

# Student Civic Engagement – A Student Empowerment Report

The Student Empowerment Report for the Universities Partnership (University of Leicester, Loughborough University, and De Montfort University alongside local councils) aims to explore opportunities to increase student participation in civic life across Leicester, Leicestershire, and Rutland. The project delivers strategic and operational recommendations focused on student community engagement- including volunteering, work-based learning, and extracurricular involvement- while outlining quick wins and long-term objectives for the universities.



## Key Objectives

- Undertake a review of the three Universities current approach to supporting student community engagement.
- Assess institutional strategy and culture compared with best practices in the sector.
- To identify areas of institutional strength, as well as opportunities for improvement.
- To incorporate the perspective of key civic partners and students into the recommendations.

## Methods and approach

The report was generated through a multi-phase research process conducted in Autumn 2024. It consisted of:

- A review of the key policies and programmes and existing evaluation data.
- Desk research synthesising key insights from papers and other reports on student participation.
- 30 interviews with university staff, senior leaders', academics, support staff, civil partners, and students.

Throughout the project, a working group of the universities' partnership provided guidance, ensuring the report captures the current student engagement efforts and lays the foundation for future improvement.

*"The third sector is stressed and struggling, but there are so many places where students could add value. Resources to manage the placements is an issue, but students could support the third sector with income diversification, developing business plans, places where we do not have the skills or capacity". University Partner*

*"I think we want to move more towards encouraging students to be socially aware citizens rather than 'volunteering'. Volunteering sounds transactional, and I think students think it's very much about giving their time for free, which isn't necessarily what we want them to focus on..." University Staff*

*"I have not done volunteering at all. I do not see many opportunities. But maybe I am not looking". University Student*

## Learning

The key findings, highlighted the importance and value in the following topics:

- Strategic Intent, Leadership, Partnerships, Communication, Place-Based Alignment, Professional Support, Student Opportunities, Community Engaged Learning.

The Initial Recommendations & Priorities were:

- Strategic Alignment: Confirm strategic intent and develop a clear narrative around SCE's contribution to the partnership's mission.
- Mapping and Strengthening Activity: Map existing activities and strengthen those that align with the partnership's strategic intent.
- Showcasing SCE Activity: Bring together a showcase of SCE activity to celebrate and share good practices.
- Facilitating Learning: Develop a structure to facilitate learning across the partnership.
- Recognition and reward: Recognise and reward student civic engagement and its impact.

## Next Steps

The Universities Partnership would welcome examples of how to implement the recommendations into the operations of each institution.

<https://universitiespartnership.org/>  
[admin@universitiespartnership.org](mailto:admin@universitiespartnership.org)



# Developing a Heritage Network

The Heritage Network aims to bring together and support, HEIs and their external partners working in the heritage space to develop innovative, collaborative and impactful approaches to shared challenges and opportunities.



## Key Objectives

- Share best practice.
- Develop solutions to shared challenges.
- Collaborate on new interventions.
- Pilot innovative approaches to new opportunities.

## About the Network Launch

The inaugural meeting was held in February 2025. The universities of Exeter, East Anglia, Cambridge, Bath, Bath Spa, Lincoln and York St John were invited to take part. They each invited key external partners including Norfolk Museums Service, York Museums Trust, National Centre for Writing, Threshold, Bath Preservation Trust, York Conservation Trust and York Civic Trust.

The meeting was an opportunity for HEIs and civic anchor institutions within their cities and regions to:

- Map local and regional challenges and opportunities.
- Consider key areas of focus for the first twelve months of activity.
- Share best practice.
- Begin conversations around collaborating on joint research bids and community engagement events.
- Consider impactful approaches to working with local, regional and national policymakers.

*"The network will be an excellent opportunity for partners outside of HE to develop relationships with other anchor institutions, civic societies and community groups from across the country. Through this relationship they can create shared solutions to key challenges, and collaborate with HEIs to develop evidence and research-informed interventions."*

## Approach

Network members will use their convening power to:

- Develop new collaborative projects;
- Share best practice on approaches to effective community engagement;
- Provide evidence-informed responses and approaches to local and regional challenges;
- Create a new culture of collective action across disciplines, sectors and regions to support communities, spaces and places.



Attendees at the Launch of the Heritage Network in York.

## Next Steps

- Facilitating conversations between partners to support new funding bids.
- Finding routes to inform policy and facilitate policy change.
- Highlighting and sharing models of best practice for engaging with communities.
- Developing working groups to respond to specific local and regional challenges.

