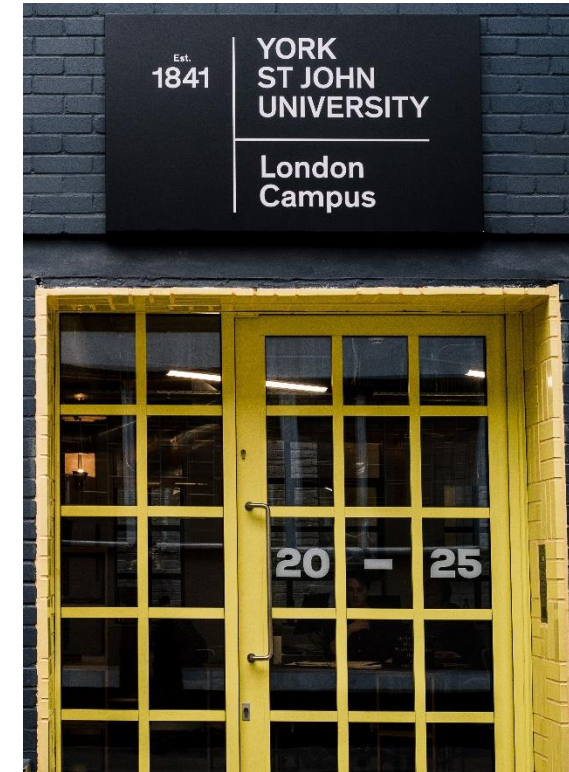




We share our knowledge, experience and practice with each other and our communities for wider social benefit. We foster inquisitiveness with passion and enthusiasm for exploring and developing knowledge, so we can be the best at what we do.

We are York St John University.



Prepared by
Sarah Atkinson, Dr Mike Calvert, Marc Fleetham, Dr Claire Hind

University Lead for Knowledge Exchange and Public Engagement
Professor Andy Smith, Pro-Vice Chancellor Research & Knowledge Exchange

FOREWORD

In this detailed submission, we evidence the significant progress we are making in the level of support we give to public engagement.

Across the whole University there is a strong commitment to sharing our expertise with others whilst also learning from the communities we serve.

Mission P3

Leadership P11

Communication P16

Support P18

Learning P20

Recognition P27

Staff P29

Students P32

Public P36

As this document demonstrates, we are ambitious to build on our existing success by, for example, creating an Institute for Social Justice.

We believe that in our region we are a beacon of excellence in the support we offer to public engagement. An example of that is the University's long-established work with mental health service users through 'Converge'. We are looking to share our expertise and what we have learned with other Institution through, for example, the Cathedrals Group and Yorkshire Universities.

At all levels of Leadership at the University there is a high level of institutional commitment to further improve the excellent work we are doing in public engagement. This is seen in several initiatives including our investment in a new Creative Centre which will provide a new public auditorium in the City of York. This is also captured in our University strategy (Strategy 2026) which has 5 strategic aims, one of which is to be 'a partner of choice'. Another is to be 'an anchor institution in York and at the leading edge of the intellectual, economic and social evolution of our region'.



Professor Karen Stanton
Vice Chancellor

OPENING STATEMENT

As the recently appointed Director of Business Development & Knowledge Exchange (KE), I am passionate about embedding Public Engagement (PE) within, and across, the entire business and community engagement strategy that is currently being developed. As a professional knowledge transfer broker, I do not see any separation between PE and KE. Quite the contrary, in my view they are both intrinsically linked, each supporting and nurturing one another in a holistic and sustainable manner.

The following report (created by a cross disciplinary team – Sarah, Claire and Mike) demonstrates the collegiate approach to PE as it has been crafted by a mix of staff, yet underpinned by a common, shared PE ethos that is contained within the DNA of everyone within York St John University (YSJU). Hopefully the narrative below clearly demonstrates this approach and the passion of the team.

I am very aware that this document forms part of a living, breathing culture that will continue to change in order to fully reflect the needs of the communities which we serve.



Marc Fleetham
Director of Business Development & Knowledge Exchange

Mission

“Create a shared understanding of the purpose, value, meaning and role of public engagement to staff and students and embed this in your strategy and mission.”

- National Co-ordinating Centre for
Public Engagement, Edge
Tool definition

In this section you will read how at YSJU we have a united commitment to, and understanding of Public Engagement for the benefit of our students, staff and the communities we serve.

A YSJU understanding of public engagement

The 2026 Strategy makes clear the overriding mission and values of the institution. Our mission at YSJU is to be driven by our commitment to fairness. We focus our expertise, talents and creativity to advance knowledge, promote understanding and create educational opportunities for the benefit of all. The shared understanding of public engagement, embedded within the University's approach to knowledge exchange, must be led by the mission and the supporting vision and values. In terms of YSJU, this means that public engagement must promote access to various forms of participation together with a wide range of diverse communities where equality is at the forefront of our thinking. It inspires the public to engage in new skills and knowledge through learning. We seek to enrich community relations between YSJU and the public through collaboration, participation and dissemination. Public engagement generates and provides access to impactful research. All the above share the aim of enriching peoples' lives culturally, intellectually, socially and economically, underpinned by a commitment to social justice and the public good.

Defining social justice and the public good

We recognise that definitions of social justice depend on the nature and scope of the diverse public engagement projects that take place, but can identify that the core of our approach is imbued with a commitment to the public good.

Social justice at YSJU evidences our research and pedagogic responsibility toward equality, fairness and accessibility by means of mutual respect, commitment and reciprocity.

