneficial for teaching 67% (n=98).

Knowledge Partnerships. Since 2018, CUPP's Ignite programmes have supported the development of 28 co-produced community-university partnership projects. They offer innovative opportunities for engaged learning, including:

- Student participation, e.g. researching marine toxins in Chichester Harbour

- Providing rich curriculum material for students, e.g. case study on the Pride of Place: LGBTQ+ housing conference

- Sharing knowledge, e.g. training citizens in participatory arts research and community members giving student lectures

"We've got an awful lot out of the university... You know, it's been really, really valuable. Particularly the impact reports and the research from the students...I'm constantly recommending people to get involved with the university."
Community Partner

"My student placement was one of the things that I'm most proud of...The exposure to creative voices and people, really moved me to understand the power of creativity." **Student**

"Through careful collaboration, it is possible to fully integrate multi-disciplinary research, cutting-edge teaching and partnership opportunities that generate tangible and lasting impact, build trust and form unique, memorable student experiences" **Principal Lecturer**

SCAN FOR MORE INFORMATION & FILMS

Business for Public Good

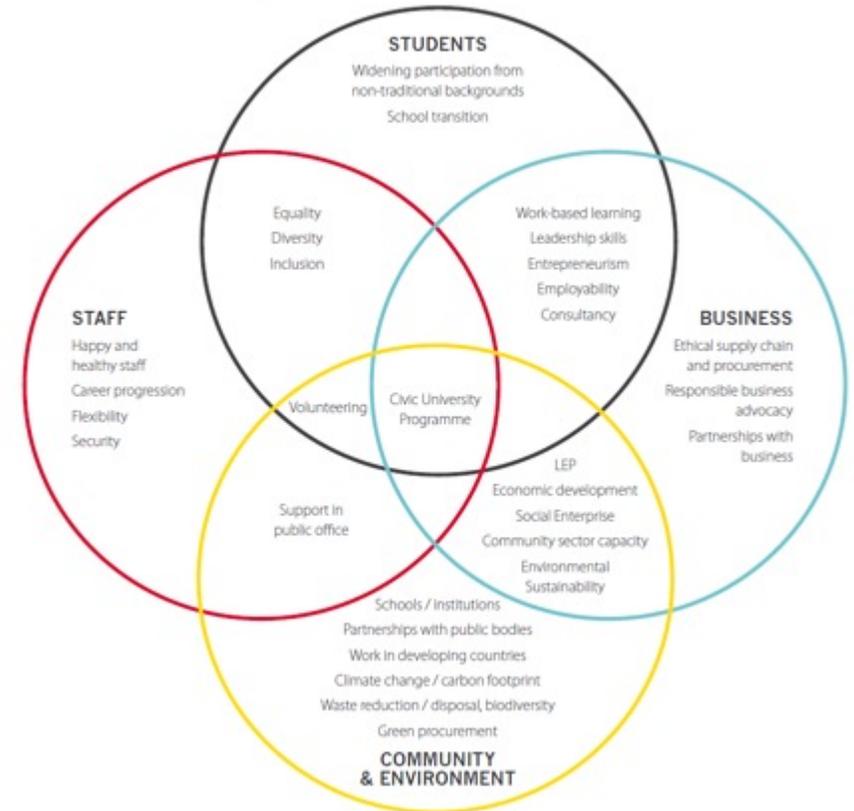
Business School Operations

Embedding Public Good at the Heart of the Business School

There is a growing need for Business Schools to articulate the public good they deliver and to look at how this can be delivered through research and teaching and how stakeholders can support this.

A recent report on Business Schools and the Public Good identified a set of promising practices across UK Business Schools. Teaching and Learning is one key mechanism through which they generate social value. To give two such examples:

- The School of Business and Management at **Liverpool John Moores** use live projects to develop programmes of study and skills development for students with embedded social value. The Liverpool Business Clinic is one key platform for realising this.

- The **University of Cardiff** business school is another, taking an innovative and committed approach to civic engagement. At the heart of their education strategy is a commitment to nurture and develop the next generation of citizens, professionals and leaders. Their MSc Public Leadership is one such example, utilising a challenge-based learning programme.

"In educating our students in making better decisions about the resources they use and the equality of the opportunities they create, our business schools shape the world in which we will live in the future. The world faces big challenges on climate and social inclusion, the answers to which don't just lie in technological innovation. Scientific breakthroughs are important but not enough on their own they need an interface with business research to ensure their transition to viable products and services for the benefit of society" **(Business Schools and the Public Good, June 2021)**

Investing in academic time

London Met Lab: Empowering London

'Giving back to the city of London' is a core strategic goals of London Metropolitan University. They have committed to embedding the principles of social justice and social inclusion into our curriculum, specifically emphasising the challenges facing London. To deliver against this goal, the University has committed to:

- Senior posts and staff resources (i.e. Director of London Engagement reporting directly to the VCs office.

- A course improvement plan whereby every course has to report against their engagement with the city – this is reviewed annually by the London Engagement team.

- The provision of 3600 academic hours to deliver directly against Service-Learning goals, engaged-research, and involvement in practical CE projects. This has enabled the team to buy out academic time to establish a 15-credit interdisciplinary empowering London module as well as supporting champions and course improvement plans.

Fellows, funding, networks and ambassadors

Community Engaged Learning, The Bartlett Institute (UCL)

UCL have been supporting Community Engaged Learning in many ways. These include, for example:

- **Community Engaged Learning Fellow**. The scope of the fellowship is to look at community-engaged learning from the Institute's perspective and the students' learning experience. It aims to identify tools and resources that can support embedding community-engaged learning more strategically into the teaching and learning practices of the institute. The fellowship was designed as a pilot as part of the Community Engaged Learning Learning Service at UCL, a partnership between UCL Arena (L&T team) and the Public Engagement team, and is intended to provide strategic guidance about how the role could be shaped in the future.

- **Community Engaged Learning Ambassadors.** UCL has created a workstream as part of its student quality reviewers scheme, focused on community-engaged learning. As a Community Engaged Learning Ambassador, students can take an in-depth look at different academic practice areas and help improve how the university works by providing detailed feedback and analysis from a student perspective.

- **The Bartlett Community of Engagers Equity Fund.** The Bartlett Community of Engagers Equity Fund provides small amounts of funding for Bartlett staff and students working in partnership with public and community groups. The fund supports staff and students undertaking work that aligns with the values of the Community of Engagers: inclusivity and diversity, collaboration and support, trust and confidentiality.

- **The Bartlett Community of Engagers.** A collaborative network focused on collaboration and sharing experiences of undertaking engagement work. The network is a democratic, bottom-up space for sharing, which complements and amplifies the various pathways to engagement undertaken by staff/students throughout the faculty.

The Bartlett Institute is a global institute that is rethinking the traditional view of real estate with programmes, short courses and research opportunities.

Investing in senior roles

Associate Dean Community Engaged Learning

The University of Leeds has created a new position within its senior leadership team to help develop new university-wide possibilities for community engaged education. The role will encourage the creation of a collaborative 'whole faculty' approach to community engaged learning. Concentrating within the Faculty of Medicine and Health, but with a University-wide brief, the post holder will seek to foster real-world, cross-faculty interdisciplinary projects that consider education and community engagement together, not as separate entities. The role is a significant investment on the part of the University to help realise its civic values, vision and commitment to make a difference to local and global society via their education.

It is currently held by Professor Sonia Kumar, recently appointed having trained in Medicine at King's College London. Sonia brings experience working as a GP and medical educationalist for more than two decades. Professor Kumar has a particular interest, passion and expertise in community-engaged education, using the potential of education to address local and global health inequalities, driving positive and sustainable societal change.

Associate Dean Community Engaged Learning appointed

A new appointment has been made to drive impactful community engagement across teaching and learning.

Professor Sonia Kumar, who is the new Associate Dean Community Engaged Learning at Leeds

The Reimagined Arts Institute

Joining the dots: Research, Teaching and Knowledge Exchange

The Faculty of Arts, Humanities and Business (FoAHB), have been taking a more joined-up approach to student knowledge exchange delivery across the University; driving forward best practice knowledge; equipping staff to deliver high-quality KE opportunities; amplifying civic engagement; and introducing resources to support both students and academics (in particular, a suite of development pathway resources via an online student KE Toolbox).

Anchored in FoAHB, the aim is to create a new ethos, that fuses research, KE, experiential education, civic and business engagement, and cultural programming; transforming lives by helping people and places to see and realise their potential. They have moved beyond the strategic intent to structure people and programmes, creating an environment where student knowledge exchange can thrive.

In recognition of this, they were awarded funding from the Office for Students and Research England's competition, to further explore the impact of student involvement in knowledge exchange (KE) by delivering, monitoring and evaluating a range of KE activities of varying type, scale, duration and intensity, with a specific focus on understanding and maximising the benefits to students.
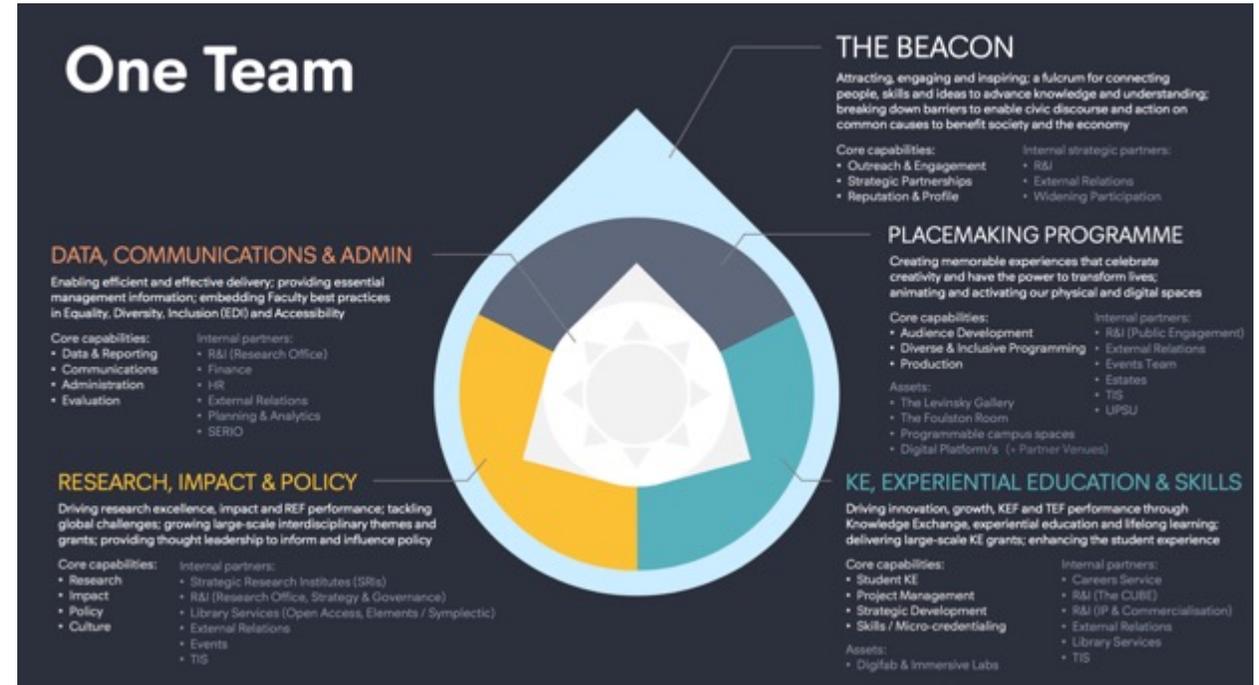
As part of the Engaging Students in Knowledge Exchange project, we have developed the Knowledge Exchange Toolbox. Find out more here.

Community-Facing Support

THE UNIVERSITY OF BRITISH COLUMBIA

Learning Exchange: The Downtown Eastside, University of British Columbia (UBC)

The Learning Exchange was established in 1999 to foster collaboration and learning between the Downtown Eastside (DTES), the historic heart of Vancouver that has struggled with many complex challenges in recent years, and the UBC main campus, which is 13 kilometres away, a distance both physical and psychological. It is a place-based unit that serves as a hub for community members seeking social connection and low-barrier learning opportunities while simultaneously serving as a base of operations and facilitator for research and teaching initiatives from the main campus.

The Learning Exchange has an annual operating budget of around $1.6M, which includes staffing, building, IT, and other infrastructure costs. It has a unique leadership structure that promotes reciprocity: a Director, with a community focus, co-leads the unit with an Academic Director. Ten additional staff positions support educational activities, communications, and partners who use the space. All positions support student learning and are involved in facilitating community-based research. In addition, undergraduate and graduate students in Co-op and Work Learn Programs fulfil various roles. Programmes include:

- Community learning programmes
- Real-life learning opportunities for UBC students
- Engaged teaching and learning
- Community-based research
- Partnerships with local organisations to address critical issues

At the Learning Exchange, the success of our work depends on our relationships with community organizations. Together we share resources to create new connections, new understandings and new experiences that we never could have discovered and delivered on our own.

Evaluating student learning gain and community impacts

Evaluation and monitoring

As part of an Office for Students (OfS) funded project on Student Knowledge Exchange, the University of York Community and Volunteering team has been exploring different models of student/community knowledge exchange through the development of structured Community Projects. Community Projects involve teams of students working on a brief set by a community partner organisation in order to produce a tangible output for the community whilst giving the students structured, developmental experiences. Community Projects can be embedded within the curriculum, curriculum-linked or offered as volunteering opportunities. Significant outcomes of the project are the development of a Public History core module for around 200 History students per year, and the establishment of a Sustainability Clinic, which from 23/24 will offer interdisciplinary elective modules for both undergraduates and taught postgraduates. A key strand of this work involves developing tools for measuring the impact of participation on both students and community partner organisations, focusing on student Learning Gain and capacity building in partner organisations.

