

University of Brighton

Response to the Talloires Institutional Assessment

June 2007

The following questions ask you to describe how the origins and development of your institution incorporate commitments to the development of the region and locality.

1.1 What relevant objectives are set for the institution in its founding document (charter or equivalent)?

The University is bound by its Instrument and Articles of Governance. The Instrument was formalised by the Privy Council in February 1993 and sets out the broad structure of the governing body (between 12 and 24 members, to include up to thirteen independent members who 'shall be persons appearing to the appointing authority to have experience of, and to have shown capacity in, industrial, commercial or employment matters or the practice of any profession').

The Board of Governors has responsibility for the University's educational character and mission; oversight of its activities; the effective and efficient use of its resources; solvency and for safeguarding its assets; and approving an annual budget.

1.2 What relevant expectations are held by those who fund your work and support it (including politically)?

In England, public funding for university activities comes from three main streams:

- Government grant routed via the Higher Education Funding Council for England (HEFCE), which support teaching and aspects of the research infrastructure and some aspects of work with business and the community (and funding for teaching training and training for the NHS from the Training and Development Agency and Strategic Health Authority respectively)
- Student fees (supported by government-backed loans) which support teaching
- Research grants, which fund specific research projects

Each of these has different expectations, implicitly or explicitly:

- The government issues an annual letter of guidance to HEFCE setting out the priorities it sees and any conditions of grant for the sector as a whole
 - These letters of guidance are public documents
 - They reflect the most recent major policy statements, such as White Papers, and any relevant legislation
- The funding council determines ways of allocating its funds that reflect its own strategic plan and the letters of guidance.
 - The majority of these are formulaic, based in the main of the volume of students and the quality and volume of research.
 - Some are competitive, against a set of published criteria.
 - Institutions are required to account for their use of funds by providing information about student numbers, progress in specific areas of activity and general progress against their own corporate plans.

The latest letter of guidance from the Secretary of State to HEFCE identifies two major strategic priorities, employer engagement and widening participation.

The HEFCE strategic plan includes the following:

- Aim: To increase the impact of the HE knowledge base to enhance economic development and the strength and vitality of society.
- Objectives:
 - To secure long-term and adequate support for third stream activities as a significant HE function.
 - To integrate third stream activities into every HEI in a sustainable way that is appropriate to their missions.
 - To engage a wider range of users in the HE knowledge base by promoting a distinctive regional third stream mission.
 - To increase global engagement between our HE knowledge base and overseas HE and users.
 - To provide a stronger and clearer focus on the social aspects of third stream activities, to increase HE impact and stakeholder buy-in.
 - To work with partners to develop a co-ordinated awards scheme to encourage and support public engagement activities by HEIs.
 - To devise and use effective funding mechanisms, metrics and evaluations, appropriate to third stream activities. (from HEFCE Strategic Plan 2006-11, update April 2007, Circular 2007-09)

The HEFCE document goes on to say:

In the plan period, we want to focus more on our strategic support for HE to contribute to wider social agendas. This includes its contribution to civic life and developing civilising values; social, community and environmental support and regeneration; cultural, intellectual and moral enrichment; and participation as a nation and as individuals in global development, communication and problem-solving. We stress that contributing to the economy and to society are not mutually exclusive goals of the third stream. (para 133)

Building upon the start we are making in projects supported through our Strategic Development Fund, over the plan period we intend to articulate, and then implement, a strategy for the social dimension to the third stream. This strategy will describe and celebrate the diverse contributions that HE already makes in these varied arenas, and will put forward the arguments for funding, particularly public funding. It will set out how we can support the HE contribution strategically to make the best use of resources. It will also propose some future common purpose that may engage other stakeholders and produce synergies between funders to support HE more effectively in the future. This will link to objectives in other sections of this plan: to promote learning through experience and develop communities of practice; to stimulate demand for HE in under-represented communities; to disseminate and apply research, and to support the sector's contribution to sustainable development; and to engage with the public more generally. We stress that we will continue to take an integrated approach to the economic and social aspects of the third stream, and our strategy will highlight but not separate out the social contribution. (para 134)

The TDA and NHS funding arrangements differ in detail but in essence, institutions involved in teacher training and training for the health service are also guided by government policy. Their expectations are expressed in terms of contracts based on the volume of students and the areas which they will fund. Their requirements include

that students achieve much of their learning in practice – in hospitals and schools – which lends an important element to considerations of civic or social engagement.

In practice, the University's work in this area has been stimulated most profoundly recently by an award from a philanthropic organisation, the Atlantic Philanthropies, over the period 2003-7, providing funding and a flexibility of approach not available from the funding council. Their expectations were that the University would deliver against the business plan submitted to them.

