



This report, as well as previous London-based fieldwork reports, are available for download at the following link:

<https://www.ucl.ac.uk/bartlett/development/programmes/postgraduate/msc-social-development-practice/london-based-fieldwork>

If a hard copy is required, please contact the Development Planning Unit (DPU) at the address at the bottom of the page.

Copyright of this report lies with the authors and there are no restrictions on it being published elsewhere in any version or form.

Graphics and layout: Ottavia Pasta  
Cover photograph: Analytical Framework,  
UCL EAST Group

ISBN:



**MSc Social Development Practice  
Student Report**

**University-led  
community partnerships  
and social justice:  
Exploring potentials  
in UCL Bloomsbury  
and Stratford**

Stephanie Butcher, Federica Risi  
and Alexandre Apsan Frediani, Editors

In partnership with the Public Engagement Unit  
of UCL Culture

May 2019

---

## About the editors

---

**Stephanie Butcher** is a Research Fellow in the Connected Cities Lab of Melbourne University, as a part of the 'Knowledge in Action for Urban Equality' programme with the Development Planning Unit, UCL. She holds a PhD from the DPU in UCL, focused on the 'everyday politics of water', or the ways in which residents in informal settlements in Kathmandu, Nepal negotiate around water infrastructure, and the implications for citizenship. Areas of research focus include informal settlement upgrading, participatory planning, and gender and diversity. She has partnered with local community groups, NGOs, and research institutions in cities in Kenya, Tanzania, Nepal, Sri Lanka, and London to support community-driven processes of planning.

**Dr. Alexandre Apsan Frediani** is an Associate Professor in community-led development in the global south and programme leader of the masters in Social Development Practice at the Bartlett Development Planning Unit of University College London (UCL). His research interests include the application of Amartya Sen's Capability Approach in development practice, participatory planning and design and squatter settlement upgrading. His work has appeared in journals such as *Environment & Urbanization*, *Development in Practice* and *Journal of Human Development and Capabilities*.

**Federica Risi** worked as the graduate teaching assistant of the MSc Social Development Practice, providing administrative and teaching support as well as supporting students' work in the field. She is a research associate at the *Pastoral Environmental Network in the Horn of Africa (PENHA)*, where she is conducting an investigation on South-South Cooperation between South America and the Horn region. She has experience in participatory action research in Peru, Brazil and South Africa. Her research interests focus on urban resilience in the context of climate change and the social function of cities.

---

# Contents

---

<b>Foreword</b> .....	5
-----------------------	---

<b>1 Introduction</b> .....	6
1.1 Contextualising the Case.....	6
1.2 Research Focus .....	6
1.3 Analytical Framework .....	8
1.4 Chapter Summaries .....	8
1.5 References .....	10

<b>2 Skills Sharing and Knowledge Co-Production</b> .....	11
2.1 Introduction .....	11
2.2 Methodology .....	11
2.3 Key Findings.....	12
2.4 Conclusion and Recommendations .....	14
2.5 References .....	16

<b>3 Engaged Teaching and Scholarship</b> .....	18
3.1 Introduction .....	18
3.2 Methodology .....	18
3.3 Key Findings.....	19
3.4 Conclusion and Recommendations .....	22
3.5 References .....	23

<b>4 Volunteering</b> .....	25
4.1 Introduction .....	25
4.2 Methodology .....	25
4.3 Key Findings.....	27
4.4 Conclusion and Recommendations .....	30
4.5 References .....	31

<b>5. UCL East</b> .....	32
5.1 Introduction .....	32
5.2 Methodology .....	32
5.3 Key Findings.....	34
5.4 Conclusion and Recommendations .....	36
5.5 References .....	37

<b>6. Appendices</b> .....	39
----------------------------	----

## List of Figures

1.1. Adaptation of Fraser's Social Justice (1997; 1998) Framework. Source: Butcher and Frediani (2018).....	08
5.1. Analytical Framework combining Fraser's (1997; 1998) and Soja's (2010) theories of justice. Source: chapter's authors (2018). .....	33

## List of Tables

4.1. Methods used in this research. Source: chapter's authors (2018). .....	26
---	----

## List of acronyms

CBO or CO - Community-based Organisation
CE - Community Engagement
ET - Engaged Teaching
EngEx - Engineering Exchange
GDI Hub - Global Disability Innovation Hub
KE - Knowledge Exchange
LLDC - London Legacy Development Corporation
PBM - Placement-based Module
PE - Public Engagement
SLPs - Student-Led Projects
UCL - University College London
UCL iLAC - University College London Integrated Legal Advice Clinic
UCP - University-Community Partnership
UEL - University of East London



---

## Foreword

---

*Laura Cream  
Gemma Moore  
Georgia Pitts  
Public Engagement Unit  
UCL Culture  
University College London*

The UCL Engagement team (formally known as the Public Engagement Unit) began in 2008 and was funded externally through UKRI's Beacons for Public Engagement programme. Ten years on, the Engagement Team is now centrally funded and has built a strong reputation for innovation and expertise in public and community engagement – alongside a commitment to share the learning more widely.

The definition of public engagement which informs UCL's work is from the National Co-ordinating Centre for Public Engagement (NCCPE) which describes engagement as "... the myriad of ways in which the activity and benefits of higher education and research can be shared with the public. Engagement is by definition a two-way process, involving interaction and listening, with the goal of generating mutual benefit." Our decade long experience has taught us that university-led community partnerships can be shining examples of collaborative and mutually beneficial engagement - and that undertaking this work often necessitates overcoming a set of challenges both inside and outside the university environment.

We therefore seek to explore challenges to embedding Public Engagement and to collaboratively develop solutions to those challenges. In striving to achieve culture change we recognise that public engagement at UCL cannot and should not be delivered by one central team or department

alone; rather it is a collective state of mind which needs to be built into our institutional foundations and instilled in the hearts and minds of those who are a part of the UCL community. In June 2018, to mark the 10th anniversary of the establishment of the UCL Public Engagement Unit, the President and Provost, Professor Michael Arthur, launched a conversation to explore how to ensure that UCL 2034's ambition is matched by demonstrable action and impact over the course of the next decade and beyond. A six month consultation period with the UCL community and our external community partners about the changes they want to see and to seek support for the proposed institutional actions we need to take to achieve them resulted in the articulation of our goals for public engagement over the next ten years. As such, the research carried out by the students of this SDP module could not have been done at a more fitting time. Together with outcomes from the consultation, the recommendations arising from this work will inform and contribute to our ambitious plans for public engagement at UCL over the next decade.

It has been a pleasure to participate in and support the work of students from the 2018/19 MSc in Social Development Practice. While the contents and recommendations within this report are wholly those of the students, their spirit of enquiry and commitment to engagement practice approached through the lens of social justice has given us much food for thought.

# 1. Introduction

*Stephanie Butcher and Alexandre Apsan Frediani*

This report starts from the fundamental desire to understand the role of universities in contributing to socially just cities. In doing so, it offers a normative stance on both the potentials and responsibilities of the university as an institution, *to the city* in which it is embedded. The following report is presented with the aim of contributing to discussions within the university in which we work (UCL), as well as to university staff elsewhere that have differently sought to partner with community organisations. By a ‘socially just’ city, we follow Nancy Fraser (1997; 1998), who outlines a vision of justice based upon the fair distribution of resources, the recognition of the diverse needs and aspirations across different identities, and the meaningful representation of residents in political processes. However, while framed within this wider theme, this report focuses specifically on one particular pathway through to justice, which is the role of *university-led community partnerships* in supporting socially just ambitions.

In fact, the assertion of the role of universities to its wider society is not new, as universities have long held mandates for ‘civic responsibility’—articulating their role to wider goals related to society (Checkoway, 2001; Cook & Nation, 2016; Pinheiro, Langa, & Pausits, 2015; Pieterse, 2013). The mix of facilities, resources, knowledge and skills held by universities is understood to have a vital potential role in engaging with social, economic or political issues, providing a positive contribution at both a local and global scale. While this contribution has been articulated in a variety of ways (for instance, in building a ‘knowledge economy’), this report aligns itself particularly with scholarship which has focused on the role of universities in combating inequalities in the areas in which they are embedded—from performing a service delivery or skills-building role, to undertaking a political stance to confront situations of marginality and injustice. Concepts such as ‘engaged urbanism’, ‘action-research’, or ‘service learning’ is suggestive of the diversity of practices which might be undertaken by universities to this aim, though not all may be oriented to the wider goals of social justice (Barker, 2004).

Indeed, underpinning a sense of shared commitment to these aims is a vast plurality of ways in which ‘partnership’ is conceived of and practiced, as well as a range of tensions which must be negotiated by both university and community partners where seeking to confront injustice and bring about positive social change. From an operational perspective, there are a number of constraints around time scale, funding stipulations or bureaucratic demands, that institutions or individuals engaged in such practices

may face where attempting to meaningfully engage with local communities through university structures. Deeper, are a series of tensions around power, knowledge production, and the possibility for building true partnerships with equivalence, rooted in the historical imaging of universities as ‘elite’ or with ‘expert’ knowledge. Moreover, such analysis cannot be separated from the wider political economy of the university, and the changing contextual environment of (an increasingly neoliberal) city; or, indeed, the role that universities themselves may play in increasing inequalities (Bose, 2015; Kliewer, 2013).

## 1.1 Contextualising the Case

These questions take on a pertinent relevance in the context of our own institution, University College London (UCL), London’s ‘global’ university. Here, Euston road acts as a tangible and symbolic dividing line from our institution and the surrounding area, much of which was historically working class and with a legacy of social housing. While these areas are interwoven into the fabric of UCL, there remains a barrier between the highly international student and staff body, and residents of the borough who may live adjacent, but do not interact with the university.

Meanwhile, the University is significantly expanding. This is most evident with the development of UCL East, a new campus to be established in the Stratford area. A significant number of public engagement activities have already started to unfold in this area, in recognition of the highly-politicised changes that have been occurring in this part of East London (Frediani, 2013; Watt, 2013). The acknowledgment of the critical need to positively engage with local development processes is encapsulated by the mandate to “be a good neighbour” (*Aim 4: UCL Public Engagement Strategy*) outlined in UCL policy statements. Despite this positive commitment to engaging with the local area in the newly established site in the east, this also highlights the necessity of raising the visibility of the longstanding communities which are based around the Bloomsbury campus.

## 1.2 Research Focus

This context offers both a series of challenges as well as opportunities to explore the role of UCL in these social-spatial processes. In particular, the *Engagement Team*<sup>1</sup> based at *UCL Culture* has been active in seeking to define

and expand university-led community partnerships. This has formed the starting point for our discussions and analysis. However, while taking this wider framing of social justice, it is also important to highlight that not all of the partnerships examined in this report speak specifically to the aims of social justice (foregrounding, for instance: knowledge generation, the student experience, or organisational change). Nonetheless, we hope that by examining these partnerships within a justice framework we can inform a wider set of debates on the process, product, and impact of partnerships being undertaken through the institution. This motivation animates a series of questions which have informed the engagement outlined here:

- What are the lessons generated by the UCL ‘practices of university-led community engagement’ towards enhancing social justice in neighbourhoods surrounding UCL campuses?
- What are the drivers of inequalities in the neighbourhoods surrounding UCL –whether the campus of Bloomsbury or Stratford?
- What are the visions and narratives espoused in UCL policies, frameworks, or statements? How is this connected with the changing role of the university within London?
- How do the different ‘practices’ envision partnerships, and how do they connect with principles of social justice? What are the opportunities, limitations and challenges faced by the particular modalities of community engagement?

Seeking to explore these questions, this report represents work undertaken over four months (September – December 2018) by masters students in the Social Development Practice programme, at UCL, in collaboration with the Engagement Team. This team has supported and facilitated a range of university-led community partnerships, working towards the definition of meaningful engagement as ‘mutually beneficial exchange’<sup>2</sup>.

In groups, students were asked to explore four different ‘practices’ of university-led community partnerships which are evidenced within UCL, each represented by insightful case studies. In profiling these cases, students were asked to explore the enabling and constraining factors which shaped the different partnerships, generating reflections on how these activities linked with the concept of social justice, and how they were impacted by wider institutional structures. Students engaged with a wide range of institutions and individuals, both inside and outside of the university. The work presented in each chapter represents a range of research methods, including: semi-structured interviews, fo-

cus groups, and workshop activities, with a more specific breakdown of these activities outlined within each chapter. In doing so, this report represents a listening activity with UCL staff and students, with a view to strengthening and extending work in the local Camden area, around the new UCL East campus, and other boroughs in the long-term. The four practices represent each of the four chapters presented below in the report. They are as follows:

**Skills Sharing and Co-Production:** This is represented by two networks which have differently sought to apply the range of expertise which exists within UCL to the concerns of organized residents’ groups across London. This includes the UCL Engineering Exchange network, which has worked on a number of neighbourhood issues from the refurbishment of social housing blocks to monitoring air quality in Camden. Secondly, the newly established Centre for Co-Production in Health Research is currently in the process of running a series of pilot projects exploring how to collaboratively design and build research with local communities to addressing pressing health concerns.

**Engaged Teaching and Scholarship:** This group is represented by a range of departments within the university which have sought to embed ‘action’ into their teaching activities. Key collaborators include the undergraduate placement-based module ‘Educating and Organizing for Social Justice’, as well as two DPU Masters modules: ‘Practice in Urban Development Planning’, and ‘Social Development in Practice’. In addition to interviewing staff members running these modules, students also interviewed partnering organizations Citizens UK and Just Space, as well as previous students.

**Volunteering:** This group partnered closely with *UCL Volunteering Service Unit (VSU)*, which has a large network of community-based organisations across Camden, and London as a whole. This unit aims to link undergraduate and postgraduate students with community partners to undertake mutually beneficial projects or research. This group engaged with the Unit staff, student participants, and community partner organizations.

**UCL EAST Neighbourhood Engagement:** Different from the rest, this group was asked to take an ‘area-based’ focus, examining ongoing initiatives being undertaken linked with the new Stratford campus, and working closely with the EAST public engagement team. The group engaged with diverse organisations working in the area, including the *UCL Integrated Legal Advice Clinic (iLAC)*, *Aston Mansfield*, *the Global Disability Innovation (GDI) Hub*, and *the London Legacy Development Corporation*. Key to this group’s exploration was trying to understand the impact of the university in line with the changing face of Stratford—and the implications for the older, more established Bloomsbury Campus.

1. Previously known as the ‘Public Engagement Unit’.

2. As defined by the National Co-ordinating Centre for Public Engagement.

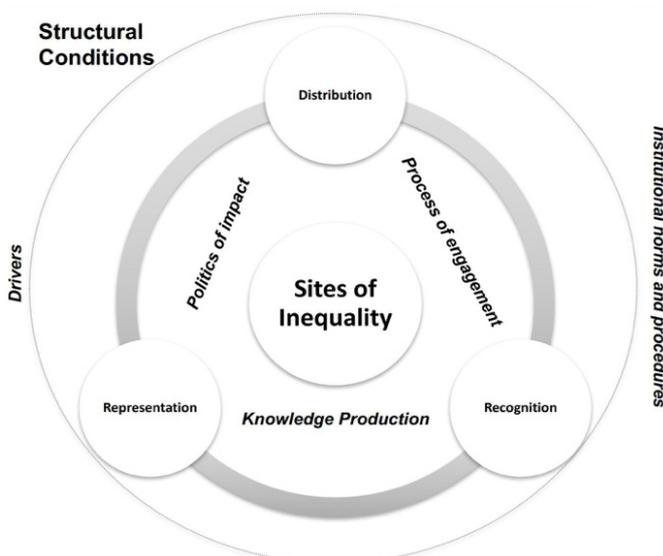
### 1.3 Analytical Framework

In order to process their data, students were asked to use a framework based on Nancy Fraser's (1997; 1998) concept of *Social Justice*. Taking her three pillars of justice—redistribution, recognition, and representation—as a starting point, this was grounded and contextualised for the research questions outlined above.

In particular, three overlapping sets of tensions were identified in between each of the pillars of justice, which are understood to impact community-university partnerships. First, the *process of engagement* examines how partnerships are established, the modes through which resources are distributed, and under what (or whose) terms. Second, *knowledge production* refers to how diverse kinds of knowledge are recognised, validated and represented through partnerships. Third, the *politics of impact* examines the methods of measuring and recognizing impact—how and by whom these indicators set and assessed, and how it seeks to bring about benefits. These tensions were finally placed in context—both the 'sites of inequality', that is, the localised experiences in the neighbourhoods surrounding UCL campuses, as well as the wider institutional drivers and trends that are shaping how the university operates.

### 1.4 Chapter Summaries

Rather than telling one consolidated story, the reports presented below each offer different reflections on the nature of university-led community partnerships. They reveal critical lessons across the three tensions outlined above and offer clear guidance on how the barriers and opportunities for the different partnerships to work towards social justice.



**Figure 1.1.** Adaptation of Fraser's Social Justice (1997; 1998) Framework. Source: Butcher and Frediani (2018).

The chapter focused on **Skills Sharing and Co-Production**, for instance, is key in highlighting the strategic ways through which partnerships seek to work within and rupture knowledge asymmetries. That is, while the Engineering Exchange and Centre for Co-Production of Health Services start from different emphases on either the *process or product* of collaboration, they both remain focused on challenging who's knowledge counts. For the Engineering Exchange, residents are placed in the driver's seat as clients, with the expertise of the university harnessed to support ongoing neighbourhood challenges. In this way, they have generated a number of significant and tangible supports for community organisations, through reports, monitoring, and providing a rigorous evidence base. Meanwhile, at a more nascent stage, the Centre has placed local residents and organisations as knowledge producers in their own right, exploring what it means for research priorities to be driven by communities rather than funders or academics. Critically, the group also raised an ongoing query to the remaining challenges faced in these partnerships, in a wider political economy of knowledge through which the 'university stamp of approval' (as validation), maintains its place of privilege.

Meanwhile, the group focused on **Engaged Teaching and Scholarship** highlights the mutual benefits which can emerge through 'action-learning' platforms present within the DPU, or the 'service learning' model proposed in the undergraduate module. In particular, interviews with previous students were valuable in revealing the role of practice-based education in equipping students to engage with the complexity of social justice issues. Questions of marginality, participation, and solidarity are taken out of the classroom, expanding the agency of both student and community partners. However, staff members also highlighted critical constraints to the implementation of such activities—which require time, significant trust-building, and individual commitment. As this work does not always fit neatly within university structures of advancement, engaged teaching and scholarship is often an 'extra' activity undertaken in addition to the more traditional measures of academic success.

Third, the chapter focused on **Volunteering** delves deeper into the internal operations of university-community partnerships, through the entry point of the UCL Volunteering Service Unit. A critical reflection from this chapter is the key role of capacity-building for both community organisations and student volunteers to ensure positive outcomes. Clear communication is key, with a formalised contract setting out the terms and expectations of each partner identified as key to supporting a successful process. Such commitments can lead to extremely positive outcomes—with the overwhelming majority of both student participants and partner organisations indicating that knowledge-sharing and skills-building occurred. In terms of ongoing challenges, this research revealed the difficulty faced especially by smaller organisations to meeting the VSU's quality stand-

ards, which means as a result they are excluded from VUS services. This generates a question of how smaller organisations can be supported to overcome these barriers to participation. A second challenge was identified in terms of gender bias, with over 75% of student volunteers identifying as women. This chapter reflects on the continued link of seeing volunteering as gendered care work, and how this continued perception may impact partnerships for social justice.

Finally, perhaps the most complex partnership represented is focused on **UCL East**, with the chapter adopting an area-based analysis to examine how the university presence is linked with the changing face of the neighbourhood. The chapter draws on the concept of the ‘street-level bureaucrat’ (Lispy, 1980), examining how key individuals across these different organisations use their institutional situatedness to access UCL resources and redistribute these, whether through legal advice, community activities, or support programmes for people of all abilities through community-based activities. While this has been a powerful way for these organisations to operate, it also leaves particular individuals in vulnerable positions, managing this ‘organisational judo’ often with little support or recognition.

#### 1.4.I Cross-Cutting Questions

Drawing from the summaries above, this introduction ends with a series of provocations for future research for university-based management or staff undertaking or interested in university-led community partnerships, with reference to the wider trends which have been impacting universities.

Firstly, is the issue of the **commodification of knowledge**, and the inherent power asymmetries this generates through the pressures to produce knowledge in line with a narrow criteria of success, and definition of ‘impact’, especially as identified in relation to the ‘Research Excellence Framework’. This report queries whether impact can be redefined within a broader ethic of care (Evans, 2016), and how this might challenge monitoring or reward structures within the institution. In other words, what does impact look like and for whom?

Secondly is the ongoing role of **UCL as a developer**—made most evidently in the case of Stratford, but also in the long-established Bloomsbury campus. The chapter on UCL EAST in particular gave hints to the tensions that can emerge between university and the communities in which they are embedded. This calls for more research into the ways in which a university presence may, in fact, *reproduce* spatial inequalities (through gentrification and studentification, for example), even while university-community partnerships simultaneously seek to redistribute resources, recognise new forms of knowledge, or represent local interests and aspirations.