Public good at YSJU evidences a commitment to practices that aim to meet social needs in a better way and for the benefit of others, through innovative, creative and responsible means.

Our commitment to public engagement

Our developing approach to public engagement is captured in our three-year plan overleaf. There are significant milestones that we have signed up to in order for us to achieve our full potential. Public engagement is central to our knowledge exchange strategy and us reaching our strategic goals as a university.

Public Engagement Timeline

E IS FOR
EMBEDDED



P IS FOR
PILLAR OF EXCELLENCE



F IS FOR
FRAMEWORK



20 – 21

- 1) Public engagement is an embedded, established practice, fully endorsed by the University's Executive Board.
- 2) Website and Moodle presence for training, development and resources.
- 3) Public engagement is included as part of the appointment, promotion and professional development review procedures.
- 4) Successfully implemented communications strategy with a growing external reputation for public engagement.

19 – 20

- 1) Public engagement has a clear voice on the university's Executive Board and within the Schools through the Public Engagement Champions.
- 2) Development and trialling of training materials and online resources.
- 3) A dedicated area on the staff intranet to share public engagement news and activity.
- 4) Development of a framework and system for recording public engagement activity.
- 5) A working group set up to develop the Festival of Public Engagement.
- 6) A website presence for public engagement.
- 7) A bank of impact case studies created, accessible to staff and the public via the webpage/intranet.
- 8) A framework established for celebrating student engagement including integrating the student voice into public engagement practice-making.

21 – 22

- 1) There is a shared cross-university understanding and appreciation of public engagement and social justice informed by the University's public engagement 'Drivers for Action' with Schools working collaboratively for the public good.
- 2) The Business Development & Knowledge Exchange Office are recognised as the expert advisers for public engagement alongside a comprehensive online toolbox for 'self-service public engagement'.
- 3) York St John is recognised as a model of best practice for PE in the higher education sector and is able to advise other institutions.
- 4) The inaugural Festival of Public Engagement commences celebrating our exciting history and relationship to the city and beyond to include staff, external partners, students and local communities coming together to share learning and celebrate research, projects and initiatives, including a sponsored awards event.

Impact, Quality and Self Evaluation - Our Compass

As a small university anchored in its community, we pro-actively encourage and respond to opportunities for public engagement activities both big and small. It is important that we provide a diverse range of engagement platforms working with large projects involving multiple communities that are long-standing and involve capital funding. At the same time, we value and celebrate small public engagement initiatives which personally impacting on those involved and forming part of our inclusive civic contribution.

At YSJU we encourage the entrepreneurial spirit of our staff and students through promoting creativity in practice. These qualities are driven and tempered by a recognition that our efforts must be focused and impactful. To this end, we have developed our Drivers for Action (DfA) which underline our key targets and audiences.

These DFA play an intrinsic role serving as a guide to inform public engagement projects and initiatives. They prioritise areas where feedback informs us we are having the biggest impact on the public's lives. It is expected that all proposals for public engagement activity aligns to the DfA process.

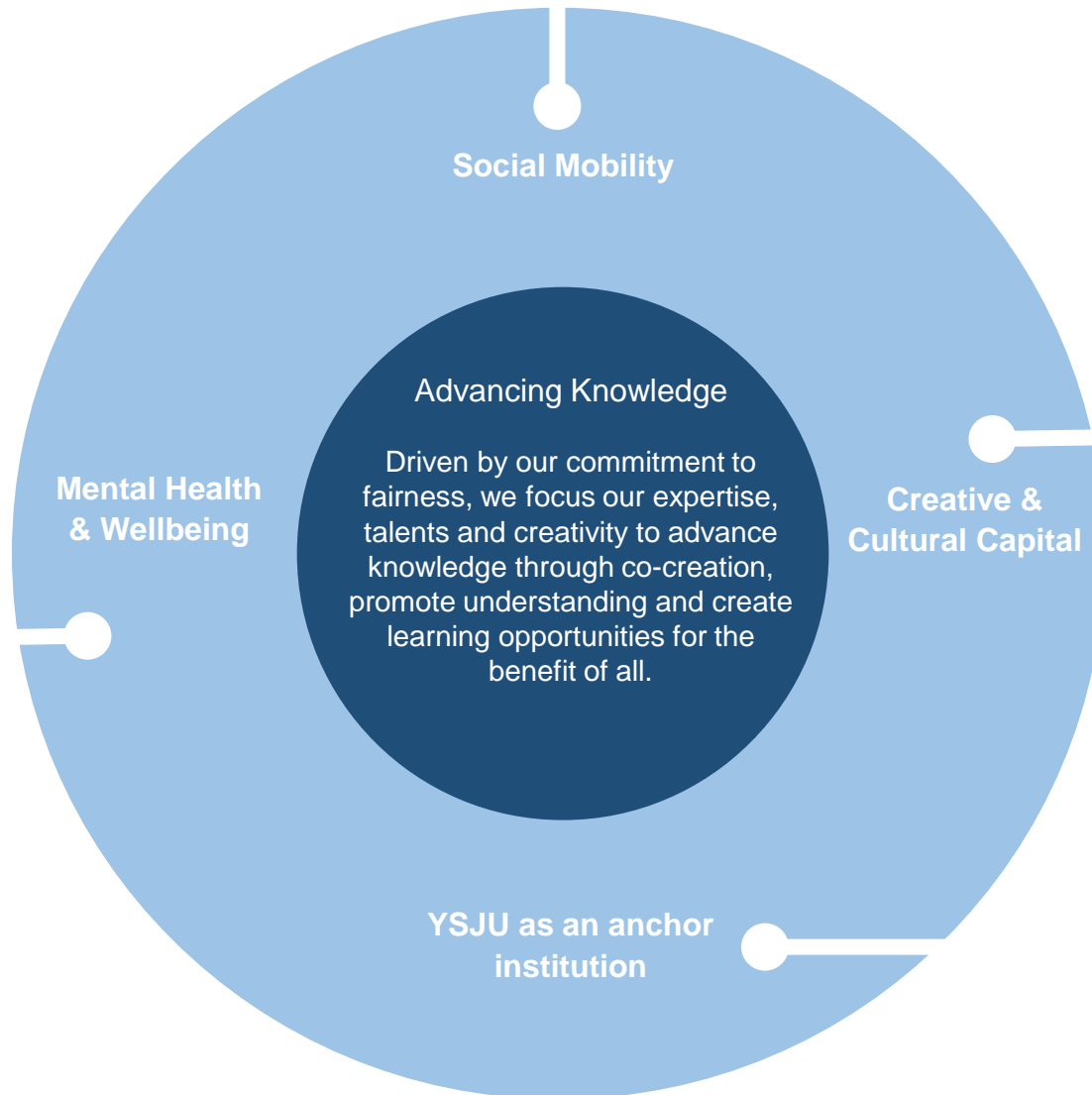
These DfA form part of public engagement training, reviews and reflection held as part of an online toolkit and resource available to all staff. They also inform the direction of future public engagement activities and stimulate discussion and reflection on the resource and strategic direction of public engagement efforts.



