



University of Brighton

Community  
University  
Partnership  
Programme

'People Places' by Kelvin Burke and Jo Offer



# '10 down, 10 to go!'

University of Brighton and the future of community partnerships

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# Foreword

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If we wish to shape our own futures we must first build them in our imagination.

Ten years on, successful and battle-hardened, this is what Cupp, the Community University Partnership Programme at Brighton, is now doing.

In the following pages we present a vision of community university engagement in a university of 2023 which combines: flexibility in its connections with local neighbourhoods and communities; innovation in its ways of working; and genuine partnership in producing and applying new knowledge.

Our vision is grounded in reality; specific kinds of buildings, configured for public access and community use, particular communication systems used for international learning, forms of speech and writing which clarify rather than mystify – and a guiding ambition based equally on principle and practicality.

Much of this is founded on our own experience since 2003 – what works and what does not – and the need for constant adaptation to changing circumstances. We have learnt much from universities across the globe and from others in the UK – but most, above all, from the many hundreds of community organisations, students and individuals who have constantly helped develop new ways of working to meet new needs and priorities.

Universities in the twenty-first century are increasingly numerous and diverse. They choose their own paths and we do not need to argue for a single route to righteousness. Yet, if the core purpose of a university is to do with knowledge – its curation, conservation, transmission, discovery and application – then in any society committed to equality and the right to universal education; community university engagement should become of increasing centrality to the academy.

This is how universities can and will become fully accessible to all who wish to benefit from their expertise and resources.

This is our imagining – please read, debate, assess - and add your own vision. That way we shall all make the future we need – and deserve.

**Stuart Laing**

**Emeritus Professor and former Deputy Vice Chancellor**

**University of Brighton**

## Context

### Community university engagement: the local and global context:

The Community University Partnership Programme (Cupp) at the University of Brighton, established in 2003, spans a particular period which saw the emergence of community engagement as a priority for an increasing number of universities in the UK and internationally. Started as an externally funded project at a time when there was little attention given to engagement in the UK, Cupp evolved during a significant period of development and change in the Higher Education sector when the purpose of universities was being brought increasingly under debate.

Brighton has a long tradition, dating back to the 19th century, of involvement with its local community in the form of providing professional applied and vocational education for its teachers, public workers, technicians, engineers and health professionals. The quality of its education has always been significantly dependent on the quality of relationships with local institutions and organisations of all kinds. It was as a further extension of this commitment that in 2002 David Watson, the Vice Chancellor, was approached by a US philanthropic trust, the Atlantic Philanthropies, with the invitation to develop a business plan visioning what a UK 'engaged university' might look like.

In Europe there was already a strong tradition of Science Shops, emerging as a model in Dutch universities in the 1970s and providing a mechanism through which community members could commission and make use of academic research. This model allowed research questions with local significance to be undertaken, often free of charge, by students and academics as part of their normal workload. Internationally UNESCO committed universities to involvement in local, regional and national development through the World Declaration on Higher Education in 1998 (UNESCO 1998), while in the UK the Green Paper, written in response to the Dearing Report (HMSO 1997) linked university learning to the promotion of active citizenship. By 2001 the Association of Commonwealth Universities (ACU) had cited engagement as an imperative for Universities in four separate spheres:

- Determining the University's purposes and priorities
- Relating teaching and learning to local and global issues
- Dialogue between researchers and practitioners
- Taking on wider responsibilities as neighbours and citizens.

The University of Brighton, as part of its intent to enhance the region's economy and society, has campuses in Brighton, Eastbourne and Hastings and is developing its presence in Crawley and the Gatwick Diamond. Recent strategic plans have made a commitment to sharing knowledge, providing education for a social purpose, increasing digital capabilities and immersing itself in the life and economy of its local communities. Cupp, which has been at the University for ten years, has been influential nationally and globally in conceptualising and implementing

community engagement initiatives and has always had strong institutional support.

All four of the ACU spheres are important in the University of Brighton story and have emerged at different stages in Cupp's history. An invitation to experiment in order to find out what would work in a British University, and to 'define in the doing' what such a model might look like provides an interesting exemplar and case study, albeit one formed in a different economic era and Cupp's overall principles have remained unchanged in the first 10 years of operation.

- To provide access for communities to the university's expertise, resources and facilities
- To develop capacity for mutually beneficial working between the university and communities
- To prioritise addressing social disadvantage and promoting sustainable development

### The 10 down 10 to go study aims:

To mark Cupp's 10 year anniversary, we established a study into the characteristics of the future of community university partnership working with the intention of stimulating debate and informing local strategy development. The study was led by Cupp's director, Dave Wolff, who is not an academic by training, and those of us involved have had sometimes contrasting (and indeed contested) views about how to conduct, write up and disseminate this study. It is unusual for studies of community university partnership working to be led and largely undertaken, by individuals who are not academic researchers. Hence this document adds to the small body of work produced in that way.

The study aims to build a vision of community university engagement in 2023 that is rooted in the practicalities of working in partnership on a daily basis. Consequently, the main question we were asking was:

"What would the ideal day in the future of partnership working between the University of Brighton and local communities be like?"

We were particularly interested in what those involved would actually do, rather than producing a high level strategy document. The aim is to create a practical vision that we could then use to assess where we have got to, and what else we need to do. We hope that basing it on what people actually might do helps make this document more useful, particularly to those not regularly involved in theoretical debate and academic discussion. Our goal here is exchange of knowledge – knowledge that is derived from research, practice, service use and community membership. We know that each domain has its shorthand and often exclusionary language and actually the world of community university partnerships itself has this problem too – use of acronyms, jargon and lack of shared meaning of terms. To this end we have produced a glossary to say what we mean by the main terms used in this document (see Appendix page 18)

The study comprised a review of what researchers were suggesting that the future might hold for society, particularly with reference to higher education and communities; a series of research interviews; and a symposium on July 8th 2013, the findings of which were then utilised to inform a creative practical vision of what an ideal day in an imagined future might be like (see page 13). This study is a component of two other larger pieces of work that are discussed in the document:

- The social, historical, cultural and democratic context of civic engagement: imagining different communities and making them happen (funded by the Economic and Social Research Council ESRC and part of the Connected Communities Programme)
- The National Coordinating Centre for Public Engagement's Engaged Futures project

## Executive summary

The uncertainty of the future meant our analysis in the report highlights findings that many partners agreed on concerning the future of community university engagement but it also draws out points of disagreement. The research findings reveal that our University community already has access to different forms of knowledge and the ability to play multiple roles, as students, tutors and community members in close succession. Also the findings show Cupp's core values are shared with many of our community partners and that in the future Universities generally are unlikely to retreat into their 'ivory tower' but will remain accountable to and needing to engage with those outside of their walls. The process of research and analysis allows us to build a future vision for Cupp based on 3 central principles:

- Cupp's original values of working for mutual benefit and facilitating access to the university are shared with our partners and will remain our strength by guiding what we do in future
- Cupp's priorities of reciprocity and of working with disadvantage, discrimination and sustainability will continue to be at the core of our work and are likely to be more in demand, providing an alternative and independent voice in support of social justice and innovation, contributing to debates in knowledge democracy, community based research and values and place-based education
- The world's problems are increasingly complex and interconnected, unable to be solved by any one practice, discipline or even geographical area. Community university engagement will be an increasingly valuable mechanism for bringing together different knowledges and perspectives locally in Brighton and Sussex and internationally across geographical distance

To deliver our vision, maintain our values and address the many uncertainties of the future our study indicates we need to build on our successes and strengthen Cupp further by practical daily working with our partners to:

- Develop spaces for engagement, both physical and virtual, that act as permeable boundaries through which different forms of knowledge might be exchanged
- Negotiate unevenness in power and resources so different groups are able to work effectively together, and community members can forge a greater role in influencing how a university responds
- Value students as a resource for universities and communities; many students are keen to play a more active role in the development and sharing of knowledge
- Protect the time of university staff, students and our partners to develop place-based learning and place-based research that is properly grounded in local context and puts knowledge to work in a socially purposeful way
- Maintain the strong community university partnerships in Brighton and Sussex whilst engaging with universities and communities from different parts of the world who continue to make contact with Cupp and ensure academics can find the time to enhance these international relationships

## Introduction

This document comprises three sections:

- 1 An attempt to speculate on what the social, political and educational landscape might look like in 2023, drawn from a number of futures exercises that have been undertaken in the past few years. Between them these attempt to build a range of alternative scenarios for how society, technology, the voluntary sector and the Higher Education sector might evolve and subsequently relate to each other
- 2 The findings of a short research project that included interviews with 11 selected participants on what they considered an engaged university might look like in 2023; a further 6 who contributed to a debate on the topic; and a symposium of 80 people drawn from university managers, academics, community members, university community brokers and students. This is presented thematically identifying the dominant themes that emerged in each of these pieces of work
- 3 A fictional account drawn together through a creative writing exercise, imagining a day in the life of a student, 2 academics, a university manager and 2 community partners. As we created this account it became clear to us that over time these different roles would begin to blur

# 1. Future trends

The financial crash of 2008, the new policies of a coalition government coming to power in 2010 and the resulting period of austerity, the fracturing of political consensus in Europe, the intensification of global conflicts and the uncertainty of climate change have all resulted in a period of turbulence and uncertainty. This forecast has been compiled from a number of recently produced documents and discussions that examine key trends in society, technology, universities and communities and how these might impact on the future in all of these areas. Some of these are the results of scenario-planning exercises; others are comments on what the world might look like in ten years' time. We attempt here to summarise the different scenarios envisaged and the commonalities between them, and to anticipate what these might mean for community university engagement in the immediate future.

## 1.1 The Role of Technology

There are a number of contemporary documents that discuss how the social and economic context might develop over the next ten years and the political and technological forces that will shape this change. While many see technology, and the internet playing a large part in all of our futures, there are voices warning that access to the internet will not automatically be faster, easier or more ubiquitous than is currently the case and this is already a reality in some areas. 'Internet Futures' (Internet Society 2009) have identified a quadrant of four possible future outcomes, influenced by either heavy regulation and exclusive standards or light regulation and open standards, by innovation, competition and trust or by risk mitigation and control through rules, but all affecting the quality and accessibility of bandwidth. These are described as:

- A Common Pool (positive, distributed, decentralised, with disputes resolved through competition)
- A Porous Garden (dominated by business interests, with global access tied to specific networks)
- A Boutique Network (reductive, decentralised, with self-interest factions controlling small sections)
- Moats and Drawbridges (heavily centralised with strong regulation, controls and slow innovation)

The shape of the internet in the future will undoubtedly influence how easily we communicate and with whom.

**The Guardian Futurescapes projects** brought together a range of thinkers, designers and futurologists to imagine the world in 2025. Between them they identified four possible scenarios all heavily influenced by technological innovation. These are:

- Hyper innovation: a vibrant innovative economy providing solutions to keep the world's problems in check, but in danger of inducing a disillusionment with technology when it is unable to tackle core human issues such as inequality and civil unrest
- Shared ownership where high carbon prices lead to many people opting for collaborative rather than individual

ownership consumption, taking hyper-local and virtual holidays and moving away from a service and product oriented economy

- Centralised survival where the impact of dramatic climate change has led to strong government intervention and strict carbon quotas but resulting in a common social focus and increased political consensus
- Prosperity redefined where ten years of global downturn leads to a profound shift in values around social inequality and our current focus on growth and productivity is replaced by a concern with happiness and wellbeing

'**Time for Plan C**' (Johnson 2012) is a series of reports written in response to Osborne's 2010 budget (plan A) and a letter signed by 100 economists in 2011 (titled 'Plan B'). The Plan C reports agree that we cannot expect to see realistic growth in the UK economy at faster than 2% a year for the foreseeable future, and a further retrenchment in public services will bring a fundamental shift in policy, expectations and culture. They recognise that economic decline can play a role in stimulating innovation but anticipate inequality in income will continue and that a polarisation in employment (lovely jobs and lousy jobs with few in between) is likely to spark a restrictive and reactive approach to immigration. Lack of 'graduate' level jobs for the number of people requiring them is already a manifestation of this trend.

'**Future Identities**' (Goodwin 2013) considers how political identities might evolve over the next ten years and suggests that social, economic and political conditions will provide opportunities for all parties to play on peoples' fears of economic and cultural threat with high levels of political distrust and anti-establishment, anti-immigrant and anti-Muslim attitudes. An on-going disillusion with the major political parties could lead to the appearance of more minor parties and the popularity of the Greens, but there is also the danger of small right wing groups growing or merging into a viable coalition. Together these different scenarios suggest:

- That technology will have a significant role in the future but that this may not be problem free and it would be unwise to assume that our use of digital communications will be uni-directional
- That economic growth is not likely to continue as it has in recent decades and we may need to find new values and priorities moving from a focus on consumption and production to an interest in shared ownership, tenant occupancy and creative approaches to leisure and travel
- That on-going social inequality is likely to continue, with some communities facing permanent recession or stagnation
- That there is a danger of increasing neo liberal individualism and a move from a global to a local focus

## 1.2 The Future for Civil Society and the Voluntary Sector

The National Council for Voluntary Organisations with the Carnegie Foundation undertook a scenario planning

exercise in 2007 on the future for civil society. They anticipated the blurring of boundaries between the sectors, increasing individualism, consumerism and inequality, the growing professionalisation and complexity of voluntary organisations and a mix of globalisation and localism. They did not anticipate the crash of 2008 and the resulting changes to national and global economies. These have had a profound effect on civil society and public sector service delivery in the years since then. More recent thinking around the future for the sector includes:

### The Third Sector Research Centre Futures Dialogue

(Third Sector Research Centre 2013) has produced a series of four papers between 2012 and 2013. These indicate that although the 2010 election suggested the voluntary sector would play a significant role in future social and economic development, substantial funding cuts since then have decimated a large part of it. The commissioning and contracting regime continues to be a threat to voluntary action and the independence of the sector which in the future may result in a leaner and more efficient, increasingly professionalised sector, or a divided sector, with many mid-level organisations disappearing. The third sector has always shown its ability to reinvent itself according to need and it may be that larger organisations will continue to take on a service delivery role while smaller grass roots organisations will re-emerge, run largely by volunteers on a self-help type basis to support those in greatest need.