Finally, are the often-cited concerns around the **casualisation of labour** within the institution. How does the increasingly tenuous contract system exacerbate the demands on staff time, and ability to contribute the trust-building and long-term engagement consistently highlighted as fundamental to making these partnerships work? What of the support needed for professional service staff, to facilitate partnerships? Across academic and professional staff, how can we build an institutional legacy for these partnership beyond the individual ‘street level’ bureaucrats who engage in these activities?

These remaining questions notwithstanding, this report hopes to highlight the breadth and depth of good work already being undertaken within UCL, and the dedicated individuals and organisations that have pushed forward on these partnerships for social justice.

## 1.5 References

Barker, D. (2004). The Scholarship of Engagement: A Taxonomy of Five Emerging Practices. *Journal of Higher Education Outreach and Engagement*, Vol.9, No.2, pp.123–137.

Bose, S. (2015). Universities and the redevelopment politics of the neoliberal city. *Urban Studies*, Vol.52, No.14, pp.2616–2632.

Checkoway, B. (2001). Renewing the Civic Mission of the American Research University. *The Journal of Higher Education*, Vol.72, No.2, pp.125–147.

Cook, J. R., & Nation, M. (2016). Community engagement: Universities' roles in building communities and strengthening democracy. *Community Development*, Vol.47, No.5, pp.718–731.

Evans, R. (2016) Achieving and evidencing research 'impact'? Tensions and dilemmas from an ethic of care perspective. *Area*, Vol.48, No.2, pp.213-221.

Fraser, N. (1997). *Justice interruptus: Critical reflections on the "postsocialist" condition*, New York: Routledge.

---- (1998). Social justice in the age of identity politics. Redistribution, recognition, participation. *Wissenschaftszentrum Berlin für Sozialforschung (WZB WZB Discussion Paper, No.FS I, pp.98-108.*

Frediani, A.A. (2013). Navigating through civic and corporate spaces of UCL. Reflections from Carpenters Estate. *Territorio*, Vol.66, pp.58-63.

Kliwer, B. W. (2013). Why the Civic Engagement Movement Cannot Achieve Democratic and Justice Aims. *Michigan Journal of Community Service Learning*, Vol.19, No.2, pp.72–79.

Pieterse, E. (2013). City/University interplay amidst complexity. *Territorio*, Vol.6, No.3, pp.26-32.

Pinheiro, R., Langa, P. V., & Pausits, A. (2015). The institutionalization of universities' third mission: introduction to the special issue. *European Journal of Higher Education*, Vol.5, No.3, pp.227–232.

Watt, P. (2013). It's not for us. *City*, Vol.17, No.1, pp.99-118.

## 2. Skills Sharing and Knowledge Co-Production

Carolina García Valencia, Natalia Garzón Laignelet, Herta Gatter, Daniel Rosado Méndez, Yun-hsin Sun, Ruiqing Xu

### 2.1 Introduction

The area around King's Cross, Euston and Bloomsbury within the Camden borough, also known as the Knowledge Quarter (2018), is one of the most educationally and culturally active regions in the United Kingdom. However, Camden residents face multiple inequalities; inherently related to high levels of disparity in income as well as education, especially when considering the under-performance of pupils vis-à-vis other boroughs (Trust of London, 2017). The presence of a shared space between academic institutions and the non-academic population raises questions regarding the extent to which these institutions are responsible for/to act on the inequalities in the communities where they are based. As part of the Development Planning Unit's MSc Social Development Practice (2018-19), our investigation thus aims to answer the following overarching research question:

- What are the lessons generated by UCL's practices of community engagement towards enhancing social justice in neighbourhoods surrounding the campus?

To delve into analysis, our group used the lens of *skills sharing and co-production partnerships*. We started our investigation into this complex –and sometimes disconnected– network with two prominent initiatives within UCL: the *Engineering Exchange (EngEx)* and *UCL Centre for Co-production in Health Research* (hereafter referred to as 'the Centre'). Created in 2014 by UCL Faculty of Engineering Sciences, the EngEx was established with the goal of making engineering expertise available to communities, while aligning the faculty's work with local needs (UCL, 2018a). The newly established Centre instead aims to use co-produced research to tackle health and social care priorities of marginalised people (UCL, 2018b). If in both initiatives projects are usually initiated by community members, this does not necessarily imply that major inequalities are addressed. In the EngEx case, engagements are determined by whether the engineering faculty staff has the technical expertise in a particular topic raised by the community as important, while in the case of the Centre, by whether projects meet the criteria in terms of both the topic to be addressed as well as co-production.

While this chapter often uses skill sharing and knowledge co-production as an analytical entry point to better understand how University-Community Partnerships (UCPs) can enhance social justice, it is imperative to recognise the difference between the two. While skill sharing does not constitute a model of research per se, but rather a

practice related to the distribution of knowledge, knowledge co-production implies having different actors interacting throughout the research process. In this sense, Bussu and Galanti (2018) outline four key characteristics of co-production in research: (i) as adding up the different forms of knowledge of stakeholders; (ii) as involving actors interacting voluntarily and co-operatively; (iii) as highly depending on the relations among stakeholders; (iv) as also depending on different levels of engagement, be those individual or collective. For the sake of this research, we have appropriated the following definition of co-production processes and activities in that it stresses the importance of power and responsibility relationships:

*"[Co-production is] an approach to research in which researchers, practitioners and the public work together, sharing power and responsibility from the start to the end of a research project, including the generation of knowledge"*  
INVOLVE 2018.

### 2.2 Methodology

#### Analytical Framework

As explained in Chapter 1 of this report, our methodology of inquiry draws on Nancy Fraser's (1998; 2005) Social Justice framework to explore how skills sharing and co-production practices contribute to the *recognition*, distribution and representation of marginalised communities, their needs and aspirations, and thus to more equitable and just outcomes. In our analysis, recognition comes to refer to how different levels of 'respect' are given to different people in the process of engagement and how different stakeholders understand themselves and others (Watt, 2006); *distribution* represents the degree to which these stakeholders have access to resources (such as funds, facilities and economic entitlements) as well as how relations of power are (re-)shaped and the degree to which benefits and costs are shared; *representation* considers the degree to which people are treated as equal members within their political community and how different alliances are managed and governed e.g. top-down or horizontally. This has helped us design our research methods in a way as to unpack these concepts and use skills sharing and co-production as an entry point to the analysis. The experience of the EngEx and the Centre have provided insightful case studies to generate lessons for other practices and modalities of community engagement, allowing us to inward-looking to UCL's civic role.

## Research Methods and Activities

As described more detailedly in Appendix 2A, the development of our research, including literature review, primary information gathering as well as analysis, took place between October 2018 and January 2019. To set the context to our investigation, our literature review included readings on the topics of skills sharing and knowledge co-production as types of community engagement, as well as on what public engagement and the role of the university come to mean within the neo-liberal context of urbanisation as well as of education. This stage provided us with a multi-faceted and complex understanding of partnerships between the university and communities. The subsequent method used was primary information gathering through the use of semi-structured interviews and focus groups to validate our hypotheses. Our group conducted a total of twelve interviews with the coordinators of the EngEx and the Centre initiatives, as well as with representatives from the Engagement Team and members of the interested communities. A focus group discussion during a Networking Event as part of the DEVP0035 module in which practitioners and students discussed Fraser's framework for analysing UCPs also importantly informed our analysis. Finally, we engaged in 'participant observation' of group activities carried out by the two initiatives so as to appreciate the nuances and interfaces of their processes of engagement with the communities.

## 2.3 Key Findings

Any effort to understand the dynamics that perpetuate inequalities should take into account the context in which these are (re-)produced. Our research suggests there exist conflicting relationships between knowledge co-production and/or skills sharing and the neoliberal context in which universities operate (Addie, 2017; Kliewer, 2013). Commodification of knowledge, casualisation of academic research, inter-university competitiveness, and traditional bid processes for funds are only some of the problematic trends that are in fact reproducing patterns of inequality around the university and, more generally, within London.

Seeking to avoid the long-standing trap of the *structure-agency dichotomy*, we build on Laidlaw (2010) to introduce

the notion of 'responsibility' as distributed between various actors including individuals, the Centre, the EngEx, the DPU, the Engagement Team of UCL Culture as well as wider UCL. Agency is best not thought of as a capacity inherent in such entities, but as a matter of relations and as responsibility attributed to them. In our investigation of these UCPs for social justice, the main question thus becomes whether they open up new spaces for reshaping relations between dominant structures of power and agency, still being careful not to expect 'apocalyptic change' (Fraser, 1997).

The main findings of this research are presented below. Through reference to our adaptation of Fraser's Social Justice framework, our findings illustrate how structural conditions affect social justice in terms of *knowledge production* and the *politics of impact* of UCPs (Key Finding 1) as well as their *processes of engagement* (Key Findings 2 and 3).

**Key Finding 1. The initiatives have different goals but in fact operate in similar ways: that is, they support community members in better appropriating knowledge hierarchies.**

There is an effort undertaken at UCL to challenge structural conditions of socio-economic urban inequalities through public engagement, with the 'public' being engaged in various ways. The two initiatives considered in this research have differing goals: the EngEx mainly aims at having an effect on the politics of impact (e.g. how are costs and benefits negotiated?) in that their focus is placed on the outcomes of knowledge sharing for communities; the Centre is more concerned with influencing how knowledge is produced, thus emphasizing processes over outcomes. Relatedly, the initiatives differ in terms of the conceptualisation of 'knowledge' itself. As introduced by Foucault (1980), because knowledge is inextricably linked with power, certain conceptualisations can either alleviate or in fact reinforce inequalities. In a way, one could argue that when ideas of change as negotiated by actors confront structural conditions, they can play out very differently from how they were imagined. If, on the one hand, ideas are aligned with their intended outcomes, on the other, they could also come to negate them at some level. The following sections will elucidate this seemingly contradicting claim more concretely.

### Overarching Goals

#### The Centre

During our interviews with Niccola Pascal-Hutchinson (2018a), project manager of the Centre, and Kate Martin (2018), facilitator of workshops, it was clearly articulated that the Centre is process-oriented. As they explained, the initiative is committed to challenge how knowledge is currently being produced and how co-production is being assigned inherent value. Their statements are also supported by the Centre's adopted model to co-production (Appendix 2B.i) which imagines different types of knowledge as not hierarchically aligned.

#### EngEx

The Exchange "matches community groups with ... built environment specialists" (UCL EngEx, 2018) in order to achieve an outcome that is beneficial for the community. EngEx Director, Sarah Bell (2018 - Interview) emphasised she sees community groups as 'clients' to whom they provide a service to. This illustrates a more traditional, hierarchical distinction between 'lay' and 'expert' knowledge.

## Goals – alignment

### The Centre

The Centre stayed true to its co-production principle, being committed to including people with different types of expertise from the onset of projects (*2018 Co-Creation Sessions I, II & III*) as well as marking this as the most important criteria for pilots (Appendix 2B.ii - *Scoring Sheet*). This idea was also reinforced by our conversations with two non-UCL members of co-production pilots. Albert McEyeson from the *Action Youth Boxing Intervention* (2018 – Informal discussion) co-designed an evaluation for his project with a UCL researcher. An informal interview with Jean Strauss (2018) from *Action for Hearing Loss* demonstrated that even if co-production as a term is new to someone, it can be well-adopted. Along with emphasising that in their project everyone's voice is equal, she also felt that co-production informs her knowledge about patient involvement.

### EngEx

The EngEx achieved beneficial outcomes for the Camden community. Among several projects, the first, which was commissioned by *Just Space*, proved refurbishment of social housing was cheaper than demolition (S. Bell, 2018 - Interview). The most recent research about air pollution in collaboration with the *Somers Town Neighbourhood Forum* was also an important step towards the creation of the new *Camden Clean Air Action Plan* (Camden, 2019).

## Goals – negation

### The Centre

During the Centre's co-creation sessions we attended, representatives from some of the pilots suggested that outcomes are more important for them than the process of co-production itself (2018 - Co-creation sessions II & III), which was also mentioned by Strauss (2018 – Informal interview) also mentioned. In contrast somehow contrarily to the Centre's stated aims, she initially wanted to apply primarily because her group needed funds were necessary to carry out the sandpit innovation workshop they designed. She recalled a past experience of a hackathon when Action for Hearing Loss her group's idea about hearing loss won a prize but de facto then nothing concrete happened in the end afterwards because they did not receive due to the lack of organisation and financial support or money — this is what she wanted to avoid.

Strauss' reflections (2018) statements also indicate the different views on how co-production can be enabled, for example as she argued it is necessary to have through the necessary presence of a "supervisor". Similarly, McEyeson (2018 – Informal discussion) mentioned that working with a UCL researcher gives leverage for more effectively in lobbying the council and the Camden Youth Services, although which also this partly defies the horizontality claim of co-production.

When feeding these insights back to Niccola (2018b — Informal discussion) she indicated that they had been the Centre was aware of these issues, still and been trying to avoid "becoming the co-production police". This is not a surprising outcome, in a context where mainstream knowledge production is not framed in a "co-" way.

### EngEx

Cane (2017) found that in spite of the EngEx "conceptualizing its work as the communication ... from the expert to the public, the accounts of participants showed this understanding ... shifted ... [to] a search for credibility". Somers Town residents' workshop (2018) aimed at sharing findings of the air pollution research showed that power imbalances do exist between "expertise" and "experience", as well as, or between university and community. As an instance of this, when community members disagreed with experts' data on the pollution levels of an area, they were given fewer opportunities to voice their opinions.

Although the EngEx explicitly differentiates experts from the community in their partnership protocols (Appendix 2C.i.4), projects are always identified by the community and the scope of the project is defined between both parties (Appendix 2C.ii; C. Johnson, 2018 – Interview; S. Bell, 2018 – Interview).

The structural conditions which the two initiatives navigate mean that traditional distinctions and hierarchies of knowledges cannot be fully changed but community members can better appropriate them with the help of UCL staff.

**Key finding 2. Actors are not homogenous; their roles continuously change as a result of attribution of responsibility and trust – which determine the processes of engagement.**

In order to understand the ‘social justice enhancing potential’ of the analysed initiatives, we came to recognise that actors – organisations and individuals alike – are not homogenous nor static. In fact, we found that the process of engagement is itself determined by actors’ continuously shifting roles. Despite the fact we refer to diverse people and organisations as ‘the community’, this ‘community’ does not actually exist as one. As Strauss commented (2018 – Informal interview), it is often the case that representatives are those who are easy to get involved: “I can sometimes feel guilty that I’m a typical patient: white, middle-class, educated, retired, *do-gooder*”.

Similarly, UCL consists of many different actors and practices who may attribute different responsibilities to themselves as compared to those others associate with them. For example, the Provost starts his foreword to the *UCL 2034 Strategy* by praising how UCL was built to open up higher education and “change the way we create and share knowledge” (2018, p.1). However, virtually every interviewee reported on their ongoing battles with managers for trying to make UCL practices more horizontal – whether with the goal of making research co-produced (e.g. N. Pascal-Hutchinson, 2018; K. Martin, 2018; M. Haklay, 2018) or simply complaining that the ‘top-dogs’ do not care (A. McEyeson, 2018 – Informal discussion). UCL is constantly evoked in different ways: as a world-changing institution by top managers, an obstacle to change by staff, a badge of legitimacy by community organisations. This, rather and more than becoming a source of confusion, simply represents the ways actors realise processes of UCPs.

Individuals too have multiple and intersecting identities and their roles often changes as the relationship in the initiatives evolves. When reflecting on co-production, Strauss mentioned: “I come in because I’m a patient, right? But then suddenly there are three others with hearing loss [who are clinicians]. So then is my role still ‘the patient’? And if so, how do I make it special or unique? Or how do I blend with the others? Or should I be doing everything else instead, you know?” (2018 – Informal interview). To adopt Humphrey’s (2008) theorisation, we could even say that through decisions individuals integrate and prioritise some of their identities. Decisions in this sense are not necessarily a result of rational deliberation but can also happen via unconscious affective experiences due to personal sympathy or a non-UCL meeting space. The interviews conducted with Sarah Bell and Richard Lee, the coordinator of Just Space, about their emerging partnerships illustrate exactly this point: the trust and empathy they personally established are key building elements in their collaboration.

**Key finding 3. The distribution of resources has an impact on the process and outcome of skill sharing and knowledge co-producing practices.**

Resource distribution reflects the way in which partners’ contributions (i.e. time or knowledge) are recognised. The Centre’s pilots follow INVOLVE’s (2018) guidelines in paying those with “lived experience”. In this sense, Strauss (2018 – Informal interview) sees payment as the remuneration for her knowledge. However, other informal conversations held suggest that payment is a difficult topic, in that it is unclear whether researchers’ participation is part of their paid work or not, what is the just amount to pay partners as well as what are the implications of paying partners that are benefiting from the partnership in other ways.

Another key resource that we identified in the process of engagement is time. The interviews with Johnson (2018) and Hacklay (2018) evidenced how fundamental is that the researcher invests considerable time in different logistical aspects so that the community is effectively involved. This relates to the limitation facing communities to engage in different projects due to their day-to-day commitments.

As we were able to grasp from participants in a focus group during our Networking Event (2018), issues related to resources go far beyond the recognition of partners contribution. Horizontal efforts are often constrained by the university’s rigid structure including funding demands for specific timelines and scopes to guarantee accountability and security. Nonetheless, this is not always the case. For example, the Wellcome Trust seems to give more flexibility and freedom to the Centre to experiment.

Resources come (and are constrained) in material forms as well. McEyeson (2018 – Informal discussion) expressed frustration with UCL for cancelling his sessions for two weeks without notice, reflecting that despite efforts made towards engaging in more horizontal ways, the relationships of power among partners are not fully challenged, thus limiting the scope of the process of engagement.

## 2.4 Conclusion and Recommendations

Both the EngEx and the Centre are trying to reduce inequality in the recognition and distribution of knowledge, but struggle with the unjust structures in which they are embedded. Nevertheless, both initiatives show evidence of bridging the gap with the community and can be considered *transformative* according to Fraser’s (1997) criteria: they restructure processes, reaching not only ‘community’ groups but also the power relationships between different actors. They are not revolutionary but appropriate *neoliberal arts of governance* useful to ‘hack the system’ (Ferguson, 2010). The experimental nature of the Centre’s pilots and its ad-

vocation for grassroots change capitalises on expectations of independent, decentralised action. Co-production at this stage may not be completely horizontal but they do create new types of funding applications and new spaces for working together where the researchers are in different positions and have different responsibilities to what they ‘traditionally’ would. As Rose (1997) suggests, the authority of academic knowledge is best put into question “not by self-conscious positioning but by gaps that give space to, and are affected by, other knowledges” (p.315).

Even though the two initiatives are influencing the traditional way of producing knowledge, holding potential to help address social inequalities in the communities surrounding UCL campuses, our research has confirmed that there are complex interfaces between these initiatives and the neo-liberal structural conditions in which UCL operates. These complexities must be tackled if UCPs are to promote social justice around current and relevant issues in Camden and other London neighbourhoods. In this regard, we have identified a set of recommendations that could guide the process. These recommendations directly speak to the elements of Fraser’s adapted conceptualisation of Social Justice (Figure 1.1) and are as follows:

### Recommendation 1 - Politics of impact

#### For the institutional network (UCL Culture, initiatives, wider UCL):

- a. It’s important to diversify project’s outputs (networking events, forums, toolkits, videos.) and open up spaces (rooms, breakfasts, committees) for more inclusive dialogues;
- b. The use of accessible language in main channels and documents to communicate with different audiences (e.g. the Centre’s blog and the EngEx website) should be incentivised and expanded.
- c. A more proactive role should be taken in identifying urgent community issues and pressing inequalities, reaching out to local organisations to form cooperative relations rather than waiting for them to contact UCL;
- d. The initiatives should join/explore local, regional, national and international networks to share lessons learned about coproduction (e.g. the *N8 Research Partnership of the Economic and Social Research Council - ESRC* or the *Social Care Institute for Excellence - SCIE*);
- e. It’s critical to create a user-friendly platform for UCL initiatives to work with communities that is able to:
  - i. acknowledge past and on-going projects;
  - ii. link resources to the needs;
  - iii. direct actors to external opportunities and sources;

- f. The co-production/public engagement path should be more explicitly rewarded (e.g. included in promotion criteria).

#### For researchers:

- g. It’s key to balance the emphasis on the co-production process vis-à-vis outcomes of projects, not only to obtain more horizontal knowledge/skills exchange but also to pursue the goals of different actors. For instance, our fellow SDP students of next year could focus their efforts on improving the execution of the pilots from the Centre, and on mapping the initiatives for the platform (Recommendation 1.e);
- h. Good quality of opening and closure sessions in the projects should be ensured in order to set ground rules at the onset as well as to encourage reflection at the end of projects.

### Recommendation 2 - Processes of engagement

#### For the institutional network:

- a. In order to build long term, more sustainable institutional relations, at the end of set projects, engagement opportunities with the same community should be expanded to different departments/researchers;
- b. A channel for interested individuals and/or organisations to connect with the university, its services and resources should be created;
- c. Dialogue and synergies should be promoted to advocate for UCPs on multiple scales, involving researchers, the Engagement Team, staff, students, and communities.