Drivers for Action

- Shift the public perception of marginalised communities
- Aspire to improve the quality of life, empowering others and creating social value

- Have a positive impact on the mental health community
- Tackle the stigma associated with mental illness
- Actively work towards the betterment of individual/collective wellbeing



- Contribute to the creative and/or cultural capital of a community/communities
- Enrich the cultural experience of its participants
- Support initiatives and individuals creating cultural activities for the benefit of all

- Support YSJU in its role as an anchor institution in the City of York
- Support local initiatives in the public, private and third sector in York
- Recognise the spirit of place-making capitalising on York's assets, inspiration, and potential

It is axiomatic that we would want to pursue and ensure quality in our public engagement. However, we do need to decide what we mean by quality and find the ways in which we can ensure it. This is the antithesis of the 'I'll-know-it-when-I-see-it' school of thought that we seek to avoid.

There would appear to be a number of characteristics that, seen together or in combination, might satisfy us that quality is being assured. The challenge, nevertheless, is to produce criteria but avoid falling into the trap of a checklist that can be ticked off without reflection or engagement. If the quality indicators are used as prompts, an aide-mémoire, then they can still be helpful without being restrictive or superficial. The categories to the right need to be read alongside the taxonomy which follows, as the latter attempts to identify the quality indicators that might apply to the different sorts of public engagement.

The quality might be broken down into different categories:

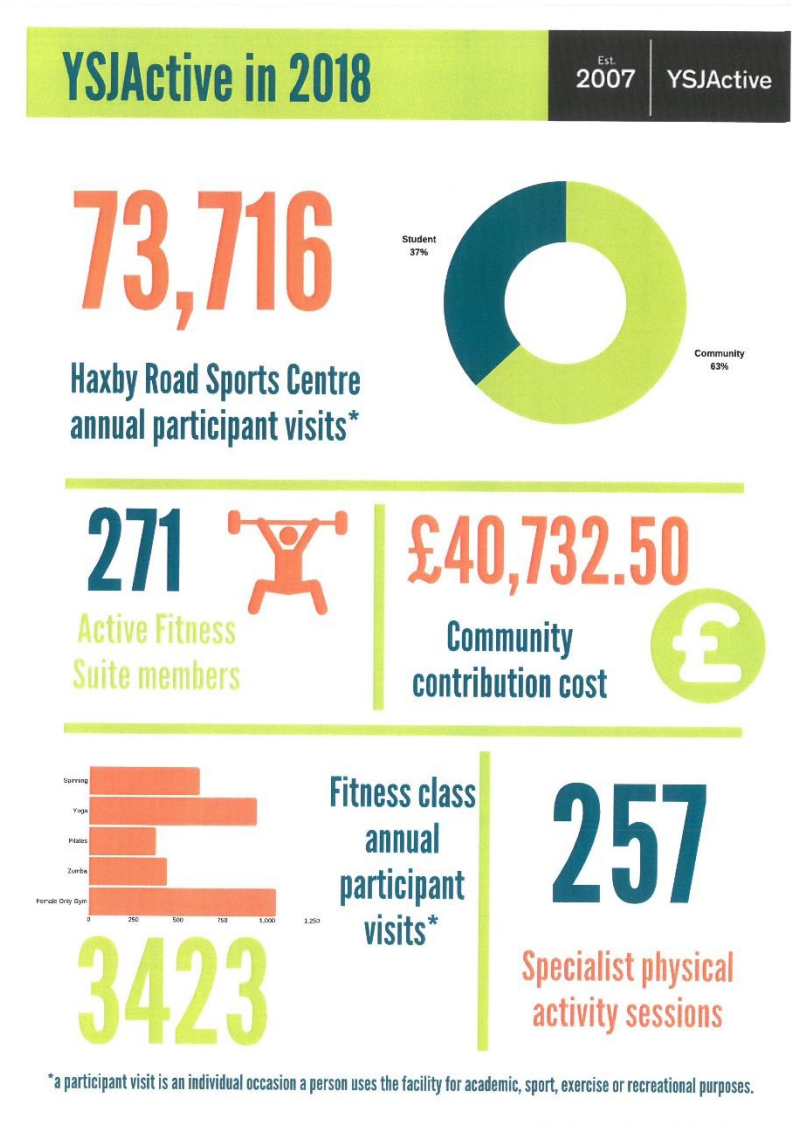
<p>Nature of the knowledge/experience/skill exchange</p> <ul style="list-style-type: none"> • Publication and dissemination • Research and scholarship in practice • Modelling practice: 'real world experience' • Upskilling 	<p>Nature of the interaction</p> <ul style="list-style-type: none"> • Two-way interaction • Sustained collaboration • Co-creation • Partnership • Dissemination
<p>Nature of the benefit</p> <ul style="list-style-type: none"> • Multiplier effect • International/national/regional/local reach • Evidence of adoption: franchise, MOU, partnership • Contributing to the public good: social, creative, environmental, spiritual, economic good • Enhancing the reputation of the institution and, by extension, HE 	<p>Nature of the cost/benefit</p> <ul style="list-style-type: none"> • Sustainable • Capable of being scaled up and scaled out • Opportunities for income generation • Multiple applications/audiences/economies of scale

