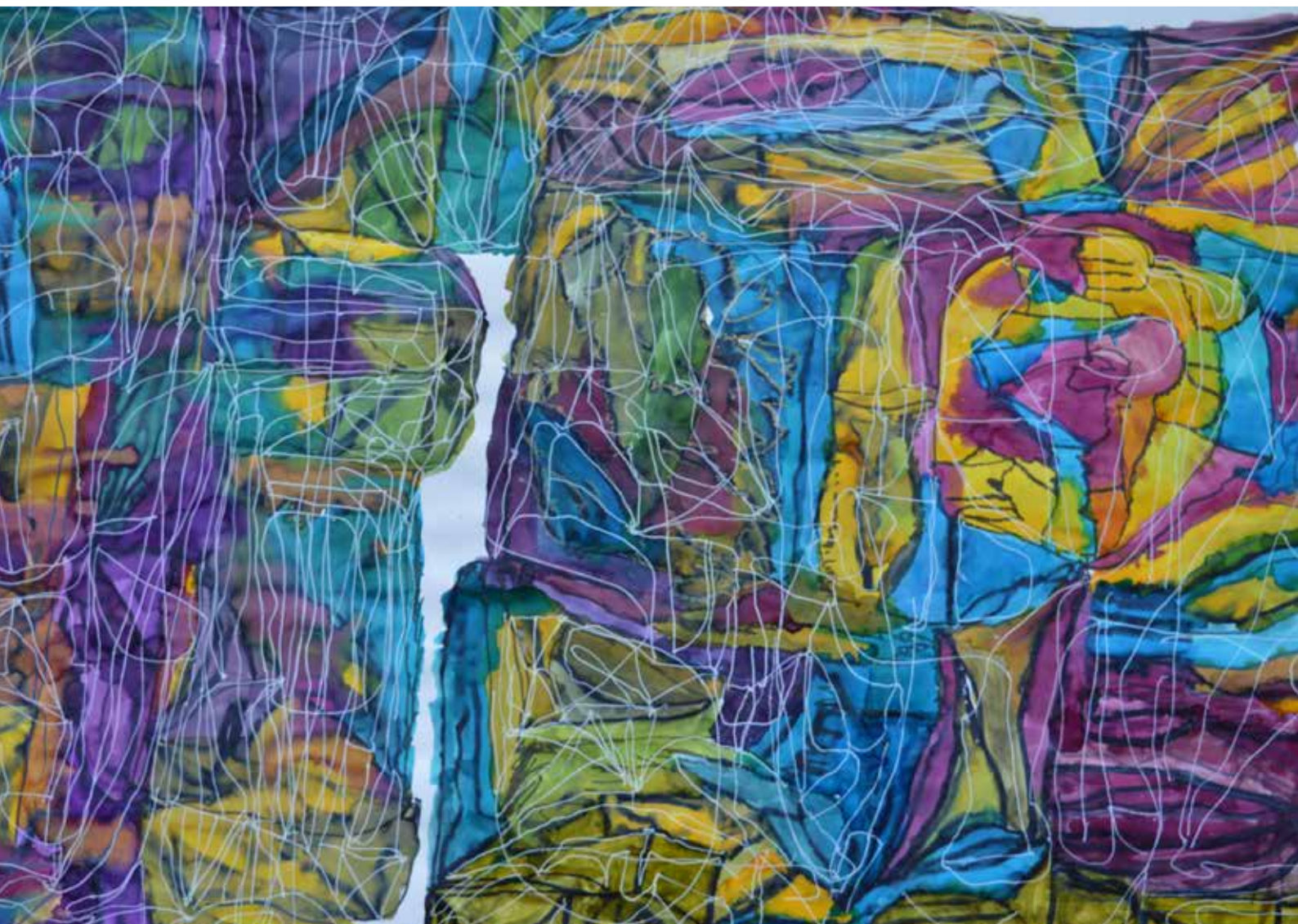




University of Brighton

Community
University
Partnership
Programme



Learning to make a difference 3

Case studies that link University of Brighton and its local communities

Contents

Foreword

David Wolff

COMMUNITY KNOWLEDGE EXCHANGE - RESEARCH, PRACTICE AND COMMUNITY MEMBERS WORKING TOGETHER

The Brighton Waste House

Duncan Baker-Brown

Taking Account

Laura Williams

The Monitoring, Evaluation and Impact Partnership:
Making Data Work for Communities