Contact [gul.dag@york.ac.uk](mailto:gul.dag@york.ac.uk) for more information.



UNIVERSITY  
of York



# Inclusive Governance

From participatory research (and its collaborative and ethical aspects) to Board level activity within the UK, there are many who wish to be involved either in, or both but cannot do so due to a lack of confidence, the need to upskill, and/or being in receipt of social welfare payments. These two civic engagement challenges are related from an equality, diversity, and inclusivity (EDI) perspective. City St George's, University of London and Knowledge Quarter innovation district propose to tackle inclusive governance initially.

## Objectives

To allow for a more equitable and inclusive society, the project aims to change policy and membership accessibility at Board level and across public and corporate organisations. From SMEs to large companies in the UK, through awareness raising and leadership skills training.

## Methods and Approach

City St George's, University of London and civic partner Knowledge Quarter (KQ) commissioned a report, “**Better Governance = Better Representation**”, from Teresa Norman of TogetherintheUK. Findings were presented at a KQ steering board meeting in Dec 2024. City St George's and KQ then brought together senior leaders at a roundtable to discuss strategies for improving board diversity with a particular focus on local community representation. Attendees reflected on the findings of the Better Governance report, shared their experiences, and brainstormed actionable steps to diversify boards.



Better Governance = Better Representation report

## Report Findings

- **Context** – Boards are incentivised to become diverse by regulators, funders and investors.
- **Data** – Most Boards will not publish the diversity of the Board without compromising individual confidentiality, but it could be captured to be reported back to regulators.
- **Recruitment** – Follow best practice in inclusive recruitment; focussing on the candidate experience; making posts accessible, creative advertising that reaches under-represented groups, inclusive interview processes and reasonable adjustments.
- **Succession Planning** – Providing development opportunities for potential Board members e.g. leadership development programmes, support groups and mentoring.
- **Stories and Advocacy** – Sharing stories of successful diverse Board appointments. People need to see people like them in significant roles.

## Round Table Insights

- Use **culture add** not culture fit –not recruiting in your own image, recognise that **difference** creates more **added value**.
- Use other ways of **integrating diverse views** into the Board e.g. community engagement.
- Use **accessible language** to describe roles and link to possible experience e.g. giving examples of how skills can be transferable.
- Create **safe spaces** for Board members to share their own stories.
- Reframe **imposter syndrome** into a **learning process**.
- Introduce **Board term limits** of several years and establish that being reappointed is not guaranteed.
- Consider **public Board meetings** to demystify the process.
- Explore ways to engage with communities and young people e.g. with organisations like Young Trustees.

## Next Steps

An overall theme that has emerged from the roundtable was the idea of “quiet disruption” and “inversion of the status quo” in governance. The group expressed enthusiasm about the potential for collective action, what can be achieved together, and the opportunity to share insights through “action learning”.

Contact for more information:

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# ImpactLab Social Sciences Clinic

The ImpactLab Social Sciences Clinic at Teesside University is a new public-facing service designed to bring together students, staff, and external organisations to address pressing social, economic, and community challenges. By facilitating small-scale, real-world projects proposed by local partners, the ImpactLab promotes experiential learning for students and offers low or zero-cost research, evaluation, and engagement services to community groups, businesses, and charities.

## Objectives

- **Facilitate Collaborative Projects.**
- **Enhance Student Learning.**
- **Support Local Organisations.**
- **Advance Civic Objectives.**



Impact Lab launch event.

## Approach

A variety of activities and processes are involved in the ImpactLab. Some of these include:

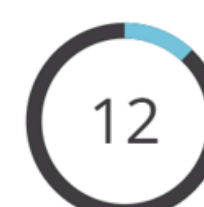
- Networking with external partners and maintaining relationships with those proposing projects.
- Triaging referrals as they come in to ensure they are feasible and managing expectations around what can be achieved.
- Allocating student groups and supervisors to projects, preparing briefing sheets and facilitating introductions.
- Training the students in key skills such as project management, motivation and resilience, project specific skills such as digital storytelling or systematic reviewing.
- Monitoring project progress and ensuring work keeps to timelines.
- Evaluating impact of the project on students and services.