Evaluation and reflection are essential elements of public engagement at YSJU. Staff and students use a varied and diverse range of evaluation tools to suit the context of the public engagement projects that take place within YSJU and beyond. Successfully awarded funding applications (both internal and external) have evaluation tools/suggestions/expectations attached to their remit. For example, Arts Council England expect a full evaluation of a project upon completion so that all involved in a public engagement experience can learn from what they did, further enhance and upscale their ideas through dissemination, and inform the Arts Council how funding helps support the arts, museums and libraries in England.

The reality for many is that evaluation begins at the design stage. Mirroring an action research project's, we need to be clear what the intended outcomes might be, how they might be captured and what mechanisms we have in place to reflect and change. Clearly, a large public engagement project will have these elements built in (and even budgeted for) and it is key for us to have conversations about the uses of evaluation and apply appropriate tools to smaller initiatives. School research forums where staff share good practice allow room for conversation where we learn how individuals and groups are evaluating their practice and research and what new insights are to be gained from evaluation.

For quantitative measures we have increasingly been using infographics to capture impact (c.f. Sports Park usage – see diagram 1). Qualitative measures can be captured in blogs, featured in articles (e.g. The Quarterly), Theatre Pages, and both are demonstrated in research articles and scholarly writing which accompany larger projects such as [Converge](#).

Diagram 1 – Sports Park usage



Scaling up and scaling out

It has been observed that some of the public engagement activities at YSJU are small-scale and may have limited impact. Whilst we must celebrate and preserve these where they have proven value and worth, there are strong arguments to look at ways in which the initiatives can be scaled up and scaled out. The terms, derived from the tech industries, might refer to a drive to make more of existing initiatives (extending audiences, increasing input) in the case of scaling up and replicating (appropriating existing ideas to new contexts and audiences) in the case of scaling out.

For example, an initiative involving virtual or augmented reality might be enhanced by local sponsorship from a property developer to take the ideas to the next level at a national or international trade fair. Or, in the case of scaling out, a wellbeing initiative run by Occupational Therapy might be supported by other disciplines to offer different perspectives on health and wellbeing.

Staff and students should be encouraged to crowdfund ideas, seek sponsorship and grants to ensure the public engagement is as effective as possible. Our alliances with other organisations such as York Theatre Royal, City of York Council, indeed a wide range of public, private and third sector organisations, mean that we can be more ambitious in our bids and aspirations.



Case study

Converge began as a drama workshop bringing together mental health users and students. It has grown to having its own choir, theatre company (Out of Character), opportunities for mental health users to both study and input into undergraduate programmes and it has been franchised to other universities.



Leadership

“Support champions across the organisation who embrace public engagement.”

- National Co-ordinating Centre for
Public Engagement, Edge
Tool definition

In this section we demonstrate our commitment to public engagement at different levels of the institution and through our decision making structure.

Introducing the Public Engagement Champions

At York St John we understand that public engagement is the role of all academics and relevant central support services e.g. communications, events, admissions, etc. However, within the Schools, we recognise the benefit of identifying an individual with specific responsibility and experience in public engagement.

The Public Engagement Champion is a new role and, particularly given the recent structural changes that have taken place, their role within the newly configured Schools will need to be worked out in detail. In essence, the role of the Public Engagement Champion is to make sure that public engagement is at the forefront of the planning and work involving outside audiences. Their role is to guide, encourage and celebrate the work. It will be the role of the new Director of Business Development and Knowledge Exchange to bring the champions together and gauge the impact over time.