1.3 Which external groups are represented ex officio and de facto on the institution's governance or senior management bodies? How are the relevant individuals chosen and how do they see their roles?

The University's governing body is not constructed in terms of representation, although it is required to include amongst its governing body a person with experience of education (see above).

The University has adopted a policy for the composition of its governing body and this is set out below:

The Board of Governors should be composed of individuals of broad experience, high calibre and integrity, with sympathy for the purposes and aims of a modern university, and sufficient time and energy to make a positive contribution to the development.

The Board of Governors should broadly match the intellectual and professional breadth of the University and should thus comprise a mix of those with backgrounds in business, the professions, in public service and the creative arts. It is expected that members of the Board will bring the benefit of a range of complementary skills and experience to the Board's discussions.

The Board of Governors recognises that professional experience, ability and integrity are the primary criteria in appointing independent members to the Board. It also believes that the social composition of the Board should be as broad as can be achieved.

The University's response to the 2005 HEFCE higher education-business and community interaction survey suggests the following breakdown of Board membership: ¹ Total number of members on governing body: 19; number that are from commercial business: 5; number that are from social, community and cultural groups: 1; and number that are from public sector organisations: 13.

1.4 To whom does the institution regard itself as accountable for its civic mission? For example, is there a "stakeholder group" such as a University Court, and if so, how does this work?

The University regards itself as accountable to the public largely through the formal accountability required by the funding council. This can include:

- An annual monitoring statement that focuses on work funded by the funding council
- Specific progress reports on projects that have discrete funding

¹ The 2005 survey data are the latest published for the sector. Data for 2006 should be available summer 2007.

- A number of these have their own steering groups which advice and monitor progress
- The funding council also tends to commission national and independent evaluations of work its has supported outside its main teaching and research grants, the results of which are in the public domain
- The chief executive of the funding council is answerable to Parliament where the National Audit Office conducts an audit of the sector (which it does regularly) and again, both the NAO report and the report of the Parliamentary Public Accounts Committee will be in the public domain. On occasion, the NAO will conduct an investigation into an individual institution where it thinks there may have been significant governance or management misconduct
- The House of Commons Select Committee can also summon Ministers and the funding council chief executive to give evidence if it is conducting a specific enquiry into higher education

There is no stakeholder group for the University.

The University Board of Governors publishes an annual report and accounts and holds two open meetings at which questions can be put to the Board. In practice, these are only attended by University staff.

The University consults widely on its corporate plan with a number of stakeholders and the Board of Governors and Academic Board considered an analysis of the responses to the recent consultation.

The Vice Chancellor and other senior colleagues meet regularly with senior colleagues in local government and other statutory bodies as well as with various networks representing those with different interests (e.g. local employers) and with local MPs.

In the case of the Atlantic Philanthropies grant, the University accounted for its accounts via regular progress reports and in meetings/visits with the funder.

Cupp also has a Steering Group, chaired initially by the Vice Chancellor and now by the Pro Vice Chancellor, Academic Affairs. This includes members from community organisations and senior University staff. It has played a significant role in helping to shape Cupp's work and in giving it weight within the University and the locality.

1.5 Are civic engagement and social responsibility objectives (as defined by answers to question 1.1 above) specified in the institution's strategic plan? If so, how, and with what indicators of success?

The University has last month (May 2007) published its new corporate plan for the period 2007-12 (www.brighton.ac.uk/corporateplan).

This specifies a number of relevant elements including:

- The University commitment to 'socially purposeful higher education that serves and strengthens society and underpins the economy; contributes critically to the public good' etc.
- Of its six values, three are relevant to its civic, or social engagement, concerns:
 - Engagement - with the cultural, social and economic life of our localities, region and nation; with international imperatives; and with the practical, intellectual and ethical issues of our partner professions;