### Independence under threat – the voluntary sector in 2013

(Baring Foundation 2013) warns that continued difficulties in the sector and the loss of independence are a threat to its identity encouraging a focus on money rather than social value. They cite the Public Services Social Value Act (2012) as making a possible positive contribution to turning this around.

**The Voluntary Sector in Transition** (Potter, Brotherton and Hyland 2012) indicate significant challenges at strategic, policy and practice levels resulting from the coalition government's priorities leading to change in identity: a need for the sector to continue to mediate between an over-bearing state and an amoral business sector while in some cases being the only provider of services as the level of services is reduced.

**Funding** – and the notion of voluntarism which does not fit well with the professionalisation of the sector that has taken place over the past few decades.

**The political role of the sector** – whether the sector signs up to the Big Society notion of a small state and how far it might take an oppositional stance at a time when funding is scarce.

**NCVO Strategic Analysis 2012** predicts further cuts in funding up to 2015 which amount to more than double those seen so far and in an era where public giving is reducing and social attitudes hardening. Social action and technology may prove to be areas of innovation with scope for big data and data-driven social change.

All of these seem to agree that:

- Change is inevitable and closely linked to government policies
- The move towards commissioning and service delivery of recent years is both a continued opportunity and a threat. Some organisations will continue to bid for contracts but many (those with a turnover of between £50k and £500k) will not be resilient enough to survive scarcity of funding and are likely to disappear
- This will result in a real division within the sector. Large organisations will act as contracted service providers or merge into larger conglomerations with little contact with their own locality and not much to differentiate them from private sector organisations; they will struggle to find trustees and may resort to paid Boards. Grass-roots self-help local organisations may then re-emerge in response to chronic need, staffed largely by volunteers
- With increasing internationalisation as a result of aid to developing countries the voluntary sector environment will be influenced by experiences in a range of very different contexts
- The voice of opposition which is able to challenge government policies and take a stand for social justice may come from either those small local groups who network together or virtual organisations set up to manage digital organising. In recent years there has been a resurgence of grass-roots organisations and campaigning organisations showing the trend for this is likely to continue, connecting activists across the world
- There will be a return to mutuality through formal or informal financing organisations sharing scarce resources between members. Sharing premises or back office services between small charitable organisations is one approach that is already being promoted by NCVO as a solution to rising costs
- That a combination of enterprise and innovation, with different models of self-funding, may have a significant role to play in the future shape of the third sector

## 1.3 Future Scenarios for Universities in the UK

The University sector is currently undergoing a huge shift, caused by changes in funding, technology and social attitudes. There are two key documents which examine this.

**'The University Vision project'** (University Alliance 2013) uses a scenario planning approach to identify four different potential models that might fit changing social and economic circumstances. These are:

- Uni divide (a competitive society with a contracting economy): fewer universities with a smaller range of degrees, business partnerships and independent funding of teaching and research, an elite group of which attract international students
- Uni public (a collaborative society with a contracting economy): universities at the heart of their communities, responding to local needs and demands with regionally relevant degrees and student numbers controlled, an increasing sense of localism and democratic involvement

## 8 10 down, 10 to go!

- Uni wifi (a collaborative society and growing economy): globally connected universities offering tailor-made courses, through a network of international collaborations sharing course design and research, a general expansion in innovation and in the creative and technology industries
- Uni market (a competitive society and a growing economy): higher education used as a strategic device to gain competitive advantage offering some funded places for high achievers and with high demand for well reputed, specialist courses, a market centric approach to high tech industries

**'An Avalanche is Coming'** (Rizvi et al 2013) looks at the challenges to the University sector globally. It suggests that the next 50 years could be a golden age for higher education but only if change is handled carefully. It suggests traditional universities are being dismantled, that every citizen is a potential student, MOOCs (Mass Open Online Courses, free to participate in with assessment and certification charged) are having some impact (although smaller than originally feared) but that each institution needs to find their niche. They outline a typology of universities which includes: the elite university, the mass university, the niche university, the local university and the lifelong learning mechanism. They suggest the major challenges are:

- Making the link between education and employability
- Breaking the link between cost and quality
- Cementing the link between learning and practice

### **Other important work in this area includes:**

The Future of Higher Education, a summit hosted by Guardian Higher Education Network in February 2013. Key thinking emerging from this cited the need for alternative funding for students, diversification and specialisation of institutions, increased virtual participation, and a focus on teaching with research becoming a luxury and the continued importance of values and entrepreneurship.

The Global Universities Summit, hosted in London by Warwick University in the summer of 2013 was an invitation only event looking at universities as drivers of economic growth and dedicated to discussing the major challenges currently facing higher education. They produced a policy document projecting what universities might look like in 2025 and policy recommendations for the G8 Summit. The declaration emerging from this stressed that universities can play an increasingly significant role in inspiring the global response that sustainable economic recovery requires.

The Engaged Futures Project, hosted by the National Coordinating Centre for Public Engagement in Bristol considered what the 'engaged' university will look like in 2025. They conducted a series of consultation events, focus groups and interviews which culminated in an autumn workshop in 2013. A second phase of activity is currently underway.

What all of these different projects seem to suggest is that:

- Change is inevitable, university expansion such as we have seen globally over the past 10 years cannot continue
- Universities will need to diversify and to specialise, while there will continue to be some elite universities offering Oxbridge type courses and with a focus on research this will not be the only model, nor the dominant one
- Universities will make more use of online delivery mechanisms and exploit international collaborations with joint online courses supplemented by local personal contact
- Applied learning, practice based courses, links with employers and student expectations may become either more or as important as research excellence
- Increasing localism will offer opportunities for universities to be seen as crucially linked to their communities with place-based learning and partnerships with business and civil society institutions as essential to their mission and their survival

### **1.4 Implications for the University of Brighton and the towns and cities in which it operates**

While the scenario outlined above presents a number of challenges, there are pockets of optimism. The trend to roll back the state and diminish the public sector currently shows no sure sign of reversing but civil institutions continue to uphold a strong concern with citizen participation and engagement. Universities are already playing a role in supporting public sector organisations to do this and Cupp's values of reciprocity, mutual benefit and the recognition of different forms of knowledge, have begun to appear in the mission statements of other higher education institutions. The University of Brighton has campuses in Brighton, Eastbourne and Hastings and is looking at possible developments in Crawley and the Gatwick Diamond. Its most recent corporate and strategic plans have made a commitment to generating and sharing knowledge, providing education for a social purpose, increasing its digital capabilities and immersing itself in the life and economy of its local communities – picking up on many of the drivers for change in the social and educational landscape. Cupp, which has been at the University for ten years has been influential nationally and globally in conceptualising and implementing community engagement initiatives and has always had strong senior management support.