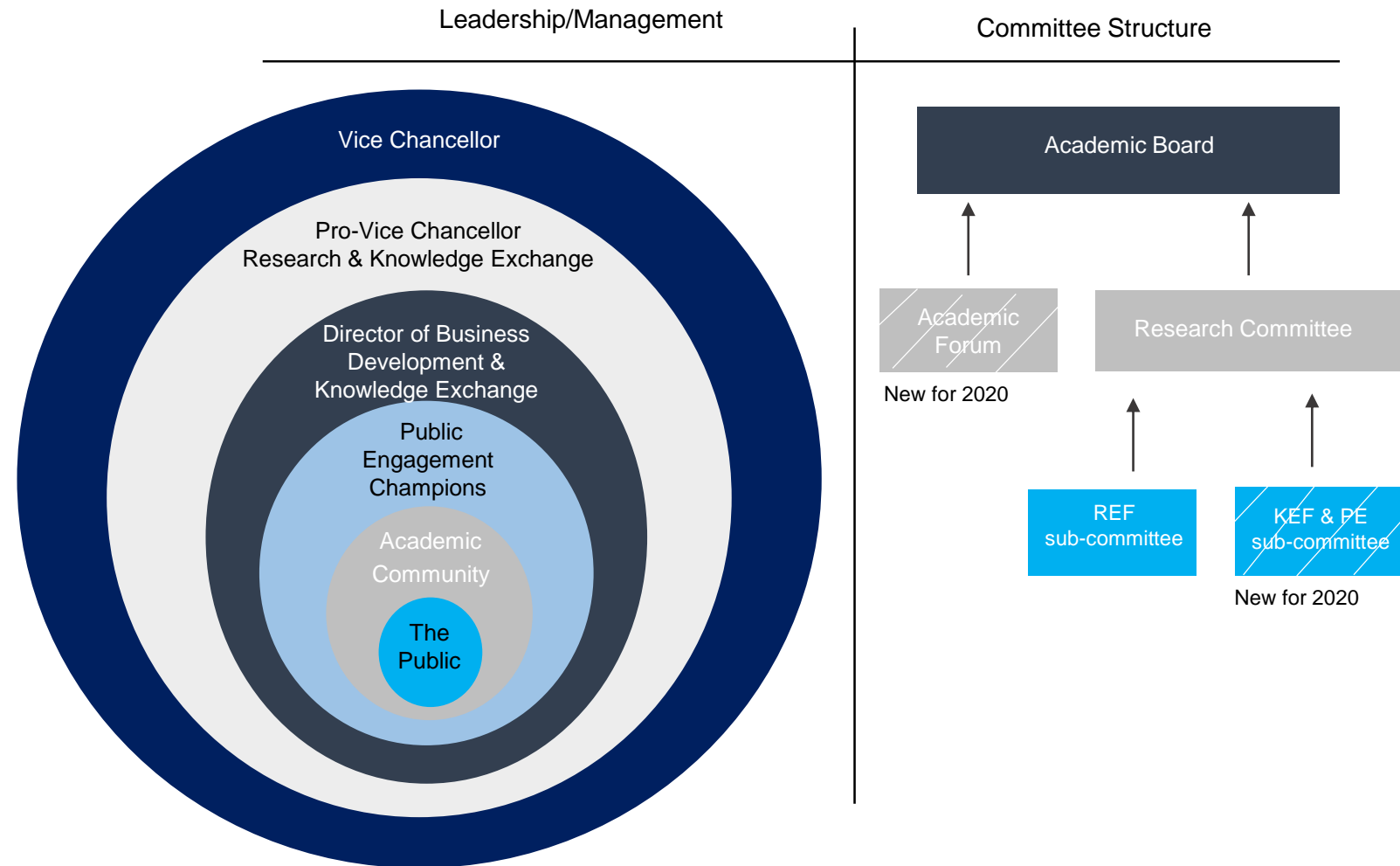
What follows is an indicative list of role descriptors for our Public Engagement Champions:

- Public Engagement Champions have oversight of the public engagement activity in the School with the support of the Head of School.
- Public Engagement Champions collate and share examples of public engagement with the support of central service teams and the public engagement toolkit (*to be created*).
- Public Engagement Champions work with the support of the careers team (LaunchPad) to engage students with public engagement activity.
- Public Engagement Champions nurture external partnerships held by their School including encouraging partners to engage with shared learning.
- Public Engagement Champions access training and are able to advise others as to their training needs.
- Public Engagement Champions support and mentor colleagues in relation to public engagement.
- Public Engagement Champions raise PE at meetings and ensure that it is an agenda item at appropriate meetings.
- Public Engagement Champions can nominate colleagues for recognition and commendation.
- Public Engagement Champions meet periodically with other champions to share good practice and celebrate the public engagement work in the School.
- As self-selecting colleagues who practise public engagement themselves, they model good practice.

At an Executive Level

Public engagement falls under the leadership of the Director of Business Development & Knowledge Exchange who, in turn, is line managed by the Pro-Vice Chancellor for Research & Knowledge Exchange.

As public engagement will be closely related to the agendas of KEF, REF and TEF, responsibility will be more widely shared by the Senior Leadership Team and supported by the Public Engagement Champions and the research centres/units.



Resource and investment

The University is making 2 types of investment in Public Engagement; one to improve the service and contribution we make to the public (externally-facing investment), the other to improve our structures and process (internally-facing investment).

Externally-facing investment

The University is investing a combination of time, expertise and capital in the following initiatives which will increase our capacity to engage with the public –

1. A new Creative Centre which will open in 2021 and which will provide a new public auditorium in the City of York. We will apply what we have learned from our community-focused sports programs to ensure this new space is used for theatre, music and dance.
2. Our new London campus offers the University an opportunity to engage with a new public. Public engagement will feature prominently at the official opening of the campus.
3. Working with FE Colleges across the region and the University of Hull we are partners in a DfE funded Institute of Technology. This will enable us to expand our public engagement activities in the fields of science, technology, engineering and maths.

Internally-facing investment

The University is taking the opportunity presented by the realignment of its School structure to put in place new structures to enable public engagement. Specifically, we are resourcing –

1. The creation of an Institute of Social Justice to provide strategic direction, planning and leadership in this area of our work. The Institute will conduct research and engage communities in our work relating to social justice. The Institute of Social Justice will inform the public engagement activities that the University will offer within both i) the Creative Centre currently being built and ii) our sport and recreation facilities at Haxby Road. The public engagement champions within each School will be asked to focus their work on social justice.
2. A new Business Development and Knowledge Exchange Office led by a Director and overseen by a PVC.