## Impact

- Community organisations can access a free service to meet their objectives.
- Students - enhanced learning and teaching, which allows them to apply their knowledge, network with organisations and gain valuable experience.
- University - increased partnership working, demonstrable civic engagement and impact, aims to improve student satisfaction and engagement also



80  
Students from Social Sciences; Education, Psychology, Public Admin and International Relations



12  
Academic Staff provided weekly supervision

## ImpactLab



15  
Projects submitted by partners in the Voluntary and Community Sector



24  
Weekly teaching sessions based on the Entrecamp framework, digital skills and drop-in support sessions

Impact Lab statistics

XXXX was absolutely incredible- her academic work was completed to a great standard and she has become a real asset to the organisation. Her academic work has allowed us to refine our objectives and focal areas. Her practical volunteering has also enabled us to develop our service delivery. - Local autism charity

"My major goal was to gain enhanced interpersonal skills and substantial life experience, which I could relate to my project during my placement...As an international student, meeting new people in the community and those who have autism or have relatives with autism provided me with an immense opportunity that I can say this placement has fulfilled from many perspectives. My placement was so rewarding to me that it could not have been better. I was able to pick up knowledge and skills that are relevant to my course. Enhancing professionalism was a great booster to assist me in my future career and be able to relate to the outside world at large." - ImpactLab student

## Next Steps

- Expanding the ImpactLab to include volunteers from across the school and ultimately from other schools.
- Writing a blog for regional 'translational research' body about the method and experiences of partners/ students.
- Developing a module for UG students which includes the ImpactLab.
- Extension funding to increase direct community participation.
- Podcast on the journey so far and lessons learned.

To find out more email: [impactlab@tees.ac.uk](mailto:impactlab@tees.ac.uk)

Or visit the website: [https://www.tees.ac.uk/schools/ssshl/impact\\_lab.cfm](https://www.tees.ac.uk/schools/ssshl/impact_lab.cfm)





# The Collaborative Value Initiative

The Collaborative Value initiative (CVI) is a collaboration between Staffordshire University, CityREDI at Birmingham University, Anglia Ruskin University, Teesside University and Community Partners. The CVI will support a two-way relationship between VCSE organisations and universities to better capture and demonstrate measures of social return on investment.

## Objectives

- Better understand how voluntary/community organisations and social enterprises (VCSEs) can capture and demonstrate their added social value.
- Explore how universities (HEIs) can embed alternative social value proxies to help smaller VCSEs compete for contracts and grant opportunities.

## Approach

- Interviews with VCSE organisations.
- Review of existing proxies and SROI tools available.
- Practical experience delivering and training in SROI.
- Future workshop with VCSE organisations and universities around the emerging findings.

## Findings

Challenges facing VCSEs:

- Capturing what are often seen as ‘intangible impacts’ remains a challenge. The complexity of language of social value can be a barrier.
- Challenges are amplified by the absence of standard measures, the cost and the inaccessibility of tools.
- There are two main measures and proxies in use: rent and volunteering hours.
- Emerging innovative proxies use social media activity, user feedback and storytelling to capture enhanced social cohesion, reduction of anxiety, and improved well-being.
- Risk that VCSEs are caught in vicious cycle: limited funding prevents investment in social value tools which then hampers future bids for funding.
- Relationships with HEIs are challenging.

There could be a two-way relationship between anchor organisations and VCSEs to support them measuring social value.

These relationships should consider:

- Capacity building to collect robust and consistent data of their social value.
- Simplifying language to better communicate how VCSEs can capture the benefits, changes and impacts for their stakeholders.
- Diversifying proxies to better capture measurable outcomes, such as ‘improved quality of life’.
- Generating user-friendly tools to evidence social value.

## What can universities do?

There are four ways in which universities and VCSEs can help demonstrate their social return on investment:

- Providing a social value weighting in the procurement processes of university goods and services.
- Better connecting research and community organisations.
- Monitor and evaluate the impacts of money spent and research partnered with VCSEs.
- Developing a two-way relationship between universities and VCSEs to create mutual understanding.

## Next Steps

If you want to strengthen the collaboration between the VCSE sector and Higher Education partners, then join us in our online workshop on

**Wednesday 26th March 2025, 13:00 – 15:00.**

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Thanks to Rex Elston, Nic Gratton and Denise Hawkins for their support over the project.

# Creative Community Engagement

Edge Hill University has developed creative methods to engage communities and develop relationships between students, staff and the community.

## Objectives

The project aims to build relationships between local communities and the university. It explores creative ways to facilitate this.