The three local authorities in which it operates have all produced local development plans in the recent past. Brighton and Hove City Plan (2012) sets out its priorities up to 2030 under four headings, - A Strong and Prosperous city, A Sustainable City, An Attractive City and Healthy and Balanced Communities. Their concerns are with renewable energy, flood risk management, housing development and employment. Eastbourne has similar priorities, but includes affordable housing and a commitment to meet the needs of gypsies and travellers. Hastings makes an additional commitment to community involvement in the planning process where the Localism Act (2012) places greater

control with neighbourhoods rather than local councils. The Transforming Local Infrastructure Fund, distributed by government in early 2012 and awarded to both Brighton and Eastbourne/Hastings/Rother will have an effect on the shape of the voluntary sector locally intending to lead to a more efficient and streamlined sector, coordinating training and service delivery within a few key organisations.

As the University's schools and colleges are largely (though not entirely) consolidated around campuses this has led to the existence of officers based in particular areas (Grand Parade in Brighton, Eastbourne, Hastings) who have a real knowledge of the university and the town. Senior managers from the university have for some while been part of Local Strategic Partnership meetings and Cupp has focused part of its work on knowledge exchange projects with organisations that are based within close proximity to its campuses and halls of residence. It is currently working with staff in Hastings to develop a 'Hastings Exchange' which brings together its work in student engagement and knowledge exchange and hosts a virtual hub of research collected in and about the area.

All of this suggests that the University of Brighton will continue to position itself as a university committed to its locality, working through partnerships with business and community organisations. Cupp's priorities of reciprocity, of working with disadvantage, discrimination and sustainability will continue to be important and are likely to be more in demand, providing an alternative and independent voice in support of social justice and innovation contributing to debates in knowledge democracy, community based research and values, and place-based education. Many among the new student generation seem to have a strong interest in practice informed courses and a diverse university experience as well as demanding a personal or individualised relationship with the institution.

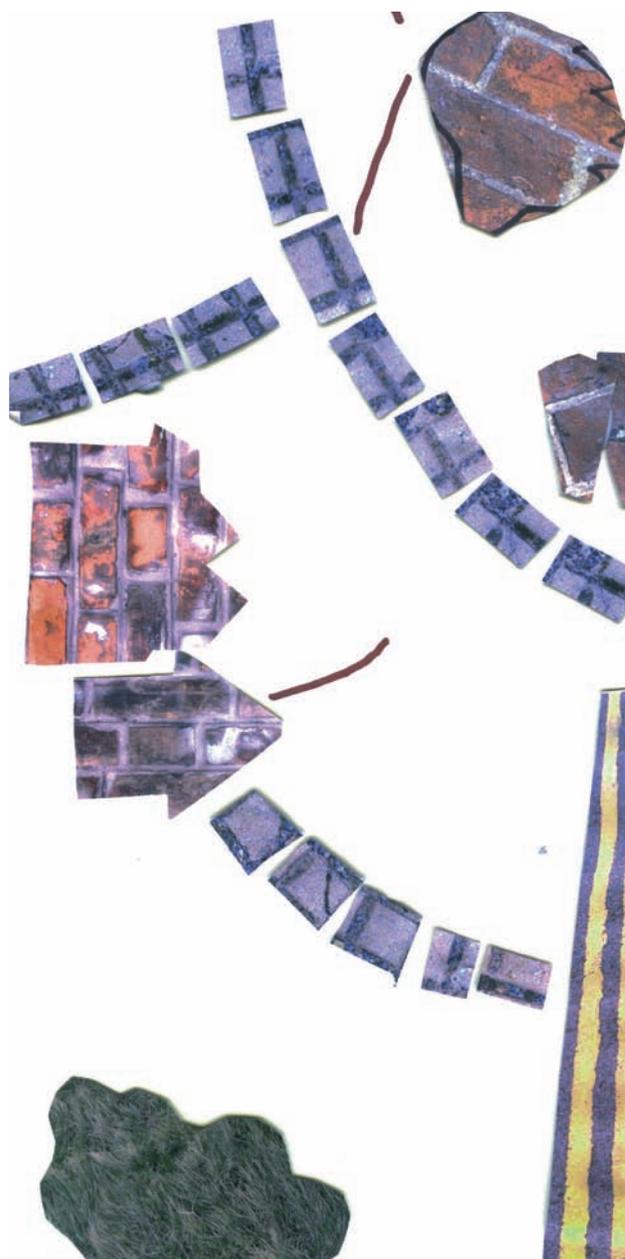
Reorganisation at Brighton, the shift from faculties to colleges and the emergence of new campus structures brings with it opportunities and challenges. Economic and social engagement may become further embedded in school and college structures and could support a rethinking of the curriculum, with more socially committed, cross disciplinary and experiential learning. But unless spaces are created for this the disappearance of faculty collaborations and the move towards research clusters could lead to narrow and disconnected discipline groups.

Additionally there is the challenge of balancing institutional pressure of employability targets and student expectations around assessment-driven teaching with a focus on values and experience. An instrumentalist market-driven, market focused view of education, where students are positioned as customers and a high fee for a good degree is seen as a transaction for a high salaried job, is unlikely to disappear any time soon. The availability of funding for universities and the competition for student numbers, problems in the marketable viability of Master's programmes and the availability of students to undertake local research, pressure on the time of academics and community partners and the

need to respond to very different environments in each of our campus locations are likely to remain key challenges. And of course the biggest recent change in university life is student fees and the next ten years is going to see the shake out of the effects of this.