Learning Gain evaluation builds on York's participation in the HEFCE-funded Learning Gain programme (2014 to 2018), which looked to test and evaluate the different methodologies for measuring change in knowledge, skills, work-readiness and personal development, as well as enhancement of specific practices and outcomes in defined disciplinary and institutional contexts. An evaluation of this work can be found here. The tool developed for Community Projects draws on the Institute of Student Employers Student Development Survey as a national benchmark and assesses self-reported change in confidence over 10 metrics. Pre and post surveys of students participating in Community Projects show statistically significant learning gain across each of the 10 skills areas assessed.

Alongside the student Learning Gain tool, a suite of resources for assessing the impact on community partners is being developed, including pre/post surveys, a six-month follow-up survey, and a matrix for assessing the development of partnerships in terms of relationships, capacity building, mutual benefit, strategic alignment and outputs. The matrix will allow relationships to be tracked over a period of years. A draft toolkit is currently being tested with community partners, and the York team hopes to publish it in early 2024.

Educational design and delivery

What are the key considerations for embedding service-learning in degree programmes?
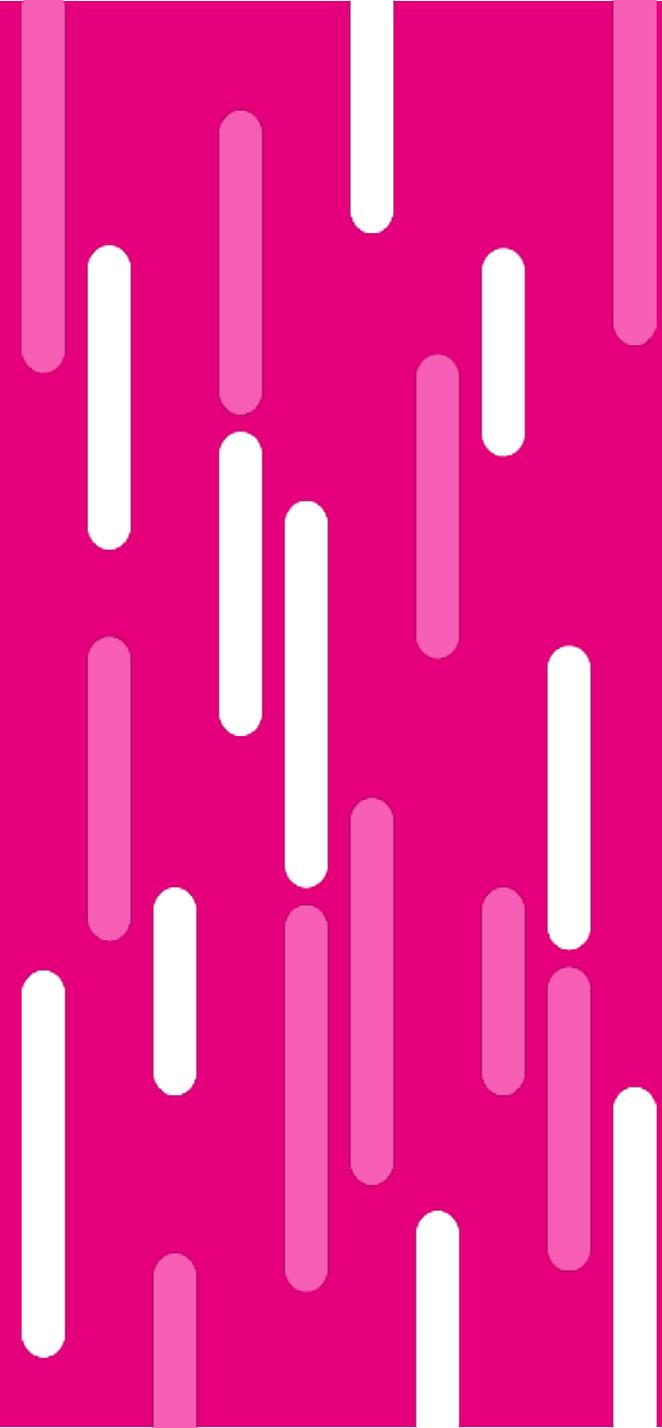
Embedding Service-Learning

The specific approaches taken to service-learning are informed by educational and skills goals, the specific discipline(s), and the needs of audiences and participant communities.

Our research identified several key considerations that come into play when designing a service-learning module or programme.

These include:

- **Learning outcomes:** What do you want students to learn as a result of the experience (e.g. technical skills, communication, empathy etc.)?

- **Public and community goals:** What are the goals of your partners (e.g. additional support, evaluation, future employees etc.)?

- **Activities:** What will students do as part of your module (e.g. research, support services, design work etc.)?

- **Pedagogy:** What is the core curriculum, how will this be taught, and how will this support students in their experience (e.g. peer groups, teamwork, workshops etc.)?

- **Approach to assessment:** How will you assess student learning (e.g. presentation, reflective journal etc.)? Will outputs be assessed?

- **Evaluation:** How will you review the impact of the programme or module (e.g. end of course assessments, NSS etc.)? Will you undertake an evaluation with partners?

Aspects of Service-Learning

The following image illustrates a number of aspects that come into play when designing a service-learning module or programme. We explore these in turn.
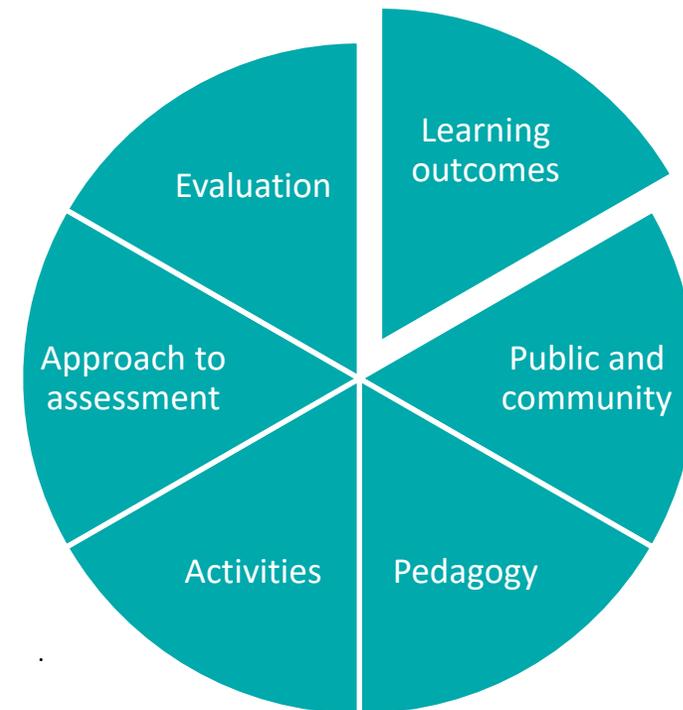

Fig 1: Key considerations when designing a service-learning programme

Embedding Service-Learning

Before embarking on the following section, we would like to invite you to review Advance HE Professional Standards Framework for teaching and supporting learning in higher education 2023.
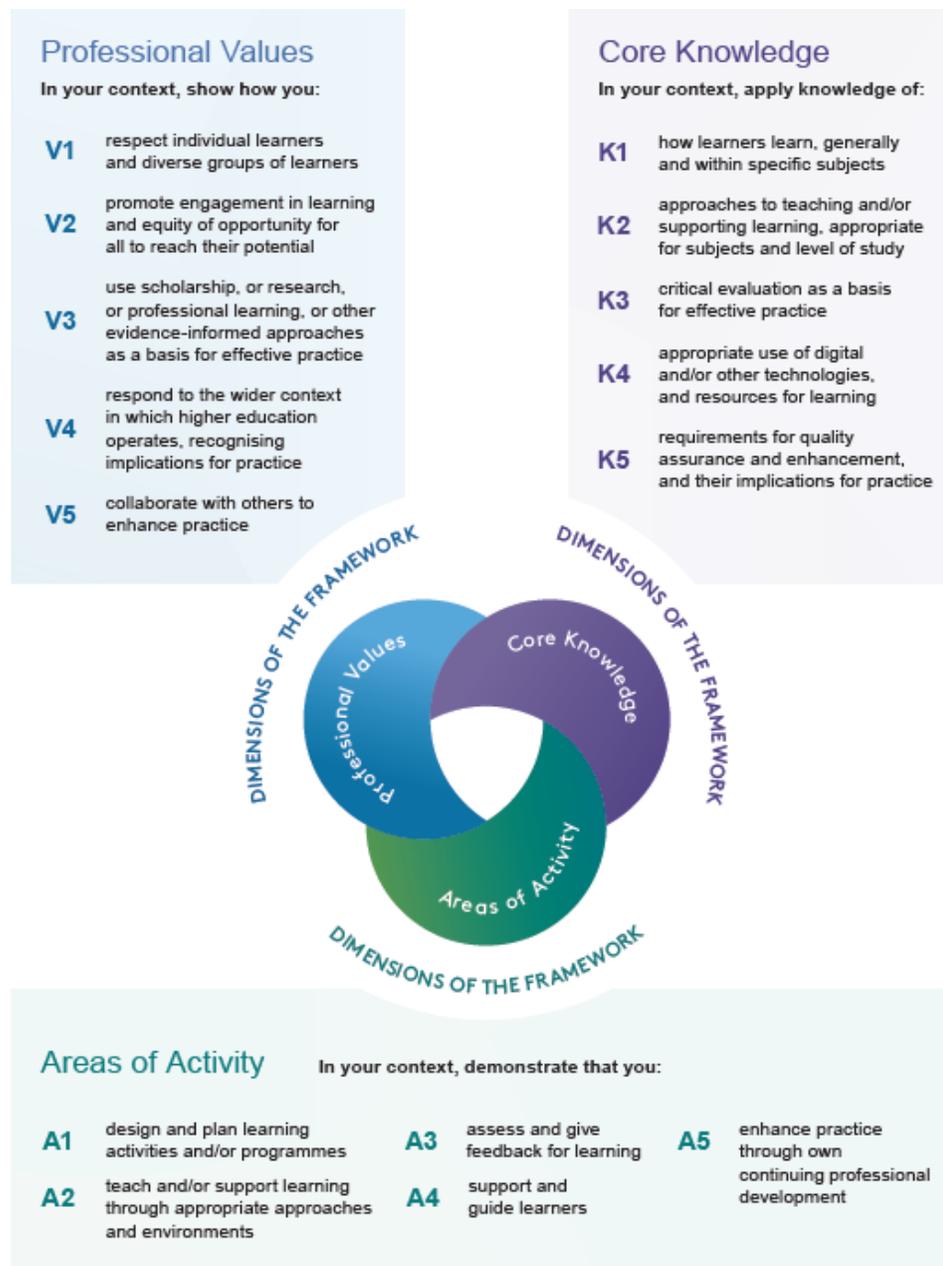
The globally-recognised framework may provide a useful lens for considering the 'fit' of service-learning within your teaching practice and professional development. While it does not set out standards for service-learning at a granular level, the updated framework places a more explicit emphasis on both the effectiveness and impact of teaching; and the context in which the teaching takes place.

In the context of service-learning or related approaches, it signals the importance of being evidence-informed and embedding quality enhancement processes into your practice. You may also draw on the QAA Subject Benchmarks.

Many of our interviewees signalled that the landscape is fragmented and self-taught; therefore, there is a strong and compelling case for more support for teaching service-learning, potentially using Advance HE's framework as a point of reference for drawing the practice and evidence together.

The following slides provide reference points for those looking to embed service-learning in a module, course or programme. However, clearly there is more to be done in this area.

We include links to useful networks and resources at the end of this report.

Professional Values

In your context, show how you:

V1 respect individual learners and diverse groups of learners

V2 promote engagement in learning and equity of opportunity for all to reach their potential

V3 use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice

V4 respond to the wider context in which higher education operates, recognising implications for practice

V5 collaborate with others to enhance practice

Core Knowledge

In your context, apply knowledge of:

K1 how learners learn, generally and within specific subjects

K2 approaches to teaching and/or supporting learning, appropriate for subjects and level of study

K3 critical evaluation as a basis for effective practice

K4 appropriate use of digital and/or other technologies, and resources for learning

K5 requirements for quality assurance and enhancement, and their implications for practice

DIMENSIONS OF THE FRAMEWORK

Professional Values

Core Knowledge

Areas of Activity

Areas of Activity

In your context, demonstrate that you:

A1 design and plan learning activities and/or programmes

A2 teach and/or support learning through appropriate approaches and environments

A3 assess and give feedback for learning

A4 support and guide learners

A5 enhance practice through own continuing professional development

Learning outcomes
What do you want students to learn?

Our interviews revealed different aims and motivations behind the educational endeavour, and these often shaped the learning outcomes. Some modules were driven around a social purpose, others employability and skills, some focused more on critical thinking and managing complexity, and others were more orientated around developing citizens or reproducing graduates who can progress the discipline in a responsible way.

The learning outcomes are ultimately informed by these purposes. Three interconnected domains stood out across the work we reviewed, described in the box on the right. These can be viewed as outcomes that service-learning delivers against.

Reviewing the learning outcomes in light of the experiential element of any programme that utilises service-learning is essential. In some cases, where service-learning is being added to an existing module, the existing learning outcomes will still apply; however, in many cases, people report the benefits of updating the learning outcomes in light of students' experiences.

Doing so ensures alignment between the experience, the expectations of partners, and the learning that students will be assessed against. In situations where these are out of alignment, the experiences of students and partners can suffer (e.g. students having to produce an output for partners that does not form part of their learning or communities being exploited to provide experiences for students).

There is a multitude of frameworks and example learning outcomes that bring these three related domains to life. We have included some examples in the following section. We would like to stress that where possible co-design of learning outcomes is important for sustainable partnerships (between academics students and community partners) and for the student experience.