#### For researchers:

- d. It’s important to recognise and respond to the inequality within communities in a critical way, acknowledging that these are not homogenous and that there might be representation biases;
- e. Using and promoting multiple mechanisms of awareness raising (e.g. case studies, academic forums) would help fight the stigmatisation of the co-production research path as being less rigorous and scientific.

### Recommendation 3 - Distribution of resources

#### For the institutional network:

- a. More flexible funding to respond to the experimental and changing nature of the co-production should be implemented;

- b. UCPs should be sustained in the long term and their sustainability enhanced, for example by having a contact within the University to give communities access to the university spaces and events;
- c. Critical discussions around remuneration of partners in UCPs (recipients and amounts) should be opened.

#### For researchers:

- d. It's crucial to take into consideration time constraints of non-academics when setting activities of the projects;
- e. Different spaces for the practice of co-production activities should be utilised in order to reduce access difficulties for community members as well as to expose all actors to new environments and induce their innovative thinking.

This research is among the first to understand lessons, opportunities and challenges for UCL role as partner of local communities. It aims to inspire future investigations on the topic and catalyse changes in current as well as future initiatives, partnerships, and policies on co-production and skill sharing. The main findings and recommendations called to a more active role of the university and its researchers. Thus, it would be relevant for subsequent research to further develop the vision and expectations from the viewpoint of the communities.

## 2.5 References

- Addie, J.P.D. (2017). Claiming the university for critical urbanism. *City*, Vol.21, No.1, pp.65–80.
- Briggs, J. & Sharp, J. (2004). Indigenous knowledge and development: A postcolonial caution. *Third World Quarterly*, Vol.25, No.4, pp.661–676.
- Bussu, S. & Galanti, M.T. (2018). Facilitating coproduction: the role of leadership in coproduction initiatives. *UK, Policy and Society*, Vol.37, No.3, pp.347-367. DOI: 10.1080/14494035.2018.1414355.
- Camden Clean Air Action Plan (2019). *Air quality a top priority as Camden unveils vision for 2025*. [Online] available at: <http://news.camden.gov.uk/air-quality-a-top-priority-as-camden-unveils-vision-for-2025/> [Last accessed: January 2019].
- Cane, H. (2017). Evaluating the Engineering Exchange. [Online] available at: <https://www.ucl.ac.uk/engineering-exchange/research-projects/2019/jan/evaluating-engineering-exchange> [Last accessed: January 2019].
- Ferguson, J. (2010). The Uses of Neoliberalism. *Antipode*, Vol.41, No. s1, pp.166-184.
- Foucault, M. (1980). *Power/knowledge selected interviews and other writings, 1972-1977*. New York: NY. The Harvest Press.
- Fraser, N. (1997). *Justice interruptus*. New York: Routledge.
- (1998). Social justice in the age of identity politics. Redistribution, recognition, participation. *Wissenschaftszentrum Berlin für Sozialforschung (WZB) WZB Discussion Paper*, No.FS I, pp.98-108.
- GLA|Greater London Authority (2017). *Local Authorities and Air Quality: A summary of action taken by London boroughs to improve air quality*. London: Greater London Authority City Hall, The Queen's Walk.
- Humphrey, C. (2008). Reassembling individual subjects: Events and decisions in troubled times. *Anthropological Theory*, Vol.8, No.4, pp.357-380. DOI:10.1177/1463499608096644.
- INVOLVE (2018). [Online] available at: <http://www.invo.org.uk/posttypepublication/guidance-on-co-producing-a-research-project/> [Last accessed: January 2019].

- Kliewer, B. W. (2013). Why the Civic Engagement Movement Cannot Achieve Democratic and Justice Aims. *Michigan Journal of Community Service Learning*, Vol.19, No.2, pp.72-79.
- Knowledge Quarter (2016). Knowledge Quarter Video 2016. [Online] available at: <https://www.knowledgequarter.london/> [Last accessed: January 2019].
- Laidlaw, J. (2010). Agency and Responsibility: Perhaps You Can Have Too Much of a Good Thing. In: Lambek M. (Ed.), *Ordinary Ethics: Anthropology, Language, and Action*, pp.143-164. Fordham University.
- Pottier, J. (2003). Negotiating Local Knowledge: An introduction. *Power and Identity in Development*. London: Pluto Press, pp.1-29.
- Rose, G. (1997). Situating knowledges: positionality, reflexivities and other tactics. *Progress in Human Geography*, Vol.21, No.3, pp.305-320. DOI: 10.1191/030913297673302122.
- Trust for London (2017). [Online] available at: <https://www.trustforlondon.org.uk/publications/review-2017/> [Last accessed: January 2019].
- UCL (2018a). *UCL Engineering Exchange*. [Online] available at: <https://www.ucl.ac.uk/engineering-exchange/> [Last accessed: December 2018].
- (2018b). UCL Centre for Co-production in Health Research. [Online] available at: <http://blogs.ucl.ac.uk/public-engagement/2018/07/02/the-co-pro-pilots-are-here-funding-available-from-the-ucl-centre-for-co-production-in-health-research/> [Last accessed: January 2019].
- (2018c). UCL 2034: A New Strategy for UCL Annual Review. [Online] available at: <https://www.ucl.ac.uk/2034/annual-review-2018> [Last accessed: January 2019].
- Watt. P. (2006). Respectability, Roughness and 'Race': Neighbourhood Place Images and the Making of Working-Class Social Distinctions in London. *International Journal of Urban and Regional Research*, Vol.30, No.4, pp.776-797.
- Interviews, focus groups and other discussions:**
- Bell, S. (2018). Interview, 29/10/2018. UCL.
- EngEx (2018). Workshop with Somers Town residents, 30/11/2018. Basil Jellicoe Hall.
- Haklay, M. (2018). Interview, 27/11/2018. UCL.
- Johnson, C. (2018). Interview, 17/12/2018. Central House.
- Lee, R. (2018). Interview, 22/11/2018. Chatica Cafe.
- Martin, K. (2018). Telephone interview, 27/11/2018.
- McEyeson, A. (2018). Informal discussion at an Action Youth Boxing Intervention Co-Creation Session, 5/12/2018. Somers Town Living Centre.
- Focus Group Participants (2018). Networking Event Focus Group, 2/11/2018. Institute of Education, UCL.
- Pascal-Hutchinson, N. (2018a). Interview, 25/10/2018. UCL.
- (2018b). Informal discussion, 6/12/2018. UCL.
- Patel, T. (2018). Interview, 14/12/2018. Welcome Café.
- Pitts, G. and Moore, G. (2018). Interview, 15/11/2018. UCL.
- Strauss, J. (2018). Informal Interview, 19/11/2018. Barnes.
- UCL Centre for Co-production in Health Research (2018). Evaluation & Training programme Co-creation sessions, 8/11/2018 and 11/12/2018. LIFT.
- Washbourne, C. (2018). Interview, 13/12/2018. UCL.

## 3. Engaged Teaching and Scholarship

*Lauren Chew, Sin Ting Lau, Daniela Maldonado, Sonia Mascharenas, Maima Syakhroza, Yamana Zedan*

### 3.1 Introduction

In recent years, there has been a growing trend in developing University-led Community Partnerships (UCPs) among universities, which characterises the collaborative endeavours between universities and communities, aiming to improve the quality of life in marginalised neighbourhoods (Boyer, 1996; Bringle & Hatcher, 2002) and to promote social justice (Marullo & Edwards, 2000). Scholars have been advocating the idea of 'Engaged Scholarship' (ES), which refers to the contribution of intellectual resources of the university for public purposes, to serve both academic purposes and public goods (Holland, 2005).

In particular, Engaged Teaching (ET) is a form of scholarship that integrates community engagement in teaching and learning. Unlike conventional education approaches, ET is a pedagogical tool that supplements teacher-centred instruction by offering a contextualised learning experience for students through community engagement (Peterson, 2009). ET also enables the production of context-specific knowledge which combines the conceptual and operational understanding of real-life situations (Roakes & Norris-Tirrell, 2000). For the communities, successful ET practices benefit the community by responding to social needs, increasing social capital and facilitating progressive social transformation (Marullo & Edwards, 2000).

As London's Global University, University College London (UCL) collates a series of policies and activities to commit its social responsibility through engaging with its neighbourhoods, particularly the Islington and Camden borough which are experiencing different social challenges. Starting as an externally funded project in 2009, the Engagement Team is now a core component of the university, situated with UCL Culture with the aim of partnering with communities to bring a positive influence on society (UCL Culture, 2017). Not necessarily as part of UCL Culture's mandate, within various departments, ET activities are becoming more and more prevalent. For instance, masters programmes at the Bartlett Development Planning Unit (DPU) have established long-standing UCPs, incorporating community-based engagement into their *practice modules*. Similarly, at the Institute of Education (IOE), the bachelor programme in Education Studies also partners with community organisations to develop a placement-based module (PBM) for its students.

This research seeks to extrapolate lessons around ET practices within UCL that are geared towards contributing to social justice in the city. In light of the different ET practices adopted by departments at UCL, our study delves into the analysis of engaged teaching through partnerships with community organisations, examining how these university-led partnerships contribute to positive social change and justice in UCL surrounding neighbourhoods, particularly the boroughs of Camden and Islington.

### 3.2 Methodology

#### Analytical Framework

Inevitably because of dominant neoliberal urban trends affecting London and partly due to the processes associated with the studentification of neighbourhoods surrounding UCL, many communities are experiencing heightening social inequalities, which deny their equal and full participation in society. Drawing on Nancy Fraser (1998; 2009), who related social justice to citizens' ability to de facto being able to equally and fully participate in the public life, this research adopts three perspectives as critically influencing urban communities 'participatory parity', namely *distribution, recognition and representation*, as displayed in our analytical framework (please refer to Figure 1.1).

The appropriation of Fraser's *Social Justice* theory was instrumentally used to enhance our understanding of the relationships built through UCPs, the processes and outcomes of stakeholders' interaction, and their potential to generate positive social change. In particular, this chapter evaluates the impact of ET activities in addressing social injustices and serving as a learning instrument, in terms of the process of engagement, knowledge production and the politics of impact (Figure 1.1). Markedly, we drew attention to the manifestations of social injustice and critically examined the redistribution of resources, as well as the way in which the needs, demands, aspirations and roles of stakeholders are recognised and represented via ET activities.

#### Research Methods

Our research, which employed qualitative interpretative methods combining secondary and primary information collection, was aimed at exploring how ET activi-

ties within UCL are contributing to social justice. We used the below four key research questions to guide our analysis:

- What are the lessons learned in terms of the opportunities as well as challenges of engaged-teaching through the case studies reviewed?
- How does engaged teaching as a modality of UCP in UCL become a tool towards achieving social justice?
- How are partnerships established, maintained, and managed? How are different types of knowledge and expertise recognised, represented and negotiated?
- What are UCL policies and institutional frameworks around public engagement as a tool for UCP?

Qualitative methods employed proved useful in unfolding an in-depth discourse around UCPs and ET practices, allowing us to better understand the perspectives of the diverse actors involved in such practices. For the purpose of our investigation, we employed three examples of ET at UCL, namely the practice-based modules of the MSc Social Development Practice (SDP) and MSc Urban Development Planning (UDP), and the PBM 'Educating and Organising for Social Justice' in the BA Education Studies (Appendix 3A), as representative case studies to analyse some of the challenges and opportunities UCP practices face.

Secondary research and literature review on the civic role of the university, community engagement, and ET (including students' reports), were employed both to contextualise the research at the beginning and to complement primary information obtained through interviews and focus groups.

With respect to primary data collection, semi-structured interviews (Appendix 3B) were carried out with the diverse range of stakeholders incorporating ET activities as part of the above mentioned courses (Appendix 3C provides a list of interviewees and their affiliation). Additionally, primary information gathered during the *UCL Networking Event* on 2nd November 2018 was also employed to reflect upon the different experiences of academics partnering with community groups in London.

We must note, there were a series of limitations that affected our research. In the first place, lack of time was a significant barrier to explore and represent the spectrum of all engaged-teaching activities across different departments and academic disciplines at UCL. Secondly, various complexities were faced while attempting to measure the extent of change and social justice that

was achieved through ET activities as, by its very nature, social change is a long and iterative process, while analysed activities have been in operation only since the past four-five years.

This study has identified four key findings around the ways in which ET through university-led community partnerships can contribute to alleviate social injustices and act in transformative ways to democratise the ways knowledge is produced. This necessarily imply a look on to how partnerships are built and maintained, as well as on the extent to which UCL institutional framework act as an enabler or inhibitor of such relationships. They are presented below and related to the key dimensions of our social justice formulation, based on Fraser's theory (Figure 1.1).

### 3.3 Key Findings

**Key Finding 1. Engaged Teaching is an effective mechanism to enhance teaching and learning experiences while connecting with the surrounding community, through socially meaningful partnerships (politics of impact).**

Our first key finding highlights how ET undertaken as part of degree modules serves as an effective education mechanism not only to enhance the teaching and learning experiences of both academics and students, but also to address social injustices through connecting with local communities. To overcome the limitations of traditional classroom teaching approaches, different types of Engaged Scholarship offered by UCL, such as the practice oriented modules of the DPU graduate programmes or the IOE undergraduate course, equip students with experiential learning by exposing them to some of the complexities of socio-spatial injustices affecting London neighbourhoods, in a way that is both contextualised and allows for collaborative engagement with community partners (Peterson, 2009). In fact, many of these ET activities are premised on the formation of UCPs. For instance, the partnership with Just Space, a London-based informal alliance of community groups, campaigns and concerned independent organisation, with the MSc UDP has not only allowed students to engage in the co-production of planning strategies of specific projects such as the 'London Plan', but also for "marginalized voices to [be brought] to the forefront... [and to take] that community voice to the city level to influence the shaping of city level projects such as the London Plan" (T. Wickson, 2018 - Interview).

Similarly, the partnerships between *Citizens UK*, a community-organising group with a broad network of diverse institutions, and the MSc SDP or the module 'Educating and Organising for Social Justice' at the IOE, have enabled students to engage with a range of stakeholders

and to collaboratively address the needs of diverse and marginalised social groups, thus equipping students to become “critical, reflective and reflexive practitioners” (A. Frediani, 2018 - Interview). By providing students with a hands-on opportunity to develop community-organising skills through participation in ongoing community projects in London such as the living wage campaign (S. Tannock, 2018 - Interview), students are able not only to “apply the planning theory, methodologies and skills in practice, but also [...] to critically examine social challenges and injustice” (T. Wickson, 2018 - Interview).

For example, during the action-research project undertaken by the MSc SDP in 2017, students were connected with local schools under the network of Citizens UK to design activities and workshops for their pupils to gain a deeper understanding of the ways in which housing issues in London may impact their educational capabilities and aspirations. One of the SDP students who participated in the project commented:

*“The project was an eye-opening and remarkable experience (...), it was interesting [to] learn about the problem of the housing crisis through the eyes and voices of children”*

Student personal reflection, 2017.

ET can thus address the limitations of traditional teaching through recognising the power of knowledge co-production, by not simply “bringing and valuing different forms of knowledge into the classroom, [but also by] contesting the idea that there is only one form of knowledge” (T. Wickson, 2018 - Interview). As a form of experiential, socially meaningful scholarship, ET can enable stakeholders to actively participate in a mutually-beneficial relationship that targets social inequalities impairing the urban life of communities.

**Key Finding 2. Engaged Teaching through community engagement can challenge social injustice and inequality, bringing about meaningful outcomes for communities (politics of impact).**

Related to Key Finding 1, which underlines the beneficial impact on students learning experience, ET can in fact also bring benefits to communities entering partnerships with the university. While community organisations often have extensive networks and a strong foundation working with local residents, universities can also act as agents to tackle social injustices and inequalities faced by communities (Marullo & Edwards, 2000). In the area surrounding UCL Bloomsbury campus, the boroughs of Camden and Islington experience several social dilemmas such as homelessness, high crime rates and housing issues. By working alongside local residents, community partnerships initiated by UCL are able to bring together committed stakeholders to address the socio-spatial issues negatively affecting surrounding neighbourhoods,

as integrated into UCL’s vision of being London’s Global University and its commitment to bringing a positive impact to society (UCL, 2018).

In a way that builds and values communities’ capacities and aspirations, the three cases of UCP analysed seek to ensure that voices from the community are reflected throughout research-design and knowledge co-production processes, striving for outcomes that can be meaningful to them and their daily struggles. In the case of MSc UDP collaboration with Just Space for example, the active involvement of dedicated academics and students in conducting research on designated social problems and carrying out community assessments contributed to project outcomes proving valuable for Just Space’s subsequent projects and campaigns. The report ‘Social Impact Assessment in London Planning’ developed by UDP students and published in collaboration with the network, strengthened the Just Space’s emerging role in *Social Impact Assessment (SIA)* to campaign for it to become a key instrument of city planning in London (Lipietz, et al., 2018). On the same token, activities carried out by MSc SDP students in collaboration with Citizens UK in 2017 have helped address London’s housing inequalities by empowering primary and secondary school students to “raise their voices and participate in actions that could alert political authorities of the problems young people encounter” (Butcher et al., 2018, p.20), thereby enhancing young pupils’ agency to be involved in decision-making discussions and processes.

Although it is difficult to accurately measure the impacts these activities have in catalysing positive social change, ET does serve as a stepping stone to challenge the power dynamics between the university and the community. In the cases analysed, this is done by questioning the accepted hierarchical sources of knowledge through co-production as well as by empowering the agency of marginalised groups within these struggles.

Nevertheless, it is important to note that the relationship between the ‘university’ and the ‘community’ is non-linear and that the distinction between the two as separate entities is an oversimplification that dismisses each stakeholder’s agency. This distinction re-creates a “hierarchical situation [as] academics are involved in the community, have community knowledge and understand community needs..., [similarly] within any community, there will [also] be people who are well-educated and are active” (R. Lee, 2018- Interview).

**Key Finding 3. The process of stakeholder engagement is essential to ensure the effectiveness and sustainability of the community-university partnership (process of engagement).**

A crucial aspect that has been highlighted throughout this investigation on how UCPs are created is the process of trust-building. In fact, trust not only enables

stakeholders to openly and transparently share information, but also to fosters more or less institutionalised ties that are more conducive to mutual-benefit (Allahwala, et al., 2013; Sandy, et al., 2006). The importance of trust-building was repeatedly emphasised by a number of interviewees, stressing how, over the years, trust-building has had direct impacts on the “longevity of the relationship, [making] the engagement richer” and allowing for a deeper understanding of shared principles and visions (T. Wickson, 2018 - Interview). In this sense, when the process of engagement is governed by relationships of trust, UCPs are better positioned to promote partnerships on equal footing that represent “more than just a collaboration” (A. Frediani, 2018 - Interview). In turn, this leads to greater capacity to address social inequalities and power imbalance *together with* and *within* the community (Howarth, et al., 2017).

Nevertheless, for partnerships to be able to bring reciprocal benefit, each stakeholder’s visions, goals and expectations for the engagement should be addressed, negotiated and aligned through genuine co-production of knowledge (A. Frediani, 2018 - Interview). By promoting an equal-level playing field, where community partners are taking on roles of co-tutors and co-designers of the ToR guiding project activities (T. Wickson, 2018 - Interview; R. Lee, 2018- Interview), it becomes easier –albeit not without challenge– to identify what are the most pressing needs faced by communities, as well as to extend, deepen and strengthen the understanding of the issue by the wider network of urban actors.

One of the challenges to the sustainability of partnerships is, as it is often the case, the centralisation of responsibilities on the shoulders of one or two university staff; and as staff changes, the overall relationships is transformed. The hardship in catalysing partnerships that are self-sustainable and not intrinsically dependent on individuals was echoed by all three tutors involved in the examined UCPs, who during the interviews (2018) pointed out the lack of support and recognition of the required commitments, i.e. time limitations and labour intensiveness (Stanton, 2008), by the larger university structure, but that are needed in order to sustain their longevity. To fill this *institutional vacuum*, respective departments and staff have had to take on important roles, becoming not only “a key resource, [but also] enablers in allowing” commitments to continue and actively sustain engagement activities (A. Frediani, 2018 - Interview).

Moreover, the lack of formalised channels of communication to promote greater interaction between faculties and current or potential community partners also affects the quality of the relationship. On the one hand, it might allow “community partners...to interact directly with [the] faculty through ongoing, reciprocal relationships, [and to] become collaborators” (Sandy, et al., 2006, p.37).

On the other, it might hinder the effectiveness and institutionalisation of relationships so that responsibilities are absorbed by the wider university and not by individual staff. To enhance the sustainability of UCPs in the future, greater support and recognition of roles and responsibilities should be promoted so that higher management structures at the university level can absorb part of the responsibility to support UCPs to “breakdown the [traditional] rules of the classroom, bringing London *into* the classroom and [the classroom into London]” (T. Wickson, 2018 - Interview).