The process of preparing this document seems to suggest four over-arching priorities for new initiatives developed by Cupp and for Brighton:

- Grow internationally but remain locally rooted as this is where our experience is built from
- Maintain an approach built on reciprocity and mutual benefit as this is valued by all of our partners
- Evolve further opportunities for connecting the curriculum with the locality
- Ensure there are spaces, both physical and virtual, for cross disciplinary and university community collaborations that value different forms of knowledge



## 2. The Research findings

The research for this study was undertaken during 2013. The main inputs were

- A literature review of future scenarios and methods for collaborative visioning of possible futures (summarised in section 1)
- Research interviews (12 people) conducted into the future of community partnerships between University of Brighton and local communities. The majority of these were undertaken with international partners to help identify global trends
- A symposium attended by 80 people. At the symposium 5 different groups were identified: community partners (CP), academics (A), students (S), university managers (M), community university brokers (B). A final source was the summary discussion at the end of the symposium. These findings were then used to inform a creative writing exercise which is included in section 3

We were looking for material to inform a practical vision of what those involved in community university partnerships would actually do in an imagined future. This is intended to create content that is accessible to all involved, and to provoke an inclusive debate on how we can create the best future possible utilising community university partnerships for mutual benefit. The findings are laid out below in order of how much consensus there was between the different groups. Interestingly there were no areas of strong disagreement where two or more groups disagreed on a point

### 2.1 Strong consensus - where 3 or more of the groups identified a point:

#### Flexible location to promote accessibility

4 out of the 5 groups highlighted the importance of physical spaces inside and outside the university to promote exchange and accessible learning, and in running a variety of types of events.

Offering accessible learning “like a public library” (CP)

Cupp community café in town (A)

Downtown space as well as on campus for open learning and engagement (B)

Secure spaces where we can meet (B)

Greater opportunities for participation including spaces for university and community to come together - Cupp in both; university and community spaces (CP)

Opening up university sports and health centres for community use (M)

Regular days for our neighbours where the university is opened up to the people in our community (A)

Regular festival/conference focused on social justice and which moves between our site towns/cities, developed by an array of community people. (A)

Learning spaces for those doing the work, not just the

odd shallow conference (B)

Positively seek out those who don't feel part of it (B)

Think about space, e.g. in city centre, interdisciplinary (summary discussion)

This has always been a key consideration for Cupp. There has been a constant debate about whether activity should take place inside or outside the institution. There are merits to both. Holding events and activities in community settings demonstrates openness and commitment on the part of university participants. However, many of our projects provide the first opportunity for community partners actually to come on to one of the university's campuses (even if they live very close) thus hopefully breaking down barriers for the future. The conclusion, supported by this finding, is that space, both physical and how it feels, is a crucial factor in successful community university partnerships and needs very careful consideration.

#### Reciprocity and co-production

Partnerships and programmes should be co-governed between university and community. Community should consider the work 'theirs' too (B)

Joint ownership (CP)

Regular activities that make staff at the university reflect on and challenge the power relationships between ourselves as academics and other people we share space with in the community. (A)

Process of co-produced prioritisation done at strategic level and as an ongoing long term process to inform brokerage (B)

Community involved in grants assessment and assessing theses (B)

All academic appointments have a meaningful process where non-academics are intrinsically involved in the process with a view to selecting staff that are mindful of the importance of community engagement in their practice (A)

Bigger push to ensure that partnerships are mutually beneficial (CP)

Sharing power, budgets and time (CP)

University inside out: Community teaches university - more two way learning (CP)

This finding confirms the importance of this as a vital area for Cupp from the very beginning. This has been a governing principle throughout our work and seems set to continue into the ideal future

#### Enhanced role for students

Students are active and engaged partners throughout their life cycle and after (S)

Students as global citizens (M)

“Community-university partnerships” meaningfully appearing in every single module descriptor, enabling a

process where all staff have to be mindful of the place of situating learning in our community (A)

Support to the next generation (students) to work towards social change - they need to be leading projects (B)

Students getting credit or adequate payment for community work. Could municipality pay transport costs if students sign up? (CP) (S)

Long term planning so students understand community need in advance (CP)

Celebration of students' work in this area (S)

At the beginning of Cupp we concentrated on research oriented partnerships. However, student/curriculum work has grown in importance over the 10 years and is now a major part of the work. Good progress has been made in developing curricula at the University of Brighton to enable students to undertake community activity as part of their formal learning. However, as these findings illustrate there is work to do in how students are supported to be leaders in social change.

### Interdisciplinary working – dealing with the big societal problems

Interdisciplinary working should feature much more heavily whilst continuing to respect disciplinary focus (M)

Truly interdisciplinary programmes that include the likes of business, law, engineering (B)

Seek to address the big problems (B)

Think about space, e.g. in city centre, interdisciplinary (summary discussion)

Some progress has been made in this area at the University of Brighton in communities' oriented work. We have always linked researchers from different disciplines to co-work with community enquiries that not uncommonly bridge different areas. However there are many barriers to making this a straightforward matter and not doing this effectively seriously inhibits the impact that can be made on big societal problems.

### Excellent research

Research needs to be excellent, scholarly as well as engaged (M)

Universities finding the right balance between research and engagement. Some things need to change and some don't e.g. there is a role for 'blue skies' thinking (B)

University need to stand for intellectual rigour and value and if this disappears then you might as well pack up (summary discussion)

Whilst this was an area of consensus it was clearly more significant to university side participants. There may be some tensions here. Whilst it is understandable that universities would wish to have 'excellent' standards in their research this often is translated to requiring work on a 'national' or 'international' scale and thus can squeeze the space available for locally oriented research. In the 'ideal' day all would have their place and the

nature of their current relative esteem perhaps indicates that there is work to be done here. This point was made the other way round concerning valuing community based research, see below, but this time the point was made more on the community side.

### Community based research valued

Community based research properly valued (CP)

Embrace creative participatory methodologies that challenge the privileging of insider/outsider identities in research (A) Resource for community based research.

Neutral space to learn from one another (CP)

## 2.2 Partial consensus where 2 groups identified a point:

### National/International dimension

Strong international dimension - Talloires; international student involvement; specific partnership projects - students as global citizens (m)

National and global relevance - attracts funders (B)

This area has grown in significance as the work has matured. Cupp has attracted considerable interest from others on the national and international level. Several key areas of the work (e.g. resilience amongst young people) have developed national and international reach. We have also developed strong contacts with key international networks. Academia is particularly good at making global links and this can give a continuing potential to link local community partners to global research and practice (and vice versa). Technological developments should enhance the ease in which this can be done.

### Use of online tools for engagement and learning

Much greater take up of on-line tools, for engagement as well as broadcasting and listening (B)

Distance learning gives a whole new range of options but needs reinventing (M)

In the last few years we have developed models of distance learning that open up the prospects of wide ranging geographical co-learning. However it seems highly likely that we are just at the very beginning of work in this area that could be hugely significant in knowledge exchange work in times to come.