Mary Darking

StreetGames Project: Empowering Young People:
Doorstep Health, Delivered the Doorstep Way

Claire Marriot

Getting Out and About – Learning Disabled People's
Experiences of using Buses

Becky Ellis and Dee MacDonald

Moving Stories

Christine Heaton

The Place-Maker Space

Nick Gant

STUDENTS IN THE COMMUNITY

Ethiopia Collaboration: University of Gondar and
University of Brighton

Cath Holmstrom

The Grunge Project

Julie Watson

How Student – Community Education can Develop
Students as Active Citizens

Hattie Clark

Learning to make a difference 3

Case studies that link University of Brighton and its local communities

Foreword

This is the third edition of case studies of the University of Brighton's social engagement activities, reflecting the continuing links with our local neighbourhoods and communities across the university's campuses.

Many of these partnerships, involving staff and students in a wide range of projects, are supported by the university's Community University Partnership Programme (CUPP). The projects highlighted here represent only a fraction of this work. In the last year CUPP provided information, advice and support to 350 community and public organisations interested in co-working with the University of Brighton. It also funded nine partnership projects between the university and local communities through the 'seed fund programme' and 'Hastings Exchange' seed fund.

The University of Brighton's approach to community-university engagement aims to mobilise and combine university knowledge and community experience to address social disadvantage and build sustainable communities. It significantly extends the membership of the university community in ways that add colour and richness to existing teaching and research programmes, as well as providing tangible benefits to our local community partners.

The case studies demonstrate both the variety and complementary nature of our approach. They include a diversity of methods and a wide variety of activities, whether involving community organisations in research; experiential learning that connects students and local communities or empowering individuals who get engaged with the university for the first time. They are

concerned with storytelling and using digital media as mechanisms for improving health and tackling social exclusion of young people; improving access to public transport with people with learning disabilities; an economic and social audit of third sector activity; as well as international links with universities undertaking similar work in Canada and Ethiopia.

I hope that students, staff, alumni and community partners will take inspiration from the case studies. The work is not without its challenges but these stories demonstrate what is possible with active collaboration and a commitment to learning from each other to make a difference.

David Wolff, Director, Community University Partnership Programme

The Brighton Waste House

The Brighton Waste House: a 'living laboratory' for ecological architectural design

Now fully completed, the Brighton Waste House is Europe's first permanent public building made almost entirely from material thrown away or not wanted. It investigates strategies for constructing a contemporary, low energy, permanent building using over 85% 'waste' material drawn from household and construction sites.

The Brighton Waste House aims to prove that undervalued so-called waste material has potential to become a valuable resource and therefore prove 'that there is no such thing as waste, just stuff in the wrong place!'. It also aims to demonstrate that a contemporary, innovative, low energy building can be constructed almost entirely by young people studying construction trades, architecture and design. To this end, over 360 design and construction students worked on the project which was initially fabricated in the workshops of City College Brighton and Hove, and then assembled and completed by students and apprentices between May 2013 and April 2014.

Materials that have gone into the house include old vinyl banners that you might see tied to street lamps during festivals, thrown-away bricks, ply sheets and off-cut timber from other construction projects, as well as "rubbish" including rolls



of wallpaper, denim jeans, 4,000 DVDs and 4,000 video cassettes. These are being slotted into wall cavities to help with insulation in the house, and will be monitored by a PhD student from the College of Life, Health and Physical Sciences to see how efficient their insulation qualities are.

Old toothbrushes are also being used in the wall cavities, including over 20,000 of them that have only been used once by business class and first class passengers flying from Gatwick.

Ten tonnes of chalk destined

for landfill create a rammed chalk wall, with the help from a compressor and pneumatic rammer. Rammed chalk can contribute to the overall energy-efficiency of buildings. The density, thickness and thermal conductivity of rammed chalk make it a particularly suitable material for storing passive solar energy as well as that given off by occupants of the building. Warmth takes almost twelve hours to work its way through a wall 35 cm thick.

The Waste House engaged the community by working with City College Brighton and Hove, and providing The Mears Group, allowing students and

apprentices a chance to work on a live construction project. During construction over 750 pupils from over 35 local primary, secondary and tertiary colleges visited the Brighton Waste House site. They also worked with deaf students from Hamilton Lodge, as well as a number of students with learning and behavioural difficulties.