**Key Finding 4. UCL’s policies and organisational structure have major consequences for the formulation of partnerships (structural conditions).**

UCL, as a higher education and knowledge-producing institution, is part of ‘the community’, acting as a connector between communities on campus and beyond by providing important *impact tools*. As part of *UCL 2034 Strategy*, the university stated its commitment to creating opportunities for active and engaged learnings for its students, facilitating knowledge exchanges, innovation and skills workshops needed to contribute to positive social transformation of its surroundings (2014). UCL 2034 also reinforces the importance of providing support to faculties, staff members, students, as well as marginalised groups to be protagonists in this process. To be ‘London’s Global University’, as one of the strategy’s straplines highlights, UCL positions itself as having a responsibility to addressing the injustices affecting ‘its community’ –that is, London and its global citizens.

However, despite declared commitments towards social justice, there are no clearly defined principles guiding the governance of engaged teaching as one of such modalities through which UCL can uphold these commitments. In this sense, UCL’s position as a civic institution, is not clearly discernible nor visible.

When engaging in UCPs, is the university seen as a ‘service provider’ or as a sort of ‘institutional citizen’ working alongside communities to create socially just societies? Are ET practices considered as an instrument to improve students’ employability or as a mechanism to contribute to social change in the community? During our interviews, key actors mentioned that UCPs can have multi-fold purpose and outcomes. As noted by Richard Lee (2018), in the experience of Just Space with the MSc UDP programme, it almost does not make sense to categorise the university as a neatly separate entity from the community, because, in fact, UCL is part of London’s built and social environment. Stuart Tannock (2018), on the other hand, stressed how, regardless of the positive social outcome, UCPs can be considered by some as a platforms to enhance students’ future career paths.

Leading back to the overall sustainability of partnerships as well as of needed change, in the case of ET, a better defined and institutionalised approach to learning and knowledge co-production is needed. UCL needs to commit “not only in their mission statements, but [also] in their practices” so as to champion a shift in the culture of strategic planning, partnership-building, curriculum development, merit reviews, infrastructural support and resource allocation (Eckerle, et al., 2011, p.24). This means more involvement not only from the higher-management levels within the university organisational structure, but also – and most importantly– from communities themselves (R. Lee, 2018 – Interview).

### 3.4 Conclusion and Recommendations

The UCPs analysed in this chapter offer three insightful examples of challenges to and opportunities for *Engaged Teaching* to help address the maldistribution and misrepresentation of urban communities. In fact, by challenging traditional notions of knowledge production and recognising alternative forms of knowledge, ET provides opportunities for marginalised communities to actively participate in the processes of deliberation, contestation and production of knowledge. This way, the university can support the agency and empowerment of local citizens, while also allowing students to meaningfully learn and foster their global citizenship.

The following section of this chapter goes on presenting a series of recommendations, which, based on the highlighted findings and the relevant dimension of the proposed framework for *Social Justice*, reflect on possible routes through which ET practices could be more supported and effective in catalysing positive change.

#### Recommendation 1a - Process of engagement

In order to enhance awareness of opportunities and mechanisms for engaging in UCPs, it is instrumental to consolidate an online communication platform that allows networking and collaboration across different disciplines at UCL, by storing information on ongoing as well as previous projects, networking events, and so on. This research has evidenced how providing a virtual space for faculty members, community organisations, and other actors who are or wish to be involved in ET activities, would facilitate collaboration and strengthen the visibility and institutional recognition of such undertakings. In this sense, this networking platform could provide the needed institutional support to minimise the time and resources university staff and communities invest in building UCPs. Thus, it is imperative for the platform to be accessible to the general public, so that ET practices and other collaborative engagements led by UCL can become more open, visible, and accessible.

#### Recommendation 1b - Process of engagement

Because ET practices are usually department-based, it is momentous for the Engagement Team to develop, together with previously involved or interested stakeholders, a set of principles of engagement working as a code of conduct for entering and building collaborative partnerships. On one hand, this would help manage expectations arising from undertaking such partnerships, providing normative guidance on how activities should be conducted. On the other, it would incentivise staff to incorporate community engagement as pedagogy in their teaching. Similarly, from a community perspective, the code would better inform organisers and members of UCL's values and vision, while also providing a framework through which the university could be held accountable if not respecting the mutuality of the partnership.

#### Recommendation 2 - Politics of impact

Participatory agenda setting and agreement on students' learning experience with community partners should be encouraged. It is important that throughout the engagement, students are not viewed by community partners merely as volunteers needing training, but rather as engaged citizens for change whose actions can help challenge larger structural inequality and injustice. Conjointly, it is important for students to be supported by both teaching staff and community tutors in this process of realisation of positionality and activation of citizenship. Expectations and responsibilities around student engagement and learning experience should be negotiated and agreed upon at the onset of UCPs.

#### Recommendation 3 - Sites of inequality

Multi-stakeholder engagement networking and the creation for spaces for collective deliberation are essential. While the creation of an online platform is the first step towards facilitating multi-actor communication, our investigation identifies the need for the university to also promote spaces for networking and collective deliberation within the university premises. During our interview with Richard Lee (2018), he explained how Just Space's work with UDP staff and students was geared towards the co-formulation of suggestions for the 'London Plan' that would be considered by the Mayor of London as a *collective consultation response* on the Plan's draft. For UCL to host and sponsor these consultative processes or similar types of workshops and networking events is of emblematic importance. Moreover, it would create a democratic space for communities to evaluate, plan, network and celebrate together with faculties and students across different disciplines (Sandy, et al., 2006). As previously mentioned, these modes of collective mobilisation and deliberation can also be more conducive of fairer recognition and representation of those who are most affected by major urban trends and decisions.

### 3.5 References

- Allahwala, A., Bunce, S., Beagrie, L., Brail, S., Hawthorne, T., Levesque, S., Mahs., J. & Visano, B. (2013). Building and Sustaining Community-University Partnerships in Marginalized Urban Areas. *Journal of Geography*, Vol.112, No.2, pp.43-57.
- Annete, J. (2010). The Challenge of Developing Civic Engagement in Higher Education in England. *British Journal of Educational Studies*, Vol.58, No.4, pp.451-463.
- Bringle, R. G., & Hatcher, J. A. (2002). Campus-Community Partnerships: The Terms of Engagement. *Journal of Social Issues*, Vol.58, No.3, pp.503-516.
- Boyer, E. (1996). The scholarship of engagement. *Journal of Public Service and Outreach*, Vol.1, No.1, pp.11-20.
- Butcher, S., Frediani, A., & Risi, F. (eds.) (2018). Our Homes, Our Schools: Young People's Learning Capabilities. MSc Social Development Practice Module Report. The Bartlett Development and Planning Unit, University College London in collaboration with Citizens UK, pp.1-40.
- Eckerle, S., Munger, F., Mitchell, T., Mackeigan, M., & Farrar, A. (2011). Building Effective Community-University Partnerships: Are Universities Truly Ready?. *Michigan Journal of Community Service Learning*, pp.15-26.
- Fraser, N. (1997). *Justice interruptus*. New York: Routledge.
- (1998). Social justice in the age of identity politics: Redistribution, recognition, participation. *Wissenschaftszentrum Berlin für Sozialforschung (WZB) WZB Discussion Paper, No.FS I*, pp.98-108.
- (2009). *Scales of justice: reimagining political space in a globalizing world*. New York: Columbia University Press.
- Giles, D., and J. Eyler (1994). The impact of a college community service laboratory on students' personal, social, and cognitive outcomes. *Journal of adolescence*, Vol.17, No.4, pp.327-339.
- Holland, B (2005). Reflections on Community-Campus Partnerships: What has been learned? What are the next challenges? In P. Pasque, R. Smerek, B. Dwyer, N. Bowman, & B. Malloy (eds.), *Higher education collaboratives for community engagement and improvement*, pp.10-17. Ann Arbor, MI: National Forum on Higher Education for the Public Good.
- Howarth, J., Currie, M.A., Morrell, E., Sorensen, J., & Benge, T. (2017). Challenges of building community-university partnerships in new poverty landscapes. *Community Development*, Vol.48, No.1, pp.48-66.
- Jacoby, B. (2003). *Building partnerships for service-learning*. San Francisco, CA: Jossey-Bass.
- Lipietz, B., Wickson, T., Disconescu, L., and Lee, R. (eds.) (2018). Social Impact Assessment in London Planning. *Msc Urban Development Planning Practice Module Report*, pp.1-24.
- Marullo, S. & Edwards, B. (2000). From Charity to Justice: The Potential of University-Community Collaboration for Social Change. *American Behavioral Scientist Journal*, Vol.43, No.5, pp.741-745.
- Mitchell, T. D. (2008). Traditional vs. Critical Service-Learning: Engaging the Literature to Differentiate Two Models. *Michigan Journal of Community Service Learning*, Vol.14, No.2. pp.50-65.
- Peterson, T. H. (2009). Engaged scholarship: reflections and research on the pedagogy of social change. *Teaching in Higher Education*, Vol.14, No.5, pp.541-552.
- Roakes, S. & Norris-Tirrell, D. (2000). Community Service Learning in Planning Education: A Framework for Course Development. *Journal of Planning Education and Research*, Vol.20, pp.100-110.
- Sandy, M. & Holland, B. A. (2006). Different Worlds and Common Ground: Community Partner Perspectives on Campus-Community Partnerships. *Michigan Journal of Community Service Learning*, Vol.13, No.1, pp.30-43.
- Stanton, K. T. (2008). New Times Demand New Scholarship: Opportunities and Challenges for Civic Engagement at Research Universities. *Sage Publications*, Vol.3, No.1, pp.19-42.
- Trust for London (2016). Camden - Trust for London, London's Poverty Profile. [Online] available at: <https://www.trustforlondon.org.uk/data/boroughs/camden-poverty-and-inequality-indicators/> [Last accessed: January 2019].
- (2016). Islington - Trust for London, London's Poverty Profile. [Online] available at: <https://www.trustforlondon.org.uk/data/boroughs/islington-poverty-and-inequality-indicators/> [Last accessed: January 2019].
- UCL (2018). UCL 2034: A New Strategy for UCL Annual Review. [Online] available at: <https://www.ucl.ac.uk/2034/annual-review-2018> [Last accessed: January 2019].
- UCL Culture (2017). UCL Public Engagement Strategy. UCL Culture, University College London. Retrieved from: [https://www.ucl.ac.uk/culture/sites/culture/files/ucl\\_public\\_engagement\\_strategy\\_2017.pdf](https://www.ucl.ac.uk/culture/sites/culture/files/ucl_public_engagement_strategy_2017.pdf).
- Winkler, T. (2013). At the Coalface: Community-University Engagements and Planning Education. *Journal of Planning Education and Research*, Vol.33, No.2, pp.215-227.
- Watt. P. (2006). Respectability, Roughness and 'Race': Neighbourhood Place Images and the Making of Working-Class Social Distinctions in London. *International Journal of Urban and Regional Research*, Vol.30, No.4, pp.776-797.
- UCL (2014). UCL 2034: *The next 20 years*. UCL.

**Interviews, Focus Groups and other discussions:**

Frediani, A. (2018). Interview, 09/11/2018.  
Bloomsbury Campus.

Lee, R. (2018). Interview, 11/12/2018.  
Bloomsbury Campus.

Tannock, S. (2018). Interview, 29/11/2018.  
Bloomsbury Campus.

Wickson, T. (2018). Interview, 06/11/2018.  
Bloomsbury Campus.

## 4. Volunteering

*Delano Aguiar, Karla Bachler, Qi Qi, Bhadra Menon, Carlos Testillo, Maria Torrado*

### 4.1 Introduction

Volunteering represents a crucial practice of public engagement undertaken by UCL as an institution committed to the city and its community. The Volunteering Service Unit (VSU), a department based within the Students' Union and directly funded by UCL, is committed to addressing key inequalities and injustices affecting London through partnering with various community organisations (COs). Through its activities, VSU helps realise UCL's *Public Engagement Goals*, specifically 'Aim 4' of the Public Engagement Strategy to put "[...] UCL at the centre of London conversations, creating London-wide impact and being a good neighbour" (UCL Culture, 2017, p.11). According to VSU Manager, John Braime:

*"Without the volunteering community sector, London would stop working and without volunteers, the volunteer community organisations would stop working, so volunteers are the lifeblood of the city, often invisible but absolutely essential"*  
2018 – Interview.

Established in 2002, with partnerships with over 400 COs and over 2000 volunteers according to a 2015-16 report on participation levels (VSU, 2016), the Volunteering Service Unit stands to be one of the largest volunteering departments in UK Higher Education (ibid, 2018a). Within its scope, the department is committed to give back to its community through the formation of meaningful partnerships to tackle inequalities and attain social justice.

The 'Indices of Deprivation 2015' ranks Camden among the 69 most deprived districts in England (MHCLG, 2015), with some of the drivers (re-)producing inequality identified being related to education, housing, and violence (Runnymede Trust, 2011). By focusing on specific issues around education and well-being of minorities, as part of our investigation, we closely worked with the VSU and two COs, *Salisbury World and Training Link Ltd.* These organisations, working with marginalised communities which include refugees, migrants and other vulnerable groups of men and women, are used as cases in point to understand how UCL, through the activities synergised by VSU and volunteers' work is in fact contributing to positive social transformation in London.

We aimed to structure our analysis according to the perspective of three key stakeholders: the VSU, *Salisbury World and Training Link*, and students. Through the realisation of this research we identified five key findings that shed

light on: i) stakeholders' perceptions around volunteering; ii) opportunities for and challenges to VSU's relationship with COs; iii) knowledge exchange; iv) volunteering space or lack thereof; v) visibility of volunteering work within the university.

Appropriating Nancy Fraser's theory of *Social Justice*, this research acknowledges that "[...] Justice today requires both redistribution and recognition" with the task being "to envision a set of institutional arrangements and associated policy reforms that can remedy both maldistribution and misrecognition" (1998, p.1). This understanding of structural conditions necessary for social justice to obtain, led us to conclude that some of the institutional arrangements and policies navigated by the VSU in partnership with COs aim to do just that. In fact, upon recognising the inequalities in UCL surrounding areas –within Camden especially–, the VSU commits to redistributing the university's resources to generate positive change. By 'resources', we refer to a range of tangible as well as intangible assets such as volunteers themselves (*Key finding 1*), 'knowledge', 'experience' and 'skills' (*Key Finding 3*), space (*Key finding 4*), the university's efforts (*Key Finding 5*), funds, etc.

On their part, COs engaging in university-led community partnerships (UCPs) also commit to address misrecognition and maldistribution by allocating the resources received through these collaborations as well as their own (e.g. time, space, expertise and knowledge) to challenge and redress the spectrum of inequalities faced by local communities.

### 4.2 Methodology

This research adopts a largely qualitative methodology combined with a review of quantitative data. The methodology is mostly interpretative but also uses participatory tools to complement and validate evidence gathered through primary sources such as semi-structured interviews and focus groups. In fact, a mixed-methods approach that draws on both primary and secondary data collection was used, allowing stakeholders to be involved in the process. This also allowed us to continuously reassess our questions together with stakeholders throughout the research activities. Our theoretical approach draws on Fraser's theory of *Social Justice* (1997; 1998; see Section 1.3 of this report) to explore and analyse the below research questions:

- What are the drivers of inequalities in neighbourhoods that surrounds UCL – Camden, specifically?

How does UCL, by partnering with COs, promote 'volunteering' as a mode of engagement to tackle those inequalities?

- How do volunteering services envision partnerships (from the lens of the key stakeholders – the VSU, COs, students), and how do they connect with principles of social justice?
- What are the opportunities, benefits, limitations and challenges faced by this particular modality of community engagement?

As previously mentioned, in order to better grasp the processes and factors influencing how volunteering services provided by UCPs *de facto* contribute to social justice, two insightful case studies are used, namely VSU's partnership with Salisbury World and with Training Link.

## Research Methods

Despite the important insights gathered, the investigation faced a series of inevitable challenges that we sought to address as productively as possible. Being this the first year of engagement with the topic of 'community engagement' and partnership with the *Engagement Team* of UCL Culture, expectations were not set at the beginning but rather negotiated throughout as more findings were uncovered. This, coupled with the short timeline of the project as well as the unavailability of some CO representatives to part-take in activities, have had an impact on the degree of depth we were able to reach with our analysis. Another limitation concerns the feeling that this chapter does not offer the proper space to delve into more controversial issues attached to volunteering being perceived as an institutionalised 'act of care' and something that pertains –as our findings show– mostly to the female gender. We believe this is a crucial area for future research.

**Table 4.1.** Methods used in this research. Source: chapter's authors (2018).

Research Methods	Research Activities	Objective	Description of Activity / Actors Involved
<b>Literature Review</b>	Research and review of literature exploring: <ul style="list-style-type: none"> <li>• inequality in London;</li> <li>• engaged scholarship;</li> <li>• knowledge production;</li> <li>• the 'civic' university;</li> <li>• neoliberalism: from the city to the university;</li> <li>• research methods.</li> </ul>	To contextualise our topic and to find links between major trends and our research.	The researchers and authors of this chapter identified a series of topics to investigate further and relate them to the project's underlying goal.
<b>Case Study Research</b>	Review of VSU reports, recruitment and student participation surveys, as well as demographic surveys, together with research on the two COs: Salisbury World and Training Link.	To get a deeper understanding of the role of stakeholders undertaking UCPs (in our case: VSU, COs, student volunteers), the challenges they face, as well as their strengths and opportunities to activate social change.	Secondary review of sourced reports from UCL website; information shared by J. Braime, VSU Manager; and a web search.
<b>Semi-Structured Interviews</b>	First interview with VSU management	To obtain initial insights on the needs and expectations of the research.	Our interview with J. Braime, VSU Manager, focused on co-defining the main objectives of the research for VSU and our team, our roles throughout the research, and to identify key topics.

	Second interview with VSU management	To present and validate our analytical framework, the planned research activities, and to get a more comprehensive idea on volunteering services to structure our research questions.	The second interview with J. Braime was carried out with the aim of: <ul style="list-style-type: none"> <li>obtaining consent to process and use data collected;</li> <li>discuss and refine our research questions, methodology, and subsequent steps;</li> <li>to analyse together initial findings.</li> </ul>
	Interview with VSU staff	To appreciate what are the conditions for which partnerships can be strengthened to more effectively achieve social justice outcomes.	We interviewed: <ul style="list-style-type: none"> <li>Amman Bharaj, Student-Led Projects Manager;</li> <li>Oliver Peachey, Volunteering Partnerships Manager.</li> </ul>
	Interviews with CO representatives		We interviewed: <ul style="list-style-type: none"> <li>Lucy Elgood, Project Manager and Recruiter at Salusbury World;</li> <li>Peter Lush, key contact at Training Link.</li> </ul>
<b>Focus</b>	Networking Event	To understand the different perspectives of engagement practices from volunteers and different UCL departments; To identify UCL's institutional challenges and opportunities for determining impact in support of collaborative undertakings between VSU, students, and COs.	We conducted a focus group with individuals who are involved in UCPs as part of their work: Andrea Rigon, Asma Ashraf, Louise Dredge. After defining team roles, asking for consent to use the information collected, we initiated a collective conversation and reflection on the main elements of our analytical framework to see how it links to different practices of engagement.
	Focus group with student volunteers		A focus group was conducted with four student volunteers and leaders to explore their experiences.

### 4.3 Key Findings

Our analysis of the information gathered through both primary and secondary data collection identifies five main findings exposing the processes and actors involved in volunteering, as a practice of university-led community engagement aimed at achieving social justice in London. These have been related to relevant elements of Fraser's framework previously elucidated in this report (Figure 1.1).

**Key Finding 1. Stakeholders' perceptions around volunteering affect how, as a modality of community engagement, relates to social justice outcomes (politics of impact).**

According to Students' Union's annual report on the impact of volunteering service (2018), around 40% of students who engage in volunteering consider it as a pathway to contribute to 'social change', whereas the rest of

volunteers perceives volunteering as an activity undertaken to achieve a variety of other goals including gaining practical experience and live the city differently. This finding is consistent with the results of our focus group done with volunteer students, who seemed to perceive volunteering not primarily as an exercise of social change but rather as a way of connecting with the city:

*"[I volunteered] to do something practical and be engaged with the local environment"*  
Student, 2018 – Focus group.

In this direction, it is even more necessary to contextualise volunteering as a practice of 'glocal' activism among university students, emphasising how their diverse backgrounds and experience applied to local causes may contribute to catalysing positive social change and thus work towards obtaining greater equality (Bickford & Reynolds, 2002). Promoting volunteering as a *political* act within the university is fundamental to developing its potential for social justice (Bickford & Reynolds, 2002; Marullo & Edwards, 2000).

As stated by John Braime during our first interview:

*"We [the VSU] exist to connect students with volunteering opportunities across London... that is the real value. The volunteer sector is a huge part of the city, sometimes invisible but essential... Everything that we do is about students' engagement with non-students... that is, building a strong bond between students and the community"*  
J. Braime, 2018 – Interview.

From this perspective, it is possible to point out, for instance, the efforts made by the VSU to enhance the experience of community engagement for students, resulting –in Fraser's terms (1998) and as a consequence of the process of engagement with the 'non-students'– in the *re-distribution* of the university's resources (both financial and non-financial), as well as on increased *recognition* of the different needs and aspirations of London's communities.