### University role defined – contributor not sole owner

Universities finding the right role: neither a comprehensive social service nor avoidance of the issue. Making a contribution alongside others (B)

Clear sense of purpose - models of excellence - locus of expertise (M)

Clearer role for university, not as overall leader but as contributor to social change with University managers and academics clearly mandated and supported to undertake community engagement (M)

Need to lead development of community university engagement programme but not lead all community engagement, otherwise risk of not happening (M)

## 12 10 down, 10 to go!

It has always been difficult for universities to find the right balance here. As large institutions they often have ambitions to be in the lead in partnership situations but it seems clear that this is not the best positioning in this area of work. Other partners have things to offer and will have greater competence in some components of the work. For instance it is highly likely that community partners will have more to offer in terms of a direct interface with communities and expertise in practice. Recognising strengths, weaknesses and offering humility are both a challenge but also of key importance in making healthy partnerships.

### Social impact of work measured and made visible

Accountability re: social impact of Cupp. Strong marketing within and without (CP)

Communicate about impact and not just financial value e.g. the number of community members visited for informal learning (M)

Good quality management information and impact model to help the making of informed choices (M)

Make the work visible (S)

It remains a key challenge to measure and communicate the value of this work. Good quality evaluation of community university work, that may well relate to diverse outcomes in complex systems of services and institutions, is often painstaking and expensive. Attribution is often hard to establish and this can be at odds with the expectations of funders and policy makers. However, whilst not allowing the 'measurable to drive out the immeasurable', we have a duty to develop a range of mixed methods to communicate the value and the learning from the work. Whilst recognising the limits of quantifying outcomes in this area we should continue to seek to do so, but also utilise storytelling, testimonies and the potential of digital tools such as mapping to help us do this.

### Losing the distinction between identities

Losing the label of university or community partner (A)

Losing the distinction - we are all practitioners (summary discussion at symposium)

The separation of roles into 'academic', 'community partner' etc. has always been a simplification. Many of the key practitioners working in the community university domain have always been 'boundary spanners'. Here we were speculating about how desirable it would be for this process to go further. The debate indicated that some hybridity between roles is very useful but that this should not be the goal for all as dedication to one domain (plus the commitment to engage) has high value too.

## 2.3 Ideas where 1 group only identified a point:

Clear costing and subsidy models so community can understand and access (M)

Tipping point of academics initiating activity rather than doing stuff as a result of management push (M)

New settlement between central control and devolved decision making in the university (M)

Effective collaboration with other universities and other key stakeholders (M)

Effective staff procedures and conditions - appointment, induction, advancement - issues of management and leadership (M)

Dissemination formats that suit non-academic styles so community partners can be involved (CP).

Partnership ready tool which identifies and reinforces effective partnership working, clarifying expectations and being open minded to differences (CP)

Visiting community teachers to be properly paid (CP)

Change to speculative and wasteful grant application processes - proper co-working space for development (CP)

There were some very interesting ideas that cropped up in one group only. Some were points that have been made before such as staff conditions, payment for community input and accessible dissemination formats. A community partner made what we consider a radical point about wasted effort on grant making processes.

## 2.4 Partial disagreement where one group disagreed with a general view:

### Is social justice the intent?

Is it about social justice - rather it is about how we deliver on non-economic exchange. E.g. of helping a golf club if we could (M)

I start with social justice (A)

Access: Social justice and equalities. Role, clarity and social justice agenda (CP)

If social justice is our mission then we recruit students accordingly (summary discussion)

Cupp in 2023 - an ideal day in a future life

This has been an important area of debate throughout Cupp's life. Should all community university partnership work be about social justice or is there a more general task around sharing knowledge with various 'publics'? Our conclusion has been that we should prioritise addressing social injustice through the work where we can, however there are many different flavours of worthwhile partnerships and if social justice was somehow ever completely achieved, there would still be plenty of scope for community university partnership working.

# A Creative Writing Exercise: An ideal day in the future of University of Brighton working with local communities

Having completed the research process and developed the findings above we then set about trying to create a practical version of an ideal day in the life of a future University of Brighton working with local communities. This was done as a collaborative writing exercise by the following people, with the perspective they were representing in brackets: Paul Bramwell (community partner), Stuart Laing (university manager), Emily Ann Nash (student), Juliet Millican (academic), David Wolff (community-university broker) facilitated by Jess Moriarty, a creative writing academic at the University of Brighton. The stories we created together are below; they are based on the findings of the research and are intended to be a starting point of debate, and to inform reflection on strategy to promote co-working between the University of Brighton and local communities.



Kev, student

Bev, academic

Trev,  
community  
partnerNev,  
community  
partnerTina,  
academicMina,  
university  
manager

8:00



Kev: I open my eyes and my tiredness hits me, luckily my first study session can be done without getting out of bed. Reaching for my tablet I click onto the 'Community Game' – an online project planning a real time scenario being played out by students on similar courses in universities in India, Australia, Canada, South Africa and Holland. It's apparent that the Indian students had taken the scenario further overnight. Damn these different time zones. They always make changes while I am sleeping. It takes a while to get my head round the social theory they have used to inform their moves so I buzz an email to my mates in Australia. They're still up from the night before and no doubt wide awake, I can rely on them to give me some pointers to help interpret the motives behind the Indian moves.



Bev: I am working in India for the next three weeks so I need to prioritise face to face meetings. The online marking can be done from that end, but introducing students to partners, talking through personal issues, getting agreements firmed up, is always better face to face. Lots to think about but this process gets easier every year, especially with the student mentees helping out.



Trev: I log on over breakfast and continue my literature search for the research the University has asked me to undertake on the key issues for the sector. There is still so little academic material about the voluntary and community sector, so I'm undertaking a review of publications and data sets with a view to making some recommendations about future areas of study to address gaps in knowledge. This is being led by a steering group made up of staff and volunteers from the sector and we hope it will result in more material published online that is openly available.

9:00



Nev: I am due at the Brighton strategic mental health network for a specially convened meeting in Community Base to discuss high instances of serious mental health problems identified in the city amongst young people. Rates of suicide and serious self-harm have doubled over 3 years, homelessness is an increasing problem with erratic and extreme weather making sleeping out difficult. There are people from Local Authority social work, GPs acute psychiatry and the 3rd sector. I am present in 2 roles; I have a 3 day a week community psychiatric nurse gig and am a researcher and teacher at the University of Brighton. I have been given time by the university to identify and write up gaps in the mental health system and bring forward new research from elsewhere that is relevant. Accessing this is sometimes difficult. Since the privatisation of parts of the internet there are a host of different search engines needed, and I can't always keep up with log on subscriptions needed. My dual role though gives me access to a broader range of search facilities.