- Collaboration - being a good partner, locally, regionally, nationally and internationally; being responsive as well as proactive; delivering what we say we will do;
- Sustainability – responding to the imperative and obligations of sustainable development, financially, environmentally and educationally.
- The third of its six aims addresses economic and social engagement and is that the University will, by 2012, be recognised as a leading UK university for the quality and range of its work in economic and social engagement and productive partnerships
- The indicators of success for this aim are that, by 2012, the University will have
 - *Continued growth of its commercially-oriented activity by 7% compounded, shifting the focus to surplus generation to be reinvested in further development*
 - *Increased the level of external income, including from EU and other international funding, to support a range of economic and social engagement interventions across the University's portfolio*
 - *Carried out a baseline and subsequent audit of community engagement in which the data show increased levels of engagement and local benefit from University activities*
 - *Increased the number of students taking modules involving learning in the community and entrepreneurship and the number of students involved in volunteering; and increased the number of Schools from which such students are drawn*
 - *Increased funded enrolments at UCH and at partner colleges and increased local participation in higher education from Hastings residents*
 - *Made further progress in widening participation as measured by nationally-published indicators including maintaining its above-benchmark position for previous education and locality of origin, and moving closer to the benchmark for social class; and by data on bursary take-up*
 - *Established a network of economic and social engagement activity focussed on sustainable development.*
- The last of its six aims addresses governance, management and relationships, and is to achieve standards of excellence in the way the University conducts its business, manages its relationships and delivers its services
- This aim articulates part of the challenge for the University over the next five years as to
 - Respond to and also try to shape the changing expectations of universities by the societies and individuals they serve, where institutional success will increasingly be informed by the quality of relationships between the institution and its staff and students; and between the institution and parents/carers, employers, government bodies, local communities and other stakeholders
 - Meet changing requirements for institutional accountability.

1.6 Have changes over time in the institution's composition or status (e.g. mergers, acquisitions, large scale contracts) affected the engagement agenda? If so, in what manner?

The University is the product of several amalgamations involving previously self-contained institutions concerned with teacher education or health.

Most recently the University has, with the University of Sussex, established the Brighton and Sussex Medical School, training undergraduate and post-graduate doctors and other health professionals.

These changes bring new professional and statutory bodies into relationship with the University and therefore serve to influence the engagement agenda.

In addition, the University has recently launched a major operation in Hastings, which extends the geographic area of influence and responsibility as well as sharpening the focus on the University's role in urban regeneration (because of the particular nature of the town).

2 Balance of activities

The following questions investigate how your institution's pattern of activities reflects a civic engagement and social responsibility agenda.

2.1 Give a brief assessment of the chief economic and social needs of your region and/or locality. Include a description of the main sources of this information.

The South East has some of the highest levels of income in the country, yet at the same time, areas of severe deprivation, particularly around the coastal fringe.

"...significant parts of East Sussex and the coastal fringe have GVA per head significantly below the national average" (p.31, SEEDA RES Evidence Base 2006-16)

"...Most of the districts in the Coastal Fringe and several large urban centres in inner areas have unemployment rates above the regional average" (op cit., p.35)

The South East coastal region is characterised by:

- Low productivity relative to the South East and, in some cases, the UK
 - Generally lower economic activity and employment rates
 - High concentrations of economic inactivity and higher 'structural' unemployment rates
 - Relatively low skilled profile of its workforce
 - Lower business density and business start-up rates
 - More traditional industrial activities, including lower value added manufacturing and the visitor economy
 - High dependence on public sector employment
 - A low proportion of employment in knowledge based sectors, especially in the private sector
 - A greater proportion of people already over retirement age than the regional average, with projections of further ageing
 - Relatively poor infrastructure and connectivity
- (Source: p34, SEEDA RES 2006-16)

The latest Index of Multiple Deprivation 2004 consists of seven indices: income deprivation; employment deprivation; health deprivation and disability; education skills and training; barriers to housing and services; and crime. The South East has 271 areas in the most 20% deprived of England.
(Source: <http://www.communities.gov.uk/index.asp?id=1128444>)

The table below lists the rankings of the Counties in the region. The higher the score, the higher the measure of multiple deprivation:

COUNTY NAME	Average Score	Rank of Average Score (of a total of 149 County Councils in England)
Brighton and Hove	25.68	62
Portsmouth	24.88	64
Southampton	23.72	68
Isle of Wight	21.08	85
Slough	20.87	88
Reading	18.78	93
Medway	17.96	96
East Sussex	17.30	101
Kent	16.01	106
Milton Keynes	15.56	110
West Sussex	11.91	133
Cambridgeshire	11.66	134
Oxfordshire	10.77	137
Hertfordshire	10.76	138
Hampshire	10.04	140
Bracknell Forest	8.61	143
Buckinghamshire	8.36	144
Windsor and Maidenhead	8.22	145
West Berkshire	7.92	146
Surrey	7.56	147
Wokingham	5.09	149

Source: County Council Summaries 2004 (Indices of deprivation)
http://www.communities.gov.uk/index.asp?id=1128445#P200_14232

As such, SEEDA (the South East Economic Development Agency) has identified the South East coastal rim as a particular priority for social and economic development (pps. 34-36, Regional Economic Strategy 2006-16, SEEDA).