As observed by CO representatives during our interviews, volunteering represents a crucial activation mechanism through which more equitable outcomes are advocated for and promoted within civil society. In the instance of Salusbury World and Training Link, both organisations aim to build the capacity of marginalised and minorities groups in London through *recognising* the complex spectrum of inequalities affecting them and responsibilities in addressing them, increasing their representation at the city level, and *redistributing* key resources to foster inclusivity.

Another interesting dimension related to the perception of volunteering has to do not with 'its goals', but with *gender*. In fact, there is a huge difference in level of engagement depending on whether students identify as 'male' vs 'female'. While this could be reductionist in not unpacking the spectrum of different, non-binary gender identities students have, statistics reports that female students

constitute 75% of the total volunteers of VSU (Students' Union, 2018). This trend was commonly acknowledged by all interviewed stakeholders, being partially explained by how volunteering is perceived by the wider society. In fact, as explored by the work of Gill-Lacruz (2018), the role of the volunteer is largely attached to the female societal role as women are perceived more as caregivers and helpers of the disadvantaged. Confirming this idea around socially constructed roles of women, volunteering tends to be more common among female students.

### **Key Finding 2. Opportunities for and challenges to UCPs undertaken by the VSU with COs to address social justice concerns (process of engagement).**

A second finding concerns the relationship between VSU with COs. Through our interviews, we were able to appreciate both the potential and strength of partnerships in promoting positive social change within the community, and the key struggles and challenges connected to the long-term maintenance of partnerships. We discovered that thanks to VSU effective communication and organisation, COs found them "easy to approach", thus facilitating the creation of more transparent and efficient relationships.

As echoed by Lucy Elgood from Salusbury World:

*"...They [VSU] are very friendly and approachable... very easy to communicate with...very quick to respond, very practical and sensible in their answer"*  
2018 – Interview.

Similarly, community partners remarked that some of the spaces created by VSU such as the 'Partners Breakfast', are very useful in creating a stronger bond and wider awareness around the role of a CO in society. Both students and VSU also reinforced how such spaces represents important arenas for communication and trust building (J. Braime, 2018 – Interview; Student Focus Group Discussion, 2018). However, as noted by Peter Lush at Training Links, these formats do not work for all COs as it requires the availability of individuals who might have private commitments, thus reducing the representation of organisations with less employees.

In terms of the challenges, we uncovered that these mostly vary according to the size, type and working style of the COs in question. In fact, small-sized organisations with limited resources and whose representation depends on one individual mainly may not meet VSU's standards (See Appendix 4.E), and, as a result be excluded from entering partnerships as part of VSU services (O. Peachey, 2018 – Interview). Linking this to Fraser's conceptualisation, we can conclude that the unequal distribution of resources among London's COs also leads to their unequal representation, thus hindering their 'parity in participation' (Fraser, 1998). Nevertheless, it should be noted that VSU, recognising this limitation, makes efforts to compensate for the lack of resources smaller organisations might have, e.g. covering of transportation cost of volunteers, etc.

Another challenge identified by COs relates to the cumbersome process attached to updating VSU's website as it requires filling out of form after form vis-à-vis other universities which allow organisations' self-management of online profiles (L. Elgood, 2018 – Interview).

Lastly, a challenge on the side of students to effectively share their experiences and any learning/suggestion for improvement they might have relates to how VSU collects their feedback. It seems that the newsletter and surveys sent around by VSU are usually time-consuming and too broad. Project-specific questions for example would better reflect students' evaluation of impact their project had, allowing VSU to consider this when negotiating impact, roles, and resources within partnerships.

**Key Finding 3. Knowledge Exchange (KE) is a fundamental dimension of partnerships (recognition - representation).**

A consistent finding across the reflections produced with the various stakeholders was that, both the university and the community and/or their representatives, when engaging in collaborative partnerships acknowledge and value the role of *knowledge exchange (KE)*. To use Fraser's terms, we could say that the importance of establishing KE partnerships was recognised by all key stakeholders, it facilitates the *representation* and legitimation of different kinds of knowledge: academic, local or experiential, as well as tacit knowledge (Goddard et al., 1999). According to Annette, it is “[...]increasingly recognised that an important way in which students can develop key skills through work experience and also experience an education for citizenship is through volunteering and community-based research” (2010, p. 456). It was observed that structures were in place within both VSU and COs that facilitated the development of impactful and mutually beneficial KEs.

As documented by VSU, “89% of the student volunteers felt that they ‘shared their skills and knowledge’ with other people” (2018b, pp. 2-3). While “96% said they had developed new skills as result of volunteering”, clearly resounding the reciprocal nature of the relationship (ibidem).

Apart from the exchange of academic knowledge, subtle human interactions with Londoners also lead students to broaden their horizons, perspectives, as well as their spatial and social awareness. By the same token, the diversity present among volunteers offer a fresh, culturally diverse perspective on issues faced by London residents. In a way, VSU positions itself as a gatekeeper to facilitate the KE between students and COs, helping students experience a world outside of the university bubble and COs to enrich their take on everyday local struggles (O. Peachey, 2018 – Interview).

In this sense, an important dimension of Volunteering as a practice of community engagement is “regional engagement which includes KE partnerships, which benefit the economic and social development of local and regional communities” (Annette, 2010, p.459). As a matter of fact, the CO representatives interviewed felt that both parties

were learning from each other, emphasising how important it is for students' development as global citizens that they interact and learn from issues faced by local communities (P. Lush, 2018 – Interview).

Additionally, ‘tacit’ knowledge such as the “know-how (skills), know-who (networking), and know-why (experience) become the most valuable type of knowledge depending upon interpersonal relationships, trust, and cooperation undertaken in a context of application” (Goddard et al., 1999, p.687). As stressed by students the softer aspects of KE, in terms of memories, personal stories and how political events shaped people's daily lives was an extremely meaningful part of their volunteering experience (Student Focus Group, 2018).

**Key Finding 4. Insufficient space(s) within the university is/are given to VSU, communities and their representatives (re-distribution).**

We found that UCL does not provide sufficient space(s) within the university to promote volunteering which contributes to barriers for human interaction and negatively influences the visibility of volunteering services. In line with Fraser's redistributive claim (1998) for which a fairer (re-) distribution of resources is necessary to consolidate and expand claims for social justice, our interviews evidenced that, in order for volunteering work and UCPs to be more effective in addressing inequality concerns, more spaces for deliberation, interaction and exchange, and for awareness raising are necessary.

While VSU already provides valuable spaces such as the ‘Volunteering Fair’ and other Breakfast/workshops events, improvements were suggested by all key stakeholders. VSU members, for example, believe that beyond these events, UCL could support them accessing lectures to promote opportunities, which would not only bring more visibility to their work but also more volunteers with diverse backgrounds. Spaces for training of volunteers and skill development were also mentioned as important, together with spaces and platforms where former volunteers can share their experiences and lessons with interested students. As spaces providing opportunities to co-produce knowledge, COs consider these fundamental to be established within the university premises and mandate, and already encourage the organisation of workshop events with students during holidays.

**Key Finding 5. VSU's work and provided opportunities are not visible enough to students and UCL departments (recognition – re-distribution).**

While VSU has undertaken various collaborations with UCL Culture to engage in meaningful partnerships, from our conversation with students we felt that VSU's work is not very visible. It was acknowledged that VSU collaborates with public engagement team to promote social change and coproduce knowledge. However, it is perceived by the students that the visibility of VSU is absent in some ways.

First of all, there seems to be a sharp difference in the level of students' involvement depending on their studies. If the most active students come from medical and life sciences and law (40% of overall volunteering students at UCL), students coming from social science backgrounds (i.e. economics, management), including students of The Bartlett seldom undertake volunteering activities (Students' Union, 2018, p.36-37). Through our focus group with students, it emerged that this might be related to the different approach of departments in distributing educational resources. Some departments, for example, take a more active stance in contributing to VSU and voluntary work's visibility by inviting the organisations to participate in lectures, which naturally stimulates students' interest in participating in community engagement.

#### 4.4 Conclusion and Recommendations

Reflecting on our key findings, we are able to recognise how volunteering, as a modality of community engagement, is attempting to build meaningful partnerships for generating positive transformation in London. It is a process of continuous collective action and reflection. On the one hand, the act of volunteering can be redefined not as one of charity, but rather as a political one in the pursuit of social justice and transformation of the structures of exclusion and inequality (Marullo & Edwards, 2000). On the other, the process of collective action catalysed by stakeholders opens up spaces –both at the university and community levels– to collectively identify issues, propose solutions, and determine impact as a result of UCPs.

For impact to be sustained over-time and for it to be sustainable, UCPs need to engage with at least some of the elements we derived from Fraser's theory. For example, VSU is critically (re-)distributing UCL resources to the community by partnering with COs. These partnerships on their end, also have the potential to represent and recognise the different needs and aspirations of marginalised groups, as well as the structural barriers they face to achieve them. Students too are benefiting from engaging in volunteering as they are exposed to new circumstances and supported in the development of new skills and of global citizenship.

Based on the gaps we were able to identify through conversations with key stakeholders and a critical analysis that sought to read the information gathered through links with a revised version of Fraser's framework for Social Justice (Section 1.3), the following recommendations aim to reflect on the ways through which, from an institutional perspective, volunteering services could be strengthened.

##### **Recommendation 1 - (Re-)distribution of resources -> politics of impact**

Reiterating what is explained in Key Finding 4-5, we deem necessary for the university to increase and promote spaces –within its premises– that are dedicated to deliberation,

awareness raising, and interaction with local communities and their representatives. While there are already spaces, both virtual and physical, where students and the wider communities can learn on and engage in UCPs as part of volunteering services, these are not considered sufficient by students and COs, thus negatively impacting the visibility of VSU's work, and, to some extent, UCL's civic role itself. An example of increasing such spaces, for instance, could be of institutionalising UCL-wide introductory events, seminars, or workshops, where CO representatives as well as volunteer students can present their work and exchange ideas with interested actors. Another is that of providing space for VSU and community partners to be part of lectures in various UCL departments, as a means to mainstreaming civic engagement into different disciplines' curricula. In this sense, it is critical to requalify volunteering not simply as a skill-building exercise or as a charitable act but also as a political one that allows students to civically engage with local struggles and be actors of change (Bickford & Reynolds, 2002).

Recognising that higher education institutions have significant and unique resources at their disposal to catalyse progress in local environments (Bromley, 2006), students suggested that VSU should work more frequently with departments, bridging cooperation between COs and schools. In this sense, acknowledging the important contribution of voluntary work as part of UCPs is a necessary step to enhance the university's civic role and impact, as well as its position as partner in processes of learning and co-producing knowledge alongside other civic actors, be these community organisations and the third sector, citizens groups, or students.

##### **Recommendation 2 - Process of engagement <-> recognition <-> representation**

A pressing concern for VSU and COs relates to all the 'quality checks' organisations have to meet in order to be able to establish partnerships with UCL, and thus receive crucial resources that can support their work on the ground. In fact, smaller sized COs are often excluded from such bids or if they manage to qualify for entering UCPs, they often struggle in sustaining the relationship due to lack of manpower and other commitments. It is crucial for the university to recognise these constraints and to allow for flexibility so that a more inclusive representation of community organisations can be promoted within volunteering services. To aid the process, as suggested by Peter Lush (2018 – Interview), it would be good practice for VSU to provide smaller COs with management and organisational support.

## 4.6 References

- Annette, J. (2010). The Challenge of Developing Civic Engagement in Higher Education in England. *British Journal of Educational Studies*, Vol.58, No.4, pp.456-459.
- Bickford, D. M. & Reynolds, N. (2002). Activism and Service-Learning: Reframing Volunteerism as Acts of Dissent. *Pedagogy* 2(2), 229-252. Duke University Press.
- Bromley, R. (2006). On and off campus: Colleges and universities as local stakeholders. *Planning, Practice & Research*, Vol.21, No.1, pp.1-24. DOI: 10.1080/02697450600901400.
- Fraser, N. (1997). *Justice interruptus*. New York: Routledge.
- (1998). Social justice in the age of identity politics: Redistribution, recognition, participation. WZB Discussion Paper, No. FS I 98-108, Wissenschaftszentrum Berlin für Sozialforschung (WZB), Berlin.
- Gil-Lacruz, A. I. Marcuello, C. & Saz-Gi, M. I. (2018). Gender differences in European volunteer rates. *Journal of Gender Studies*. DOI: 10.1080/09589236.2018.1441016.
- Goddard, J. and Chatterton, P. (1999). Regional Development Agencies and the knowledge economy: harnessing the potential of universities. *Environment and Planning C: Government and Policy*, Vol.17, No.6, pp.687.
- Marullo, S., Edwards, B. (2000). From Charity to Justice: The Potential of University-Community Collaboration for Social Change. *American Behavioral Scientist*, Vol.43, No.5, pp.895-912.
- MHCLG|Ministry of Housing, Communities & Local Government (2015). Indices of Deprivation 2015 (data for London at borough level). [Online] available at: <https://data.london.gov.uk/dataset/indices-of-deprivation-2015>.
- Runnymede Trust (2011). London ethnic inequality report. Borough profile: Camden. Retrieved from: <https://www.runnymede-trust.org/uploads/Ldn%20Ethnic%20Inequalities%20-%20Borough%20Profiles/London%20Inequality%20Report%20borough%20profile%20Camden.pdf>.
- Salisbury World (n.d.). About. [Online] available at: <http://salisburyworld.org.uk/> [Last accessed: October 2018].
- Strategy & Change (2018). Camden Profile. London. Retrieved from [https://opendata.camden.gov.uk/api/file\\_data/E4F-zB-Gmn\\_dzDC6bRoAiXfd1\\_0J2w7MrrsFY1WKEiGE?filename=Camden%2520Profile%2520\(latest\).docx](https://opendata.camden.gov.uk/api/file_data/E4F-zB-Gmn_dzDC6bRoAiXfd1_0J2w7MrrsFY1WKEiGE?filename=Camden%2520Profile%2520(latest).docx).
- Students' Union UCL (2018). Volunteering Service Impact Report 2017-18. Not published.
- Training Link Ltd (n.d.). About. [Online] available at: <http://www.traininglink.org.uk/about.html> [Last accessed: December 2018].
- UCL Culture (2017). *UCL Public Engagement Strategy*. Retrieved from: [https://www.ucl.ac.uk/culture/sites/culture/files/ucl\\_public\\_engagement\\_strategy\\_2017.pdf](https://www.ucl.ac.uk/culture/sites/culture/files/ucl_public_engagement_strategy_2017.pdf).
- VSU|Volunteering Service Unit (2016). *Volunteering Services Unit Participation Levels 2015-16*. Volunteering Services Unit, UCL. Retrieved from: [http://studentsunionucl.org/sites/uclu.org/files/u3873/documents/demographics\\_2015-16.pdf](http://studentsunionucl.org/sites/uclu.org/files/u3873/documents/demographics_2015-16.pdf).
- (2018a). *About the Volunteering Service | Students' Union UCL*. [Online] available at: <http://studentsunionucl.org/volunteering/about> [Last accessed: December 2018].
- (2018b). *Volunteering Service Student Survey 2016-17*. [Online] available at: <http://studentsunionucl.org/volunteering/about/impact> [Last accessed: October 2018].

## Interviews, Focus Groups and other Discussions:

- Bharaj, A. (2018). Personal Interview, 04/12/2018. UCL.
- Braime, J. (2018). Personal Interview, 22/10/2018. UCL
- Elgood, L. (2018). Personal Interview, 11/12/2018. Salisbury World.
- Lush, P. (2018) Personal Interview, 12/12/2018, Training Link Ltd, Camden.
- Peachey, O. (2018) Personal Interview, 26/11/2018. UCL.
- VSU Student Volunteers (2018). Focus Group, 03/12/2018. UCL.

## 5. UCL East

*Alicia Avianto, Wenxin Deng, Tamara Krüger, Cole Lautermilch, Yasmina Yusuf, Qichen Zhu*

### 5.1 Introduction

UCL campus in Stratford, commonly known as ‘UCL East’, was designed to be established in Queen Elizabeth Olympic Park, where it is rapidly developing in the context of the legacy of the 2012 Olympic Games. UCL East and other large cultural institutions will anchor redevelopment planned to create “a brand-new destination for London” in the Newham council (Queen Elizabeth Olympic Park, n.d.). This investment is intended to promote *convergence* (LLDC, 2015) in economic opportunities between the socio-economically marginalised Olympic Boroughs and more affluent parts of the city. Using theories of social and spatial justice and based in UCL’s ostensible commitment to benefitting its surrounding communities, this chapter explores the role of UCL in equitable city-making. Examining the drivers of inequalities in Newham, UCL’s public engagement (PE) approaches, and the challenges and opportunities faced by current university-community partnerships (UCPs) at UCL East, this research draws lessons from existing practices to form a new set of recommendations to guide the Engagement Team’s efforts in making UCL a “good neighbour” (UCL Culture, 2017, p.4).

#### 5.1.1 Context

##### Newham Borough

In a new East London, Stratford and its wider borough, Newham, have seen remarkable transformations over the past decades. Large-scale urban regeneration projects, including the Olympic Games of 2012, promise residents the benefit of converging socio-economic opportunities as part of the Olympic legacy (Watt, 2013). While mitigating inequalities between London’s boroughs is nominally at the core of redevelopment in the area, the population of Newham is particularly vulnerable to external shocks. As the historic entry point for immigrants to the city, Newham is one of the poorest boroughs of London, housing many of the city’s most socio-economically disadvantaged and ethnically diverse communities (see Mintchev & Moore, 2017; Aston-Mansfield, 2017; Trust for London, n.d.). Critics have questioned whether the negative effects of regeneration efforts, “the loss of pre-existing jobs, businesses, housing and community facilities” (Watt, 2013a), offset the ‘legacy’ promises made to residents. In this context, the development of UCL East may accelerate negative urban processes including gentrification and displacement of low-income residents (Bernstock, 2014; Trust for London, n.d.; Watt, 2013). Previous plans for UCL East in fact threatened the direct displacement of *Carpenters Estate*, a social housing community in Stratford. This plan was derailed, in part, by fervent local

activism (Frediani et al., 2013). Thus, moving to Queen Elizabeth Olympic Park obligates UCL to operate in an inclusive and just way.

##### UCL and Community Engagement (CE)

CE is an opportunity for UCL East to integrate itself with the community and fulfil its commitment to “fairness and equality” (UCL Human Resources, n.d., p.5). The Engagement Team based at UCL Culture coordinates and supports community engagement (CE) with the aspiration for UCL to “become a global leader in listening to communities and engaging with public groups and to be a good neighbour” (UCL Culture, 2017, p.4). They use a definition of PE from the *National Co-ordinating Centre for Public Engagement*: “the...ways in which the activity and benefits of higher education and research can be shared with the public. Engagement is...a two-way process...with the goal of generating mutual benefit” (UCL Culture, 2017, p.5), and work to develop UCPs based on equivalence, mutual respect, and trust (UCL, 2017). This chapter will adopt their definition acknowledging that ‘CE’ is part of wider ‘PE’.

### 5.2 Methodology

To examine the role of UCL in equitable city-making, UCPs were explored in terms of UCL’s understanding of itself and its responsibilities to local communities. This involved unravelling how CE practices reflected differential conceptions of socially-just partnerships. With regards to UCL East’s new spatial context, the political economy of Stratford, including the history of inequality and social (in)justice in Newham, was studied. This also required questioning UCL’s role in reducing or (re)producing inequalities.

The research was guided by the underlying philosophical assumptions of the *interpretivist paradigm*, and partly interfaces with the positivist rationale. In line with interpretivism, we believe that social reality is subjective and constructed by common interpretations and meanings of actors moulding it (McNeill & Chapman, 2005). Therefore, our research sought to investigate shared interpretations in order to gain a comprehensive understanding of UCPs while accommodating individual perspectives of the different stakeholders. At the same time, our philosophical assumptions integrate the positivist paradigm in the pursuit of objectivity in predicting and explaining events. Thus, our observations were

aimed at producing a set of generalised recommendations based on different stakeholder views and independent secondary research (May, 2011).