A Volunteer Summer School Camp in 2013 saw over 50 students complete the most challenging part of the construction process. Twenty-five of the volunteers were City College students and Twenty-five were architecture students, with many of those from the Interior Architecture course. This was perhaps the most profitable time as far as skills and learning exchange amongst students, apprentices and the one or two professional trades' people working with us. Some of the design students became so adept at their new trade that they ran small teams of volunteer carpenters on site; teams that included City College Carpentry students. It was during this time that Mears promoted five City College students to Apprentices because of their work on our project. A number of our students received Achievement Awards from Mears.

It is now being used by colleagues delivering the MA in Sustainable Design whose work will involve completing and updating the 'live' research project that is The Brighton Waste House. This innovative building is also the open public community hub for The College of Arts and Humanities. Therefore



many of the schools that visited the construction site will now take part in creative workshops, seminars and events held at the Waste House, hosted or curated by artists, makers, designers, scientists, building contractors, or whoever wants to be involved in testing ideas around sustainable design.

The Waste House has the support of Brighton's Green MP, Dr. Caroline Lucas, and is closely linked with the City Council, alongside construction and cultural organisations. Its university location is fitting since University of Brighton was ranked second out of 150 higher

education institutions in the 2016 People & Planet's Green League Table and seen 'to be among the pioneers leading the HE sector's transition to a low-carbon future'.

Duncan Baker-Brown, Senior Lecturer, School of Architecture and Design

Taking Account

Taking Account 3 is the economic and social audit of the third sector in Brighton and Hove conducted by Community Works and supported by the University of Brighton

Community Works provides community groups and voluntary organisations in Brighton and Hove with the support they need to make as big a difference as possible to local lives and issues. The economic and social audit is conducted every five years and the current strategy was completed in 2013. The research updates the core data held on the third sector, collates further evidence of its impact and promotes a greater understanding of its work and development needs.

The key findings have been calculated using data gathered through a survey of third sector organisations operating within Brighton and Hove; 224 respondents completed the survey. Using simple scaling, we have been able to make estimates for the whole of the third sector in Brighton and Hove. The data is in simple and accessible tables.

To take just one example of the audit approach: the survey found that volunteers donate 110,400 hours per week to third sector organisations in Brighton and Hove or 5,740,800 hours per year. If volunteers were paid the Living Wage for their work then their donated time would be worth £845,000 weekly or £44,000,000 annually.

A series of case studies evidencing value for money and

the return on investment in the third sector are detailed in the report. Further sections explore: Public Sector and Funder Spend in the City; Recommendations for policy makers, funders, sector support organisations and the third sector itself; a Landscape Analysis; the sector's economic impact; and The Power of Volunteering in the city.

Our research has identified a need for the third sector to look holistically at demonstrating value through their monitoring and evaluation processes. Creating a more structured and consistent approach to analysing costs and the return on investment achieved will create a streamlined and robust evidence base.

The development of the capacity for this work has been a decade in the making, and is a good model of how community university partnerships can work. The first audit was completed in 2003 and was done as a commission by the sector of an independent researcher and the university was only marginally involved. Whilst a useful piece of work it was considered that the research would have been better if a local university had been more involved and so for the second survey in 2008 university researchers led a team of community researchers to deliver the Taking Account report. This was deemed a considerable success and the data identified

informed the sector's work and resourcing for years to come. When the refresh was needed in 2014 the voluntary sector had developed the capacity to lead the research, and the University of Brighton had an advisory role. So ten years of co-working, led by Community Works and Professor Andrew Church at the University of Brighton has led to a point whereby the sector is now equipped to lead on high quality research.

Laura Williams-Representation and Partnerships Manager, Community Works

University of Brighton Partners:

Jen Colwell, Educational Research Centre, Andrew Church, Director of Research and Development, College of Social Sciences and David Wolff, Director, Community University Partnership Programme

If you would like to find out more information or download a copy of the report you can visit the Community Works website here: www.bhcommunityworks.org.uk/research

The Monitoring, Evaluation and Impact Partnership: Making Data Work for Communities

An ongoing partnership, between Community Works and the University of Brighton, that seeks more meaningful and dignified data practice through bringing together academic knowledge of data collection, analysis and research ethics with intelligence and current experience of sector needs

In Learning to Make a Difference 2; we reported on a CUPP seed fund project called the Community Research and Evaluation Gateway and how that project had led to the development of a workshop called 'Monitoring, Evaluation and Impact (MEI): Making the most of your data', which first ran in December 2014. In this edition we report on how that first workshop has grown into a series, supported by a blog, an annual (MEI) symposium, a 'Call to Action' and the development of influential partnerships.