Narrowing our attention to Sussex alone (this comprises East and West Sussex and Brighton and Hove) the following can be highlighted:

- Sussex includes three Priority Areas for Economic Regeneration: Brighton and Hove and the coastal strip to the east; Eastbourne and Hastings.
- A large part of West Sussex is identified as a Rural Priority Area (SEEDA Regional Economic Strategy);
- Three Crawley wards are in the most deprived three per cent of all wards nationally on education and skills measures; one ward in Brighton and Hove is the tenth most educationally-deprived ward in England (out of 8,414). Two wards in Hastings are in the most deprived five per cent across all measures;
- Higher Education participation rates for Brighton and Hove, East and West Sussex are 26%, 30% and 32% respectively, compared with a county average of 38%.

2.2 How does the institution's teaching profile (by subject and level, and including continuous professional development [CPD] and lifelong learning) reflect the needs of the local community and region? To what extent does the curriculum incorporate relevant features of the following:

- structured and assessed work experience and/or work-based learning;
- "service learning"; and/or
- prior or concurrent informal work experience?

The University validates a number of Foundation Degree awards that are planned and run in close co-operation with local employers, e.g. FDA in Community Policing, FDA in Youth Work, FDA in Playwork, FDA in Early Years Care and Education. At undergraduate level vocational and professional courses are designed and run in partnership with local authorities, particularly in the area of medicine, nursing and teaching. The university runs diplomas in Child, Adult and Mental health nursing, a BSc in Community Nursing and Professional Practice, a BSc in Community Specialist Practice, in Gerontology Specialist Practice and a range of Initial Teacher Training programmes. At post graduate and doctorate level there are similar courses in Nursing, Midwifery, teacher education and medicine.

The School of Applied Social Science runs professional Social Work programmes at undergraduate and post graduate level, and have recently designed and run a number of undergraduate degrees (Politics, Criminology) that take an explicitly local focus. The BA in Social work offers a module in combination with the Medical School which invites members of marginalised communities to participate in the training of social workers and future GPs. This also provides an interdisciplinary focus for two groups of professionals to look at different policies in relation to specific groups. The new politics half degree places undergraduates with local organisations in their first year to look at how local issues can be taken forward through political structures and encourages them to take on practical work for the same organisation in their second year. The School is offering a specific 'Community practice and sustainable development' strand in which undergraduates can identify 40 credits in each of the three years (one third of their degree that have a specific community practice focus). The school also offers a Masters in Public Partnerships and Management that was designed as a result of a year long consultation with representatives from the Voluntary sector.

The Centre for Continuing Professional development runs a BA in Professional studies, learning and development that provides modular training for professionals from a range of voluntary and statutory sector programmes and includes modules in reflective practice and 'understanding participation' which include a practical element. They also have an MA undergoing validation (in Learning and Development) that is based on a shorter research project undertaken with representatives from the statutory sector, including the fire service, the police, the local churches and the city council.

While the above are example of courses with local or service elements there are a range of other initiatives, in the Schools of Engineering or of Education and Sport which are not included here. Further information will be collected from these Schools during the coming University audit.

The University also manages the University Centre Hastings developed in direct response to local neighbourhood renewal plans. Part of the centre's mission is dedicated to serving the local community and it claims to: 'develop courses and facilities to benefit everyone in the community. There is a strong emphasis on courses directly related to helping you improve your career. The centre can also assist local businesses by providing specifically tailored training for staff. UCH welcomes people of all ages from a wide variety of backgrounds'.

The University is host to the Sussex Learning Network, a national initiative of which Brighton manages the regional programme. This is dedicated to building progression routes into and on from HE in a selected number of curriculum areas. By working closely with employers as well as with providers of pre HE programmes the learning

network is committed to the provision of lifelong learning and accreditation at higher education level for a wide range of students.

Include:

The University also has four partner colleges in the region on five different sites, who are providers of further education and some franchised higher education courses. Students on foundation degrees and higher national diplomas at the colleges can transfer for a top-up to a full honours programme at the University.

Work experience

All vocational courses include an element of work experience. These range from Teacher Education, Health Professions, Nursing and Midwifery, Engineering, Service Management, Pharmacy, Architecture and Business. Some are organised as sandwich years, others as six week or three month periods spent on industrial/professional/commercial placements. Other courses, such as in Social Science and Languages include optional modules that have practical placement activities built into them.

Service learning

The Community University Partnership Programme manages a series of cross-university modules where students undertake 'service' as part of their curriculum. These include practical hands-on voluntary assistance or community-initiated research projects.

Concurrent informal work experience

Less formal work experience can be organised as voluntary work or as part of the Community and Personal Development module (see 4.7.)