**Analytical Framework**

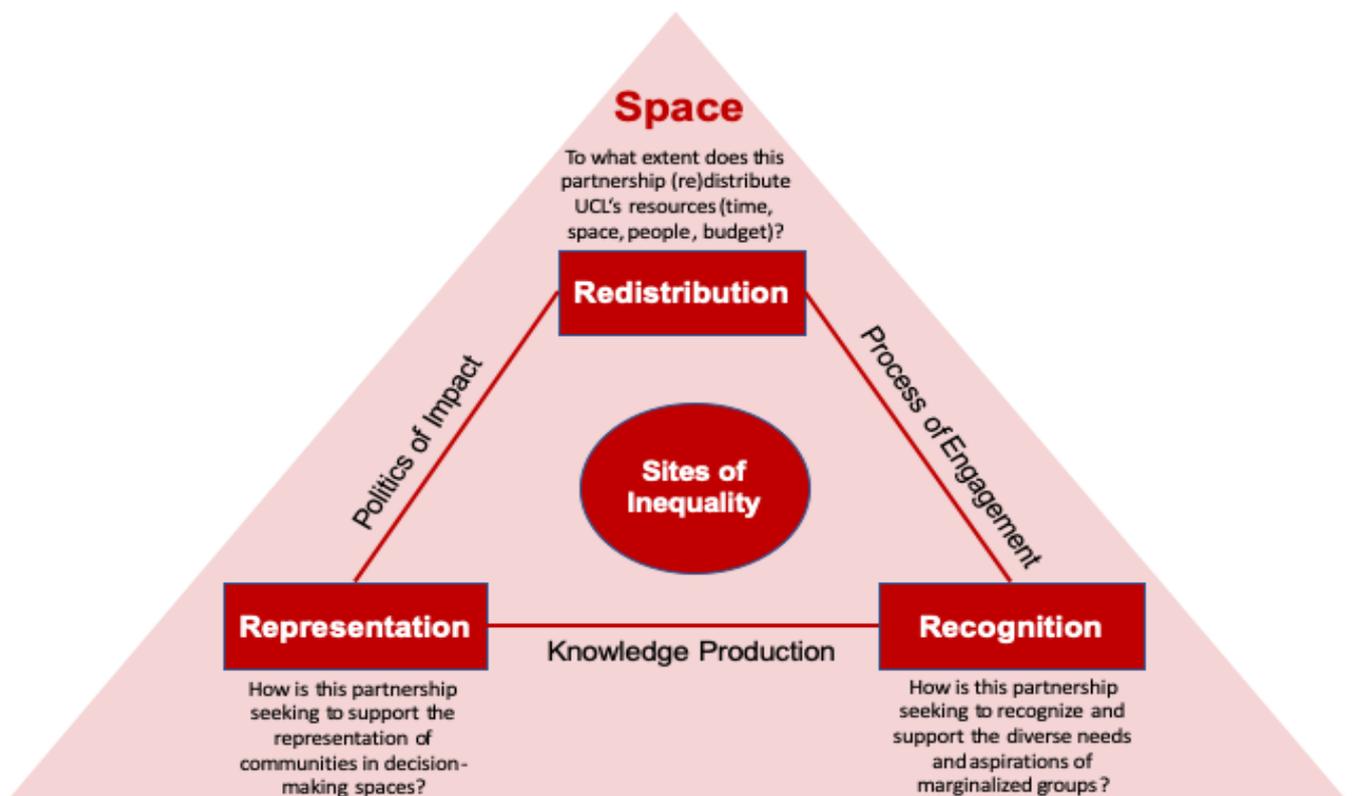
The new campus in Stratford raises questions of both social and spatial justice. To address the ‘social’ concerns, we have applied Fraser’s (1997; 1998) multi-dimensional theory of justice. She argued social justice entailed a just “distribution of rights and goods” (Fraser, 1998, p.4) as well as an “equal right to pursue social esteem under fair conditions of equal opportunity” (ibid.). Later, she expanded this theory to include just political representation, understanding that this involved questions of who was “entitled to make justice claims” (Fraser, 2008, p.17) and how “procedures...structure public processes of contestation.” (ibid.). To complement Fraser’s theory with a ‘spatial’ layer, we used Soja’s (2010) work, which argued that space shapes and is in turn shaped by (un)just social relations. *Geographies*, therefore, become sites of political contests for justice. The spatial delineation of political boundaries, uneven spatial distribution of public goods, and the discursive ghettoisation of communities are examples of the ways Fraser’s dimensions of (in)justice are spatialised. Combining these concepts, the chapter will use the below framework (Figure 5.1) to explore UCPs around UCL East, with a consideration of

whether and how those partnerships reflect or address unjust geographies. The following diagram graphically summarises the analytical lenses used.

**Research Methods**

Based on our theoretical framework and research objectives, a qualitative approach was employed to understand different UCP practices. Primary research allowed us to capture the views of different stakeholders on university-community interactions and practices. We conducted eleven semi-structured interviews with current and former staff of UCL and various community organisations. This ensured people involved in or affected by UCPs could contribute to our work. We also participated in a focus group discussion, three in-classroom discussions, and multiple informal conversations during community events (see Appendix 5A).

We acknowledge time and scope restraints that impacted our research. The main UCL East campus has yet to be built and partnerships in the area are still young. Further research in this area would be useful to better understand the institutional relations in which partnership practices are embedded, i.e. by exploring UCL leadership’s inputs in UCPs and the experiences of individual community members with UCL East projects.



**Figure 5.1.** Analytical Framework combining Fraser's (1997; 1998) and Soja's (2010) theories of justice. Source: chapter's authors (2018).

### 5.3 Key Findings

UCL's PE Strategy suggests that "UCL East will be a new model of how a campus can be embedded in the local community for the benefit of generations to come" (UCL Culture, 2017, p.13). Based on our research we have identified the following three key findings, that can help guide engagement practices with the community surrounding UCL East.

#### **Key Finding 1. Community engagement involves navigating personal and institutional relationships (process of engagement and co-production).**

Evidence from interviews with stakeholders inside and outside UCL confirmed that "more personal, face-to-face time will benefit [the process] ...in the long run" (Bebelle, 2017, p.219). Sarah Bell (2018 - Interview) of the UCL Engineering Exchange argued CE work requires self-motivated individuals knowing the right people. The success of partnerships depends on individual relationships – as much as or more than on institutional ones.

Responsible for building many of those individual relationships are employees, or what Lipsky calls 'street-level bureaucrats' (1980, p.3). These bureaucrats are public-facing employees who, by their organisational situatedness, have discretion in their interaction with the public (ibid; Goetz & Jenkins, 2016). While Lipsky was primarily discussing government employees, UCL also has street-level bureaucrats – namely, the Engagement Team and students and staff whose practice and academic work involves the community. These individuals operate within the framework of the university, but exercise discretion in pursuing and implementing personal and organisational goals in the community context. For example, Rouse (2018 - Interview) of Aston-Mansfield described negotiations over project implementation with UCL East coordinator for engagement, Townsend. Rouse appreciated Townsend's receptiveness to her input, commenting that Townsend would quickly move on from ideas in which Rouse expressed no interest. This speaks to the co-productive nature of the relationship but also to the discretion Townsend felt in implementing the University's organisational priorities. Townsend (2018 - Interview) expressed that early on, she felt a great deal of freedom to pursue her conception of social justice with her work, a conception shaped by interactions with community organisations. This enabled greater representation of the specific justice claims of CBOs in UCL projects.

These *street-level bureaucrats* are not simply mediating organisational engagement priorities, they are strategically approaching them in ways that reshape them. Eyben & Turquet (2013) described strategies, like the creation of 'win-win situations' used by feminist bureaucrats to achieve incremental goals of 'tempered radicalism' in mainstream bureaucracies. *UCL Integrated Legal Advice Clinic (iLAC)*, worked to align their goals with broader university interests in pursuing a *Legal Aid contract*. This contract allows the

Clinic to provide more robust and potentially redistributive services to their clients and allows UCL to meet its goals of providing high-quality and well-regarded legal education. In this way, UCL street-level bureaucrats are using their organisational situatedness to redistribute resources and push for greater recognition of vulnerable communities impacted by UCL. How these institutional relations are exactly used to leverage resources and opportunities needs to be further investigated as it is often context-specific to the objectives and nature of the relationship.

#### **Key Finding 2. UCL staff have worked to manage spatial separation and unequal power relations inherent in UCL East (sites of inequalities).**

Interviewees noted the importance of physical presence in CE, a need to meet people in their own space (L. Conway, 2018 - Interview; A. Rooms, 2018 - Interview; C. Rouse, 2018 - Interview; K. Townsend, 2018 - Interview). This enables interpersonal relationships critical for UCPs. However, it also speaks to a more fundamental challenge for UCL East. The Olympic Park is the spatial result of urban regeneration processes threatening the 'right to the city' (Harvey, 2008) of some local residents through gentrification and displacement (Watt, 2013, p.115). While UCL intends to open the ground floors of its campus buildings to visitors (Campkin, 2018 - Interview), it will have to go further to overcome both the physical and social barriers problematising its intention to be "embedded in the local [Stratford] community" (UCL Culture, 2017, p.13). UCL staff have used different strategies for overcoming these barriers.

Rouse (2018 - Interview) of Aston-Mansfield noted the regular use of office space at Aston-Mansfield by UCL East PE coordinator, Townsend. Rouse (2018 - Interview) described a trusting and mutually beneficial relationship that grew out of this co-location which produced opportunities for negotiating and co-producing new projects beneficial to the community. This later included the 'Evaluation Exchange' which would not only support six local organisations in addressing impact evaluations challenges, but also enabled some to pursue new sources of funding with theories of change that belied their small size (ibid).

Similarly, iLAC avoided the prospective problem of UCL East's spatial separation by locating on Romford Road in the heart of Stratford (Knowles, 2018 - Interview). This has brought them closer to the communities they serve, yet these efforts cannot mitigate the inherent separateness of the Park. The alternative was perhaps much worse, as an earlier UCL East plan considered locating in the area of nearby social housing, the Carpenters Estate (Frediani et al., 2013), which portended more direct displacement of low-income residents whose right-of-return seemed uncertain (Watt, 2013). This kind of redevelopment prompted Deitrick & Soska to describe another expanding urban university as an "800-pound gorilla" (2005 p.25).

Rich & Tsitsos (2018) discussed the use of universities as ‘anchor institutions’ to fulfil redevelopment and reinvestment functions previously served by local governments. UCL East will necessarily be such an anchor institution. While perhaps not a gorilla, it will interact with the Stratford community on uneven terms of power in this anchoring role. Strier (2010) argued that UCPs are inherently unequal, with “the building of lasting partnership demand[ing] balancing unequal power relations between partners as well as the coordination of contrasting perceptions of partnership” (p.95). The *Global Disability Innovation (GDI) Hub* sees itself as being situated between UCL and the community and works to address structural inequality through assistive technologies that facilitate people pursuing social justice for themselves and their communities (V. Austin, 2018 - Interview). While attorney-client relationships are often inherently power-laden, the iLAC works to train its students on doing legal work for social justice (Knowles, 2018 - Interview), developing a cohort of future lawyers better equipped to mitigate unequal power relations with their legal practice.

While the GDI Hub supports the redistributive practice of assistive technology and the iLAC equips students to approach legal work in a more justly recognitional way, UCL East faces broader engagement challenges as its presence potentially “reimagin[es]” Stratford through gentrification and studentification (Rich & Tsitsos, 2018, p.543).

### **Key Finding 3. Stakeholders hold differing views on the roles of UCL East in the Stratford community (recognition -> politics of impact).**

Gray (2004) argued that differences in stakeholders’ framing or understanding of relationships contributes to collaborative failure. In this sense, varied internal and external understandings of UCL’s roles in the community complicate UCL engagement. UCL, as an institution, has competing demands within the university, towards the community, and in (neo-liberal) city making (Bose, 2015).

UCL is an educational institution with a responsibility to prioritise student education through teaching and research (S. Bell - Interview 2018). To attract students and maintain its ranking, UCL is reviewed in the *Research Excellence Framework (REF)*, which has not historically valued CE, despite its objective “to provide accountability for public investment in research and produce evidence of the benefits of this investment” (REF, n.d.). However, UCL’s egalitarian founding principles and considerable resources for socially-just engagement mean that UCL should have a strong commitment to its community (Marullo & Edwards, 2000).

Conway (2018 - Interview) of the *London Legacy Development Corporation (LLDC)* expressed the goal that UCL and other cultural institution partners would eventually take on CE roles currently performed by the LLDC. However, the University may not see its role this way. Townsend (2018 - Interview) commented that,

though it may be frustrating, the university administration’s first commitment was to be an educational institution. On the other hand, Rooms (2018 - Interview) noted that the construction of student housing necessitated by UCL’s expansion would produce gentrification pressures, threatening to create an ‘island of privilege’. Rooms advocated for the reservation of genuinely affordable housing as part of UCL’s expansion (ibid). As noted above, Watt (2013) identified gentrification and job-loss caused by the Olympic Regeneration project. While far from being the only cause, UCL will contribute to the redistribution of housing from low-income residents of Newham, narrowing the spatial choices available to them. UCL’s engagement with communities is necessary to start mitigating the spatial injustice implied by the project.

Documents provided to the *Planning Decisions Committee* of the LLDC in November 2017, reflect the limits, at least in 2017, of UCL commitment to redistribute benefits entailed by its new campus. A ‘Draft Heads of Terms’ containing UCL’s planning obligations required only “reasonable efforts” (LLDC, 2017) to hire locals. While UCL agreed to fund expanded public bus transportation in the area, another Committee report reflected UCL agreeing to provide “Community Use of the Central Plaza” six days annually, rather than the proposed three (Wrenn, 2017).

*“Universities get involved in land use transformation so as to compete with other universities more effectively: to attract high calibre students and faculty, to secure funding through grants, government endowments, private corporations, alumni, donors and so on”*  
Bose, 2015, p.2618.

This does not mean UCL staff cannot mitigate the socio-spatial consequences of these projects. Kinghan of iLAC (2018 - Interview) described the dual role played by Clinic staff as attorneys and educators. She explained the iLAC was designed to divide the roles of module tutor and lead attorney (ibid). Kinghan was free to focus on educating students as the module tutor while knowing that Knowles, Head of Legal Practice, would ensure that clients were zealously represented. By being strategic about their organisational structure, the iLAC ensures they fulfil their dual obligations to university and community.

Lastly, as Townsend (2018 - Interview) experienced when surveying community members, many people do not know what UCL is or can and should be offering to communities. This speaks to both the geographic and psychological distance that exists between the Olympic Park and the surrounding community. This contrasted with University of East London’s (UEL) links to the community (A. Rooms, 2018 - Interview). While Conway (2018 - Interview) identified some local concern that UCL would displace UEL, Rooms (2018 - Interview) suggested there are opportunities for UCL to target residents of East London with lower tuition or special funding schemes.

## 5.4 Conclusion and Recommendations

This chapter has discussed the challenges presented by UCL East's spatial separation from Stratford. However, UCL East will also be entangled in unequal socio-spatial relations with the broader Stratford community, contributing to or mitigating unjust urban change processes with its development choices. We advocate for an understanding of UCPs as intra-community partnerships, albeit unequal ones. Rather than elide this unequal power, it foregrounds the commitment UCL should make to Stratford in recognition of the rights of long-time residents to author this new east London.

### Recommendation 1 - (Re-)distribution of resources -> representation

Different types of CE around UCL East have illustrated some of the ways UCL can make this commitment. As the new campus opens, UCL staff and departments should consider whether to locate events in Stratford instead of the park. It will not always make sense to do so and will bring added cost and work. However, it will also allow more equal participation while redistributing resources to local sites and partners. Similarly, UCL departments doing CE in London as core work should consider permanent or semi-permanent offices at or near the new campus. As demonstrated by the relationship with Aston-Mansfield, locating closer to partners promotes greater representation of community interests in UCL planning.

### Recommendation 2 - Recognition -> (re-)distribution of resources

Eyben & Turquet (2013) noted that feminist bureaucrats take strategic risks to advance their goals. UCL individuals pursuing redistributive and recognitional community partnerships adopt considerable personal and professional risk to do so. The Engagement Team should pursue opportunities to assist individuals in managing that risk through promotion of informal or semi-formal peer supervision networks. The 'CE Network' may be this space. The use of an online platform such as a customer relations management software could facilitate internal knowledge transfer and the formation of such peer group networks.

### Recommendation 3 - Knowledge co-production -> recognition

The individual- and department-driven nature of CE around UCL East perhaps partially explains the varying conceptions of UCL's role in the Stratford community. It is unlikely that UCL and the whole of Stratford can or should reach a unified vision of UCL's role. Instead, UCL should pursue opportunities for greater community involvement in planning for UCL East (A. Rooms, 2018 - Interview) to co-produce multiple visions. While UCL East operates occasional public consultations in the surrounding neighbourhoods (UCL, 2018), it may also

benefit from establishing mechanisms for greater representation of community voices in university processes. Efforts to enrol students from east London could contribute to this representation. The Engagement Team should explore whether a standing Community-Based Organisation (CBO) board or committee would be beneficial in directing their engagement efforts. Conway (2018 - Interview) elaborated on the effectiveness of working through such organisations, which are 'the gatekeepers' to relationships with the community. We should keep in mind, however, that CBOs are only some of the community's diverse voices.

### Recommendation 4 – Representation

Conceptions of UCL's role in the community also vary internally. The UCL staff we interviewed all did CE as part of their core work. Consequently, there are gaps in our knowledge on the barriers facing other UCL staff who may wish to pursue more justice-oriented CE in their work. Whether those barriers are functioning at an individual, departmental, or institutional level, we believe the university could better work towards living up to its founding egalitarian principles by naming a Provost for Public Engagement. Likewise, it could demonstrate its commitment to its new community by ensuring it hires local and minority employees and paying them a living wage. With its location in Stratford, UCL has spatially situated itself in multi-layered and tangled social relations. As a highly stable institution, it can be the 'anchor' for economic growth and redevelopment. It can also be a steady partner for communities making justice claims towards the university or the city as whole. It should be the latter, even when those priorities conflict.

## 4.5 References

- Aston-Mansfield (2017). Newham: Key statistics 2017. [Online] available at: [https://www.aston-mansfield.org.uk/wp-content/themes/aston\\_mansfield/uploads/Newham\\_Statistics\\_2017.pdf](https://www.aston-mansfield.org.uk/wp-content/themes/aston_mansfield/uploads/Newham_Statistics_2017.pdf) [Last accessed: January 2019].
- Bebelle, C. (2017). Conjugating equity and ethics in relationships between community organizations and higher education institutions: How the Arts Can Guide Us. In: *The Cambridge Handbook of Service Learning and Community Engagement*. Cambridge University Press, pp.219–228.
- Bernstock, P. (2014). *Olympic Housing: A Critical Review of London 2012's Legacy*. Farnham: Routledge.
- Bose, S. (2015). Universities and the redevelopment politics of the neoliberal city. *Urban Studies*, Vol.52, No.14, pp.2616-2632.
- Deitrick, S. & Soska, T. (2005). The University of Pittsburgh and the Oakland Neighbourhood: From Conflict to Cooperation, or How the 800-Pound Gorilla Learned to Sit with - and not on - Its Neighbors. In: Perry, D. & Weivel, W. (eds), *The University as Urban Developer*. Cambridge, MA: Lincoln Institute for Land Policy, pp.25-44.
- Eyben, R., & Turquet, L. (eds) (2013). *Feminists in Development Organizations: Change from the Margins*. Bourton-on-Dunsmore: Practical Action Publishing.
- Fraser, N. (1997). *Justice interruptus*. New York: Routledge.
- (1998). Social Justice in the Age of Identity Politics: Redistribution, Recognition, Participation. *WZB Discussion Paper*, No. FS I, pp.98-108.
- (2008). *Scales of justice: Reimagining Political Space in a Globalizing World*. Cambridge: Polity.
- Frediani, A. A., Butcher, S. & Watt, P. (2013). *Regeneration and Well-Being in East London: Stories from Carpenters Estate*. London: The Bartlett Development Planning Unit, UCL.
- Goetz, A. & Jenkins, R. (2016). Feminist activism and the politics of reform: When and why do states respond to demands for gender-equality policies?. *Development and Change*, Vol.49, No.3, pp.714-734.
- Gray, B. (2004). Strong Opposition: Frame-based Resistance to Collaboration. *Journal of Community & Applied Social Psychology*, Vol.14, No.3, pp.166-176.
- Harvey, D. (2008). The Right to the City. *New Left Review*, Vol.53, pp.23-40.
- Lipsky, M. (1980). *Street-Level Bureaucracy: The Dilemmas of the Individual in Public Service*. New York: Russell Sage Foundation.
- LLDC[London Legacy Development Corporation (2015). Local Plan 2015 to 2031. [Online] available at: [https://www.queenelizabetholympicpark.co.uk/-/media/lldc/local-plan/adoption-july-2015/lldc\\_localplan\\_2015\\_interactive100dpi-\(4\).ashx?la=en](https://www.queenelizabetholympicpark.co.uk/-/media/lldc/local-plan/adoption-july-2015/lldc_localplan_2015_interactive100dpi-(4).ashx?la=en) [Last accessed: January 2019].
- (2017). *Planning Obligations – Draft Heads of Terms*. Retrieved from: <https://www.london.gov.uk/moderngov/lldc/documents/s58804/Appendix%2011%20-%20Draft%20HoT.pdf> [Last accessed: January 2019].
- Marullo, S. & Edwards, B. (2000). From Charity to Justice: The Potential of University-Community Collaboration for Social Change. *American Behavioural Scientist*, Vol.43, No.5, pp.895-900.
- May, T. (2011). *Social Research: Issues, Methods and Process* (4th ed.). Berkshire: Open University Press/McGraw-Hill.
- McNeill, P. & Chapman, S. (2005). *Research Methods* (3rd ed.). Oxon: Routledge.
- Mintchev, N. & Moore, H. L. (2017). Community and prosperity beyond social capital: The case of Newham, East London. *Critical Social Policy*, Vol.37, No.4, pp. 562-581.
- NCCPE[National Co-ordinating Centre for Public Engagement (2019). What is public engagement?. [Online] available at: <https://www.publicengagement.ac.uk/about-engagement/what-public-engagement> [Last accessed: January 2019].
- Queen Elizabeth Olympic Park (n.d). East Bank I Queen Elizabeth Olympic Park. [Online] Available at: <https://www.queenelizabetholympicpark.co.uk/the-park/attractions/east-bank> [Last accessed: January 2019].].
- REF[Research Excellence Framework (n.d). What is the REF?. [Online] available at: <https://www.ref.ac.uk/about/what-is-the-ref/> [Last accessed: January 2019].
- Rich, M. & Tsitsos, W. (2018). New Urban Regimes in Baltimore: Higher Education Anchor Institutions and Arts and Culture-Based Neighbourhood Revitalization. *Education and Urban Society*, Vol.50, No.6, pp.524-547.
- Soja, E. (2010). *Seeking Spatial Justice*. Minneapolis: University of Minnesota Press.
- Strier, R. (2010). The Construction of University-Community Partnerships: Entangled Perspectives. *Higher Education: The International Journal of Higher Education and Educational Planning*, Vol.61, No.1, pp. 81-97.
- Trust for London (n.d). Poverty and inequality data for Newham. [Online] available at: <https://www.trustforlondon.org.uk/data/boroughs/newham-poverty-and-inequality-indicators/> [Last accessed: January 2019].].
- UCL Culture (2017). UCL Public Engagement Strategy. Retrieved from: [https://www.ucl.ac.uk/culture/sites/culture/files/ucl\\_public\\_engagement\\_strategy\\_2017.pdf](https://www.ucl.ac.uk/culture/sites/culture/files/ucl_public_engagement_strategy_2017.pdf).
- UCL Human Resources (n.d). Introduction to UCL. Retrieved from: [https://www.ucl.ac.uk/human-resources/sites/human-resources/files/hr\\_recruitment\\_pack\\_7\\_jan\\_2019.pdf](https://www.ucl.ac.uk/human-resources/sites/human-resources/files/hr_recruitment_pack_7_jan_2019.pdf).