The 'Monitoring, Evaluation and Impact' (MEI) partnership formed in June 2014 in response to an identified need for support that CUPP received from local VCS infrastructure organisation Community Works and responded to by academics Mary Darking and Carl Walker. Between 2014 and 2015 the partnership engaged in a programme of research and knowledge exchange, consulting



It's very difficult for the voluntary sector to have this conversation alone, to actually have a range of academics on our side feels really, really helpful because we need to push back a little on monitoring, evaluation and impact and the data burden issue we have is massive.

Community Partner

with 68 VCS organisations and talking to over 100 Service Managers and Chief Executives. CUPP supported the co-production of a cycle of workshops and symposia at which organisations expressed deep concern over the extent to which funder-requested data collection was impacting on the vital interactions they have with citizens in need. Nonetheless, organisations found this case hard to make to funders. One workshop attendee commented:

To progress this dialogue, the 'MEI partnership' wrote a position statement calling for 'appropriacy, proportionality and dignity', which has become a marker of ethical community data collection in the City, featuring in its Health and Social Value Framework, the City's Fairness Commission's report and will have a central role in Local Authority commissioning from the Third Sector Investment Fund.

The partnership is firmly rooted in knowledge exchange and mutuality, joining together VCS organisations, commissioners, funders and local infrastructure organisations in a new dialogue to which students and academic researchers are all contributing. As Alison Marino, Sector Support Manager at Community Works describes:



In our view, what has been so engaging for groups is that academic partners have stepped up to the table as equals and with a willingness to listen and learn from the groups themselves. People value and respond to this.

The success of this project led to two further CUPP facilitated pieces of public consultation. Collaborating with CUPP and the City's Fairness Commission, an innovative 'coding for fairness' event enabled students, academic staff and local authority colleagues to produce an analysis of 1334 resident views. In addition, the Brighton Citizens' Health Services Survey, conceived by academics, VCS organisations and students at the University, is extending the engagement space for health service commissioning and research.

These projects have provided a dynamic platform for the university to listen to, learn from and respond to issues affecting the lives of people throughout the city, making their views on fairness visible, extending their capacity to respond to need in their communities and enhancing their ability to influence decisions that directly affect them.

Mary Darking, Senior Lecturer in Social Policy and Innovation in the School of Applied Social Science

StreetGames Project: Empowering Young People: Doorstep Health, Delivered the Doorstep Way

This project has enabled the development of a partnership between StreetGames, a national charity devoted to empowering young people through accessible sports sessions and the University of Brighton

Following a successful introduction through the Hastings Exchange¹, we sought CUPP funding to support a series of meetings to allow time to develop a potential collaboration.

StreetGames have a number of inspirational case studies to document the positive social and behavioural benefits of their sessions. However at the time they did not have anything focusing specifically on a link between attendances at their sessions with improvement in health.

The initial aim of the project was to identify aspects of the health research strategy of StreetGames that could complement the knowledge and experience of staff at the University of Brighton. The funding enabled us to bring together the StreetGames Strategic Lead for Sport and Health with local partners to achieve this aim.



It was soon clear that there were a number of different projects and areas that we could develop, and an important part of our meetings supported by CUPP would be to

work out the most beneficial area to focus on.

Image: Street Games empowering Young People project

¹ <https://www.brighton.ac.uk/business-and-community-partnerships/strategic-partnerships/hastings-exchange/index.aspx>

A series of incredibly positive and productive meetings with members of the StreetGames team enabled us to develop a PhD studentship proposal to submit to a competitive external funding body. Although we did not receive funding in this round, the high impact potential of the application was noted, along with constructive feedback advising that we collect more preliminary data.

This encouraged us to pursue a smaller project with some of the Hastings StreetGames volunteers: an incredible group of young people with diverse backgrounds, great energy and an infectious enthusiasm for getting involved.

At the Hastings campus we hosted a Royal Society of Public Health course, designed to give participants an understanding of health and wellbeing, and to engage participants in thinking about their own attitudes to health. This course provides an invaluable experience for attendees. Our next step is to work with the volunteers to develop a peer-to-peer teaching

activity that communicates the key factors of the RSPH course. This forms a key successful output of the project and has brought in other individuals in addition to those involved in the initial partnership.