£70 million
total annual
income

Investment in infrastructure

Direct spend

Area of investment	£
% of Directorate of Business Development and Knowledge Exchange apportioned to public engagement	83,293.75
% of Events & Conference Office apportioned to public engagement	289,673.16
% of PVC for Research & Knowledge Exchange apportioned to public engagement	27,375.00
% of PE Champions x9 apportioned to public engagement	20,320.62

Total: 420,662.53

Area of investment	£
Projects	402,395.02
Other Sponsorship/Support	64,700.00
Academic staff time spent on PE	186,963.38
YSJ Active staff time	151,673.76

Total: 805,732.16

£ 1.2 million
public
engagement
Investment

=

1.7% of annual
income
dedicated to
pubic
engagement

Communication

“Communicate consistent, clear messages to validate, support and celebrate it, and ensure open and two-way communication with members of the public and community organisation.”

- National Co-ordinating Centre for
Public Engagement, Edge
Tool definition

In this section you will read about a growing culture of sharing at York St John University and the mechanism that enable us to do so.

A culture of sharing



York St John has invested significantly in a new staff intranet to complement communication amongst the staff. All recognise the importance of sharing and celebrating the wide range of public engagement activities. Given the proliferation and complexity of our public engagement activity we are developing, with the support of the Public Engagement Champions, further ways of exchanging information and promoting a culture of sharing. Discussion forums, sandpit events and think tanks are all simple tools to supplement formal training and research centre forums.

Internally, we host *inter alia*:

Conversations That Matter

An annual series of public talks and events that are free and open to all. This year, our community events feature a range of contemporary subjects that affect our daily lives reflecting on the topical issues of mental health and wellbeing. We invite speakers who are leaders in their field or popular public figures to share and communicate special interests.

RIPPLE

A network of professionals interested in research as a form of critical engagement with our practice host breakfast cafés during the last week of each month. It is an opportunity for colleagues to discuss or present the outcomes of research into their professional practice.

Research Puddings

A series of staff research presentations inviting colleagues to present papers and discuss practice that illustrates the kinds of research taking place across the School of performance and media production. Many of the presentations share the diverse range of public engagement projects that individuals are engaged with locally, nationally and internationally.

Examples of external communication (e.g. Ebor lectures) have been covered elsewhere.

Support

“Co-ordinate the delivery of engagement to maximise efficiency, target support, improve quality, foster innovation, join up thinking and monitor involvement and impact.”

- National Co-ordinating Centre for
Public Engagement, Edge
Tool definition

In this section you will read about how we endeavour to provide interactive support for all staff and students at any stage of public engagement involvement.

Guidance and Procedures

A toolkit for all



The new directorate of Business Development & Knowledge Exchange will develop a knowledge exchange framework for staff development and an indicative list of elements to include a toolkit of resources on the web, a Moodle site, and training materials at different levels. Discussions will take place to inform the location and ownership of the training as elements might well sit in Academic Staff Development, Staff Development and the Research Office.

These will be developed based on the recommendations of the working group guided by the PVC Research and Knowledge Exchange as follows:

- Create an easily accessible bank of resources for individual use and staff development
- Develop clear protocols for accessing support and resource
- Identify a point of contact for PE enquiries within the new office
- Work with the Research Office to develop a rigorous systematic approach to PE
- Work with the Learning & Teaching Team to embed PE activities through validation and training.

Learning

“Provide opportunities for learning and reflection and provide support for continuing professional development and training.”

- National Co-ordinating Centre for
Public Engagement, Edge
Tool definition

In this section we introduce our new taxonomy for public engagement and opportunities for shared learning.

Shared Learning & Development

The new directorate will take a strategic overview of existing events, conferences, etc. and aim to maximise the public engagement narrative and experience for our staff, students and community partners.

It will explore all opportunities to support patronage and create an external identity as a preferred location and partner for audiences identified by our Drivers for Action.

As part of their roles, Public Engagement Champions are central to nurturing the external partnerships held by their School including encouraging partners to engage with shared learning. Regular monthly meetings will ensure the Public Engagement Champions share best practice and disseminate information across all academic disciplines.

It follows that our partner universities can be considered as community partners and this will influence our approach to shared learning.



Taxonomy of Public Engagement



It is clear that public engagement takes a variety of forms and ranges from the formal to the informal. What follows is an attempt to capture the range of public engagement. This ranges from longstanding relationships and contractual agreements to single events and from the large-scale repeat event which is well-established and part of the culture to individual examples that might well be unplanned and spontaneous. The list can only be indicative, selective and individual examples may not meet all the quality/impact indicators.

	Initiative/Action/Event	Indicative examples (N.B. not a comprehensive list)	quality/impact indicators
Partnerships and major events	Established partnership agreement with organisations to co-deliver and collaborate on projects	Converge University and Trust Partnership with Foss Park Hospital Mental health clinic (with Newman, Salford, Abertay) YSJU Prison Partnership Project (with HMP New Hall and HMP Askham Grange) Institute of Technology (with FE colleges, employers and Hull University) pending The Military Human (with British Legion, NCOP, Service Children's Progression Alliance)	<ul style="list-style-type: none"> • Longevity and sustainability • Multiplier effect: franchised, copied • Empirical research (actual or potential) • External validation • Memorandum of Understanding • Involvement in management and direction of organisation, event or initiative • Congruence with wider objectives/priorities (e.g. loneliness, mental health, WP) • Articles of association or similar • Contribution to the social and creative wellbeing of the community
	Engagement with city-wide/regional initiative/event where YSJU play a leading and/or significant role and support the resourcing and hosting (and see Band 6)	York Business Week Pint of Science City of Sanctuary /Universities of Sanctuary York Human Rights City York Literature Festival York Mediale NCOP Higher York Dementia Friends	
	Major annual/repeat events/exhibitions that are open to the public which involve/welcome large numbers of the community to enjoy the academic and creative output of the university	Aesthetica Black History Month Illuminating York	
	Impactful stand-alone events that do the above	Beyond the Vote	