## Approach

The Edge Hill partnership worked with a local **theatre for social change** organisation, Collective Encounters, to develop expertise in creative methods of community engagement. Collective Encounters provided training for Edge Hill staff and community partners on how to run curated open space events. The team then organised two events focussing on;

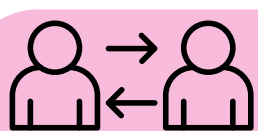
- **The power of community knowledge.**
- **Students' roles in building community wealth.**

Prior to the General Election in July 2024 the team also engaged the general public (in a shopping centre) in creative conversations about democracy and co-wrote poetry with them to encapsulate their feelings.

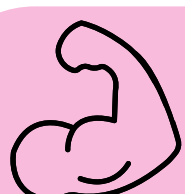
## Findings

- Open Space is proving to be a useful method of hosting democratic meetings.
- Creative methods provide an engaging way of instigating conversations with the general public.
- Staff, students and community partners have worked together effectively on our projects and there is considerable enthusiasm to grow this work.

## Impact



**Developed relationships with community partners through the Open Space event.**



**Attendees at the Open Space training have gone on to use this methodology in their own projects.**



**The democracy project has led to a good working relationship with a local shopping centre which is an excellent venue for community engagement.**



**The democracy project has supported the University in achieving gold accreditation as Citizens UK Voter Registration Champions. Edge Hill are the first university in the UK to achieve this.**



**Democracy project was a placement for History and Politics degree students.**

## Next Steps

- Produce a toolkit about the creative engagement methods used.
- Developing the role of Student Civic Ambassador and supporting them to continue to work with local communities.

<https://www.edgehill.ac.uk/research/csr/civic-engagement/>  
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**Edge Hill  
University**



# Reverse Volunteering helping long-term unemployed return to work

The pilot project invites local long-term unemployed people to “volunteer” on ARU Cambridge campus, mentored by voluntary ARU staff members, to experience work and develop the skills necessary to secure quality employment opportunities.

## Key Objectives

- Create new partnerships with community organisations who can facilitate access to long-term unemployed people.
- Understand their specific needs of and barriers to employment.
- Pilot a voluntary process where ARU staff can support individuals and remove some barriers.
- Support other universities to develop similar opportunities in their communities.
- Support community organisations to encourage their local universities to develop similar projects.
- Provide a framework for measuring impact; to show community organisations how to demonstrate the value of their work to civic bodies and help universities to understand the impact of their role in supporting local employment.

## Approach

- Initial community listening with Abbey People and Citizens UK to understand barriers to employment.
- Analysis of findings and development of activities to mitigate the barriers to employment.
- Development of an evaluation process.
- Volunteers recruited by Abbey People.
- Volunteer staff mentors from ARU recruited.
- Professional services teams developed employability & wellbeing delivery.
- Schedule of on-site activities planned over 2 weeks.
- Final evaluation.
- Creation of Action Learning packs.

## Impact

Through human capital development, this project aims to catalyse inclusive growth and prosperity for the region. This project also aims to provide three toolkits.

- To enable other universities to develop similar opportunities in their communities.
- to support other community organisations in encouraging universities in their areas to develop similar projects with them.
- A framework for measuring impact, which will help community organisations to demonstrate the value of their work to civic bodies and will help universities to understand the impact of their role in supporting local employment.

## Next Steps

The development and dissemination of toolkits and sharing our experience across the sector.

Get in touch to get involved:

ARU <https://www.aru.ac.uk/community>

Partner Abbey People <https://abbeypeople.org.uk/>

Contact Neale Daniel: [shoke@aru.ac.uk](mailto:shoke@aru.ac.uk)

## Achievements

- Engaging ARU staff volunteer mentors at a time when there are great work pressures upon individuals.
- Developing a new relationship with Abbey People.
- Creating a whole new community activity process.

## Insights

- Before the project had even launched it developed a surprising level of interest from the local news media, BBC, local radio and TV networks.
- Many long-term unemployed participants had experienced physical and mental health challenges, which needed accommodating.
- CV and interview mentoring was backed by strong support from the HR EDI team who focused upon the development of confidence when experiencing wellbeing challenges.
- Recruiting volunteer ARU staff through contacting departments and staff directly was more effective than blanket contacting.
- Emphasise incentives for staff e.g volunteering hours
- Digital Badges were issued to participants to show proactiveness about getting back into work.
- Staff availability is likely to change if the programme delivery time is too long.