2.2.1 How can representatives of the local and regional economy and community influence curriculum and other choices?

The University has a range of mechanisms for consulting with employers and service users over curriculum content. These range from employer involvement on curriculum design teams (Foundation Degrees), to research projects soliciting responses from voluntary sector groups and service users (leading to for example a Masters programme) to invitations to professionals and service users to deliver parts of the curriculum themselves (Engineering, Social Sciences, Modules in Social Work and the Business school.)

Professional programmes, such as those validated by relevant professional bodies, involve close collaboration between the University and the profession in the design and delivery of the curriculum and in the provision of practice opportunities. These include programmes offered in Social Work, Law, Pharmacy and Journalism.

The Community University Partnership Programme also acts as a curriculum contact, brokering requests for curriculum change between the local community and the relevant departments. This includes discussion between representatives of the community and voluntary sector (CVS) and University staff exploring possibilities for validating programmes delivered by the sector at HE level. Discussions have included ways in which existing modules can be extended to include elements of

CVS training and the potential for pathways to be built between CVS programmes, independent University modules and an eventual HE certificate.

2.3 What proportion of the institution's research activity is directed towards the needs of the local and regional economy and society?

The University does not currently measure its research activity in this way. It is likely that its forthcoming audit will attempt to do so. (The baseline audit of community engagement is a commitment in the Corporate Plan 2007-12 described above).

2.3.1 How can representatives of the local and regional economy and community influence research priorities?

Through:

- CUPP Helpdesk and Community Researchers Forum (www.cupp.org.uk)
- Research and Development Support Unit (www.brighton.ac.uk/health/rdsu/new_site/index.htm)
- Making Research Count (www.brighton.ac.uk/sass/research/mrc/)
- Commissioning work
- Participatory projects such as Count me in too (www.brighton.ac.uk/cupp/projects/index.htm)

2.4 How would the institution describe its service objectives (i.e. its commitments to business and the community)?

The Corporate Plan stresses the University's commitment to

- *'Finding effective ways of disseminating, transferring and exchanging knowledge, including by understanding and responding to employer, practitioner and service-user needs and sector-based demand; and by working in, and where appropriate leading, partnerships'*.
- *'Working towards an interpretation of participation in higher education which is not only about individual access and social mobility but also about the accessibility of the university's resources'*.
- Agreeing and implementing a new institutional strategy for economic and social engagement and its reflection in faculty, department and operating plans. These will include quantifiable targets and qualitative evaluation, and will emphasise:
 - Embedding, supporting and increasing the rate of economic and social engagement in all major subject areas of the institution
 - Developing the mutual benefits between economic and social engagement, research and the curriculum
 - Consolidating progress in widening access to higher education.
 - Develop entrepreneurship opportunities (including in social enterprise) across the curriculum, for students, staff, alumni and external clients.

See aim 3 of the new [Corporate Plan](http://www.brighton.ac.uk/corporateplan/) <http://www.brighton.ac.uk/corporateplan/>

2.4.1 How can representatives of the local and regional economy and community influence activities in this area?

Whilst the University's Board of Governors is not a representative body, in the sense of members being nominated by or recruited to represent external constituencies, it does include members designed to reflect the University's main areas of activity. As

such, it brings together people with relevant expertise and drawn from relevant parts of the economy and society. The Board is responsible for agreeing the University's Corporate Plan and as such has a central role in influencing the overall direction and priority of the institution.

As noted above, the University consulted extensively in preparing its new Corporate Plan and this included local and regional stakeholders and community partners.

Also as noted above, the senior management team is extensively networked regionally. This also applies to Deans in the subject areas for which they are responsible.

The programme established with Atlantic Philanthropies funding has had a steering group including several community organisation leaders.

Specific projects are developed in close collaboration with community partners, for example through Cupp and through the placement process for student projects.

2.5 Using as a proxy an estimate of staff time (academic and support), how far is engagement in each of the areas outlined in this section (teaching, research and service) directed towards:

- (a) large business and industrial interest (including global and national organisations present in the region);*
- (b) small and medium-sized enterprises;*
- (c) other public services (e.g. education, health, social services)*
- (d) the voluntary sector, community groups and NGOs; and*
- (e) cultural and artistic organisations?*

The University does not currently hold data in this way but its forthcoming audit will assist in quantifying activity by staff.