	Initiative/Action/Event	Indicative examples (N.B. not a comprehensive list)	quality/impact indicators (varying in degree)
Impactful Research	Research Centres/Institutes	Futures HAVRC (Heritage and Arts Visitor Research Collaborative) [both in Business School] York Research Unit for the Study of Satire Centre for Language and Social Justice Research (from 4 October 2019)	<ul style="list-style-type: none"> • Collaborative research with clear protocols for engagement with outside organisations and IP • Response from public • Response from academic and other communities • Recognition in REF/KEF/TEF • RaY statistics on 'hits'
	Published information to communicate research, policy and practice	The Quarterly (internal staff magazine for York St John) Research Repository (RaY)	
	Academic papers/conferences/symposia		

	Initiative/Action/Event	Indicative examples (N.B. not a comprehensive list)	quality/impact indicators (varying in degree)
Membership and mutual support	Involvement with/recognition by academic organisations	Athena SWAN institutional application UN signatory of PRME	<ul style="list-style-type: none"> • Extent of support/guidance of those organisations to meet our objectives • Extent of networking and referring • Degree of synergy achieved by collaboration • Knowledge and experience transfer • Benefit to YSJU in terms of identity, reputation and placemaking • Extent of mutual support
	Membership of/involvement with third sector organisations and accredited bodies	Social Enterprise Mark NCCPE Universities of Sanctuary/City of Sanctuary movements Social Enterprise UK Community Mental Health and Wellbeing sub-group (CYC) People Helping People : Enabling Social Action Programme (PHP:ESAP) (CYC)	
	Participation in governance of outside organisations	Boards (e.g. Make it York , All Age Autism Board) School Governors Trustees Committees	
	Engagement with outside organisations	Red Tower Kyra Local churches Faith groups Social Enterprise Yorkshire and Humber Enterprise Educators UK Social Audit Network	

	Initiative/Action/Event	Indicative examples (N.B. not a comprehensive list)	quality/impact indicators (varying in degree)
Curriculum & consultancy	Inclusion in curricula/internships/placements/apprenticeships	Artistic/Music performances ICCM Summer Internship programmes Business placement and internships	<ul style="list-style-type: none"> • Purposeful impact on focused communities or individuals • Mechanisms for monitoring and evaluation
	Consultancy Clinics	York Business School Consultancy Clinic Counselling clinic Legal clinic	
	Initiative/Action/Event	Indicative examples (N.B. not a comprehensive list)	quality/impact indicators (varying in degree)
Events and media coverage	Touring performances	"It's not OK" - the NCPCC project with YSJU Gary And Claire's Dream Yards (including students as researchers)	<ul style="list-style-type: none"> • Level of participation and involvement • Public and students as participants /audience members • Attract a wide audience of staff, student and community • Upskilling of students
	Series of public lectures	Ebor lectures (in collaboration with religious groups) 'The business of ...' Inaugural lectures	
	WP engagement with schools	Brilliant club National Collaborative Outreach Programme (NCOP)	
	Media appearances	Local/national TV/radio: Shakespeare Trilogy BBC4	
	Initiative/Action/Event	Indicative examples (N.B. not a comprehensive list)	quality/impact indicators (varying in degree)
Use of YSJU	Hosting conferences, training and meetings on campus	Social Enterprise Mark Annual Conference 2018 Social Enterprise Yorkshire and Humber Annual Conference 2018 Universities of Sanctuary Inaugural National Conference 2019	<ul style="list-style-type: none"> • Level of participation and involvement • Feedback questionnaires

Recognition

“Recognise and reward staff involvement within recruitment, promotion, workload plans and performance reviews, and celebrate success with awards or prizes.”

- National Co-ordinating Centre for
Public Engagement, Edge
Tool definition

In this section you will read about our commitment to recognising and celebrating the impact our staff and students have on the communities around us.

Recognition & Reward



Given the growing importance of knowledge exchange and public engagement, it follows that explicit reference to it needs to find its way into the language and literature of recruitment, promotion (c.f. Open University) and staff development.

Logically, reference to knowledge exchange will form part of all academic personal specifications, promotions criteria and personal development reviews.

See introduction of Festival of Public Engagement on p30.



Staff

“Ensure that all staff – in academic and support roles – have opportunities to get involved in informal and formal ways.”

- National Co-ordinating Centre for
Public Engagement, Edge
Tool definition

In this section we introduce the ‘Festival of Public Engagement’ an opportunity for communities to come together with York St John University to share learning and celebrate the impact of our partnerships, research, projects and events.



Counselling and mental health clinic

The clinic provides affordable and accessible general counselling and mental health services to local and regional citizens and is run by Clinical Director Professor Lynne Gabriel who says 'The clinic brings together colleagues from across a range of mental health, allied health and psychology disciplines, to foster interdisciplinary practice and research, aimed at enhancing and innovating therapeutic services to local and regional citizens'.



International Centre for Community Music (ICCM)

The ICCM aims to provide a global forum through which community music research, teaching, scholarship, professional practice and pedagogy can be nurtured, developed, disseminated and networked.