# Plymouth Community Hub: Connecting People, Research & Opportunities

Lancaster University and the University of Plymouth are working together to develop new ways for anchor institutions, including universities, to meaningfully engage with communities. Lancaster University is leading the creation of a flexible toolkit for place-based engagement, while Plymouth will use this toolkit to inform the development of an online community hub for its website—ensuring that community voices can help shape decisions and drive real change.

## Key Objectives

- Improve access to university resources, including research expertise, spaces, and training.
- Strengthen partnerships between community groups and academics.
- Support meaningful two-way engagement, where both researchers and community organisations benefit.
- Provide a locally facing site that makes collaboration easier and more effective.

## Approach

- Community Engagement: Workshops and surveys to identify priorities and needs.
- Co-Design: Developing the Hub using input from community members and researchers.
- Testing & Feedback: Opportunities for users to trial the Hub using resources developed by Lancaster University.
- Evaluation: Checking the content of the hub against community priorities. Continuous review to ensure it remains relevant and effective.

## Intended Impact

The community hub will;

- Make it easier for community organisations to connect with university resources and expertise.
- Foster collaboration that supports local needs and priorities.
- Develop the civic opportunities for academics and researchers by providing a clear way to engage with local organisations and work on impactful projects.



Community listening workshop participants taking part in an activity.

## Key Findings and Progress

- Community Listening Workshop (December 2024) gathered insights on needs and challenges in engaging with the University.
- Feedback reinforced the need for clearer signposting, practical collaboration tools, and easier access to resources.
- Hub development underway with key features shaped by community input, including a research directory, event listings, and accessible resources.
- A space for organisations to share opportunities will be developed as part of the hub.
- Testing Workshops (March 2025) will allow users to explore the Hub before launch and provide final feedback and allow University of Plymouth to test tools developed by Lancaster University.

## Next Steps

- Hub Testing Workshops early March - A final opportunity to try out the platform and provide feedback, using tasks developed by Lancaster University.
- Launch & Promotion (Spring 2025): The Hub will go live, with support to encourage engagement.
- Regular Drop-In Sessions: To ensure it is used and evolves based on community needs.
- An 'Engage' event in June 2025 to bring community groups together with researchers and university services.



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PLYMOUTH





# Lancaster District Community Dialogue Project

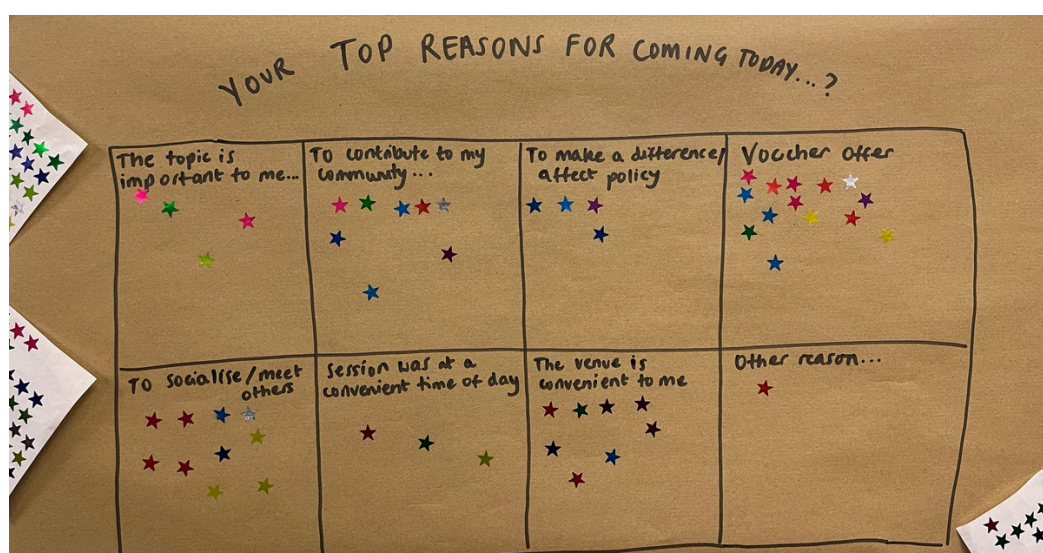
Lancaster University and the University of Plymouth are working together to develop new ways for anchor institutions, including universities, to meaningfully engage with communities. Lancaster University is leading the creation of a flexible toolkit for place-based engagement, while University of Plymouth will use this toolkit to inform the development of an online community hub for its website- ensuring that community voices help shape decisions and drive real change.