UCL (2017). UCL's Global Engagement Strategy. Retrieved from: [https://www.ucl.ac.uk/global/sites/global/files/ucl\\_global\\_engagement\\_strategy.pdf](https://www.ucl.ac.uk/global/sites/global/files/ucl_global_engagement_strategy.pdf).

----- (2018). Have your say: UCL East public consultations. Retrieved from: <https://www.ucl.ac.uk/ucl-east/news/2018/mar/have-your-say-ucl-east-public-consultations>.

Watt, P. (2013). It's not for us. *City*, Vol.17, No.1, pp.99-118.

Watt, P. (2013a). Foreword. In: Frediani, A. A., Butcher, S. & Watt, P. (eds), *Regeneration and Well-Being in East London: Stories from Carpenters Estate*, London: UCL The Bartlett Development Planning Unit.

Wrenn, H. (2017). Update Report. Retrieved from: <https://www.london.gov.uk/moderngov/ldc/documents/s58939/Appendix%203%20-%20UCL%20East%20update%20report.pdf>.

## Interviews and Focus Groups

Austin, V. (2018).  
Interview, 13/10/2018. UCL East.

Bell, S. (2018). Networking Event Focus Group,  
02/11/2018. UCL Bloomsbury.

Conway, L. (2018).  
Interview, 16/11/2018. LLDC Stratford.

Fleming, B. (2018).  
Interview, 5/11/2018. UCL East.

Rooms, A. (2018).  
Interview, 22/11/18. Westfields Stratford.

Rouse, C. (2018).  
Interview, 09/11/2018. Aston-Mansfield.

Townshend, K. (2018).  
Phone Interview, 11/12/18. UCL Bloomsbury.

---

## 6. Appendices

---

## Appendix 2A. Research methods and activities

Source: chapter's authors (2018).

### Research Methods

Primary data collection

### Research Activity

Semi-structured interviews

#### Objective

To gain deeper understanding on where initiatives position themselves within UCPs.

#### Description of activity / actors involved/ main findings

##### **A: Interviews with staff from the Engineering Exchange:**

- Sarah Bell, the EngEx Director;
- Richard Lee, Coordinator of Just Space;
- Charlotte Johnson, Research Associate at the Bartlett School of Environment, Energy and Resources;
- Muki Haklay, Co-director of Mapping for Change, UCL;
- Carla Washbourne, Lecturer at the Department of Science, Technology, Engineering and Public Policy - STE-aPP and co-director of EngEx;
- Trupti Patel, Researcher on at the EU funded Society in Innovation and Science through co-design.

##### **B: Interviews with the UCL Health Centre for Co-Production:**

- Niccola Pascal-Hutchinson, Project Manager of the Centre for Co-production in Health Research;
- Jean Strauss, part of one of the Centre's Pilot and , Patient Representative, (Action for Hearing Loss);
- Kate Martin, Facilitator of the Health Centre;
- Albert McEyeson, member of Action Youth Boxing Intervention.

##### **C: Interview with the Engagement Team, UCL Culture:**

- Georgia Pitts and Gemma Moore, part of the Evaluation Exchange programme, in a bid to understand the process of knowledge sharing.

### Research Activity

Focus group (Networking Event)

#### Objective

To discuss with practitioners about how Fraser's framework is useful for exploring UCPs.

#### Description of activity / actors involved/ main findings

During the Networking Event, we had relevant discussions on co-production, lay knowledge, expertise, and what is the difference between them, if there is one at all.

**Research Activity**

Participant Observation

**Objective**

To observe how different pilots engage with each other.

**Description of activity / actors involved/ main findings****A: Two workshops organised by of UCL Health Centre for Co-Production pilots:**

- Engagement with aActive members of the 4 pilots as well as with the broader community engagement witharound knowledge co-production processes.

**B: Closure project session of EngEx:**

- Discussion of by the members of Somers Town Neighborhood on air quality.

**Research Methods**

Secondary data collection

**Research Activity**

Literature review

**Objective**

To gain a better understanding on the research topic, namely, the skill-sharing and knowledge co-production exchange between university and communities.

**Description of activity / actors involved/ main findings**

The group chose readings related to the research theme from the module's reading list and other resources, including the journal *Research For All*.

**Research Activity**

Literature review

**Objective**

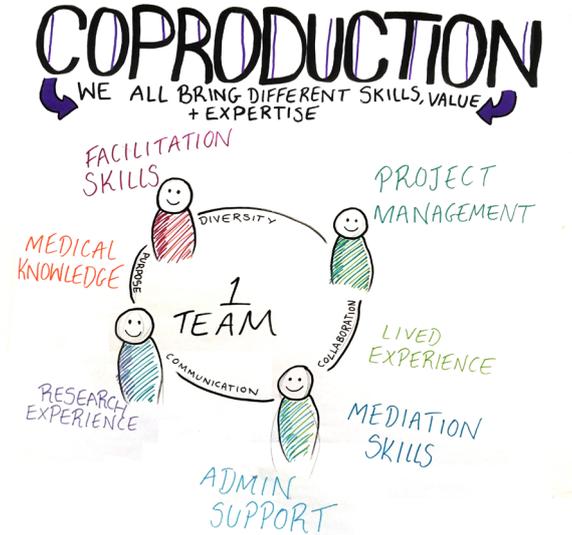
To learn lessons from previous action-research practices.

**Description of activity / actors involved/ main findings**

The group collected data from *UCL Lab* on reports by SDP students as well as other universities'.

## Appendix 2B.i The Centre’s model of co-production

Source: UCL Centre for Co-production in Health Research (n.d.).



## Appendix 2B.ii Example of applications’ score sheet of the Centre’s pilots.

Source: UCL Centre for Co-production in Health Research (n.d.).



UCL Centre for Co-production in Health Research Pilot 1 Application Score Sheet

Applicant names		Application no.	
Pilot project title		Pilot project funding request? (£s)	

Review Meeting - 22 August 18

Pilot project summary	
-----------------------	--

	Score criteria - please read the application, complete one of these documents per application scoring the applicant from 0-3 against criteria 1-5	Score (0=low, 3=high)	Reviewer notes – please add notes here about each of the scores given outlining why you gave the score you did
1	<p>Principles of Co-production 20% weighting</p> <p>Reviewers should look for evidence of genuine co-production. Does the pilot project include the following:</p> <ol style="list-style-type: none"> <li>At least one researcher and at least one community member co-applicant (or are the applicants open to suggestions of partners)</li> <li>Evidence of intent to embody the co-production principles that the Centre wants to live by (as outlined below)? If yes, how is it illustrated?</li> </ol> <p><b>Principles to live by – UCL Centre for Co-production</b></p> <ul style="list-style-type: none"> <li>Understanding the meaning of and fostering authentic co-production</li> <li>Respect for diversity of experience and perspective</li> <li>Collective decision-making</li> <li>Commitment to addressing power imbalances</li> <li>Challenge the status quo</li> <li>Be accessible to and inclusive of all</li> <li>Ensure mutual benefit for all</li> <li>Be open, transparent and honest - yet pragmatic and real</li> </ul>		

2	<p>Centre priorities 20% weighting</p> <p>Reviewers should look for clear evidence of how the project will help the Centre to meet at least one of the Pilot priorities, by:</p> <ul style="list-style-type: none"> <li>Identifying how co-production can strengthen and improve health research design and delivery</li> <li>Bringing the Centre to life and identify how to work in co-production in order to develop a research project, intervention or innovation</li> <li>Embracing an innovative approach and looking to push traditional research and/or service/intervention development boundaries?</li> <li>Examining how to engage with less often heard voices within Camden specifically or nationally</li> </ul>		
3	<p>Plans 40% weighting</p> <p>Reviewers should examine the application to see if the Pilot project:</p> <ul style="list-style-type: none"> <li>Aims and project idea are clear and well thought out?</li> <li>Timeline is clear and well thought out?</li> <li>Has clearly identified how progress made and the success or not of the project will be assessed?</li> <li>Is a new piece of work rather than a request for additional funding for work already taking place?</li> </ul>		
4	<p>Sustainable Benefits 10% weighting</p> <p>We are interested in long-term benefits and sustainable relationships.</p> <ul style="list-style-type: none"> <li>What thought does the application give to sustainability post pilot? Is there an exit strategy or plan outlined?</li> </ul>		

5	<p>Project Costs 10% weighting</p> <p>Reviewers should examine the costs of the project, questioning:</p> <ul style="list-style-type: none"> <li>Whether the costs are reasonable?             <ul style="list-style-type: none"> <li>Does the application include payment of community members or patients where appropriate?</li> <li>Are evaluation costs included?</li> <li>Is there anything missing?</li> </ul> </li> <li>Has other funding/value in kind support been sourced?</li> </ul>		
---	--	--	--

Overall score (out of 15)

	Notes:
--	--------

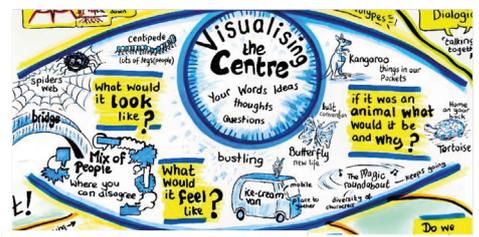
Likely level of support required:  None  A little  A lot

Reviewed by:	Date reviewed:
--------------	----------------

**ADDITIONAL INFORMATION – Scoring Key**

\*Please score criteria 1 – 5 listed above out of three (0 = low, 3 = high). If required overall scores will be weighted in accordance with the weighting set out alongside each criteria listed above.

Score	Meaning
0	Unacceptable response
1	Fair response - meets some aspects of the criteria
2	Good response - meets most aspects of the criteria <ul style="list-style-type: none"> <li>Relatively comprehensive, clear proposal demonstrating a good understanding of the criteria</li> </ul>
3	Very good response - meets all aspects of the criteria <ul style="list-style-type: none"> <li>Clear evidence of ability to meet the criteria</li> </ul>



Artwork credit: Debbie Roberts – Engage

## Appendix 2C.i EngEx Partnership Protocol for Engineers

Source: UCL Engineering Exchange (2016).

LONDON'S GLOBAL UNIVERSITY



### EngEx Partnership Protocol – Community group

The Engineering Exchange provides technical and scientific knowledge and skills to community groups in London. Projects are designed and agreed in partnership between community groups and UCL engineering practitioners, with support from the EngEx team.

#### Who we work with:

We work with a range of local community based groups such as residents' associations, environmental groups and youth organisations. We aim to work with organisations who might otherwise find it difficult to access engineering expertise.

#### What types of projects we take on:

Community groups are welcome to suggest for consideration any problems or ideas they have to improve their community, local area or London more widely.

We work on projects that have a technical or scientific problem at their core. Engineering deals with technologies, the environment, buildings, transport, water, construction, healthcare technologies, security and designing against crime, energy, information and communication technologies and many more issues that might be important to community groups.

Project length can be an afternoon, six months or more.

The impact of the project doesn't have to be huge, but it does need to serve the community and benefit a group of people by improving knowledge of technical issues and contributing to better quality of life.

#### What we provide:

The EngEx provides knowledge and expertise about technical and engineering problems faced by communities in London. We will help you scope and focus your project, and match you with an engineering practitioner or practitioners who have knowledge and skills in your project area. We will also oversee progress reviews, and provide outputs including a report, fact sheets, briefings, videos, events, media coverage etc., as agreed in the project planning phase.

## Appendix 2C.ii EngEx Partnership Protocol for Community Groups

Source: UCL Engineering Exchange (2016).

LONDON'S GLOBAL UNIVERSITY



### EngEx Partnership Protocol – Engineer

The Engineering Exchange provides technical and scientific knowledge and skills to community groups in London, with the aims of:

1. making UCL Engineering expertise more accessible to local community groups;
2. supporting UCL Engineering staff and students to align their work with local community needs.

Projects are designed and agreed in partnership between community groups and UCL engineers, with support from the EngEx team.

#### Who we work with:

We work with a range of local community based groups such as residents' associations, environmental groups and youth organisations. We aim to work with organisations who might otherwise find it difficult to access engineering expertise.

We are seeking committed UCL engineering practitioners who can be contacted through our register to work on projects when a knowledge match is identified.

#### What types of projects we take on:

Community groups are welcome to suggest for consideration problems or ideas they have to improve their community, local area or London more widely. If we can make a match between the group's needs and our register of practitioners, we will suggest an initial meeting between all parties.

Equally, you are welcome to come to us with projects you have in mind, if you already have links with community groups who have expressed a research need. We can help to identify community based opportunities to improve the impact of your current or proposed research, including support for Pathways to Impact statements for research council proposals and other bids.

## Appendix 3A. Background to the analysed Engaged Teaching Activities and corresponding UCPs within UCL

Source: chapter's authors (2018).

### Department

The Bartlett Development Planning Unit(DPU), University College London(UCL)

### Programme

MSc Social Development Practice (SDP)

### Module

Social Development in Practice

### Community Organisation Involved

Citizens UK

### Description/ Goal of the Partnership

Premised on an action-learning approach, SDP students are able to engaged with the social development challenges through a community-based fieldwork exercise in selected communities of London. With the collaboration with Citizens UK, SDP students have been participating as part of the extensive community network of Citizens UK, to facilitate community- based knowledge production and to support community-engaged campaigns.

Agendas of previous collaborative projects included: High Speed Two Rail Link (2014), Urban regeneration for Euston Area (2015), Housing Rights in North London (2016), Impacts of housing crisis on education learning of young citizens (2017 & 2018).

### Department

The Bartlett Development Planning Unit(DPU), University College London(UCL)

### Programme

MSc Urban Development Planning (UDP)

### Module

Practice in Urban Development Planning

### Community Organisation Involved

Just Space

### Description/ Goal of the Partnership

Since 2014, UDP has partnered with Just Space, a London-based alliance of community groups, campaigns and independent organisations, in co-developing the practice module of UDP. UDP students are participating as part of the Just Space network in co-producing and delivering the London Plan, which sets out the strategic policies and development plans for London. Through engaging in the formation of London Plan, students are able to equip themselves with necessary skills and knowledge to become development practitioners.

Issues of previous collaborative projects included: Olympic Regeneration (2014), Diversity and Inclusion (2015), Youth Engagement (2016) and Social Impact Assessment (2017).

Further information on the London Plan can be found on <https://www.london.gov.uk/what-we-do/planning/london-plan/new-london-plan/what-new-london-plan>

### Department

Institute of Education (IOE), University College London (UCL)

### Programme

BA Education Studies

### Module

Educating and Organising for Social Justice

### Community Organisation Involved

Citizens UK

### Description/ Goal of the Partnership

Educating and Organising for Social Justice is a practical module for Year-Two students in BA Education Studies. The objective of this course is to provide students with hands-on opportunities to critically analyse how learning is able to address social inequalities in society and to gain community organising skills by participating in local community organizing projects.

As part of the module, students have the opportunity to participate in a community-organizing placement for projects that are in collaboration with Citizens UK. In previous years, students have participated in the living wage campaign, support of refugee children in UK schools, and citizenship rights and protection for children and young people in the UK.

## Appendix 3B. Questionnaire template

---

*Source: chapter's authors (2018).*

**Interviewees:** Teachers of practical /placement-based modules

### Questions

- Can you briefly introduce the background of the practice/placement-based module? [Such as the goals, methodology, results that are expected]
  - Is the planning and implementation of your practice/placement-based module being influenced by any policies and frameworks of UCL (community-university partnerships)? How might this affect the engagement with community groups?
  - How was the process in order to establish this partnership between the University (DPU/IOE) and the Citizen UK's / Just Space Network? How this partnership has been maintained over time?
  - Can we know more about what redistribution efforts have been essential in this partnership with the Citizen UK's/ Just Space Network [Such as resources, skills, knowledge, time]?
  - Who are the main stakeholders in this engagement, what are their aspirations/needs/demands and how these needs are satisfied? To what and how these demands affect the quality of the partnership?
  - How is your partnership representing different types of knowledge, and what are the challenges and positive experience of bringing different types of knowledge together?
  - In your opinion, what strategies the practice/placement-based modulebased module employ in order to balance between achieving learning objectives and a mutually beneficial community engagement? What are the priorities?
  - What are the lessons learned of implementing this practice/placement-based module, what are the limitations and also the opportunities and challenges for the community, student and university and what and how areas of work could be improved?
- 

**Interviewees:** Community Organisations

### Questions

- In your (Citizens UK's/Just Space) perspective, what are the objectives and demands of the partnership with UCL? What are the roles of your organisation and UCL in this partnership?
- Every community partner has their own expertise and resources, as well as their own community network and experience. What do Citizens UK/ Just Space and UCL contribute to the partnership respectively? Are there any advantages or challenges of bringing a different type of knowledge together?
- How do you identify the community needs/issues for UCL students to be involved in? Do you think there is a discrepancy between your expectation and the University's policy? Is anyone overtaking the other? And how you are balancing?
- Who usually takes the responsibility of measuring the impact for the community? (Community organisation, UCL or the students) And how do you measure/evaluate the impact of the activities on the community?
- Is Citizens UK/Just Space satisfied with its level of engagement? According to your experience partnering with other universities, what and how can the engagement be improved in the future, especially on UCL's side? What are the limitations, opportunities and challenges for the Citizens UK/ Just Space and the community in this partnership?
- In your opinion, what are the challenges to achieve social justice in Camden and Islington? And do you think your partnership with UCL contribute to the social justice in this area?

**Interviewees:** Alumni

### Questions

- Do you think the practical activities that you have participated were useful for your personal learning objectives?
  - Were there any particular skills or knowledge that you were hoping to gain but were unable to?
  - What were lessons learned of participating in these practical modules? Were you satisfied with the final results?
  - Do you think the activities had an aim for the community? Was the aim clear? And do you think that your participation with the community could be done in a better way?
  - What are the difficulties and opportunities that you see in this practical module and how areas or activities of work could be improved?
- 

**Interviewees:** Staff from the Engagement Team, UCL Culture

### Questions

- How was the partnership initiated (university- or community- initiated) and developed?
- Who are the stakeholders participating and the different demands on them to make community-university partnership work? How do these demands affect the quality of partnerships?
- How is your partnership recognising and representing different types of knowledge? Draw on a specific example of what have been the challenges or positive experiences of bringing together different types of knowledge. What have been the main impacts? To whom?
- How was impact defined in your partnership and how was this negotiated amongst your community partner, yourself, and UCL demands (Department, Faculty, University)?

## Appendix 3C: Interviewees

---

Source: chapter's authors (2018).