This project has had a significant impact on the partners involved, both personally and professionally. Holding meetings with motivated individuals working towards a common goal has been an inspirational experience. Working closely with young volunteers and seeing their own personal development is equally rewarding. From a professional perspective we have built new partnerships from which a new research focus has evolved.

The biggest challenge within the project has been allowing time and space for ideas to come together whilst coordinating the diaries of everyone involved! However, the project has maintained momentum with continued support from CUPP and all partners are committed and excited about the next steps.

We are at the beginning of an exciting stage; working together to follow up the RSPH course and design a novel educational tool for the young volunteers. In addition to this we are still seeking larger funding grants to support the project. Our network, bought together by CUPP, continues to identify new ways that we can work with each other. Funding from CUPP has enabled an exciting new partnership to grow. We have established a firm grounding to develop innovative projects in high impact research areas. Without this funding this would not have been possible and the positive impact extends both personally and professionally.

**Claire Marriot, Senior Lecturer,
School of Pharmacy and
Biomolecular Sciences**

Getting Out and About – Learning Disabled People’s Experiences of using Buses

A research partnership that enabled Grace Eyre and University of Brighton to collaborate and produce an awareness raising film

Transport is key to facilitating a range of activities including education, employment and socialising. However, the use of public transport is known to be a barrier to engaging in such activities. The School of Applied Social Science supported pilot research to explore adults with learning disabilities’ experiences of using local buses.

Dee MacDonald, Research Fellow, partnered with Grace Eyre, a Sussex organisation supporting people with learning disabilities to make independent choices. A participant, Becky Ellis, was recruited and supported to make a film about her bus use, within which she identifies the benefits of being able to travel, along with the challenges she encounters.

An aspect of the pilot was to understand the perspective of a person who wants to use buses independently but lacks confidence. We recruited and interviewed a Grace Eyre service user and Becky and Dee used the film as a means of encouraging them to share their thoughts and experiences. Findings



indicate that use of public transport for learning disabled people is related to issues of confidence (often dictated by past experiences), independence / interdependence, accessibility and choice.

The research links to similar work being carried out in Canada by McMaster University. They have produced a film involving a group of adults with learning disabilities reflecting on their

lives and interactions with their local community. Similar to our work, benefits and challenges are identified. Becky and Dee visited Canada where Becky presented her film to relevant organisations and participated in workshops, discussing issues raised.

The trip to Canada enabled links to be made between learning disability support organisations there and in Brighton. Colleagues in Canada reported how useful and interesting it was to meet Becky and hear directly from her about her life in England. Becky said:



It was very interesting doing the research, I had never done it before or been to Toronto. They were lovely!

With regard to the trip, Becky remarked that it was a new experience for her to go away with someone other than a support worker or family member and that she enjoyed facing the challenges this presented her. Becky and the Canadian research participants enjoyed socialising together and exploring the similarities and differences in their lives, not only about use of transport but also their experiences of support and living arrangements.

We look forward to further developing these conversations when our Canadian partners make a reciprocal visit to Brighton to share their research findings with learning disabled people and support organisations here. The research participants supported by the two universities have identified that they would

like to develop a collaborative research proposal focussed on keeping safe in the city. An important outcome from this pilot is that Brighton and Hove Bus and Coach Company have requested to use the film for staff training, enabling staff to benefit from the direct voice of a learning disabled person. Becky and Dee presented the film at an event in Hove to Grace Eyre service users and staff, the Mayor of Brighton and Hove and representatives from Brighton and Hove City Council and Bus Users UK.

We are grateful for support from the School of Applied Social Science Research Support Fund, Grace Eyre, Brighton and Hove Bus and Coach Company and McMaster University and their partners.

Becky Ellis, Grace Eyre Foundation and Dee MacDonald, Research Fellow, School of Applied Social Science

Moving Stories

Moving Stories is a Digital Storytelling (DST) Partnership for Secondary School Migrant Children involving Blatchington Mill School and the University of Brighton

The project aimed to integrate DST activities into ongoing support for migrant children within the school. Digital Stories are short first person authored films using still image and audio recorded personal narratives based on personal experiences. The partnership has developed a working methodology and contributed to volunteering and research opportunities for staff and students within the University of Brighton.

The perceived need to develop voice, visibility and empathy for migrant children in the school was a key driver for the project. Black and Minority Ethnic and English as an Additional Language students are underperforming educationally compared to their white British peers. A key reason suggested for this is the underrepresentation of BME voices in a predominantly white British community. The project aimed therefore to contribute to acknowledging and addressing this important challenge and give these children opportunities to highlight their personal successes which they may not otherwise have.