## Objectives

- To gain a deeper understanding of our community's needs.
- To create a toolkit that supports better, more engaging conversations with these communities.
- To use the insights from the project to inform local policymaking.



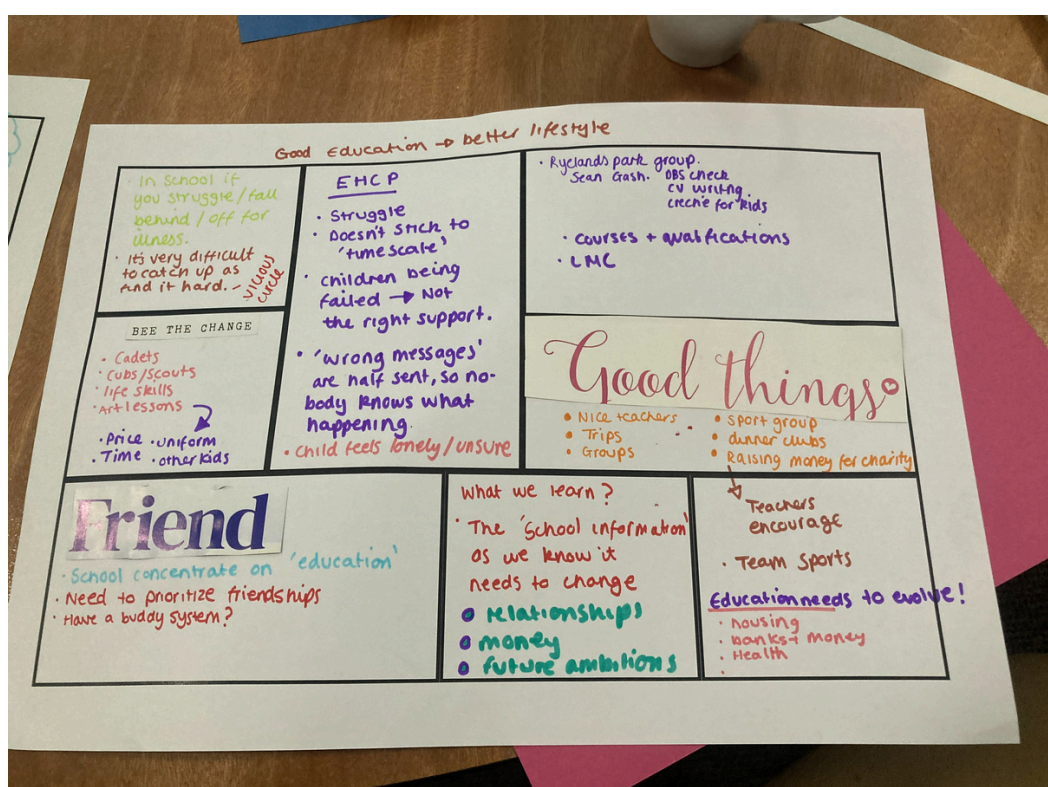
A table showing the comic book activity at a community conversation workshop



Dot voting grid showing reasons for attending community conversation.

## Progress and Early Findings

- Feedback about the tools created and how they might be iterated and adapted.
- The need to develop guidance that will sit around the tools as part of the toolkit.
- How to engage with specific communities in particular areas of the district.
- How these techniques and methods could be used in other locations/for other demographics.

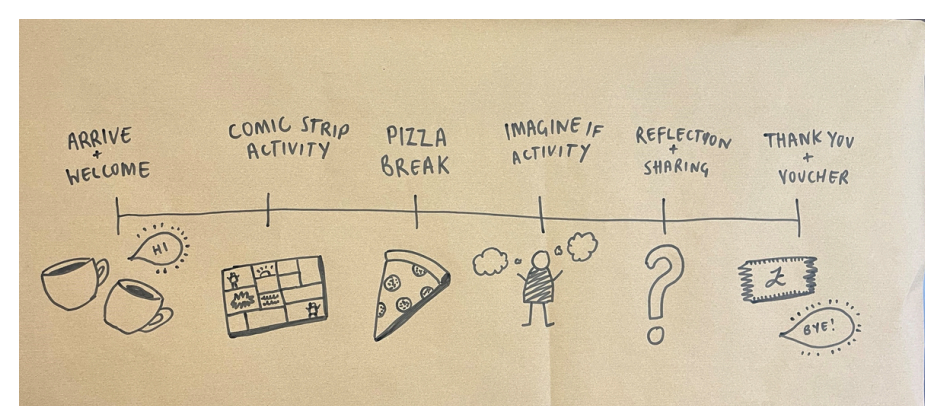


An example comic book from a community conversation activity.