### **Alexandre Frediani**

Co-Director and practice module leader of MSc Social Development Practice programme  
The Bartlett Development Planning Unit, UCL

### **Tim Wickson**

Teaching Fellow and Graduate Teaching Assistant of MSc Urban Development Planning programme  
The Bartlett Development Planning Unit, UCL

### **Stuart Tannock**

Senior Lecturer - Community organising placement-based module called *Educating and Organising for Social Justice*  
Institute of Education (IOE), UCL

### **Hugh Murdoch**

Community Organiser for Camden Citizens and Islington Citizens  
Citizens UK

### **Richard Lee**

Coordinator  
Just Space

### **Hannah Sender**

Alumni of MSc Urban Development Planning programme

### **Jia W Li**

Alumni of MSc Social Development Practice programme

### **Marie Xypaki**

Curriculum and Public Engagement Consultant  
UCL Culture

### **Nicola Pascal- Hutchinson**

Project Manager  
UCL Centre for Co-production in Health Research

## Appendix 4A. Research activities and objectives

Source: chapter's authors (2018).

### Research Methods

Literature review

#### Research Activity

Review of literature on the following topics:

- inequalities in London;
- engaged scholarship & teaching;
- questioning knowledge production;
- the 'civic' university;
- neoliberalism: from the city to the university;
- research methods.

#### Description of activity / Actors involved

We chose the topics by interest to further the research to support our framework.

#### Primary objectives

- To get a better insight of the research topics and engage ourselves with the context of volunteering service.

### Research Methods

Case Study Research

#### Research Activity

Review of VSU Reports (Secondary) - Recruitment surveys, Student participation survey, Demography survey etc.

#### Description of activity / Actors involved

We sourced a variety of reports from UCL VSU website and were provided information by VSU manager.

#### Primary objectives

- To gather and review the existing information on UCL volunteering from reports written by the VSU team;
- to identifies areas of research needed and to understand VSU's strengths and challenges.

### Research Methods

Semi-Structured Interviews

#### Research Activity

First Interview (Volunteering Manager)

#### Description of activity / Actors involved

The interview was aimed at defining research goals and questions, as well as team roles. The interviewee was John Braime, Volunteering Manager of VSU at UCL.

#### Primary objectives

- To introduce and validate our research project;
- to ask about his inside perception of volunteering service at UCL;
- to define mutual expectations on the research.

## Research Methods

### Semi-Structured Interviews

#### Research Activity

Second Interview (Volunteering Manager)

#### Description of activity / Actors involved

The interview was aimed at:

- acquiring consent;
- discuss about the research question, methodologies and next steps.

The interviewee was John Braime, Volunteering Manager of Volunteering Service Unit at UCL.

#### Primary objectives

- To share and re-define our research question collaboratively and evaluate the methods used thus far.

#### Research Activity

VSU Staff

#### Description of activity / Actors involved

- Interview with Amman Bharaj, Student-Led Projects Manager (SLPs);
- Interview with Oliver Peachey, Volunteering Partnerships Manager.

The interviewee was John Braime, Volunteering Manager of Volunteering Service Unit at UCL.

#### Primary objectives

- To gather information regarding voluntary work from the perspective of other VSU staffs;
- to appreciate how SLPs supplements volunteering activities and existing collaboration with communities.

#### Research Activity

Community Organisations (COs)

#### Description of activity / Actors involved

- Interview with Lucy Elgood, Project Manager and Recruiter of Salusbury World Refugee Center;
- Interview with Peter Lush, Key Contact of Training Link Organisation.

#### Primary objectives

- To understand the focus of work of each CO and how the partnership with VSU developed over time;
- to get a perspective from COs related to the collaborative work undertaken with VSU, the challenges faced as well as successes realised;
- to understand, from their viewpoint, how processes of community engagement can achieve positive social change.

## Research Methods

### Focus Groups

#### Research Activity

Networking Event

#### Description of activity / Actors involved

After defining team roles, introducing the activity and asking for consent, we carried out a focus group with Andrea Rigon, Asma Ashraf, Louise Dredge to validate our framework for analysis and collect information on different practices of engagement taking place within UCL. Subsequently, our team collectively reflected on good and bad practice during the focus group. The interviewee was John Braime, Volunteering Manager of Volunteering Service Unit at UCL.

#### Primary objectives

- To know how different UCPs were initiated and developed, and relate them to Fraser's framework for social justice;
- to better prepare for follow-up interviews with VSU and community organisations.

#### Research Activity

Students

#### Description of activity / Actors involved

We conducted a focus group with four volunteer students and student leaders.

#### Primary objectives

- To let students who had previously participated in volunteering share their experiences and perceptions of volunteering work in order to better appreciate how students engage with communities through volunteering.

#### Research Activity

VSU Breakfast Event with organisations

#### Description of activity / Actors involved

This was the first time that VSU held an event including representatives from fifteen community organisations.

#### Primary objectives

- To observe and hear more about COs' ideas and perspectives on UCPs built through UCL.

## Appendix 4B. List of students participating in the focus groups

**Sarah** - Undergraduate

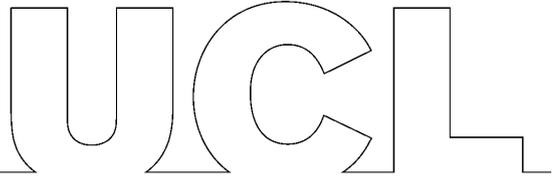
**Emily** - Undergraduate

**Lousia** - PhD

**Easter** - Undergraduate

## Appendix 4C. Template of consent form used

UCL DEVELOPMENT PLANNING UNIT



### Informed Consent Form for in Research Studies

**Please complete this form after you have listened to an explanation about the research.**

**Title of Project: Partnerships for social justice between university and local communities:  
The case of UCL Bloomsbury and Stratford Campuses**

Thank you for your interest in taking part in this research. Before you agree to take part, the person organising the research must explain the project to you.

If you have any questions arising from the explanation already given to you, please ask the researcher before you to decide whether to join in. You will be given a copy of this Consent Form to keep and refer to at any time.

#### Participant's Statement

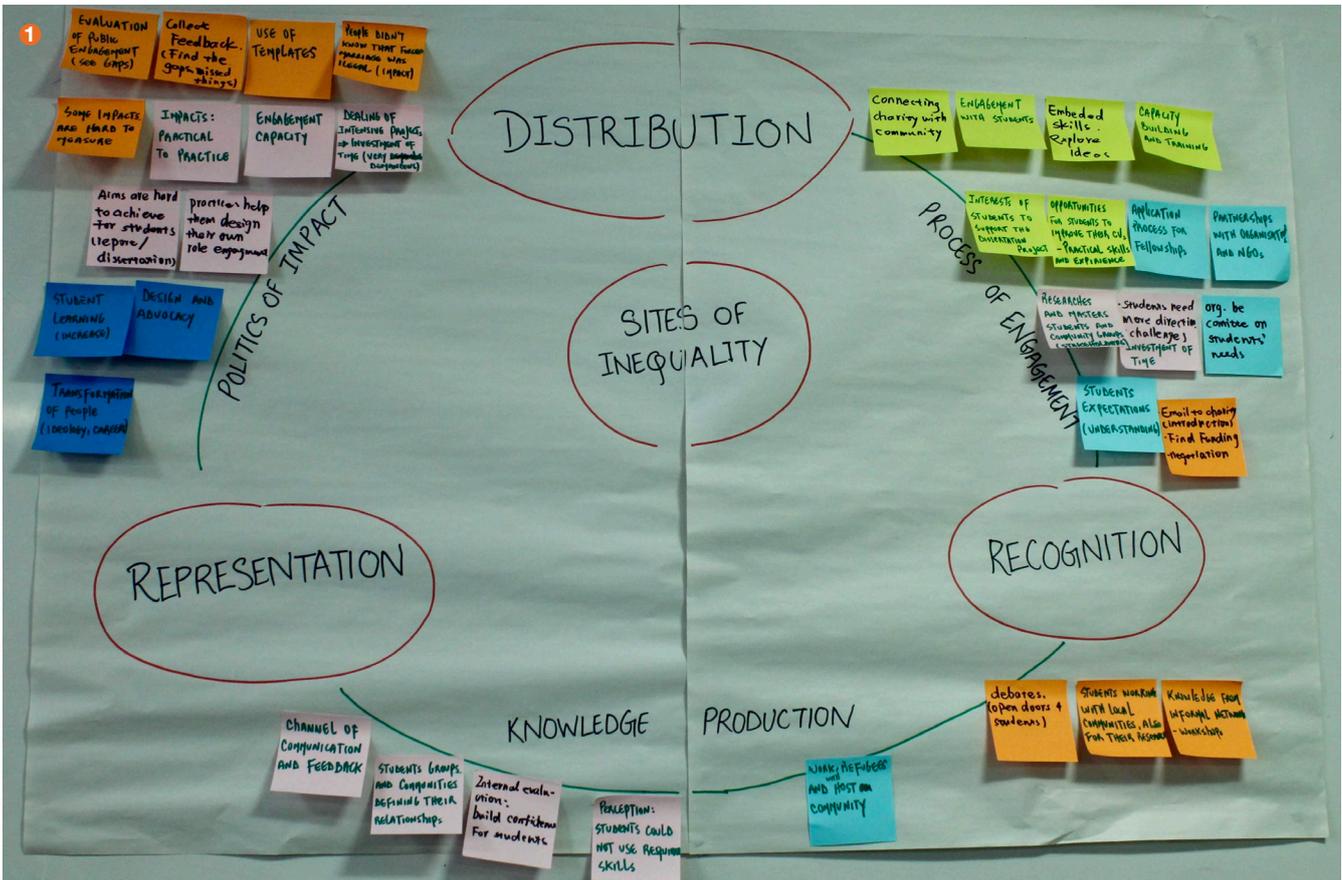
- I have read the notes written above and the Information Sheet, and understand what the study involves and when and how outcomes will be shared.
- I understand that if I decide at any time that I no longer wish to take part in this project, I can notify the researchers involved and withdraw immediately.
- I consent to the processing of my personal information for the purposes of this research study.
- I understand that the information I have submitted will be published as a report which will be made available to me. I understand I can also withdraw any specific information from the public output.
- I understand that such information will be treated as strictly confidential and handled in accordance with the provisions of the Data Protection Act 2018.
- I agree that the research project named above has been explained to me to my satisfaction and I agree to take part in this study.
- I agree to allow my name to be used in the publication.
- I agree to allow my photographs to be used in the publication.

Signed:

Date:

# Appendix 4D. Pictures of research activities conducted

Source: chapter's authors (2018).



- 1 Diagram produced during the Networking Event, 02/11/2018.
- 2 Focus Group discussion during the Networking Event, 02/11/2018.
- 3 VSU Breakfast Event with representatives from community associations and other London-based organisations, 29/11/2018.



- ④ Focus Group with student volunteers, 03/12/2018.  
 ⑤ Interview with Lucy Elgood from Salusbury World, 11/12/2018.  
 ⑥ Interview with Peter Lush (Training Link), 12/12/2018.

## Appendix 4E. List of organisations and associations attending VSU Breakfast Event, 29th November 2018.

### Organisations attending:

- Age UK Camden
- CoachBright
- Good Lad Initiative
- International League of Dermatological Societies
- IntoUniversity
- Metropolitan Police
- Museum of Architecture
- Newham New Deal Partnership
- Powering Sustainable Change - PPL PWR
- Revitalise Respite Holidays
- Salusbury World
- Sense
- St Joseph's Hospice
- St Mark's Hospital Foundation
- The Royal Institution

## Appendix 4F. Service Standards of Volunteering Service 2018-19

# Volunteering Service

## Service Standards 18-19

We expect all partner organisations to be able to comply with our service standards. Please read the points below carefully and confirm that your organisation is able to comply. We need this assent before we can promote information about your organisation through our service.

### What you can expect from the Volunteering Service:

- To promote your volunteering opportunities that we approve on our [opportunities directory](#).
- To notify your designated main contact on our database by email when we refer prospective UCL student volunteers to your active opportunities on our directory. Please note this is only for ongoing vacancies. Students interested in volunteering at one-off events we agree to promote for you will be encouraged to contact your event lead directly.
- To provide support if you have problems or questions about UCL student volunteers placed with you.
- To mediate in any dispute between you and any UCL student volunteers placed with you if requested by both you and the volunteer.
- To update information about your project on our database and directory when requested and to keep your information secure and compliant with the [General Data Protection Regulation](#).
- To invite you to our Volunteering Fairs, partners events and our end-of-year Awards Ceremony.
- To keep you and other named contacts at your organisation up-to-date with other news and events from the Volunteering Service, and relevant opportunities from UCL and Students' Union UCL.
- To circulate volunteering opportunities within UCL academic departments and Students' Union UCL clubs, societies and student networks where appropriate.

### What the Volunteering Service expects from you:

- To accept liability for all volunteers placed with you, and to ensure that you are able to meet any liabilities through an adequate insurance policy or through other provision.
- To notify staff in the Volunteering Service about UCL students that have volunteered at your organisation, and to ensure you have the systems in place to enable you to share at least their full name and email address on request.
- To treat personal information about UCL volunteers confidentially and compliant with the key themes outlined by the [General Data Protection Regulation](#).
- To lead and conduct a fair recruitment and selection process for all opportunities advertised through our service.
- To have a health and safety policy.
- To provide an induction covering all necessary aspects of health and safety (including safe use of equipment, information about risks and how to minimise risks, and emergency procedures) – and to follow up in writing to your volunteers with this information and/or provide links to relevant content when they start.
- If working with children and young people, to have an adequate child protection policy.
- If working with vulnerable adults, to have an adequate vulnerable adults policy.
- To notify us if any UCL student volunteer has been disciplined or dismissed.
- To deal with sexual harassment seriously and in-line with Students' Union UCL's [Zero Tolerance campaign](#).
- To have an equal opportunities statement or policy.
- To properly risk assess all volunteering activities and premises.
- To have a named person who is responsible for the supervision and support of volunteers.
- To reimburse volunteer travel expenses (we expect you to cover itemised journeys to and from their placement within TfL fare zones 1-6), and lunch expenses (if volunteering a full day). Please note that we may be able to cover these expenses for one-off events that we agree to promote.
- To provide the training and checks necessary for volunteers to carry out their assigned tasks.
- To promptly reply to enquiries from prospective volunteers.
- To keep the Volunteering Service notified of any changes that need logging – for example; contact details for roles, application deadlines, staff changes, revisions to volunteer roles.
- To refrain from contacting UCL departments and Students' Union UCL clubs, societies and student networks directly and instead send us any targeted opportunities for circulation.

## Appendix 5A. Research methods and activities

Source: chapter's authors (2018).

### Research Methods

Literature Review

#### Aim of activity

- To understand the political economy of the area in which UCL East operates;
- To analyse how power and resources are distributed and contested in East London, and how this affects the interaction between communities and UCL East with regards to social justice;
- To understand UCL as an institution and its organisational structure, and how CE is understood and delivered;
- To engage with the academic discourse around the university's role in equitable city-making.

Activity: Political Economy Analysis (PEA) of Stratford/Newham; research on the role of the university in equitable city-making; screening of documents published by UCL and their Engagement Team.

### Research Methods

Semi-Structured Interviews

#### Description of activity

13/10/2018:

Vicki Austin,  
Co-founder and Director of Strategy and Partnerships,  
GDI Hub.

#### Aim of activity

To understand the different practices of UCPs, their challenges/opportunities, and their understanding of their role within the community.

#### Description of activity

09/11/2018:

Caroline Rouse,  
Community Development,  
Aston Mansfield.

#### Aim of activity

To understand the different practices of UCPs, their challenges/opportunities, and their understanding of their role within the community.

#### Description of activity

05/11/2018:

Briony Fleming,  
Community East Manager,  
Engagement Team, UCL Culture.

#### Aim of activity

To understand the (perceived) role of UCL's Engagement Team in the East, their strategy, the projects they are undertaking, and linked opportunities/challenges.

**Research Methods**

Semi-Structured Interviews

**Description of activity**

16/11/2018:

Layla Conway,  
LLDC.**Aim of activity**

To understand how UCL and the LLDC interface, and what influence the LLDC has on the public engagement strategy of UCL, and to see whether both share the same understanding of community engagement.

**Research Methods**

Semi-Structured Interviews

**Description of activity**

16/11/2018:

Ben Campkin  
Co-Director,  
UCL Urban Laboratory.**Aim of activity**

To understand the role of the university in equitable city-making.

**Research Methods**

Semi-Structured Interviews

**Description of activity**

22/11/2018:

Alistair Rooms,  
Community Organizer in Newham,  
Citizens UK.**Aim of activity**

To understand the social inequalities present in the neighbourhoods surrounding UCL East and the role the university can play in equitable city-making.

**Research Methods**

Semi-Structured Interviews

**Description of activity**

11/12/18:

Kim Townsend,  
Former Public Engagement Coordinator (East), Engagement Team, UCL Culture.**Aim of activity**

To understand changes in UCL's approaches to community engagement around UCL East over time.

**Research Methods**

Semi-Structured Interviews

**Description of activity**

13/10/2018:

Rachel Knowles, Thul Khan, Jacqui Klinghan, Olivene Howell  
iLAC, Stratford Advice Arcade.**Aim of activity**

To understand the different practices of UCPs, their challenges/opportunities, and their understanding of their role within the community.

**Research Methods**

Focus Group Discussion, In-Class  
Networking Event

**Description of activity**

02/11/2018:

Sarah Bell,  
Professor of Environment Engineering at UCL and Director of the Engineering Exchange,  
UCL;

Pat Gordon Smith,  
Commissioning Editor at UCL IOE Press and Research for All, UCL.

**Aim of activity**

To understand the different practices of UCPs, the different stakeholders and demands from within the university, as well as the different types of knowledge production that exist from the perspective of UCL staff.

**Research Methods**

Informal Conversations during Events

**Description of activity**

08/11/2018:

Creating Connections East, Networking Event.

**Aim of activity**

To attend a networking event organised by UCL's Engagement Team to find out how UCL is engaging with communities, what the communities' response is, to get a better understanding of the needs and work of community organisations and to find potential interviewees from the community side.

**Research Methods**

Informal Conversations during  
Classroom Discussions and  
Presentations

**Description of activity**

09/11/2018:

Dr. Clare Melhuish,  
Director of the UCL Urban Laboratory, Presentation.

**Aim of activity**

To understand the existing cultural infrastructure of Stratford, the impacts of the Olympics and how UCL 'comes in' for local organisations.

**Description of activity**

09/11/2018:

Alistair Rooms, Citizens UK Presentation.

**Aim of activity**

To understand key issues faced by communities in Stratford.

**Description of activity**

16/11/2018:

UCL East Visit and Presentation by Engagement Team, UCL Culture.

**Aim of activity**

To get an overview of what the Engagement Team is currently working on in the East and what their future plans are.





## SDP STUDENTS REPORT 2019 - DPU

**The Development Planning Unit**, University College London, is an international centre specialising in academic teaching, research, training and consultancy in the field of urban and regional development, with a focus on policy, planning management and design. It is concerned with understanding the multi-faceted and uneven process of contemporary urbanisation, and strengthening more socially just and innovative approaches to policy, planning management and design, specially in the contexts of Africa, Asia, Latin America and the Middle East as well as countries in transition.

The central purpose of the DPU is to strengthen the professional and institutional capacity of governments and non-governmental organisations (NGOs) to deal with the wide range of development issues that are emerging at local, national and global levels. In London, the DPU runs postgraduate programmes of study, including a research degree (MPhil/PhD) programme, six one-year Masters Degree courses and specialist short courses in a range of fields addressing urban and rural development policy, planning, management and design.

Overseas, the DPU Training and Advisory Service (TAS) provides training and advisory services to government departments, aid agencies, NGOs and academic institutions. These activities range from short missions to substantial programmes of staff development and institutional capacity building.

The academic staff of the DPU are a multi-disciplinary and multi-national group with extensive and on-going research and professional experience in various fields of urban and international development throughout the world. DPU Associates are a body of professionals who work closely with the Unit both in London and overseas. Every year the student body embraces more than 45 different nationalities.

To find more about us and the courses we run, please visit our website: [www.bartlett.ucl.ac.uk/dpu](http://www.bartlett.ucl.ac.uk/dpu)

**MSc Programme in Social Development Practice.** The central focus of the course is the relationship between active citizenship and development, with the recognition that diverse identities and aspirations are critical components of social change. This course responds to the increasing focus on well-being and 'people-centred' approaches, evidenced both by the revised policy priorities of many development agencies, and the discourses of grass-roots organizations, which question market led processes of development. At the same time, there is a need to problematize such approaches, given the power relations operating at various scales, from the global to the local, and the social dynamics of rapidly urbanizing societies. These concerns highlight the challenge of recognising and valuing difference in a way that strengthens, rather than fragments, collective action, and ensures universal principles of equity. This course offers the opportunity to engage with the theoretical and practical implications of promoting well-being and citizenship in the context of social diversity, exploring the traditional realm of the social sector as entry point to influence wider contestations of rights and citizenship as manifested in development initiatives.

To find more about the course, please visit our website: <http://www.bartlett.ucl.ac.uk/dpu/programmes/postgraduate/msc-social-development-practice>

Visit our website

 [www.bartlett.ucl.ac.uk/dpu](http://www.bartlett.ucl.ac.uk/dpu)  
 [www.facebook.com/dpuucl](http://www.facebook.com/dpuucl)  
 [www.twitter.com/dpu\\_ucl](http://www.twitter.com/dpu_ucl)