Outcome domains for service-learning

- **Professional and technical capabilities:** weaving academic and technical knowledge into students' professional identities

- **Civic and citizenship:** developing students' capabilities to engage in the world and apply their knowledge to make it a better place

- **Personal attributes:** helping students to develop healthy habits of thinking and feeling, and being

Learning outcomes
What do you want students to learn?

The table below highlights some learning outcome descriptors from the case studies that we have included in this report. The following pages include some specific examples from different programmes and reviews.

Example learning outcome	Discipline or module
A critical awareness of civic and cultural identity in the region, and the factors that influence it.	Engaging the Modern City: The Civic Researcher (University of Leeds)
Demonstrate a high level of achievement in project management skills, including structuring tasks, prioritising, showing initiative and delivering on time.	Project-Social, Interactive Media (Ulster University)
Demonstrated in writing that they have experienced situations in which they have applied academic knowledge to the practical tasks they have been set and completed.	Public History Placement (University of York)
Apply creative problem-solving and develop self-reflective and critical thinking. Learn to translate planning objectives and context specific analysis.	From Strategic Vision to Urban Plan (UCL)
Ability to provide a smooth project handover with clear & relevant recommendations to the partner.	Criminology & the Real World (Nottingham Trent University)
Reflect on the appropriate skills needed to support the aims and objectives of specific community and voluntary contexts.	Social Justice, Leadership & Organising (University of Sussex)

Learning outcomes
What do you want students to learn?

In her extensive study of live projects in the field of architecture, Harriet Harris identifies three skill sets that students develop as a result of these programmes.

- **Skillset One:** Collaborative interaction within interdisciplinary teams.
- **Skillset Two:** Participatory engagement with clients and civic concerns.
- **Skillset Three:** The capability to manage emergent ambiguities in risk exposure and decision-making.

Building on these she proposed ten principles that could underpin effective assessment strategies of live projects.

These are presented opposite.

1. *Respond to the pressing need*
2. *Reward successful failure*
3. *Measure social impact*
4. *(Re)define what is valuable*
5. *Reward the missing skills*
6. *Engender criticality, complexity, conflict*
7. *Reward processes over outcomes*
8. *Rewarding inter-disciplinarity*
9. *Reward the design of the iterative and expendable brief*
10. *Reward risk and trust*

Learning outcomes
What do you want students to learn?

The Civic Engagement Value Rubric was developed in the U.S. to articulate a set of generic learning outcomes, with performance descriptors. The rubric is intended for institutional-level use in evaluating and discussing student learning, not for grading.

The core expectations articulated can and should be translated into the language of individual campuses, disciplines, and even courses.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to tone's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Civic Identity and Commitment	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.
Civic Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
Civic Action and Reflection	Demonstrates independent experience and *shows initiative in team leadership* of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and *team leadership of* civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly *participated* in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has *experimented* with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
Civic Contexts/Structures	Demonstrates ability and commitment to *collaboratively work across and within* community contexts and structures *to achieve a civic aim.*	Demonstrates ability and commitment to work actively *within* community contexts and structures *to achieve a civic aim.*	Demonstrates experience identifying intentional ways to *participate in* civic contexts and structures.	Experiments with civic contexts and structures, *tries out a few to see what fits.*

Learning outcomes

What do you want students to learn?

A similar model was developed for the NCCPE by David Owen and Stephen Hill in 2011:

A Framework for the Assessment of Student Learning from Public Engagement.

Knowledge application

Able to own, review and develop module concepts in light of experiences

Critically reflects on the way in which engagement has influenced subject knowledge, knowledge of self and others

Managing Engagement

Demonstrates a capacity to make management decisions in ambiguous and connected circumstances

Able to work across disciplinary and organisational boundaries to affect change

Awareness of self and others

Understanding of self, society, and the context in which the module operates

Understanding of the audiences, communities and stakeholders

Reflective Practice

Demonstrates capacity to reflect on engagement activity and uses this to evaluate the programme and maintain continual learning

Communication

Can adapt styles and approach to effectively communicate, work with, or inspire

Demonstrates critical understanding of the factors that underpin effective communication

Learning outcomes
What do you want students to learn?

the british psychological society

- Service user experience
- Compassionate care, empathy and respect
- EDI

IOP Institute of Physics

- Transferable skills
- Communicating to a non-specialist audience
- Business awareness, intellectual property, digital media, and entrepreneurship

bcs The Chartered Institute for IT

- Systems design
- Problem definition
- Customer and user needs
- Understand the social context, identify constraints, understand and manage cost drivers, ensure fitness for purpose
- Manage the design process, and evaluate outcomes.

General Medical Council

- Patient care
- Professional capabilities, values and behaviours
- Working collaboratively, managing complexity
- Social accountability framework (WHO) / Social obligation
- Social prescribing

Learning outcomes & ESD
What do you want students to learn?

Another framing that is helping to develop curriculum and learning outcomes is education for sustainable development. At Bristol University, for example, a review identified that 85% of their undergraduates have an opportunity to study some aspect of sustainability as part of their degree courses. In addition, they have implemented numerous initiatives and support for embedding ESD in the curriculum. For example:

- An Education for Sustainable Development Staff Network which supports the sharing of best practices and organises formal events and informal gatherings.
- A range of interdisciplinary educational options, most notably the Sustainable Development unit and other Bristol Futures units.
- Formal extra-curricular ESD opportunities, including the Bristol Futures Open Online Courses and Global Citizenship and Sustainable Futures, form part of the Bristol PLUS Award scheme.
- A training suite for staff in education for sustainable development, most notably through a module as part of the continuing professional development scheme for academics.

For those interested in embedding the ESD goals in the curriculum, or refreshing their learning outcomes in light of these goals. The Education for Sustainable Development Goals: learning objectives resource is probably the best place to start.

Learning outcomes & graduate attributes

What do you want students to learn?

Fig 2: Mapping graduate attributes (McCabe, 2010)
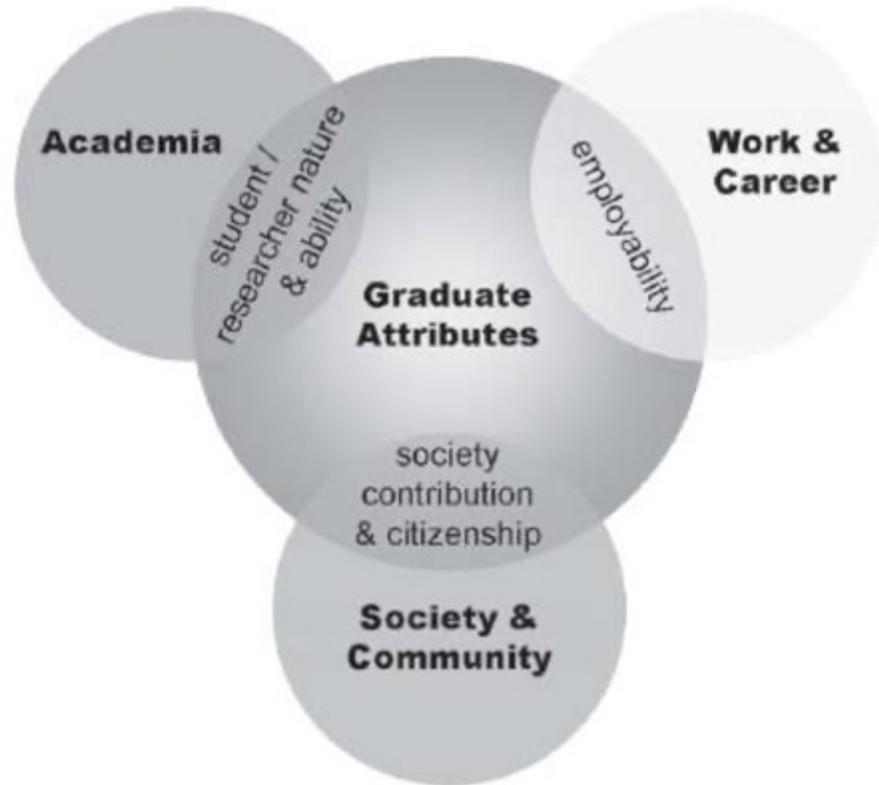
Finally, there is useful work which has been done to link learning outcomes from service learning with work to develop graduate attributes

Fig. 2 outlines how a focus on graduate attributes can act as a nexus to bring together student research capabilities, employability, society contribution, and citizenship. In reviewing or developing learning outcomes, consider the different facets that these learning outcomes address and support. For example, are they based on creating new knowledge, skills for future employment, or values?

Those designing service-learning courses may like to look out for their institution's graduate attributes and seek ways to demonstrate alignment with them.

Public and community goals

What are the goals of your partners?

There are many reasons why public and community groups engage with service-learning. In a review of the literature commissioned by NCCPE in 2011, four key areas were identified:

- **Educational motives:** for example, to educate the service learner – people often see it as part of their mission to support students as part of the local community, to help them understand the issues facing their service users and communities.

- **Extra support or resources in the long-term** for their sector and the organisation – organisations are often worried about the long-term support for their work and see students as potential future volunteers, employees, and donors.

- **Capacity building:** partners are often looking for ways to strengthen their organisation, and service-learning can support these aims by helping to gather evidence that can support funding applications or service improvement.

- **Relationship building:** some organisations take on service-learners to develop partnerships with colleges and universities, and like to work with faculty staff in shaping, delivering and evaluating programs.

Several of our interviewees raised concerns about the extent to which service-learning was mutually beneficial. It was noted that programmes could be established differently: doing to, doing for, or doing with communities.

For example:

- Research on or service 'done to' communities.

- Research or service 'for' communities.

- Research or service 'with' communities.

Many tools and good practice guides exist for developing mutually beneficial service-learning opportunities. For those looking to explore this area more consider: *The unheard voices (Stoecker and Tyron, 2009)*. You may also like to explore Participatory methods, Active Learning and the NCCPEs guide to partnership working.

Public and community goals
What are the goals of your partners?

The case studies in the following section highlight many potential partners for service-learning.

The image opposite illustrates this range and the terminology associated with different partners.

In the programmes we reviewed, we found several different forms of partnership work:

- **Student-initiated.** Students source or draw on their placements and contacts.

- **University supported.** For example, via a placements office or public or community engagement team.

- **Course or faculty led.** Often through academic contacts.

- **Externally facilitated.** For example, via a local organisation with good community links (e.g. Citizen UK).

Academic tutors often utilise their contacts and relationships to facilitate connections between their module and external partners. This was often reported as being time intensive, and increasingly we found academics working with one partner a year and developing challenge briefs for groups of students to respond to.

When considering relationships with partners, it is essential to view these as a spectrum, from one-off 'single use' interventions that may respond to a particular need, motivation or event; through to strategic partnerships where there are multiple interactions and programmes initiated from service-learning to research, and everything in between.

Potential publics and partners

Fig 3: Framing the potential partners and publics

Public and community goals
What are the goals of your partners?

Several of the case studies we found for this report had developed strategic relationships with organisations that brought together multiple community organisations. This includes national organisations with a local profile.

We've referenced some examples here. It is important to stress that grassroots organisations often have limited capacity to engage with university students and offer them learning opportunities, and great care is required to develop service-learning opportunities with them.

Just Space is an informal alliance of around 80 community groups, campaigns and concerned independent organisations which was formed to act as a voice for Londoners at the grass-roots level during the formulation of London's major planning strategy, particularly the London Plan. They have developed a research protocol to reduce the potential harms of collaboration with universities.

Through the method of Community Organising CUK enable local leaders to develop their voice and come together with the power and strategy to make real change. Many universities have developed strategic partnerships with local CUK branches.

The Young Foundation tackle the issues people tell us they care about: involving communities in research, and delivering programmes to shape a stronger, fairer society. The Institute for Community Studies, hosted by the Young Foundation, runs a number of programmes to support better community-university collaboration.

Pedagogy
Tacking educational design

Here we briefly characterise some philosophies of education and how service-learning pedagogy can draw on them. It is important to consider your own approach, and how this will inform your practice.

Philosophy	Description
The Constructivist Approach	Based on the belief that learners create their own understanding of the world around them, and this understanding is based on experience through their everyday lives as they grow. Using specific experiences, people transform information they've accumulated into knowledge and understanding. Commonly referred to as "Learning by doing" (see for example John Dewey)
The Collaborative Approach	Emphasises that learners work together to gain a greater understanding of the information or experiences they've been presented with. This could be delivered via group work, or students learning collaboratively with communities. The approach should facilitate exchange of ideas, and enable learners to capitalise on each other's understanding, skills and perceptions.
The Reflective Approach	Perhaps most commonly associated with Kolb's learning cycle. Reflection is a cornerstone of reviewing real-world experiences, concepualising them perhaps through processes of self-evaluation, and using this to find different ways to approach situations or challenges, before putting these into practice. Many people encourage the use of diaries, and include reflection as a core part of the assessment criteria.
The Integrative Approach	In the context of service-learning the integrative approach aims to encourage learners to make connections between curriculum and practice. It can help learners gain a deeper understanding of a topic in relation to the world around them which is often more complex. It emphasises how students can draw on experiences and knowledge from across their programme of study and broader lives.
The Inquiry-Based Approach	This approach encourages learners to engage in exploration, investigation, research and study. It begins with a question, scenarios or problem (e.g. live brief) that require critical thinking, action and inquiry to solve.

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Pedagogy
Tacking educational design

Our interviewees shared a range of teaching approaches. These included:

(i) Designing an entire programme (syllabus) around the learner. (Adult Education, UVIC Canada).

(ii) Supporting students to develop and draw on their existing links to communities and social action. (London Metropolitan).

(iii) Holding teaching sessions in community spaces (UCL).