The project developed a workshop model adapted from established DST practices. Due to the large variation in English language ability, activities based around games and storytelling strategies in comics were implemented alongside visual

methods such as storyboarding and drawing 'lifelines' to help children express their experiences. We also participated in several dissemination events. Children and teachers from the project took part in the School of Education's annual PGCE 'Inclusion Conference'. These students met with the children and talked about their lives and stories. Each child had an iPad and showed their story in small groups to students. The subsequent discussions were eye opening for all. The school also won a 'Schools of Sanctuary' award with children and staff attending to show stories and receive the award. The project was also presented at two international conferences, one in Brighton at the 'Visual Methods' conference and the second in Northampton, Massachusetts as part of the 6th International Digital Storytelling conference.

A key ambition to sustain the partnership is to develop the DST training methodology so that teachers and even children can participate as facilitators in future workshops. We are running a 'train the trainers' workshop shortly before our next workshop with the children to aid this. We've also learnt that every workshop is different. Combinations of age, language ability and personalities mean that workshops need to adapt and be flexible in the kinds of activities and pacing that children experience to best help them

produce their stories.

Future plans are to develop a network with other schools and agencies. We have made contact with staff at other local schools and have planned a screening event in order to build collaboration. The project is also feeding into a DST research strand at the University. Other projects are developing separately with for example, MacMillan Cancer Support, and a families of prisoners' organisation. Four research areas have been identified: 1) workshop and storytelling process 2) the meanings that participants ascribe to their stories 3) the ways in which digital storytelling may contribute to reflection on life events 4) the ways in which stories can have social impact. Digital Storytelling partnerships have great potential to engage children, teachers, students and academics in first person perspectives on a range of social issues. We are looking forward to further collaborations across the area to expand this potential and work with more children in telling their stories.

Christine Heaton, Blatchington Mill School and Ross Adamson, Senior Lecturer, School of Humanities

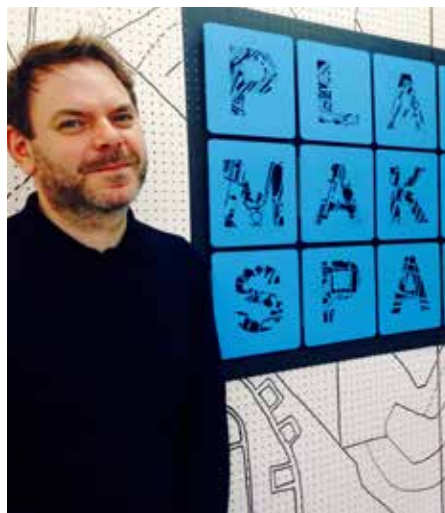
The Place-Maker Space

Launched during 2016, the Place-Maker Space is a physical room centrally located at the former Preston Barracks in Brighton

The Place-Maker Space is intended to generate collaborative debate and creative interaction between universities, the public and private sector and communities. It will be used by university academics, students, graduate groups, planning officials, private companies and community members. As a physical extension of the Community 21 digital website (www.community21.org) it also forms part of a broader 'Maker-Space' movement which has seen the development of communal craft and technology workshops which help form social bonds and develop new skills within communities.

Our work on the Community 21 digital platform has demonstrated the role 'making' can have in engaging different groups and communities through the fabrication of tools, objects and products. The Place-Maker Space provides the physical space and relevant software to enable groups to come together to make neighbourhood planning a more democratic process. As such the university plays a significant role in engaging local communities and helping them to participate in shaping their locality in a way that is both creative and informed.

The space, and broader Community 21 research, explores questions about what role might digital and physical making methods and spaces perform in



the engagement of communities in forming collaborative visions for the future of their neighbourhood.

Examples of the methods already used through Community 21 include:

- Working with 'hard-to-reach' or disenfranchised groups who can use animation apps to 'characterise' problems or ideas in anonymous ways and communicate them back to the community through a publicly accessible, intelligent interface
- Minecraft (a popular computer game) which engages young people in the co-production of highly interactive, 'gamified' and realistic virtual simulations of their lived or imagined spaces that can be shared locally or globally

- Ageing apps and role play apps that visually illustrate someone's own ageing process to elicit empathy in younger people or enable the anonymous expression of ideas and issues

The Community 21 initiative, with its digital and physical spaces, provides an opportunity to co-define the challenges and concerns for research and practice with different urban and rural communities. From a university perspective, this process is invaluable in helping to ensure the continued relevance of our teaching and research in subjects such as design, planning, urbanism, social science, geography etc. Moreover, through a multi-disciplinary approach community and university partners can together define and create new solutions for connecting communities and creating sustainable virtual, and physical spaces.