The HEFCE-sponsored annual higher education-business and community interaction survey contains some relevant data that suggests the following:

- 20 of the University's staff are employed in roles which involve engaging with commercial partners; 13 are employed in roles which involve engaging with public sector partners; and 5 are employed in roles which involve engaging with social, community and cultural partners. These are all dedicated Business and Community (Third Stream) functions.
- 5 per cent of the University's academic and related staff (excluding dedicated third stream staff) are directly involved in providing services to social, community and cultural partners; 10 per cent in providing services to commercial partners/clients; and 15 per cent in providing services to public sector partners/clients. (Note that these figures are rough estimates.)
- Over the last 12 months, the University's staff are rated as having 'more engagement', as opposed to less or similar engagement, in directly providing services to: social, community and cultural partners, commercial partners/clients, and public sector partners/clients.

2.6 Does the institution have any other policies (e.g. on environmental responsibility, equality of opportunity, recruitment, procurement of goods and services) which can act positively or negatively on the region and the locality?

- Access agreement

- Widening participation strategy
- Equal opportunities policy statement
- Disability equality scheme
- Gender equality scheme
- Mental health policy
- Environmental/Sustainable Development Policy
- Staffing strategy 2004-2006
- Corporate Plan (sustainability, collaboration, engagement, good employer, relationships with people and partners, high quality governance and management.)

3 Organisation

3.1 *Does the institution have specialised services to meet civic and related objectives (e.g. web-based resources, business advisory services, help-desks, formal consultancy and related services)?*

- Business services (<http://www.brighton.ac.uk/business/enquiries.php?PageId=300>)
- Community University Partnership Programme (www.cupp.org.uk)
- Student Volunteering - @ctive student (<http://student.brighton.ac.uk/studserv/careers/vol.htm>)
- SetPoint (<http://www.setpointsussex.org.uk>)
- Aim Higher (www.brighton.ac.uk/aimhigher)
- Sussex Learning Network (www.sussexlearningnetwork.org.uk)
- RDSU (www.brighton.ac.uk/health/rdsu/new_site/index.htm)

3.1.1 *If so, do these operate at a central or a devolved level, and if both how do the levels relate?*

All the above operate at a central level except SetPoint

3.2 *Does the institution have either dedicated or shared services which are community-facing (such as libraries, performance or exhibition spaces, and sports facilities)?*

- Grand Parade Gallery (www.brighton.ac.uk/gallery/index.html)
- Sallis Benney (www.brighton.ac.uk/gallery/theatrelistings.html)
- CUPP Community Fellow Scheme
- Eastbourne Sports Facilities (www.brighton.ac.uk/sport/eastbourne.php?PageId=702)
- Screen Archive South East (<http://www.brighton.ac.uk/screenarchive/>)
- Photo Biennial (www.bpb.org.uk/)

3.3 *On what terms and with what frequency and volume of uptake are the institution's campus or campuses accessible to the community?*

We cannot fully answer this before we have done our audit, but physical resources are accessible as follows:

- Through Cupp events
- Through Aimhigher and other outreach activities which bring pupils onto campus in significant numbers

- Through hiring of facilities

To give two particular examples:

- The annual degree show for graduates in Arts and Architecture is the largest gallery facility on the South Coast and is open to the public. Many schools send groups of pupils
- The University's sports facilities at its Eastbourne site include provision for public accessibility

3.4 What arrangements are made for the security of the members, guests, and property of the institution?

- Risk assessment (<http://staffcentral.brighton.ac.uk/safety/codes/riskassessment.shtm>)
- Policy regarding working with under-18 year olds
- Health and Safety policy (<http://staffcentral.brighton.ac.uk/safety/policy.shtm>)

4 People

4.1 Who takes primary responsibility for the institution's work in civic engagement and social responsibility as defined in response to question 1.5 (above)?

The Board of Governors take final responsibility. A specific Business and Community Committee, chaired by the Vice Chancellor, reports to the Academic Board. The Pro Vice Chancellor (Academic Affairs) and the Head of Strategic Planning have the responsibility for policy and strategic development.

4.2 Does the institution's policy for student recruitment have a local or a regional dimension? If so, how is this determined and what impact does it have on the make-up of the institution community?

The University has a number of Progression Accords. These are agreements between the University of Brighton, the other local universities (Sussex and Chichester) and the majority of schools and colleges within Sussex. The Accords are aimed at improving links between the Universities and providing students in those schools and colleges with advice about higher education and university life. As part of the Progression Accords, the three Universities will make certain guarantees about offers or interviews for applicants applying to specific subjects from Progression Accord institutions.

The Sussex Learning Network, as cited above in 2.2, is a partnership of universities, colleges, training providers and guidance agencies hosted by the University of Brighton and dedicated to transforming the opportunities for vocational learners in Sussex. The learning network is focused on seven separate curriculum strands all of which are committed to:

- Providing clear pathways into higher education for vocational learners
- Enabling staff in partner institutions across Sussex to work together to plan, develop and deliver an improved service
- Offering employers and learners a chance to influence and shape the development of vocational learning.