(iv) Facilitating other forms of learning, for example community dinners (UCL).

(v) Using open space technology or other forms of facilitation techniques that challenge the 'student' and 'teacher' dynamic (Various).

A notable theme was how teachers working on these programmes needed to be comfortable with interdisciplinarity, often drawing on insights from community engagement or other fields, to enhance both the academic content of their programmes; but also inform how they worked with clients and communities around civic concerns.

It was evident from the interviews that there is a multi-disciplinary field of engaged practitioners. Some course leads draw on cross-cutting literature about service-learning and community engagement. Others referenced research and sources within their specific fields.

Examples provided within the interviews included:

- **The Social Accountability Framework** developed by the WHO (1995) and adopted in Medical Sciences

- **Streetwork: The Exploding School**, by Anthony Fyson and Colin Ward. An essential resource for anyone with an interest in public participation in environmental decision making.

- **Beautiful Trouble**, a toolbox of activist strategies to help build social movements.

Finally, interviewees cited a need to support students with complexity and ambiguities. Client briefs, real-world relationships and the implementation of ideas was often far more messy and complex than students were accustomed to. Encouraging students to process these experiences and use them as a source for learning and skills development ran counter to a consumer model of education and required skilled facilitation and perseverance.

Activities
What will students do?

Here we highlight a few examples of the types of activities that students can do as part of service-learning experiences. Setting appropriate expectations around the kinds of work students can do and aligning this with learning outcomes and partner expectations is vital. The case studies in the following section bring these activities to life and show how they can be embedded at different programme levels.
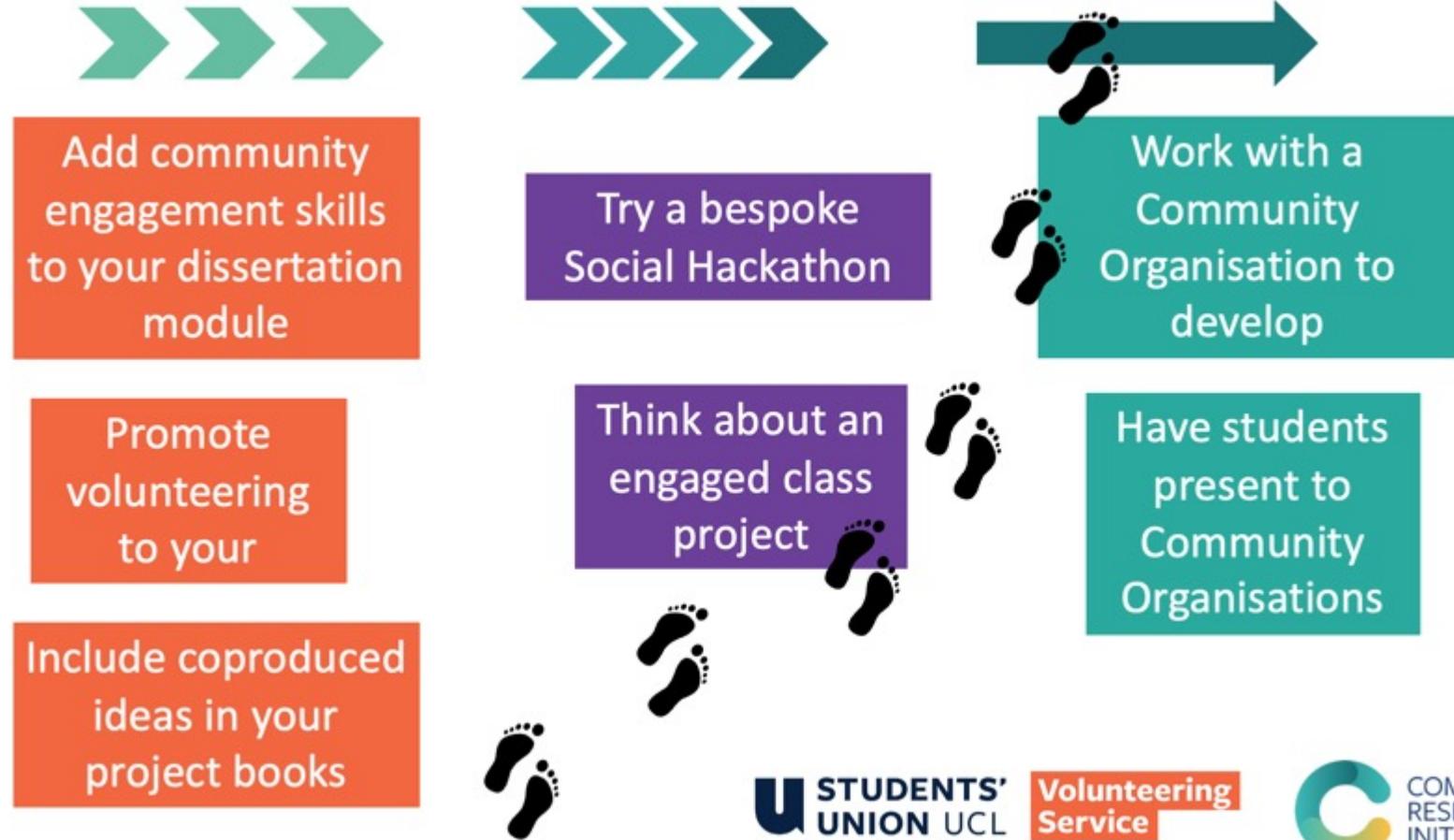
Activity area	Example activities	Key terms
Research	Synthesising and analysing literature; interpreting literature, collecting and generating data, organising and analysing data, presenting data, focus group design and facilitation, surveys, communicating results, curation of artefacts or outputs, publication and dissemination of research	Action research, consultancy, citizen science, evaluation, mapping, market research, literature reviews, science communication…
Community and activism	Listening campaigns; community organising; campaigning; promotional interventions; event management; project management; facilitation; networking	Campaigning, direct action, live projects, event management, volunteering, support…
Production	Developing written and digital resources, short films, podcasts, guides, translations, explanations, interpretative materials, leaflets, websites	Live briefs
Performance based	Artistic performance, drama, storytelling	People's theatre, public forum
People based	Supporting clubs or voluntary associations, mentoring, advice giving, advocacy, reflective accounts, feeding back as representatives of their age groups or communities	Coaching, mentoring, advocacy, clinics
Organisational support	Audits, ideation, design thinking, competitor analysis, organisation analysis, development, funding	Live briefs

Activities
What will students do?

One way to approach embedding service-learning in a module or course, is to take small steps.

This image, developed by the [Community Research Initiative](#) at UCL Students Union, indicates a number of options that you might consider before embarking on a service-learning module.

Add community engagement skills to your dissertation module

Promote volunteering to your

Include coproduced ideas in your project books

Try a bespoke Social Hackathon

Think about an engaged class project

Work with a Community Organisation to develop

Have students present to Community Organisations

Assessment
How will you assess student learning?

Several case studies in the following section describe approaches to assessment. The methods used were aligned with the learning outcomes, and included the following approaches:

- Reflective journals

- Presentations (including individual and group), many offered the option for a digital display instead of a live presentation (e.g. putting together a podcast, short video etc.)

- Portfolio review

- Review of contributions on the online platform Slack (e.g. where Slack is being used as a project management team by groups)

- Written reports

- Reflective or theoretical (i.e. linking theory to experience) essay

- Peer assessment

- Direct observation

In most cases, the quality of the outputs produced by students did not form part of the assessment criteria. This was to ensure a level playing field as some placements may be better organised and more conducive to higher quality outputs. Focusing on learning to emerge from experiences ensures that all students can secure top marks. This is, however, a thorny issue - considering, for example, the benefits for external partners and the ethical and practical issues of the output not being valued for student learning.

In some cases where outputs are not assessed, students can sometimes feel obligated or choose to provide separate outputs for the partner, thus creating tension between academic value and community value. Some of our interviewees cited that striving for a high-quality output was beneficial for student learning, and therefore consideration should at least be given in the assessment criteria for the extent to which outputs have met the objectives and needs of partners. Formative feedback in assessment where community partners can give students feedback in the way they have tackled their proposal, can act as a crucial point where students' professionalism and critical consciousness can shift.

# Evaluation and monitoring
Evaluating the impact of your programme

Student learning and experience is often evaluated as part of standard evaluation practices (e.g. module evaluation forms). Some institutions had began to build on these approaches to trial new ways of assessing outcomes for students and partners.

We include two examples below:

- **The University of York** was part of a sixteen-university consortium funded under the Office for Students learning gain programme to test and evaluate the different methodologies to measuring the change in knowledge, skills, work-readiness and personal development, and enhancement of specific practices and outcomes in defined disciplinary and institutional contexts. An evaluation of the learning gain pilots can be found here. Building on the learning from this programme, the University has begun to pilot the methodology to assess the impact of student volunteering and community-engaged learning. The approach takes a pre/post-intervention survey. It features a self-assessment of confidence in ten domains (e.g. problem-solving, negotiation, communication) and three questions looking at belonging (e.g. sense of belonging in protect team, within the university and the community).

- **Nottingham Trent University** has piloted a new survey with community partners supporting students on service-learning opportunities. The survey is based on the transformational relationships evaluation scale, which seeks to assess the quality of the partnership across nine key attributes: outcomes, common goals, decision-making, resources, conflict management, identity formation, power, significance, satisfaction and impacts.

Case studies

The following section illustrates some examples of practice
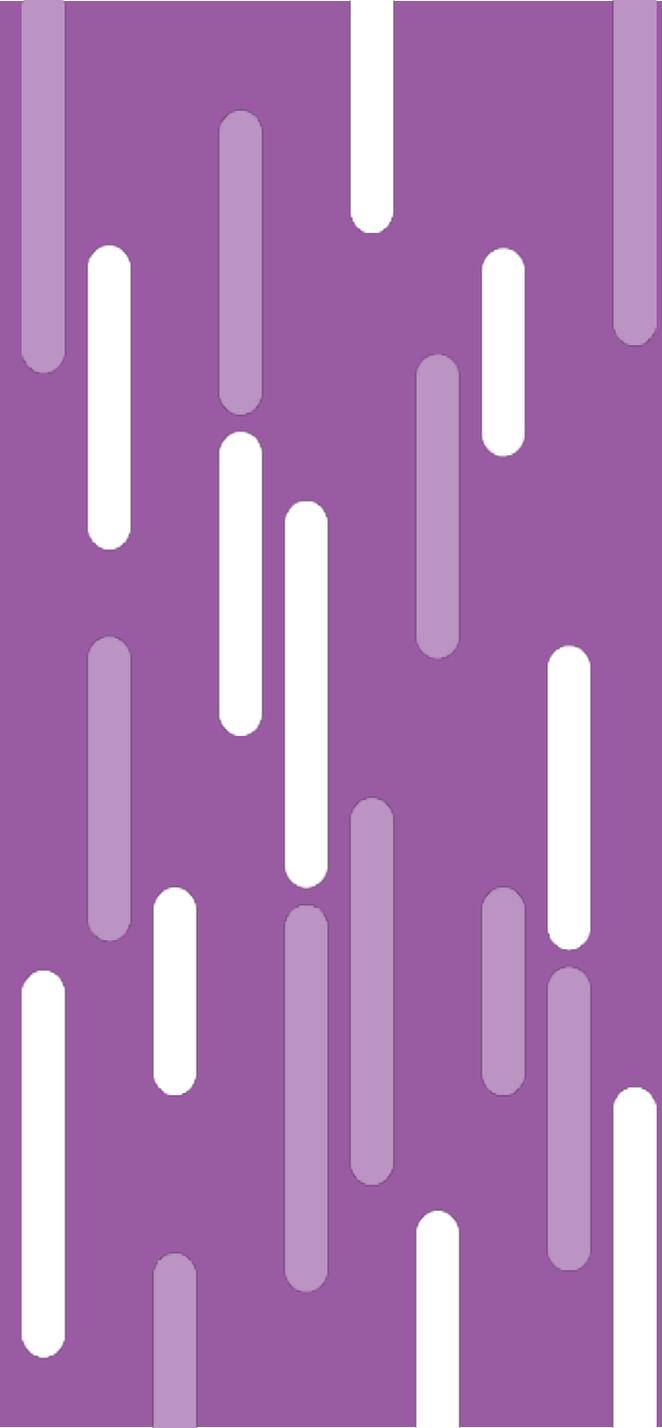
Key practices and approaches

The University of Westminster commissioned this work to help them to identify innovative practices in service-learning that can be scaled and applied across different contexts. For this reason, we have included a subset of universities based in London, and we have also looked for case studies from inner-city universities, those with a diverse student base, and those with a significant estate near commerce and enterprise. Our primary motive in selecting the case studies has also been to seek breadth regarding the disciplines and academic level.

The survey and interviews invited people to share examples of activities, modules and academic programmes that engage students with communities.

The following section provides some examples of practice from a number of different institutions. They are intended to promote discussion and the sharing of ideas. Many of the case studies include links where you can find out more about the programmes, and the learning outcomes.

We focus predominantly on modules, however, we would like to flag that there are a number of broader options for embedding service-learning, for example:

- Orientating a course around engagement with the city.

- Embedding engagement across a series of modules within a programme.

- A capstone module or engaged dissertation option.

- An optional or core module that sits within the programme.

- An optional, core or additional module that sits outside the programme (i.e. additional credit).

London Met Lab

Empowering London: Working within the Community

Combining work-based learning and a radical model of critical and transformative citizenship. Students work on a community project related to one of six key themes: Crime, Discrimination, Environment, Health, Poverty and Social Wealth. Projects are varied and include for example:

- Helping businesses and support services develop their online presence

- Conducting research and literature reviews to support positive discrimination practices

- Collecting data on domestic violence

The 15-credit module is open to students from all disciplines and is delivered over a year. The module is structured into overlapping phases covering i) self-reflection on current skills; ii) class-based practical preparation; iii) work-based experience with related critical analysis and self-reflection tasks, and d) final assessment preparation and submission.