10:00



Tina: I have carved out an hour to work on an article with Glen from Nursing about our 'I did it my way' project. We have been working with LGBT (Lesbian, Gay, Bi-sexual, Transgender) 50+ for years now and some of the original group are now leading writing sessions and archiving autobiographical experiences for the website. Interesting to see how the experiences of members have changed over the years with increasing rights, escalation of marriages among the LGBT community, and recognition of common law ownership. Some of my students have been using the interview data as a source of inspiration for their own writing whilst the occupational health students have been looking at the stories and thinking about health care provision becoming more inclusive and how the groups impact on individual wellbeing. The interesting thing about working with elders is that they bring attitudes towards sexuality from their own era rather than today's more inclusive culture. We have just had the second edition of the original book accepted for publication with new writings and research into the therapeutic dimensions of writing groups. What I love is that the students and LGBT partners have been able to coproduce chapters and this has never been queried as being not academic enough. The accompanying case studies have been used in teaching and learning in the humanities, health and social sciences.

11:00



Kev: Two hours on and I have done my reading, caught up with my emails and drunk several mugs of tea. I am ready for the outside world. On the way into uni I stopped by at the Student Union café to confirm I would do my stint at the sexual health drop in, in town tonight. Actually it's interesting work and offsets some of the cost of my fees and thus reduces my end of course debt. Lectures finish at 8 so I could get there in time if I ate at the café on the way in.



Trev: Realising I'm late for a meeting with Claire - neighbourhood Community Development Co-ordinator - I run for a bus, flash my network card that is provided by the City as recognition of the community-university partnership work I undertake. I manage to get up to Community Centre by 11am. We spend half an hour finalising our plan for supporting the Christmas social, in which University students are playing a major part. Claire has worked hard to support the development of the group and we are keen to promote the event to new members and develop a small group of people who will organise the next community get together in the neighbourhood. Useful innovations in approach are identified to contribute to my research.



Mina: Meeting with the Head of the Centre for Learning and Teaching to discuss further expansion of community experiential learning into the curriculum – and the related staff development required.

12:00



Bev: I give myself a two hour lunch break, time for a swim at the Uni pool and to clear my head. Glad these days that we have a chance to focus on relevance and quality rather than quantities of outputs. We need the chance to get at depth as well as breadth, to make sure what we do is fit for purpose rather than rushing through activities and coming up with compromises. Matching the needs and demands of different groups is a complex negotiation, unless it's done with care you can end up with the soupy stuff in between which is not much good to anyone. When I am there I have a useful chat with one of my community partners as they also have access to university sports facilities



Mina: Lunch meeting with potential funders (charities/philanthropic individuals) of Cupp projects. We eat at the Student Union Cafe which uses produce grown on campus by community partners and students. Not a bad veg stew.

1:00



Tina: I go for a walk with Alan from Diversity Sussex as we have found this the best way to work. Being in the university used to make him uncomfortable and we never get anything done in the cafe in town as too many people want to talk to him. We laugh about it now and the walk is the only exercise I'll get today. We are talking about taking the students involved with the Leonardo project to Turkey and presenting the performance piece from last year. We have co-written several papers on this project which I want to mould into a book but Alan wants to discuss how we can ensure that the community partner has a strong enough voice. Alan talks me down and we agree to draft a book proposal that might not tick every academic box but will be interesting, have an impact and above all, will be useful to the students, community partners and me.



Bev: I eat an excellent meal at the Student Union community café, catch up with some colleagues, hatch a few plans and then cycle into town for a 3.00 meeting. The café is good value and attracts community partners as well as staff and students, facilitating networking and bringing income for the Students Union. I particularly enjoyed the vegetables grown on campus by Occupational Therapy students and people with disabilities. It is brilliant to see that nearly half of the people in the canteen are from local communities and not just students and university staff. It is the Community Partner network session on current local funding rounds, their chance to decide on the projects they want to pitch for and me to suggest whether or not they might find an academic partner. As it's approaching Cupp's 20 year anniversary we have also agreed to take on 20 Citizens' questions, an idea we stole from one of our Dutch partners some years ago. The Community Partner network will provide us with some publicity, as will the local papers, and people will be invited to send in questions to our research desk. We will get our students to focus on the 20 best questions they come up with and circulate answers through the press, anything from the latest research on air quality to the impact of gender segregated education or the contributions to happiness.

2:00



Trev: In the community engagement seminar that I am teaching the undergraduate students really engage with the concepts of structure and culture and the extent to which they help or hinder the work of their partner organisation. A couple of students are working with small community organisations, and we have a useful discussion about the greater level of chaos versus the ability to have a greater level of input because there is less structure and hierarchy. Several are involved in eco building projects, sourcing local recycled or waste materials to begin self-build sustainable housing. Building on previous work, the university is planning to construct a new student housing complex using a similar approach.



Nev: I am meeting with my multidisciplinary research team to discuss the next steps in our research on "improving mental health – a multi discipline and practice perspective" As a practitioner at heart I often find myself at odds with the approach offered by the biomedical scientist on the group, but happily the community voice offered by our co-researcher from the wellbeing project generally helps us reconcile these differences by reminding us of the whole person and complex environment that is the context here. We also avail ourselves of the ever improving open data sets made available by government, public and community bodies to check the regional, national and international picture. 'Big data' hasn't always delivered the gains that some had hoped for but there is some excellent concerted work by some of the new enterprises that extract public data and make it accessible.



Kev: Those of us in the flexible learning space stop what we are doing and gather round the large screen to watch the afternoon lecture together. While I know others will be doing this from home, for me, the chance to watch with others, talk it through afterwards and share notes gives me a far better shot at understanding the conceptual stuff. I guess that's just the way I learn.



Mina: Skype discussions with Further Education College partners about how their HE students (and staff) can be mobilised to deliver social engagement – also to discuss how the Further Education mission and activity fits in

4:00



Nev: Meeting with the co-supervisors of my doctorate (an academic and a practitioner). As normal we discuss the frustrations of lone study and how to deal with this. I am hopeful that the level of practice interest in my studies can help, as will online action learning sets. We are getting very good at those and the video images at least make us feel we are constantly in real contact.



Kev: I finish just in time for me to get to a course board meeting. I am one of the student reps there but there were lecturers, community partners and employers. I gather feedback from the rest of the cohort and discuss how the course is going mid-way through and how we might adapt the second half. The community partners press for a change in timetable for the next running of the course as the current availability of students doesn't best coincide with when the project needs them.

5:00



Tina: Head for home to have a quick Skype chat with the EU funded project partners and discuss the performance symposium in March. Bringing community partners, students and academics from all over the world to meet face to face at last. We have been working via second life which has gone well but one thing we all decided was that we needed to see the whites of each other's eyes too. Quick bite to eat and then off to contribute to an evening training event on co-writing for academic and community partners run by one of our many hybrid community-university enterprises.



Mina: Comment on proposals for new buildings regarding spaces for university/community work and community access. Buildings are using eco materials but this has an impact on budget and there is often disagreement but the university has established sustainability and green estate management so we won't be swayed by the developers and they quickly come round.