Nick Gant, Principal Lecturer, School of Architecture and Design / Founder of Community 21 and the Place-Maker Space



Ethiopia collaboration: University of Gondar and University of Brighton

Staff at University of Gondar and the University of Brighton are developing a research and teaching exchange on social work and community based approaches

Following initial contact between CUPP, Bahir Dar University and Gondar University in Ethiopia, academic staff from Bahir Dar University attended the Developing Community University Partnerships course. The University of Gondar requested connections and a future partnership with the Social Work department at the University of Brighton.

Earlier this year Cath Holmstrom, Assistant Head of School in the School of Applied Social Science, with responsibility for Social Work and Social Policy, visited University of Gondar to contribute to teaching, research discussions, present some of her own research and explore potential areas for future



collaboration at individual and group levels.

Cath spent most mornings with first year masters students on the Social Work Practice with Families and Children module (MSW). The curriculum is very similar to US and UK Social Work studies, but of course the context is different. The students were able to explore with Cath the local relevance of particular approaches, theories and practice models and were very engaged with this process.

In addition to the teaching with MSW students, Cath also gave a lecture to the large group of undergraduate students about professionalism and regulation and later also spent an afternoon presenting some of her own research in progress regarding professional pedagogy, virtue and character as well as regulation and political involvement in reform of the UK Social Work profession and Social Work education. She hoped that this would assist Ethiopian colleagues who are beginning the process of professional regulation and



related processes.

The Mission and Values statement posted outside of the University of Gondar Social Science and Humanities faculty (in which Social Work is located) shows the strength of commitment to the community; the students and their shared values are admirable for a professional programme. There is much that the two Social Work departments, their wider faculties and the universities share despite the different contexts and this provides an excellent basis for future collaboration and joint work of different kinds.

Whilst in Gondar, Cath also visited a project for HIV+ women who have been rejected by their families, where they learn traditional crafts so that they have skills when they return to their villages and also an 'orphanage' project for street children that is in line with UK emphasis upon family/small group homes. In addition, a visit to a volunteer run only project for street dwelling elders and disabled people was inspirational and shows the strength and also vulnerability of community-based initiatives. We hope that we can work together

to evaluate the work done and secure more sustainable funding as well as build upon the strong community support.

Social Work is an international profession committed to human rights and social justice. Through our contact and collaboration we hope to build a rich and sustainable relationship that shares the values and commitments so core to our profession. CUPP's work and approaches are fundamental to this too as both universities strengthen their connections with

and support to their communities.

We look forward to future exchanges and possibly some student/faculty visits. In addition, we are currently exploring potential research funding for a joint pedagogic project between the two universities.

Cath Holmstrom, Assistant Head, School of Applied Social Science

Images on page 16:

1. Nick Gant, Founder of Community 21 and the Place-Maker Space (University of Brighton)
2. The Place-Maker Space

Images on page 17:

1. The entrance to the University of Gondar, Northern Ethiopia
 2. Cath Holmstrom with MSW students outside the faculty building
-

The Grunge Project

Little Green Pig (LGP) and University of Brighton have collaborated on both a 'soap opera' student project and an academic evaluative project

The Project March-June 2015

LGP is a registered charity based in Brighton and Hove that offers free writing workshops for young people in Brighton and Hove aged 7 to 18. They serve all young people in the city but focus their resources on young people most in need. LGP provide fun, creative and excellent learning experiences for everyone.

Following a successful partnership project 'City Life' with CUPP last year, LGP received funding from Awards For All to run a digital literacy project aimed at 14 Young People aged 12 -14 to write, film, and edit three five minute 'soap opera' episodes which were premiered during 'B Fest'- Brighton's Youth Festival. The project was led by EastEnders Script writer Pete Lawson, Mick Hawksworth, Senior Lecturer at University of Brighton's College of Arts and Humanities, and five students from University of Brighton. They were supported by LGP Co-director and eight trained volunteer story mentors.