The teaching and learning strategy is informed by the social justice framework (pictured right), and placements are supported by the Work-Based Learning team. Each academic lead has around 200 teaching hours allocated to the programme. Examples of student work can be found here.

Formative assessment of the module is undertaken via a learning journal. Summative graded assessment includes:

- Submission of a project brief

- Project Supervisor Feedback: completed by the project lead or beneficiary of the activity

- Final Project Portfolio (i.e.either a report (1,000 words) or a digital presentation).

Discipline:

Inter-disciplinary

Level:
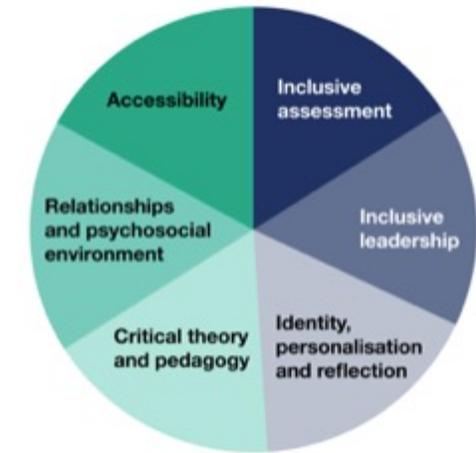
Masters

Method:

Live briefs

Credit: 15 credits
Status: Optional
Pre-Req: No

Our overriding motivation to introduce the framework is because we believe our curricula and practice must align with principles of equity, with who our students are, and the challenges facing London and its communities.

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UCL East

Discipline:

Multi-discipline

Level & Method: TBC

Credit: TBC

These modules are under development

UCL's campus on Queen Elizabeth Olympic Park seeks to put community engagement at the core.
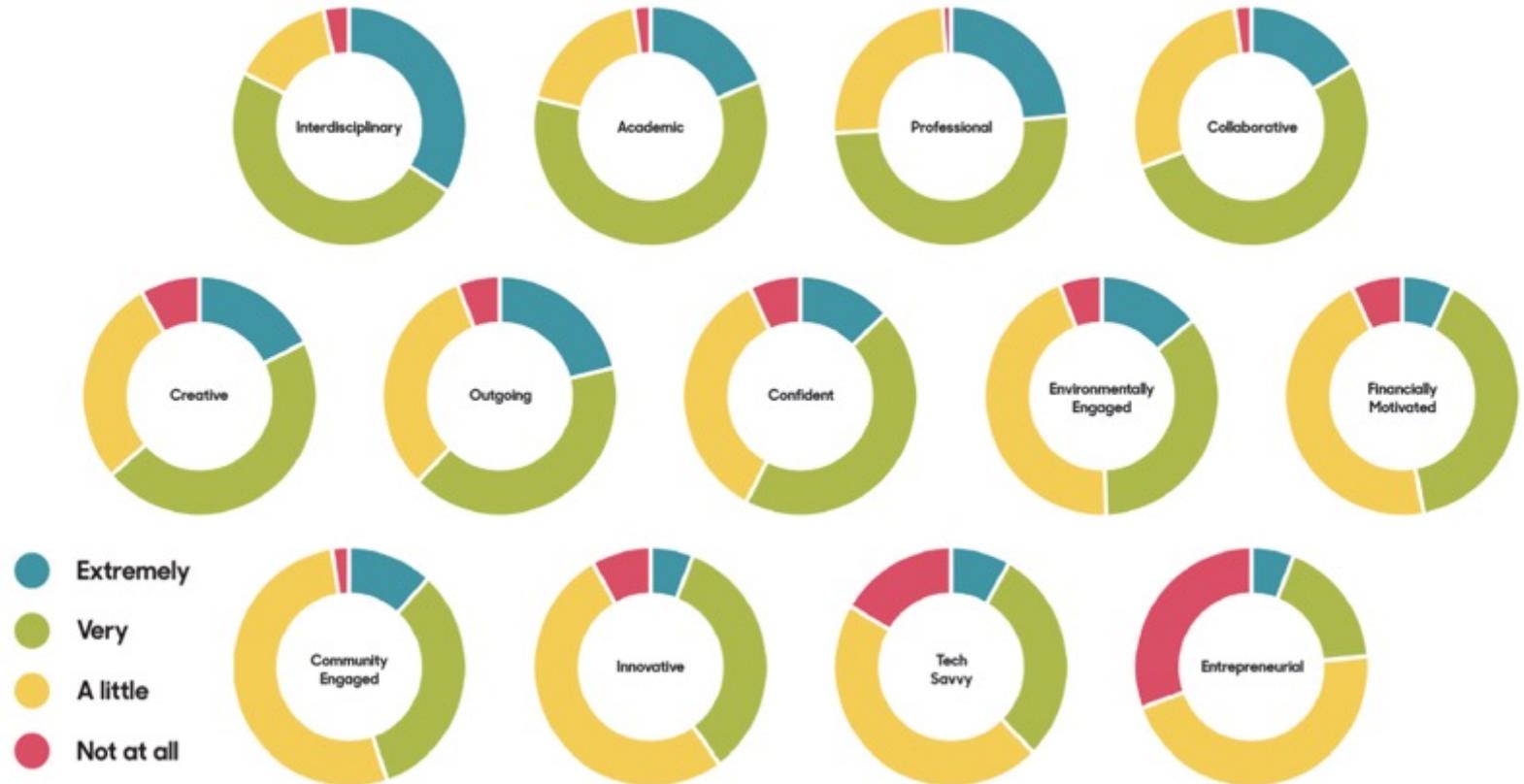
An interdisciplinary group of current UCL students, both undergraduate and postgraduate, worked together over two months to solicit student views on nine new service-learning modules:

- Academic & Interdisciplinary Communication: Thinking Disruption
- Collaborative Challenge
- East London Lab
- Entrepreneurship Theory & Practice
- Exploring Power, Inclusion & Exclusion with Local Communities
- Find & Design Your Future
- Food, Communities and the Environment
- Protecting and Managing Creative Content
- Wellbeing and the Community

An online survey of UCL undergrads was conducted, along with focus groups, with results coded by students attributed. The approach is a fantastic example of involving students in the design of Service-Learning modules and could be expanded to involve community partners. Find out more here.

Which attributes did our respondents consider themselves having?

The UCL EAST modules:

Interdisciplinary, Academic, Professional, Collaborative, Creative, Outgoing, Confident, Environmentally Engaged, Financially Motivated, Community Engaged, Innovative, Tech Savvy, Entrepreneurial

Legend:
- Extremely
- Very
- A little
- Not at all

Science Shops

Science Shops are driven first and foremost by the research questions that civil society organisations pose. In this way, they must incorporate a wide range of disciplines in social and human sciences, as well as natural, physical, engineering and technical sciences.

The starting point for any interaction with a Science Shop is a problem for which a civil society organisation seeks research support. The questions that emerge are limitless in their possibility: from creating a map of toilets and benches for elderly and disabled members of the community to conducting research on noise and air quality to inform objections to planning, through to business planning advice to small charities.

Two of the most established examples of this approach in the U.K. are based in Northern Ireland at Queens University Belfast and Ulster University. Having been established for 35 years, these Science Shops are a collaborative endeavour between the two universities, actively supporting community organisations in developing research projects carried out by students as part of their degree programme.

Whilst the two initiatives vary, professional staff provide a wide range of support to students, staff and external organisations, including:

- Access to networks and expertise, including external networks such as Living Knowledge.
- Training and skills development, including community engagement, engaged research, and curriculum development.
- Building relationships with a wide range of external groups and charities.
- 1-1 Partnership coaching and mentoring.
- Working closely with CSOs to develop their research ideas into projects.

Discipline: Multi-discipline

Level: Levels 4 - 7

Method: Community-engaged research

Credit: Various

Status: Optional

Pre-Req: No

The Science Shop is a community-engaged research and learning resource for community and voluntary partners across Northern Ireland.

Key Resources

Ulster University, Community Engagement Annual Review

Queens University Belfast, Embedding Community Engaged Research and Learning (Circlet)

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Action on Poverty Hardship | English Literature and Community Engagement

Two degrees that target non-traditional learners. The first Action on Poverty Hardship (BA Hons) is at Staffordshire University. The course was uniquely centred around the importance of the lived experience of those who have faced hardship. Grounded in practical activism, prospective students were already engaged in local change-making prior to their degree and would work closely with people who have experienced poverty first-hand. Due to low uptake, the programme is under review as the team seeks to find ways to address barriers to potential participants. The second example is a long-established English Literature and Community Engagement (BA Hons) at the University of Bristol. Alongside the literature study, students will design and set up a community-engaged project and use this to examine the role of literature and reading in contemporary society. The degree is taught one evening class a week over six years, with the occasional Saturday school. Students do a compulsory community engagement module in all of the programme's first four years, as well as an optional research project in Year 6. The degree includes modules such as Academic Skills and Community Engagement (Y1), writing your world: Literature, Creative Writing and Community (Y3 & Y4). The Community Engagement project would normally start in Year 3.

As part of this work, Dr Katy Goldstraw put together a short guide sharing the lessons learned from developing and delivering the programme: a vital resource for anyone considering the same.

The Civic Learning Programme

The Civic Learning Programme, SciencesPo, France

The Civic Learning Programme is mandatory for the Bachelor of Arts degree at SciencesPo. The Programme offers students an opportunity to learn about citizenship and social responsibility from both conceptual and empirical perspectives by connecting social sciences and humanities coursework with concrete civic actions on the ground.

Spanning all three undergraduate years, it invites students to develop a personal project that pursues a community service theme that promotes equality and fairness. This initiative aims to train students through action. Uniquely students develop, strengthen and work on their project throughout their three-year degree, completing a one-month field internship during the summer between their first and second year, and continuing to work individually or collectively during the second and third. Finally, they draft a report, which is an essential component of the final written exam to obtain the Bachelor's degree.

Find out more here:

https://www.sciencespo.fr/college/en/academics/educational-goals/learning-experiences/civic-learning-programme.

Discipline: Multi-discipline

Level: Levels 4 – 6 (students must complete all levels)

Method: Personal project

Credit: BA

Status: Core

Pre-Req: Yes

Image: © SciencesPo Year 3 internship abroad

Computer Science in the Community

Computer Science in the Community

Software Project Engineering is a compulsory second-year Computer Science unit run across two teaching blocks. There are usually around 130 students enrolled on the unit, with approximately 30 group projects a year.

Students work in small teams of around four or five on live projects for a client from the industry, developing a piece of software (typically a website or a mobile app) in response to the client's need. The result may be a commercially quality product or a proof-of-concept prototype enabling the client to access future funding and development.

Clients include public sector organisations and social enterprises and may be regional, national or international in scope. They are identified through existing graduate employment links, teaching staff contacts, advertisements in University newsletters/websites/publicity material, and the Faculty of Engineering's Industrial Liaison Office. The University Legal Department also supports this by providing a set of standard contracts, IP agreements and non-disclosure agreements.

Examples of previous projects are available on YouTube: Waiter's Mate, Surplus Food Logistics and Netiquette.

This unit is extremely valuable for aspiring software developers, as students develop various technical and social skills for their employability. The experiences they gain through the project also provide excellent material for answering skills-based questions in interviews.

You can see the information that we use to approach clients for projects here. Further details about the unit and the assessment criteria are available on the unit webpage here.

Discipline: Computer Science

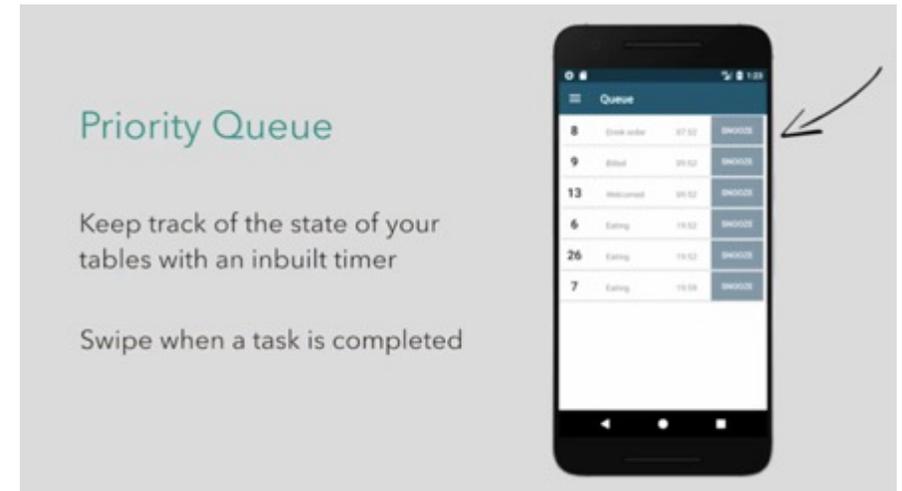**Level:** 5

Method: Live Briefs

Credit: 20

Status: Core

Pre-Req: Yes

Priority Queue

Keep track of the state of your tables with an inbuilt timer

Swipe when a task is completed

"I think a project-based approach is an excellent way to teach many of the 'fuzzy' and hard-to-articulate nuances of software engineering (team dynamics, making architecture decisions, etc.)."

Student

Social and Public Policy MA

Active Citizenship Programme (60 Credits)

The Service-Learning element is divided into two separate courses over two semesters:

- Education for Citizenship (semester 1, 20 credits)
- Active Citizenship (semester 2, 40 credits)

Students are expected to find their own placement for the programme.

Education for Citizenship

The aim of the course is to examine aspects of citizenship in relation to education, policy and practice. Students will critically analyse citizenship and civil society concepts and explore the relationship between education for citizenship policy and practice. Assessment is conducted via essay, exam, peer review, and co-assessed active participation.