## Approach

A mix of methods, including;

- Research based on existing data sets from previous community conversations.
- Collaborative toolkit development sessions.
- Community engagement conversations to test out the tools created and listen to communities more effectively.
- An evaluation session with an external civic organisation.
- Findings will be presented in a report.



The visual agenda for the community conversation activity.

## Intended Impact

- Individual community members will benefit from this process, by having the opportunity to share their thoughts and be heard, and in the insights that will be shared with anchor organisations to influence and change strategies for the region.
- In addition to community benefits, the collective results of the project will be used to work with HEI based researchers and students to ensure, there is a deep understanding of how to engage with community organisations.

## Next Steps

- Launch the toolkit.
- Evaluate the project.
- Share learnings with local policymakers and the wider HE sector via NCIA.
- Support other community conversations in the future, and potentially share insights with anchor organisations across the wider region.

Contact Abi Lucy-Lloyd for more information: [a.lucy-lloyd@lancaster.ac.uk](mailto:a.lucy-lloyd@lancaster.ac.uk)

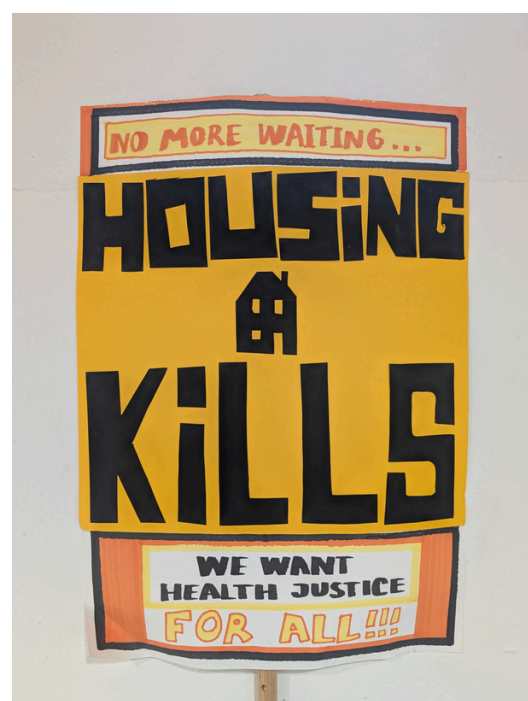
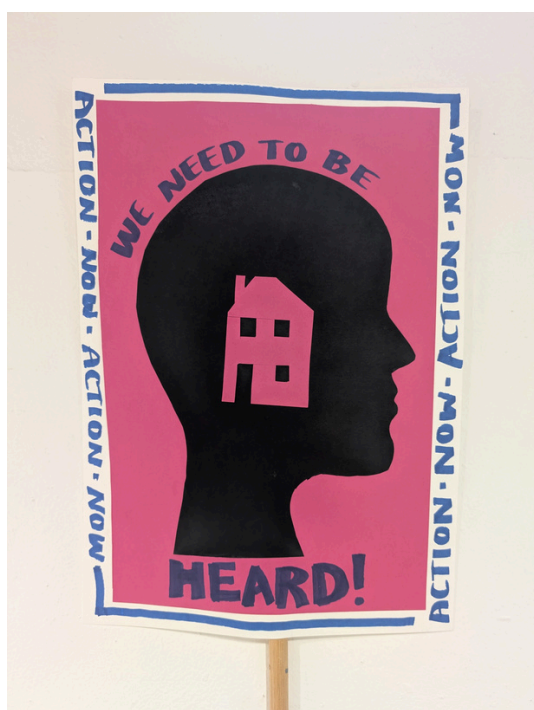


# Tackling Local Housing and Health Inequalities Through Creative Action

The project builds upon the partnership between Camberwell College of Arts and Citizens UK (CUK) and involvement in CUK's housing actions. Exploring how affected local people, their community organisations and Citizens UK's campaigns can be connected to staff and students and their creative skills.

## Objectives

- Articulating the benefits of leveraging different academic expertise to support local priorities.
- Navigating power dynamics between partners, building alliances and translating intention into action.
- Understanding how to build meaningful relationships.
- Ensuring partnerships are collaborative and mutually beneficial to form future funding bids to sustain civic work and deliver identified outcomes.
- Discovering methods to engage academics and researchers with civic work.
- Understanding the conditions that enable academics to undertake civic work.