One of the indicators of success under Aim 3 of the Corporate Plan, as noted above, is to increase enrolments at UCH and partner colleges, including participation by local residents in UCH.

4.3 To what extent are civic engagement and social responsibility objectives built into contractual terms for:

- (a) Senior managers;*
- (b) Academic staff; and*
- (c) Support staff (including the specialised staff referred to in question 3.1 above)?*

Liaison and networking (including generating income and consultancy projects, and facilitating outreach) are amongst the set of factors that contribute to academic posts being designated as AC3 (senior lecturer). Also included are finding ways of disseminating and applying the results of research, and extending scholarship to research, teaching and external activities. For AC4 (principal lecturer) factors include planning and delivering research, consultancy or similar programmes, leading and developing external networks, fostering collaboration with external partners and working in conjunction with others to apply subject knowledge to practice. However, academic staff do not have job descriptions in any level of detail. The extent to which other staff have contracts specifying engagement depends on the nature of the role.

4.3.1 Can achievement against such objectives positively influence decisions on promotion and re-grading?

A new procedure for promotion will be designed shortly. It will be informed by work to be done under the auspices of the Business and Community Committee (see above) to ensure that the staffing issues of the commitment to economic and social engagement in the new Corporate Plan can be identified and addressed. This will include aspects of recognition, incentive and reward.

4.4 Reflecting on the answer to question 2.2 (above), how far is the student body engaged in the economic and cultural life of the community through formal requirements?

Around 200 students take Community and Personal Development module on an annual basis.

About 300 students volunteer through @ctive student.

4.5 What proportion of the student body (for example, postgraduate or post-experience students) is concurrently in full-time local or regionally-based employment?

We do not have data on this in this form. However, we know that:

- Over 5,000 students were studying part-time at our 1 December 2006 census date. It is likely that many of these have full-time jobs, studying in the evenings or on a day-release or block teaching basis. This includes over 250 on taught post-graduate courses in the Brighton Business School; nearly 800 in the School of Education at undergraduate and taught post-graduate levels; nearly 1,400 studying part-time courses in nursing and related areas; and nearly 300 on part-time postgraduate medicine programmes.

- Many of these are working as graduates in professional areas (notably health and education, but not exclusively) and studying at post-graduate level to update their professional knowledge and skills.
- 48% of undergraduate students report having a term-time job, almost certainly in the local economy (*The financial situation of students at the University of Brighton: the fifteenth report, 2005/6*, November 2006).

4.6 What encouragement is there for members of staff to undertake aspects of community service (e.g. service on boards of other organisations, pro bono advice, elected political office)?

While no formal time is given for staff volunteering there are a number of initiatives across the institution encouraging staff to get involved in voluntary organisations. The Trustees Project, managed by the Community University Partnership programme sought to recruit, match and train staff interested in acting as trustees for local voluntary organisations. The Community and Personal Development module (cited below) invites staff involved in local voluntary groups in their own time to formulate short projects (30 – 50 hours) that students can undertake.

Trade union/ safety representatives are allowed 'reasonable time off to take part in recognized trade union activities' as confirmed in the staff handbook. Staff members selected as candidates for election to parliament are entitled to paid leave as are members of staff who are also a member of a public body (e.g. local authority, school governor), Justice of the Peace, or otherwise serves in a public capacity. The latter are granted up to eighteen days paid leave of absence during any one calendar year. Fuller details of staff engagement in local activities are likely to be collected during the forthcoming audit.

4.7 What is the extent of student volunteering in the community, and how is this organised? Does it attract:

- (a) formal support (e.g. timetable concessions, payment of expenses); and/or*
- (b) academic credit?*

The University's new Corporate Plan confirms its commitment over the next five years to '*forge mutually beneficial relationships between the curriculum, research and economic and social engagement activities*'. It cites, as an indicator of success, that by 2012 it will have: '*increased the number of students taking modules involving learning in the community and entrepreneurship and the number of students involved in volunteering; and increased the number of schools from which such students are drawn*'. Corporate Plan, Aim 3.

Student volunteering is organised through the Active Community Fund which places +/- 300 volunteers in local organisations every year. They have a full-time and three part-time staff members, one based on each of the University's main campuses, who meet, review and place volunteers and respond to requests from the community for student assistance.

(a) Formal support

On specific occasions, where volunteering is linked to curriculum objectives (student mentoring, product design, web design etc) students are given timetable concessions to carry out work for local organisations. If it is related to the curriculum it is general practice for the School concerned to pay travel expenses of students, when they fall above the rate of a normal day travel bus ticket.