Active Citizenship

The aims of the course are to combine academic coursework and practical experience in a welfare agency. By the end of the course, students should be able to evaluate the aims and service of welfare agency and critically assess the impact of their participation in community service on recipients of service. Assessment is conducted via: reflective journal; critical incident report; co-assessed oral presentation.

Discipline: Public Policy

Level: Level 4

Method: Live briefs

Credit: 60 credits

Examples of Service-Learning activities

- **Providing physical care** (i.e. for terminally ill people in a hospice, or being involved in fundraising and other activities that do not involve contact with patients.)

- **Working with elderly people** (i.e. encouraging social interaction and engaging in activities designed for physical and mental stimulation.)

- **Working with children and young people** (i.e. assisting in the classroom, being a play worker, or working in the nursery.)

- **Helping with women's issues** (i.e. helping with catalogues, archives, giving support to women through individual or group work, telephone, letter, email etc.)

- **Working with disabled people** (i.e. supporting people to increase their self-confidence and self-esteem. Activities include swimming, computing, arts and crafts, light woodwork, jewellery making, writers' workshop, sculpture group, cookery class and aromatherapy.)

- **Helping in the area of employment** (i.e. helping to alleviate the effects of poverty by helping to obtain, refurbish and distribute furniture and other essential household items).

- **Providing social help and guidance** (i.e. being an advocate for asylum seekers, give advice on local services; and helping in a centre for social interaction.

Strategic Event Creation

Discipline: Events Management	**Credit:** 30 credits
Level: Masters	**Status:** Core
Method: Authentic Learning	**Pre-Req:** None

Strategic Event Creation

This module provides students with an opportunity to apply design thinking, management theory and legislation to the strategic design, planning, management, monitoring and evaluation of a responsible and inclusive live charity event. The module is delivered alongside a new Event Marketing module, which will allow the students to develop a marketing communications plan and marketing communications for their live events.

The learning outcomes of Strategic Event Creation are aligned to the process of strategically designing a responsible event to achieve specific outcomes, encompass planning, management, evaluation and reflection, and include reflecting on self and others with a view to continuous professional development. The students work in groups to design, plan, stage and evaluate their events. Learning is through a combination of lectures, authentic learning and coaching.

Reflecting the module's ethos, the students must submit an event management plan and an evaluation plan. To contribute to cultivating reflective events practitioners, and given the module level, the students must reflect on both the event and event outcomes and the robustness of the event evaluation. The students are also required to reflect on themselves and others as part of a process of continuous professional development, and given the group work inherent in the module, this assessment task takes the form of a group self and peer assessment, though tutor and "client" feedback will also be provided. Recent clients include Support Through Court, UWE's Sustainability Officer, Bristol International Jazz and Blues Festival, St. Paul's Carnival, Bristol Pride etc. Past events have included games nights, a zero waste market, concerts, Windrush human library events, networking events, a spoken word event, and sustainable fashion shows.

Bristol Jazz Festival was delighted to work with University of West of England students. Festival organisers were very impressed by the enthusiasm, vitality and professionalism of the students. It was great to see everyone having a great time.

Community Research Initiative

Discipline: Multi-Discipline	**Credit:** Various
Level: Masters	**Status:** Core
Method: Dissertation	**Pre-Req:** Yes

Community Research Initiative, UCL

Unique in that the Students' Union delivers the initiative, and Community Research Manager Anne Laybourne oversees it. The initiative supports Masters students and their supervisors to partner with community organisations on their dissertation projects. Initially funded by the VCs office, the project is based on the Science Shop model working directly with communities to take their questions and translate them into research projects. The project was established in response to student feedback around dissertation support, alongside delivering against UCL's strategic objectives of being an open and inclusive university.

The Community Research Manager provides a wide range of support to students, including:

- 1-1 Partnership coaching and mentoring

- Access to networks

- Training and skills development, including Participatory research, project management, active listening and creative storytelling

The initiative is outward facing and offers external organisations a portal into the university. The manager is responsible for building relationships with a wide range of external groups and charities and has developed a community noticeboard where organisations can post their ideas and suggestions for research.

Social Justice, Leadership & Organising: Practice

US
UNIVERSITY OF SUSSEX

Social Justice, Leadership and Organising, in partnership with Citizens UK

This module is a follow-up to the 'Social Justice, Leadership & Organising: Theory' module. Students are placed within a local community organization and will complete a placement with them for at least 30 hours across the semester.

To ensure that placements are organized to meet an identified community need, academic tutors and Citizens UK invest a great deal of time in framing the placements and supervising students throughout their experience.

Participating students are asked to continually reflect on their understanding of and engagement with the community organization, developing insights into what 'social justice', 'leadership' and 'community' mean within the context of their placement. Teaching is conducted via workshops and facilitation (two hours per week), and we introduce several readings from community organisers and activists. Local organisers are invited to join the programme's teaching team as guest lecturers.

This module is approximately 150 hours of work. This breaks down into about 52 hours of contact time and about 98 hours of independent study. Assessment consists of a reflective portfolio (75% of the marks), and a group presentation (e.g. live presentation, digital podcast etc.) (25% of the marks).
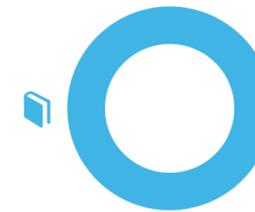
Module feedback continues to be positive. We've seen frequent mentions from students that the module can help them develop a sense of belonging and community with other students and the groups they work with outside the institution.

Teaching

55%: **Practical** (Workshop)

45%: **Seminar**

Assessment

100%: **Coursework** (Portfolio, Presentation)

"As a neurodivergent individual, I feel all modules should take a leaf out of this modules book. Learning through experience, interactive workshops, heated debate, and engaging conversation has taught me much. The way in which engagement with the wider community happens in this module is the singular most influential factor in me feeling part of Brighton's community. I have made friends for life on this course due to the way participation is encouraged in a way I have not experienced elsewhere. I wish more modules were taught like this."

Former student

Criminology in the Real World

Discipline: Criminology

Level: Level 5

Method: Live briefs

Credit: 20 credits

Nottingham Trent University

Criminology in the real world

This module uses a service-learning methodology, with students working in small groups to apply their criminological thinking and knowledge to real-world issues. Using action research and participatory working methods, students will work with practitioners, academics and community members to propose and explore potential solutions to 'real world' criminological issues. The module plays a key role in helping students identify their interests for future preferences, including projects (the Research Project module at Level 6), postgraduate courses and graduate careers.

Through the process of reflective practice, this module seeks to better understand how we might align the 'doing' of criminology with concepts such as active citizenship, identity, human rights and ultimately, 'justice'. This module aims to enable students to:

- Apply their criminological knowledge and skills to live projects brought to us by criminal justice, social and civic organisations.

- Evaluate the ways in which criminal justice and social justice are interconnected and interdependent concepts, in theory, and in day-to-day lived realities.

- Develop the 'disciplinary identity' of criminology.

- Develop their skills and professional practice.

Where students cannot engage in a group service-learning project, a suitable replacement project will be offered and supported through a negotiated learning opportunity. Assessment consists of a group presentation (50%) and a reflective account of the evidence drawn from the experiential element.

Learning outcomes (knowledge):
- Evaluate and apply the principles of applied criminology and public criminology to live projects.
- Evaluate the ethical and methodological issues surrounding (action) research on crime problems.
- Reflect on the contribution made by students to criminal justice/community-based organisations in tackling social issues.
- Analyse, discuss and present criminological perspectives in relation to your applied criminology project.
- Evaluate theory and practice in relation to a specific criminological issue and the relationship to social justice and other affiliated concepts.
- Analyse models of reflective learning.

Learning outcomes (skills and attributes):
- Collate, disseminate and evaluate a range of information about a local community or group in need.
- Apply theories and models of reflective learning.
- Utilize action research and participatory working practices.
- Demonstrate effective group work and project management skills.
- Demonstrate an understanding of the relationship between theory and practice and the challenges of implementation.
- Demonstrate effective communication and interpersonal skills, both orally and in writing.

Community Organising

Community Organising Module

Community organising as an approach supports both the Education Strategy to (i) deliver an inclusive and transformative education and (ii) foster a research-rich educational environment; and the Research and Innovation Strategy to (i) support and grow impactful staff and student KE and (ii) solve civic challenges for local and community benefit.

The module was developed in response to the need for graduates who are developed through transformative and imaginative education and are engaged as active participants in their own journeys. It aims to facilitate interdisciplinary learning, teaching and thinking to prepare students with skills for a changing world, bringing together students from different disciplines around societal concerns and key challenges.

In partnership with Citizens UK, we deliver five sessions of community organising training:

- Introduction to Community Organising

- Understanding Power and Self Interest

- How to Listen for Issues and Leaders

- Strategies: From Problem to Solution

- Act/ Negotiate: Power analysis and Negotiation

The module is assessed by: (i) a Group presentation on a local issue and a possible route to solution and (ii) reflection on the experience of community organising, interdisciplinary working and personal growth.

Public History

UNIVERSITY of York

Public History

Public history explores how the past is presented in society, for example, in museums, archives, communities, and through news and entertainment media, whether on television, by journalists, online and elsewhere. The study of the way we use the past allows us to ask questions about how the access to and interpretations of history impact our identities, shape our present and inform the future.

This module allows students to experience developing a public history project in practice and to reflect critically upon that practice. Students will work in small teams on a public history project to a brief from an external partner organisation (such as a museum or community group). Projects change yearly, but typical projects include working on an exhibition, designing curriculum-based materials for schools or producing a walking tour, trail or podcast.

Throughout the course, a series of workshops will introduce students to public history and provide training in project planning and management and project-specific skills such as podcasting, web design and marketing. Project Facilitators also provide support and guidance throughout the projects.

Assessment Information:

Students submit a group project proposal for formative assessment work and participate in a group presentation.

For summative assessment, students participate in a group presentation and submit a 1000-word individual reflection during the assessment period.

The Institute for the Public Understanding of the Past works with museums, archives, heritage sites, the media, artists and community organisations to explore the many ways that the past is presented in society. We have a commitment to embedding public engagement in our research and teaching.

The following blog posts and podcasts give a sense of what individual students have done on placement/internships, with photos/links to some of the outputs:

- Esther Wilson, Performing Lola Montez (PhD student)
- Joseph Keeley, Tower House: The home of Northern Command (UG, 2nd year student)
- Constance Rout, Health, poverty, and social change: What the streets of York can teach us (MA student, Medieval History)
- Stories of York's Past - Women's Work in Health
- Kirsty O'Rourke 2, Placement at Wessex Museums (MA student, Public History)
- A 7 episode podcast series in partnership with Wessex Museums

Sensing in the Community

Sensing in the Community

Sensing in the Community has been designed as an interdisciplinary cross college course introducing students to the general concept of biosensors and their applications in respiratory healthcare, providing experiential learning and reflection in community settings. Students form interdisciplinary research teams and work together to investigate research questions around health and wellbeing that have been codesigned with 'Our Health' patient and local community partners.

Each team of students are introduced to a mentor who is associated with the Our Health Programme and will guide the student teams in each phase of their project work, via weekly meetings. The student mentor will also introduce the student teams to their community partners who will describe the research question and initiate the research project.

The learning outcomes include: (i) Work effectively in an interdisciplinary team to critically assess a research question set by community partners, making use of different disciplinary perspectives; (ii) Understand the key principles of community-based research and demonstrate a broader and contextually relevant understanding of health and well-being in real-world contexts; (iii) Demonstrate data handling and analysis skills; (iv) Critique established ideas, concepts and techniques drawn from current knowledge, and use and adapt relevant disciplinary knowledge to practically engage with the project's research question and (v) Communicate information, ideas and arguments effectively using appropriate styles and language, to specialist and non-specialist audiences.

Assessment is completed via (i) one mid-course group proposal presentation (10%); Nine reflective journals (the best 5 journals will be selected and graded) (20%); and and end of course 'Showcase' group presentation (in the format of i) a digital presentation ii) poster presentation (c) hands on interactive demonstration (70%).

Discipline: Engineering, Chemistry and Biomedical Sciences (Interdisciplinary)

Level: 5

Method: Engaged research

Credit: 20

Status: Optional

Sensing in the Community has been designed as part of the wider EPSRC 'Our Health' Interdisciplinary Research Programme.

The course offers students the opportunity to benefit from enriched experiential interdisciplinary learning as they apply their own academic rigour to the research question while simultaneously acquiring an interactive expertise of other disciplines throughout the research process.

Placing Community Organising: Theory to Practice

Discipline: Geography

Level: Level 5 & 6

Method: Live briefs

Credit: 20 credits

Status: Elective

Pre-Req: Yes

Newcastle University

Community Volunteering: A Geography Perspective

This is a practical module that engages student directly with local organisations via group placements, participatory action research, and a thorough introduction to the local and national picture of non-profit 'third sector' (voluntary, community and social enterprise VCSE) activities and challenges at the current time. Students and staff sit in a 'circle arrangement' to foster non-hierarchical, critical pedagogy.

The module focuses primarily on Broad Based Community Organizing (BBCO) drawing on leadership training and methods originally associated with US Civil Rights and the work of Saul Alinsky and subsequently adopted by Citizens UK as a way for 'people working together to get things done'. Community organizing can tackle a wider variety of issues such as housing, public health, poverty, discrimination, and many others, but in partnership with Tyne and Wear Citizens and following extensive 'listening campaigns' in recent years, student-led projects typically focus on the climate emergency ('green, fair, healthy' local action for change), fighting discrimination for a safer city, and improving mental health services for young people.