6:00



Kev: Evening lecture is in town, a bike ride away. It's delivered by an academic and a community partner looking at the latest research in reoffending rates and how they relate to the work of the probation service and the changing literacy rates of 15 years ago. Amazing to see how people's literacy, as school children, has an impact on this stuff, and how probation might be able to use that research in their own planning. There is an advantage to these open lectures with people other than students present. The questions afterwards are always so much more interesting and it forces the lecturers to make sure their language is clear and accessible. No fluffing! We can also quickly see how the research might be interpreted differently by different services and the competing pressures on the different sectors.



Nev: Last meeting of the day is the Advocacy Matters management committee. It's taken years to feel like we've made progress towards the proper integration of people with learning difficulties into community life. It's only through advocacy and partnerships like the university and community project on Inclusive arts, that we have slowly changed people's attitudes.

7:00



Kev: I eat in the Students Union café and use the time to Skype my mentor. She graduated from the same course three years ago and has been working in the field for the past couple of years. She has started sending me details about job opportunities though even as a third year all that still seems a bit far away. We try to speak on line once a month and by our next chat I won't have long to go here so I had better start sounding interested!



Bev: I catch up with emails in the early evening before heading home. I have a trustee meeting tonight after dinner and want to get all my uni work out of the way first so I can focus on my other role. But I find it's always better to approach emails at the end of the day rather than lock up my slightly brighter morning head or be constantly interrupted by them popping up on my screen. I put the requests for reviews and second marking to one side, I have a long plane journey later this week, the perfect time for that kind of work, but send a few supportive emails off to new colleagues who are still trying to get their heads around this stuff. I let them know I will be in the Students Union café for long lunches over the next couple of days before I go away. They can always come and find me there.

7:00



Kev: At the drop-in and my mentee is there before me. As a third year I have to support a first year in how to do some of this stuff. It is a reasonably simple session, a pregnancy scare with a 14 year old that was thankfully negative, and the usual first years looking for condoms. Thought by now they might have condoms available in schools! I go home tired but not too tired for some face time with the Canadians who had been in the field today. They have posted videos of their work on line and we had a laugh about this together. Then a quick look at the community strategy game before I go to bed. The Indian group are up and working and already ahead of me again.

## So what?

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So what is the significance of all this? This study indicates that:

- Universities are unlikely to retreat into their 'ivory tower' but will remain accountable to and needing to engage with those outside of their walls
- Spaces for engagement, both physical and virtual, are important; we need permeable boundaries through which different forms of knowledge might be exchanged
- Power needs to be negotiated if different groups are to work effectively together, community members need to forge a greater role in how a university responds
- Students are a valuable resource for universities and communities and are keen to play an active role in the development and sharing of knowledge
- We already have access to different forms of knowledge and the ability to play multiple roles, as student, tutor and community member in close succession
- The world's problems are increasingly complex and interconnected, unable to be solved by any one practice, discipline or even geographical area. Universities are a valuable mechanism to bring together different perspectives across geographical distance

Already between embarking on this project and the publication of it one of these ten years has gone by and some of the changes predicted are visible. Universities from different parts of the world continue to make contact with Cupp as they plan their own engagement strategies, while academics, increasingly under pressure, can find the time to do this work is crowded out by other commitments. The internet provides the opportunity to link across distance and share emerging ideas in real time with colleagues across the world, while students and lecturers complain of lack of face to face contact in which to develop understanding. Policy continues to stress the importance of interconnectivity while departments retreat into silos governed by discipline areas.

Place-based learning and place-based research, properly grounded in local context, puts knowledge to work. We need to protect the time to do that well, and the relationships that underpin it, if our vision for the future is to become a reality.

## Appendix Glossary of terms

Community university partnership, as developed by Cupp, seeks to undertake work that provides mutual benefit to the community and to the university. In developing our work we have arrived at the following definitions of community:

- By **local community** we mean people from local neighbourhoods or communities of interest, or from the organisations that work with them. Our local universities, including our own, are also part of this mix
- By **community engagement** we mean involving local individuals, organisations and/or groups in the planning, development, shaping and delivery of university activities and/or involving the university in community activity. Examples of our work include:
  - community university partnerships that tackle disadvantage or promote sustainable development through developing capacity, teaching, research, conferences and/or dissemination activities
    - promoting student involvement with the local community e.g. through volunteering
    - providing services for local groups/organisations e.g. free or subsidised room hire or specific course provision
    - relevant research activity e.g. conducting projects which stem from needs expressed by those from within the local community or commissioned specifically to review local circumstances or evaluate local activities
- By **social** we mean activities that are not primarily about economic impact, including those which may be of interest to the general public e.g. exhibitions, public lectures and events; access to sports facilities; or which are about the functioning of civil society e.g. being a school or college governor. Other universities use the term public engagement to cover this area of work and include making science and scientific findings more broadly available to the general public
- by **community sector organisations** we mean:
  - community groups
  - voluntary organisations
  - social enterprises
  - public sector organisations e.g. a school or a local authority team
- by **community partnership** we mean a specific and organised activity or action which is intended to benefit both the local community and the university
- by **community-university engagement** we mean the overall field of work dedicated to coordinating research/teaching partnerships and relationships between the university and the broader multi-sector society
- by **community support** we mean a response to a request to the University for support or help from the local community or a community organisation. This may include community activities and may be paid or unpaid

- by **research** we recognise the different meanings attached to this term inside and outside the academy and the need to be clear about what different partners want and expect. Academic research approaches do not always meet the needs for evaluation and appraisal expected by community partners and in this, as in all areas of our work, clarity and dialogues are key to managing both our expectations
- by **knowledge exchange** we mean where possible we take a knowledge exchange (reciprocal, two-way) rather than a knowledge transfer (unidirectional) approach

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### Interviewees

Wendy Brawer, Fred Dupre, Maeve Lydon, Sophie Duncan, Budd Hall, Anne Boddington, Andrew Lloyd, David Phipps, Paul Benneworth, Lorrain McIlrath, Rob Hollister

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### Artwork and illustration

Jo Offer and Kelvin Burke were asked by Cupp to develop images and layout ideas for this report. Kelvin is a member of the Arts Council funded learning disabled Rocket Artists group. Jo is a graphic artist, Inclusive Arts practitioner and educator at the University of Brighton. They collaborate on art and design projects, arts based action research projects and co-deliver Inclusive Arts workshops.

See their blog <http://blogs.brighton.ac.uk/sidebysidebook/>

Visit the Rocket Artists [www.rocketartists.co.uk/](http://www.rocketartists.co.uk/)

Find MA Inclusive Arts Practice here <http://arts.brighton.ac.uk/study/fine-art/maiap>



This study is part of 2 other larger pieces of work, the Imagine Project and the National Coordinating Centre for Public Engagement's Engaged Futures

**Imagine**  
connecting communities through research

**national  
co-ordinating centre  
for public engagement**

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