(b) Academic credit

Students are able to gain credit for their volunteering through a module (the Community and Personal Development module) offered at 10 or 20 credits at levels 1, 2 and 3 across the university. Students can opt to take this module by negotiation with their course leader. In specific courses (Engineering and Science, Geography, Human Geography, all Social Science courses, all courses in the School of Languages, Biological Sciences, Biomedical Sciences) it is one of three or four options on the course programme. Here students are required to undertake a voluntary project that benefits a local organisation and are given curriculum time to do this.

The School of Arts and Architecture offers two community-based modules as electives to students on second year programmes, each of which attract curriculum time and academic credit (20 credits).

The Business School will shortly be offering a module that requires students to draw up a business plan for a local voluntary organisation or social enterprise and again gain academic credit (20 credits level 2) and curriculum time for this.

The Centre for Maths and Information Sciences offers a Community module that requires students to undertake a practical project in information management for a community organisation for credit and during curriculum time. This is also 20 credits at level 2.

The School of the Environment (Geography and Human Geography subject areas) regularly involves students as research assistants in local community-based research and have carried out a large scale participatory needs assessment with the LGBT community in which students were closely involved in data collection.

5 Monitoring, evaluation and communication

5.1 Has the institution undertaken any survey research to test internal and/or external interest in and proposals for the civic engagement and social responsibility agenda? If so, please summarise the results.

We have consistently consulted on the shape and direction of CUPP and the results are embodied in our priority to tackle inequalities in our local communities.

We are about to establish a baseline audit.

- The process to frame the new Corporate Plan included extensive consultation internally and externally and was notable for the positive nature of the responses about the University's engagement activities and orientation.
- The Corporate Plan contains a commitment to develop a strategy for economic and social engagement and this will be the subject of further consultation.

5.2 What steps does the institution take to consult upon and publicise its civic engagement and social responsibility agenda?

- Corporate Plan (web and dissemination to staff and stakeholders)
- Depending on its form, the results of the forthcoming audit may be made public
- CUPP has published its work quite widely, including through two DVDs

- CUPP also has an extensive conference programme including to showcase projects
- Staff involved in CUPP have also presented papers at conferences and workshops in the UK and internationally
- A book about CUPP is forthcoming, and it also features prominently in the recently-published book by the University's former Vice Chancellor, *Managing Civic and Community Engagement* (David Watson, Open University Press, 2007)

5.3 What do you regard as the level of public confidence held at national, regional and local level in the overall performance of your institution? What steps can be taken either to maintain or improve this level?

Public confidence in individual institutions is difficult if not impossible to measure directly in the UK. HEFCE assesses each institution in terms of the risk they represent across a number of areas of activity including financial, student recruitment and retention and estates management. The University is assessed to be not at higher risk, which is the better of the two categories. HEFCE also appears to have considerable confidence in the University as evidenced by its track record in winning competitive bids and being invited to support flagship projects. Its financial health is strong, and this is monitored by HEFCE quite closely across the sector and it is always able to secure credit to support major capital developments.

When the quality and quality assurance of its work is examined, it tends to get positive scores and feedback.

Applications from undergraduates are increasing, which suggests a degree of reputational success even if discounting for the popularity of its location. Its students achieve reasonably high levels of employment on graduation.

It usually secures strong fields of applicants for posts (although this can be skewed by the cost of living differences across the UK).

Ways of maintaining or improving this include:

- Continued attention to financial and academic strength
- The new Corporate Plan will, if achieved, support and enhance the University's reputation across the range of its work
 - A number of the objectives it sets out refer to the University's position over time and/or relative to the sector as a whole. In particular, Aim 3 refers to becoming recognised as a leading UK university for its work in this area.
- The new Corporate Plan should also if achieved, further consolidate public confidence particularly as mediated by stakeholders, in emphasising ways of working as well as the content of work to be done, and ways of measuring that work, including for example
 - Within Aim 3, the reference to a repeated audit of community engagement
 - Aim 6, which is to achieve standards of excellence in the way the university conducts its business, manages its relationships and delivers its services and which includes as an indicator of success to further develop tools for evaluating institutional effectiveness that reflect sector best practice; include financial and non-financial measures; and that enable comparisons with leading institutions or sector norms where applicable.

As a final step, please highlight your institution's top two contributions to the global inventory of higher education civic engagement and social responsibility. These

highlights will in particular be shared with the membership of the Talloires Network in an effort to share experiences of successes and create a portfolio of best practices.

- CUPP (Helpdesk, Community Knowledge Exchange, Student Community Engagement)
- Corporate Plan commitment to economic and social engagement

EM, JM, DW and others
20.6.2007