The syllabus is organized around 3 elements and ways of learning including interactive workshops, partnership work with local organisations (70 hours), and continuous reflective practice. The approach is blended (flipped classrooms) to emphasise inspiration over instruction in the time that is spent together.

Activism and volunteering activities are intended to be out in the community, but may be adapted depending on circumstances. Running in parallel to university-wide career development opportunities, this place-based module is co-designed with/ for the direct benefit of community partner organisations. It is designed to provide students with the opportunity to develop key transferable skills that are immediately relevant both to their personal development and a geography graduate career.

The two assessment submissions for this module provide the opportunity for students to demonstrate both their understanding of community engagement and how they are learning (and unlearning) from direct experience:

- The Portfolio (40%) ensures that plans for external collaboration are well considered. Submissions are marked individually but they incorporate an element of 'group dialogue' to reflect on the content and process of group-work and external collaboration.

- The Reflective Essay (60%) assesses linkages from theory to practice and the ability of the student to reflect on real-world situations (of 'learning by doing'). The student is expected to demonstrate how they have gained and applied a wide range of graduate skills.

Civic Engagement placements

LIVERPOOL
JOHN MOORES
UNIVERSITY

Civic Engagement placements

Liverpool John Moores University is committed to being an engaged civic University. In the Faculty of Health, we recognise the importance of promoting health through community engagement and consider this vital in preparing future healthcare professionals for their roles after graduation.

The module aims to provide learning experiences that will deepen students' understanding of health and the impact of the wider social determinants, develop knowledge and skills, and provide services that meet the needs of local people.

Students are assessed via longarm supervision by a member of LJMU staff in partnership with the local supervisor. During the placement, they are expected to:

- Listen to people's stories to understand the things which are important to them.
- Develop a deeper understanding of how social inequalities impact health.
- Develop an awareness of the help and support available in our communities.
- Observe how support workers respond to declarations of distress, assess need, plan support and evaluate the social impact of the service they provide.

Additionally, third-year students should explore leadership styles, service evaluation and audit, service user engagement, wellbeing strategies and evidence-based policy and practice. Our assessment approach reflects these aims – consisting of 120 hours of attendance and professional values - these placement hours are required for registration with the professional body.

As well as gaining an understanding of the complexity of people's lives nursing students have skills to bring to the placement. Nurses are considered trustworthy professionals by the public, which allows them to support the work of local organisations. Contact with nursing students may also raise the aspiration of local people for further education and jobs in health and social care.

For more information visit:
https://www.ljmu.ac.uk/microsites/plsu/civic-engagement-placements

Medicine in the Community Apprenticeship

Discipline: Medicine

Level: Level 6

Method: Live briefs

Credit: 15 credits

Imperial College London

Community Action Project

During Year 3, as part of their 8 -week Medicine in the Community Apprenticeship (MICA), students complete a Community Action Project (CAP). This provides an opportunity for medical students to learn important skills in health improvement and community engagement while on their general practice clinical placements.

Students work in pairs and in partnership with their GP practices, patients and/or local community groups to identify a local health priority and adopt an assets-based approach to developing and implementing a project to address this priority. They are encouraged to draw on principles of sustainable healthcare and quality improvement when designing their project. The projects are assessed by their GP tutor and also peer-assessed at a CAP presentation morning at the end of the placement, where students present their project to their peers and then mark each other's work.

Examples of work completed by students include:

- Working with local community organisations to develop an information leaflet signposting people to local community resources to help address loneliness and isolation.
- Working with a local charity to develop an information card signposting people who are homeless to a homeless outreach team, with a view to increasing primary care access.
- Responding to vaccine hesitancy within specific communities.

Students are encouraged to consider their key learning, including what went well and what they learned from any challenges they encountered. Examples of student work can be found here. Whilst healthcare quality improvement (QI) is an essential skill for medical students to acquire, there is a dearth of empirical research which suggests the best educational methods to do this. Positive experiences and successful learning were associated with the following themes: finding a sense of purpose and meaning in QI projects, preparedness for responsibility and service-driven learning, the importance of having supportive partnerships throughout the project duration and making a sustainable difference.

A number of academic papers have been published about the role of service-learning in medical education at Imperial College:

- Community-engaged medical education: helping to address child health and social inequality
- Time for change: approaches in community- engaged medical education

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Mathematical Outreach

Discipline: Mathematics

Level: Level 6

Method: action-based research

Credit: 20-40

THE UNIVERSITY of EDINBURGH

Final Year Projects on Mathematical Outreach

Students are assessed based on a report, where they describe the whole process of designing, planning, delivering and evaluating their activities, drawing on literature-based and action-based research. By taking part in the project, students will:

- Create learning resources or educational material, gain confidence/expertise in communicating Math to non-experts.

- Undertake literature-based and action-based research on aspects of outreach, public engagement, and science communication; understand best practices, self-evaluate and reflect on your project design and delivery process.

- Develop communication skills (verbal/ written/ visual…).
- Develop organisation skills; learn how to work independently on the design/ creation/ delivery of Science Communication events.

The students and the Mathematics Engagement Officer choose the specific project together based on the student's preferences and the current outreach priorities for the School of Mathematics.

Students have previously worked with schools in underserved areas, collaborated with community projects to tackle loneliness and homelessness, or run activities in local pubs and shopping centres.

The projects have proven to be very beneficial to students. Students seem to thoroughly enjoy working on the projects, and at the same time they develop relevant skills such as communication, organisation, and project management.

We have recently developed a level 4 version of this module to prepare the groundwork: Communicating Mathematics to the Public. Students will explore the theory and literature behind public engagement and develop resources and educational materials for a partner. Find out more here.

"I really enjoyed the project and am glad I chose it! I feel like I got skills and knowledge out of it that is unique to all of the other math's courses I've studied throughout my degree"

Former Student

Civil Society Internship

Discipline: Politics and International Relations

Level: 6

Method: Placement

Credit: 30 credits

Status: Optional

Pre-Req: Yes

Civil Society Internship

This module was developed with the support of a former student who developed an interest in community organising whilst at Queen Mary University. It aims to bring alive more formal explorations of the activism, community organising, and social movements that students have done in previous modules. The real-world element extends their research, communication and negotiating skills, and deepens their academic understanding of civil society and the organisations in which they work. This module is an intensive and demanding exercise but is intended to provide a formative experience and useful skills for those interested in a career in politics or politics-related fields.

As this is a placement module, there are limited formal teaching arrangements. Students have introductory and wrap-up workshops and two pieces of assessed coursework. The bulk of their time, however, is spent working within the placement organisation. The placement is worth 30 credits, and students spend an average of two days a week on the placement, roughly 15 hours per week.

The introductory workshop covers the structure of the placement, assessments, and expectations in a professional work environment. The final wrap-up workshop offers students an opportunity to get advice on their final assessment. It encourages them to reflect on their experiences and consider how to use their placement experience to pursue further opportunities.

The module is assessed by i) a short written assignment, in which students write a job advert of no more than 1000 words based on their role within the placement organisation and the skills they think are necessary and desirable to successfully fulfil that role, and ii) a longer written-assignment, in which students produce a reflective journal and portfolio, which should combine an account of what they did with reflections on their learning during the placement. The job ad is worth 20%, and the reflective journal/portfolio is worth 80%. The module has been developed with the East London chapter of Citizens UK.

Dr Joe Hoover, QMUL
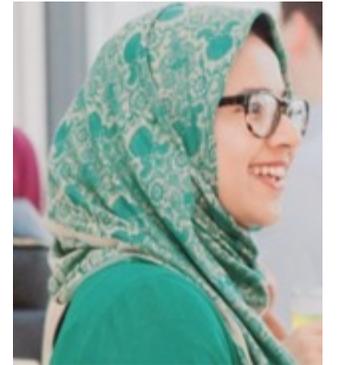
Afsana Salik, QMUL

Getting the civil society internship started has been the work of many years. Whilst students are learning about the method of Community Organising, they are developing relational and leadership skills by working on campaigns and projects with Organisers from fifteen boroughs in London.

View and example of a reflective log here.

Medicine: Social Accountability

Discipline: Medicine

Level: 6

Method: Placement

Status: Core

UNIVERSITY OF Sheffield

Social Accountability

The Faculty of Medicine, Dentistry & Health at the University of Sheffield are positioning our education, research and service delivery to meet priority local health needs and make a major contribution to university-wide efforts to improve and enhance the way the university works in partnership with others across the Sheffield City Region and South Yorkshire.

The Medical School is keen to ensure our student doctors think more broadly about medicine and health. We want students to fully integrate an understanding of the social determinants of health into their future clinical practice, wherever that may be, including an appreciation of health inequalities and how they can negatively affect people's health. Each year students undertake placements within hospitals and other clinical settings.

In this four week full-time community-based placement, students work in collaboration with our local organisations and get involved in organising and delivering services that seek to address identified needs and improve the health, well-being, and life chances of people living in communities across the Sheffield City Region (covering communities in North East Derbyshire, Rotherham, Doncaster, the Derbyshire Dales, Chesterfield, Bolsover, Bassetlaw, Barnsley and Sheffield).

Assessment is conducted by a Supervisor on placement, peer-assessed workshops and individual written reflection.

fieldwork: How to grow a doctor
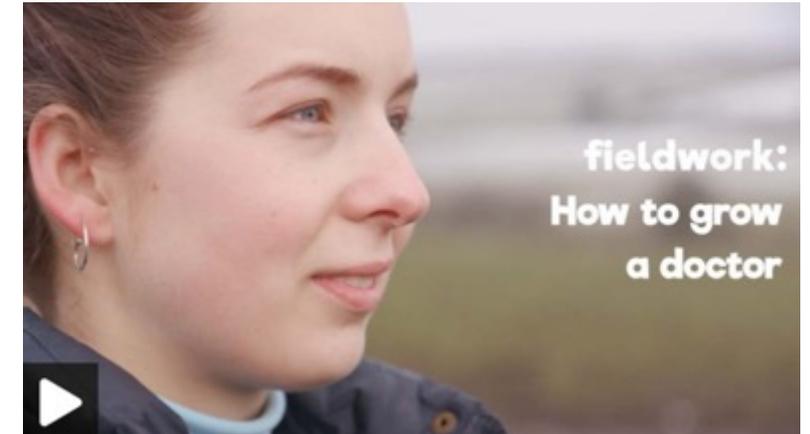
"Fieldwork gives our students the opportunity to become embedded in their local communities and experience what life skills are going to help them go on to be the best health professionals they can possibly be".

Find out more here.

Interactivity for Social Enterprise

Discipline: Communication and Media

Level: Level 6

Method: Live briefs

Credit: 40 credits

Status: Core

Project-Social

In his essay [The Closed Shop of Academia](#), Poynor argues that design culture is impoverished without public participation, and this module was designed by Adrian Hickey and Claire Mulrone to provide students with an experience of engagement. It was developed as an antidote to the 'tenacious habit of design-hero navel-gazing' that is so prevalent in design and provides students with an opportunity to work with a community partner using their skills to enhance their communication to the wider public, moving the academic knowledge from the academy to the wider public arena.

Through the Science Shop, student groups partner with a Community Partner to develop a creative brief allowing students to develop a sustained interactive production. The interactive production will be supplemented, as defined by the needs of the Community Partner, with one or more of the following media: photography, video, motion graphics, social media, audio, visual design and interactive installation.

Overall Aim of the Module

- An opportunity to work as a team.
- An opportunity to draw together knowledge and skills developed in previous modules and to apply these to a major project.
- Knowledge of Social Enterprise and how to apply interactive media ideas and concepts to this area.
- The ability to develop a sustained interactive production as part of a live brief.

The module is assessed via two items of assessment:

- Group Production (60%), including a media output for clients and an online exhibit.
- Individual Contribution (40%), including a production log and project management.

Indicative Assessment Criteria:

- The members of the group can produce media to communicate complex ideas.
- The members of the group can communicate how they resolved the brief for their client.
- The individual members of the group have conducted their own detailed research and analysis into possible solutions for the client.
- The individual members of the group have recorded and are aware of their decision making and the effect this has on the overall media project.

All groups use Basecamp to organise their work and tutors monitor their interaction with this platform to assess contribution to group work.

For more information about our approach and student outputs visit www.project-social.co.uk

Developing Professional Practice in Business

Discipline: Business

Level: 6

Method: Live briefs

Credit: 20 credits

University of Brighton

Developing Professional Practice in Business

This module was designed for all final year BSc (Hons) Business students who have not undertaken a placement year. The module provides students in groups of five with a real life assessed placement experience through a consultancy style project with local community organisations or SMEs (Small and Medium sized businesses). Each year, approximately 200 students take this module. The students invest a combined total of approximately 250 hours to deliver an outcome on the live brief over a period of 6-8 weeks.

A significant component of the module is that it delivers mutual benefit to the student(s) and local organisations. The students benefit from practical experience of working as a team to deliver a business report that is for an external organisation to a specific timeline. Students gain from working for an external client as this provides exposure to the expectations and demands of operating in a professional way whilst developing an understanding of what it is like to work to others' expectations and demands.

Alongside the group report students are required to create a LinkedIn profile and produce a reflective video. The live consultancy project, through engaging with organisations in a practical way, provides opportunities for relevant content and recommendations to enhance their LinkedIn profile, while the practical experience of is a great backdrop for engaging in reflection of their professional development.

To effectively deliver the module, we depend on effective support internally, particularly the Active Student Team. It is also important to ensure it is resourced with enough hours and enough staff to oversee seminar groups that meet regularly, alongside engaging with organisations who submit a brief.

"My placement has given me a lot of knowledge that I would not have gained purely from my course and being able to link it to my studies has been useful. The placement experience and knowledge will be a great addition to my C.V."

Student

"The students were enthusiastic and committed and provided us with a marketing plan that exceeded our expectations. They also provided ideas and opportunities that we had not considered."