A key aim in the project was to support widening participation. By using the editing facilities at the university as well as working alongside university students, the young people were given the opportunity to see what university is like. We held a

celebratory event at the Sallis Benney Theatre to share the work with teachers, parents, carers and the wider community. The final production 'Grunge' was aired three times on Latest TV, Brighton's own TV station, with an introductory interview conducted by the Young People to an estimated viewing of 60,000.

Evaluation

We conducted a thorough evaluation working with CUPP Research Fellow Gemma Burford.

The project was found to have achieved a notable impact in relation to all six indicators:

- **Attainment in Writing:** Several participants felt that the project improved their writing skills.
- **Creativity in Writing:** Participants felt that the project helped them to be more creative in their writing, especially in terms of the group work element.
- **Expression and Communication Skills:** Participants, volunteers and parents all confirmed that the project was helpful for improving broader self-expression and communication skills, not only in writing but also verbally.

- **Feelings about Writing:** All participants expressed positive feelings about the writing that they did. The most frequent words used in relation to their feelings about writing during the project were 'exciting', 'interesting' and 'fun'.
- **Motivation to Write:** Young people, volunteers and parents affirmed that there was very strong motivation to write within the context of the project itself.
- **Self Esteem and Self Confidence:** Participants, volunteers and parents consistently reported that the project had a powerful positive impact on self-esteem and confidence. There was a particularly notable effect in the case of a participant with high-functioning autism.

As well as having an impact on the young participants, the Brighton Soap project also involved a range of 18 volunteers of different ages (from 16 to 68) and backgrounds, who acted as story mentors, actors, film crew, and event help at the premiere. Volunteers all reported on the positive impact they had had in taking part in this project.

**Julie Watson,
Little Green Pig**



How Student-Community Education can Develop Students as Active Citizens

A student perspective on curriculum based community projects

For my third year dissertation I decided to look at students' participation on the School of Applied Social Science Community Engagement module and whether this engagement had an impact on the values, attitudes and behaviours of students, making them more active and aware of issues occurring in the world around them.

Through my connections with the Community University Partnership Programme (CUPP) I was able to work closely with the module tutors to help gain a better understanding of students' opinions of the module and also how it might be improved for future years.

Student-community engagement has always been a great interest of mine, especially as I myself have been heavily involved in voluntary/community work throughout school and through the Community Engagement module I took in my second year of university. Furthermore,

my own engagement led to me becoming an employed Community Organiser for the Students Union which is founded on grass-roots movements, listening to local people without an agenda and supporting people to come together to act for the common good.

Through this experiential and collaborative style of working I became aware of how getting involved in my local community really broadened my understanding of both local and global issues and enhanced my appreciation of working together to solve issues from the bottom up. This led me to question the future values of students in a university environment increasingly dictated by the market and employability and the progressive detachment of students from their local communities.

These ideas from my work in the field inspired my research, which adopted workshops, focus groups and interviews with

students in years 2 and 3 where their community engagement experiences were discussed over a period of 6 months. I was able to clearly identify how students' motivations were commonly tied to employability but also how community engagement changed students' perspectives and created positive student-community interaction. The most positive outcome expressed by the students was the feeling of having a role and responsibility in an organisation which often many had not experienced before. This suggests the importance of community engagement as it gives students a hands on experience in a real life setting and realisation both of how such organisations can encourage social change but also of the barriers involved. This style of experiential learning can create sustainable and progressive values in students to think outside the box and learn in different environments beyond the lecture hall.

One lesson that I took from

my research was the importance of managing students' expectations of community engagement. Clearly some thought that they would change the world in a couple of weeks, but when faced with reality many were shocked at not fulfilling these expectations. I was also able to relate these outcomes to my work in the community, as for any community development to be successful relationships must be built and sustained over time and mutuality must be built on both sides.

I thoroughly enjoyed working with CUPP on this project and feel inspired to have worked alongside people so experienced in the field. I look forward to continuing work in the community as a career to promote positive change in communities far and wide.

Hattie Clark BA (Hons) Environment and Media Studies graduate



Image of Hattie Clark, University of Brighton student

This publication is available
in alternative formats on
request.

This brochure was printed in May 2017.

Community University
Partnership Programme
University of Brighton
City Centre Campus
Room 207
68 Grand Parade
Brighton
BN2 0JY

email cupp@brighton.ac.uk
telephone (01273) 64 3004
international code (+441273)

www.brighton.ac.uk/cupp