Examples of banners made at creative activity.

## Impacts

- Via cross-sector collaboration, it is hoped that Southwark residents will benefit.
- Develops the university's understanding of the skills and knowledge it can bring to partnerships and the resources needed to deliver this.
- The PE team identified ways to support academics to undertake civic work.
- The academics and professional service staff involved have developed new connections.

## Next Steps

- Theory of Change workshop run by civic fellow.
- Completion of knowledge exchange secondment at CUK by Shibboleth.
- Exploration of external research funding opportunities.
- Camberwell College Citizens will present their third **Festival For Community Organising**, exploring how art and design methods have impacted community action on social issues.

Get in touch if you are exploring and testing similar methods and ideas and/or are interested in collaborating!

**Contact:** [community.engagement@arts.ac.uk](mailto:community.engagement@arts.ac.uk)

## Approach

The civic fellowship builds on a long term relationship through a collaboration with Southwark and Peckham Citizens. The partnership acts on local issues such as housing, health justice and the living wage. In 2024, Camberwell Citizens Co-Chair, Academic Shibboleth Shechter secured a knowledge exchange secondment to explore art and design methods in community organising and funding opportunities.

The funding established a civic fellowship focused on addressing health inequalities through the lens of insecure housing in South London, in partnership with Citizens UK and South East London Anchor System. The fellow was embedded into Citizens and the South East London Anchor System by attending training, meetings and facilitating a creative activity. The fellow will deliver a theory of change workshop, with representation from partners, to clarify the impact the partnership wants to have on addressing local health inequalities.

## Findings

- The Civic Fellowship developed their personal networks at UAL and beyond.
- The recruitment process enabled the Public Engagement team to meet new academics with civic research interests, one of whom joined the Camberwell Citizens.
- Running a peer learning day, with colleagues from other HEIs to share different models of academic mobilisation.
- The civic fellow model, of covering academic time to explore a civic challenge identified through community engagement, is a potential way of resourcing civic activities and aligning them with research and KE priorities.

*'What is the role of a partnership between an arts-based university and a broad-based organisation? It opens space for wider and deeper and longer forms of listening.'*  
Southwark and Peckham Citizens  
Community Organiser



## Universities for Nottingham

The Co(l)laboratory Research Hub aims to develop, fund, and support community centred research projects which will address challenges that communities in Nottingham and Nottinghamshire.



To achieve this, the Co(l)laboratory team have developed an initiative, dubbed the “Nottingham Community and Research Partnership (Notts CRP)”. The Notts CRP sought to bring together a diverse range of local community members and community professionals to take part in a series of discussion workshops and related activities. Starting in April 2024, passionate individuals who work with and are part of our local communities joined a series of workshops to collectively explore and identify the challenges and priorities of Nottingham communities. For the first year, the initiative has focused on issues of importance to communities of Greater Nottingham, with a view to incorporating wider county from 2025 onwards.

*'We are really proud of what we've already achieved as the world's first Right to Food University, particularly the opportunities it is creating for students to get involved in local community projects. The next step is to roll this out the across other universities, ensuring wider local impact as well as a collective push to have the right to food recognised at national level. This funding will support work to scale up and test the initiative with several pilot institutions – ensuring we develop the right tools and resources to have much broader influence and impact across the country. The scheme has also given us access to wealth of knowledge and expertise about our wider civic activity through working with the NCIA.'*

University of  
**Kent**



## Right to Food

The University of Kent's Right to Food initiative has been developed in close partnership with the Food Foundation, to bring research, business partnerships, the curriculum, civic mission, estates and commercial services, and many other areas of the University's work to bear on delivering genuine change to the food system both within the region and beyond. University of Kent and the Food Foundation have developed the Right to Food University blueprint and will be working with several universities to pilot the approach and tailor resources to support future universities to become Right to Food Universities.

## Mapping Inclusive Innovation

The Bath Partnership is a collaboration between the University of Bath, Bath Spa University, Bath and North East Somerset Council, and Bath College. They work together through the Future Ambition Board. The partnership aims to develop a detailed understanding of Inclusive Innovation as a concept and of the provision available in the Bath and North-East Somerset area. It will give insight into the gaps and overlaps in provision, and support the development of future work to address these. Beyond the Bath region this project will develop the collective understanding of the concept of Inclusive Innovation and the potential role that Universities and other civic organisations can play in partnership to support inclusive innovation within their regions.



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**BATH**