Community Organisation

MArch Architecture

Discipline: Architecture

Level: Masters

Method: Live briefs

Credit: 20 credits

Status: Core

University of East London

Live Projects in Architecture at the University of East London

At the University of East London, architecture is about engagement. As part of their studies, students go out and work on projects in the local area, working on designs that tackle real-life issues in East London and further afield.

We have embedded live projects in both our Masters and Undergraduate teaching. This involves either the (i) design delivery for a client, (ii) delivery of a design/co-design for a practice partner such as Studio Bark or (iii) live research where a research question gets operationalised through the work of the student team and the collaborating researcher. Live Projects are a valuable pedagogic means to extend the institutional confines of the design studio. Find out more on the live projects network.

The projects require ingenuity, professionalism, improvisation and the ability to work under pressure in groups. The results are always surprising and inspiring, and the process is valuable and rewarding. In most cases, students quickly learn that materials don't always perform as they anticipate, so the projects usually involve intense design iteration to achieve the client brief. Our undergraduate programme has delivered more than a hundred buildings for a range of clients, including local authorities, community groups, charities and schools. Projects range from 'pop-up' installations with a lifespan of fewer than 24 hours, to 'meanwhile' projects designed for about five years, to sculptural concrete landscape pieces that will outlast most buildings.

Our teaching and learning continue to be influenced by our location in the regeneration area of the Thames Gateway and by the diverse cohort of students of different academic backgrounds from countries worldwide.

UEL live projects has delivered more than a hundred buildings for a range of clients, including local authorities, community groups, charities and schools. Projects range from 'pop-up' installations with a lifespan of less than 24 hours, through to sculptural concrete landscape pieces that will outlast most buildings.

Health and Wellbeing in Cities

Discipline: Built Environment

Level: Masters

Method: Health Impact Assessment

Credit: 15 credits

The module moves systematically through ideas, theories, research and the practice of health and wellbeing in the built environment, working towards understanding the connections and complexity of urban health and wellbeing at a neighbourhood and urban scale.

The module aims to: (i) enhance the understanding of health and well-being in the built environment, at a neighbourhood and urban scale; (ii) raise awareness of the role of a number of factors, environmental and social, affecting health and well-being within the built environment; (iii) provide an insight into different perspectives, methods, tools and techniques to study health and wellbeing in cities; (iv) demonstrate the connections and complexity of urban health and wellbeing; and (v) build capacity for public engagement; encouraging the students to develop a range of skills relevant to public engagement and communication of research to different stakeholders

Key topics include health impact assessments; integrating the design and health/wellbeing agendas; participatory and engagement approaches; assessment and tools to understand health and wellbeing at the city and neighbourhood scale; social cohesion and the built environment; the role of transport, mobility and physical activity on health urban environmental quality; climate and resilience.

By completing the module, students will be able to: (i) undertake a health and well-being impact assessment, (ii) plan and deliver a public engagement activity and (iii) pitch to a range of built environment stakeholders.

We work with one community partner per year, with students working in groups to respond to a live brief provided by that partner. We try to embed engagement principles in how we teach the programme; for example, teaching takes place in community buildings and spaces; in week five on social networks, students might play dominoes at a community centre and get to know members of the community, or help out at a food bank. Module lead Dr Gemma Moore discusses the approach to teaching here.
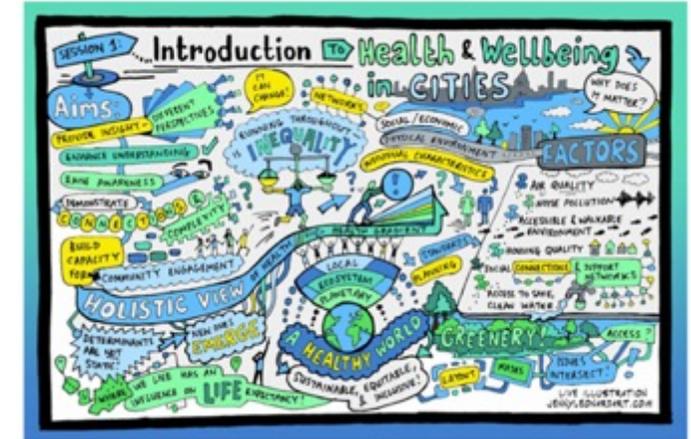
Ground-breaking Master's programme to meet the growing demand for specialists to drive the health and wellbeing agenda in the design, assessment, retrofit and operation of sustainable buildings.

Image: © Bartlett Institute UCL

Heritage, Community Action and Public Engagement

Discipline: Multi-discipline

Level: Masters

Method: Live projects

Credit: 20 credits

Status: Optional

Heritage, Community Action and Public Engagement

This module is taught through interactive workshops, ideas jams, and field trips by a team that includes historians, archaeologists, heritage professionals, conservators, and journalists.

Formative Assessment allows students to develop communication and project development skills while obtaining feedback. These assignments are compulsory, and while they do not count towards the final, they contribute to and constitute an integral part of the summative assignments. They include: (i) Workshops activities and outputs throughout the module, (ii) Online discussion board contributions, (iii) Draft group live project proposal & presentation (week 5), and (iv) Delivery of Group Project to community members at CAER Heritage Centre (week 8)

Students explore how historic sites and artefacts are managed and interpreted, the development of exhibitions and educational programmes of activities, and experiences of community engagement and co-creation in heritage projects. Peer assessment review forms a large part of this module.

This module aims to provide students with the knowledge and skills to explore the challenges and opportunities of working in the heritage field. Through a 'live project,' students explore the place of the past in contemporary culture by studying approaches to the management and communication of 'heritage'. They are introduced to the history of ideas of heritage and the ways in which heritage is treated in present-day legislation, policy and practice.

The module is delivered in partnership with our partners in heritage organisations, museums and community groups and by engaging with CAER Heritage, a well-established and award-winning outreach project in our School, you will learn both within and outside the classroom.

I found this module to be enjoyable, refreshing and a breath of fresh air because it is so different from the other ones I am doing! I even enjoyed writing the essay!

Former Student

Engaging the Modern City

Discipline: Inter-disciplinary

Level: Masters

Method: Live briefs

Credit: 30 credits

UNIVERSITY OF LEEDS

Engaging the Modern City – the Civic Researcher

Engaging the Modern City was designed with partner organisations to engage PGTs with the City of Leeds. On the module this year alone, almost 40 students will participate with seven local organisations to deliver projects in the city's arts, environment, economic and educational sectors. Over the past five years, ten tutors have supported 85 students to deliver 17 projects for 11 partners. The module evaluates PGT-level critical practice through reflective, group and performance assessments. Skills are developed through classes in conjunction with regular tutor support from academic and specialist support staff.

The module offers interdisciplinary teams of students who design, deliver and evaluate their responses to challenges presented by local partners. Leeds Playhouse has run its incredible Heyday program for decades to help older people access the arts. A student helped to survey participants to focus on specific benefits and then identified the obstacles to access. Other projects include – designing a stress-free garden for children in Harehills, identifying the obstacles facing refugees in getting to University, designing training materials for M&S and developing a plan to deliver Baithak (beautiful chamber music from South Asian musicians in Leeds) across the UK - all of these enriched the lives of students and partners.

In pedagogic and pastoral terms, students gain critical agency, see the value of their education and become part of a tight self-supporting community of students, some of whom continue to work with their partners for years after the module has ended.

A civic curriculum: Engaging students with the city they live in

A pioneering new module at the University of Leeds is tackling this issue, giving students the opportunity to address real-world issues facing local businesses and communities.
For more information, follow this link.

From Strategic Vision to Urban Plan

Discipline: Planning

Level: Masters

Method: Neighbourhood planning

Credit: 15 credits

From Strategic Vision to Urban Plan, The Bartlett Institute (UCL, UK)

This module provides an opportunity to engage in a live plan-making experience. It aims to equip students with a working knowledge of the potential of spatial planning and plan-making to deliver urban change that is attentive to local needs as represented by local communities in their own voice. The module is a project-based urban laboratory through which students can develop "critical thinking about space and place as the basis for action or intervention".

Subject-specific learning

- Learn to use plan-making techniques (analysis, evidence-building, plan-making and policy design).
- Develop self-reflective and critical thinking to problem-solving.
- Learn to translate planning objectives and context-specific analysis into a plan that meets the basic statutory requirements of the current UK planning system.

Transferable skills

- Group working, project management.
- Research skills (research design, data collection, data analysis).
- Community engagement skills.

The project-based urban laboratory focuses on neighbourhood planning as the context in which local needs and wider urban development pressures come together in conflicting and contradictory ways.

The project is organised in two stages. Each stage explores one complex decision-making process in the practice of plan-making.

- **Stage 1: Analysis and scoping of the plan.**
- **Stage 2: Evidence building and plan making.**

Not covered / weak ideas / inaccurate knowledge	F
Content is covered / Basic knowledge of area and planning context / basic or partially developed solutions	C
Content is covered / Competent knowledge of area and planning context / solutions are well developed and coherent	B
In addition to the qualities of a B grade, the plan demonstrates in depth knowledge of area and planning context / solutions are creative and organised in an integrated plan	A
In addition to the qualities of A grade, the plan demonstrates originality and inventiveness in the treatment and exposition of the subject matter / sensitivity to the political and urban context	A+

Image: © Bartlett Institute UCL

Where to go for more support

Networks and resources supporting engaged learning

Where to go for more support

We would like to signpost the following networks:

PerCIE Network: The national Personalised Care Interprofessional Education group (PerCIE) is a growing partnership across over 30 UK HEI's, and includes representatives from Public Health, HEE, Placement Learning staff , VCSE organisations and students. The group meets monthly to provide a collegial platform for debate and action that supports the generation of new socially connected learning opportunities for students in non-NHS contexts. Over the past 2 years, we have attracted national and international attention and our work has been included in the National Personalised Care Institute and led to consultation with national groups working to support socially prescribed environments.

https://nwpopulationhealth.nhs.uk/partnerships/percie-network/

Service-Learning/Community Engaged Learning (SL/CEL) Network in the UK: The Service-Learning/ Community Engaged Learning (SL/CEL) Network in the United Kingdom (UK) aims to become the national Community of Practice for HE practitioners who work in partnership with communities for positive social change and for enhancing student learning. There is a growing interest from HE practitioners to enhance their knowledge of SL/CEL pedagogies. Since there is no network in the UK that could support HE practitioners with their SL/CEL journey, we have been working together to develop a national network since January 2020 drawing on the advice and expertise of colleagues in similar networks in the USA and Europe.

https://www.publicengagement.ac.uk/service-learningcommunity-engaged-learning-slcel-network-uk-terms-reference

Live projects network: Live Projects are also referred to as "Design Build Projects", "Live Build Projects", "Real Projects" and "Service-Learning". They are often connected with participatory, collaborative, inter-disciplinary, professional training, and construction / technology education. This network brings together examples of good practice and practitioners from around the world.

https://liveprojectsnetwork.org/about/

Where to go for more support

Living Knowledge Network: An international network of Science Shops and Community Based Research. The network aims to foster public engagement with, and participation in all levels of the research and innovation process.

https://livingknowledge.org

Talloires Network of Engaged Universities: The Talloires Network of Engaged Universities is a growing global coalition of 427 university presidents, vice-chancellors and rectors in 85 countries who have publicly committed to strengthening the civic roles and social responsibilities of their institutions. It is the largest international network focused particularly on university civic engagement. It's website hosts a number of resources pertaining to engaged scholarship.

https://talloiresnetwork.tufts.edu

International Association for Research on Service-Learning and Community Engagement: The IARSLCE is as a network that consolidates the value of Service-Learning and Community Engagement for our understanding of the world and communities and has helped launch the scholarship of many publicly engaged researchers. IARSLCE describes itself as the only international organization whose expressed primary purpose is to cultivate, encourage, and present research across all engagement forms and educational levels.

https://www.iarslce.org/home

CIRCLET: CIRCLET has produced resources for academic staff, including an online Continuing Professional Development (CPD) module. The website offers a number of resources to support embedding engagement in the curriculum. These resources, are available here.

https://circlet.eu

Where to go for more support

Five steps to developing a Community Engaged Learning programme, module or project (UCL) This toolkit sets out approaches to curriculum design when working with external partners in the community to enhance the student experience.

https://www.ucl.ac.uk/teaching-learning/publications/2019/nov/five-steps-developing-community-engaged-learning-programme-module-or-project

The Enhancing Responsible Research and Innovation through Curricula in Higher Education (EnRRICH) project aims to build the capacity of staff in higher education to facilitate their students' development of knowledge, skills and attitudes and competencies in responsible research and innovation and respond to the research needs of society, particularly underserved civil society organisations (CSOs).

https://cordis.europa.eu/project/id/665759

Campus Engage based at the Irish Universities Association (IUA), promotes and supports civic and community engagement (CCE) as a core function of Irish higher education.

https://www.campusengage.ie/our-work

UNESCO Chair for Community-Based Research and Social Responsibility The UNESCO Chair supports North-South and South-South partnerships that build on and enhance the emerging consensus in a knowledge democracy.

https://www.unescochair-cbrsr.org

European Association of Service Learning in Higher Education (EASLHE) This association aims to support the development of practice, research, institutionalisation and policy-making with regard to service-learning.

https://www.easlhe.eu/

Acknowledgements

Acknowledgements

The National Co-ordinating Centre for Public Engagement (NCCPE) is internationally recognised for its work supporting and inspiring universities to engage with the public.

We work to change perspectives, promote innovation, and nurture and celebrate excellence. We also champion meaningful engagement that makes a real and valued difference to people's lives.

The NCCPE is supported by UKRI, the UK Higher Education Funding Councils and Wellcome, and has been hosted by the University of Bristol and the University of the West of England since it was established in 2008.

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