Led by Professor Lee Higgins, the ICCM contributes to the growth and development of community music teaching and learning locally, nationally and internationally.

'It's not OK'

The 'It's not OK' play was written and created in 2015 by Rachel Conlon and Jules Dorey Richmond in York St John University's School of Performance and Media Production, commissioned by the Local Safeguarding Children Board (LSCB) and developed by the NSPCC, to reach every Year 7 pupil in York with healthy relationship messages.

The play, performed by York St John students and alumni, centres around four characters as they explore what it means to have a healthy as opposed to an unhealthy relationship. The focus is on the young audience recognising the difference for themselves, with a single clear message that abuse is never OK.

Following a successful series of shows in York schools, a subsequent national tour of the 'It's not OK' play and workshop has been delivered reaching over 25,000 young people across the UK and showcased at the NSPCC's flagship conference Every Child Matters in London.



The Military Human: Understanding Military Culture and Transition

Developed by Nick Wood, Education & Development Lead for military culture and interventions at York St John and former Aircraft Engineer in the Royal Navy. The Military Human: Understanding Military Culture and Transition' training sessions provide frontline staff in council, community, health and social care and other professions with understanding of armed forces composition and highlight good practice and inequality.



Sharing our collective learning- Introducing the Festival of Public Engagement

“It is a fantastic achievement for this collaborative service to be recognised nationally. These educational services make a real difference in the lives of people who use mental health services.”

Jill Copeland, Chief Operation Offer, Leeds and York Partnership NHS Foundation Trust upon Converge being selected as a finalist at the Health Service Journal (HSJ) Awards.

There is a need to promote a culture, structure and agency in relation to staff participation with public engagement. We propose an exciting way of celebrating and sharing our research, scholarship and creativity with the launch of a biennial Festival of Public Engagement. This festival aims to celebrate our vibrant history and relationship to the city and beyond through a range of inclusive and accessible engagement activities (including workshops, exhibitions, seminars, think tanks and performances), partnership and community participation and recognition of impactful research, projects and individual initiatives.

York St John University has a successful history of running festivals. For example, the Beyond the Vote festival which was hosted in July 2018 and led by two academic colleagues from the School of Humanities, Religion & Philosophy. The festival celebrated the centenary of women gaining the vote in 1918 and the ways in which women participated in civic life in York and beyond. There were 370 participants across the three days from both the University and the York community. The event was extremely successful in relation to the size of the institution.



Students

“Proactively include and involve students in shaping the mission and in the delivery of the strategy, and maximise opportunities for their involvement.”

- National Co-ordinating Centre for
Public Engagement, Edge
Tool definition

In this section you will read about the variety of ways our students at York St John are invited and encourage to contribute to public engagement activities.



LaunchPad is the YSJU's central service for careers, placements and student opportunities. The team specialise in a number of activities including public engagement through volunteering, placements in industry and internships. LaunchPad works directly with communities and with partnering organisations to identify opportunities for our students to engage with their local community, creating positive impact and enriching their studies.

For example, students were recently given the opportunity to take part in the Inspiring Minds programme, an initiative developed by York Cares, an independent employee-volunteering charity, providing opportunities for employee-volunteers to inspire primary school pupils by linking real life and learning.

Going forward, the LaunchPad and YSJU's Public Engagement Champions will work closely together through the Public Engagement forum to enable a cohesive approach between Schools and the LaunchPad ensuring all students are given the chance to participate and are aware of the opportunities available to them through the impact and value of public engagement.

Public engagement & the curriculum

At York St John programmes across both undergraduate and postgraduate community offer a rich learning experience for students through taught module content that embeds, as part of the curricula, opportunities to engage with the public in a variety of diverse ways. For example:

- Socially-engaged theatre practice developing drama experiences off campus for specific communities.
- Work placement opportunities within health, education and community contexts.
- Practice in diverse professional settings such as prisons, youth settings, mental health services and care homes.
- Collaborations with award-winning theatre companies.

On a number of courses, participation with the public through workshop experience and placements is embedded within the learning outcomes. As a result of their experiences on the module, students regularly lead on self-directed initiatives engaging with local communities and this has led to related internships and professional practice.



SHOWCASE



Converge

A partnership between York St John University and mental health service providers in the York region.

“As a York St John student, I formed close bonds with the Converge students. We supported and learned from each other. I was successful in applying for the Converge Graduate Intern role which led to a more permanent role as an Administrator and Volunteers Coordinator.” Holly Sloan.



Community Theatre at Spark: York

A city centre theatre promoting inspirational community arts engagement that challenges prejudice, promotes social justice and fosters creative relationships through accessible arts participation.

“In September 2018 I started a Graduate Internship coordinating Platform: YSJ Spark Community Theatre. We’ve hosted live performances, soirées, open mic nights, exhibitions and student & community events. All have brought different people and communities together - engaging in creativity for social change.” Lydia Crossland.



The Prison Partnership

A partnership between York St John University, HMP New Hall and HMP Askham Grange, bringing together female prisoners and students to inspire creativity and promote social change.



“I started my journey as an undergraduate Theatre student on the project in my third year where I formed a company with four other female theatre students. We co-ran theatre and singing workshops on a weekly basis in prison. This is where I began to shape what my professional theatre practice is today. I am now employed as a drama practitioner by the York St John University Prison Partnership Project where I run weekly drama groups in prison and in the community.” Jessica Robson.

Public

“Invest in people, processes and infrastructure to support and nurture the involvement of individuals and organisations external to the institution.”

- National Co-ordinating Centre for
Public Engagement, Edge
Tool definition

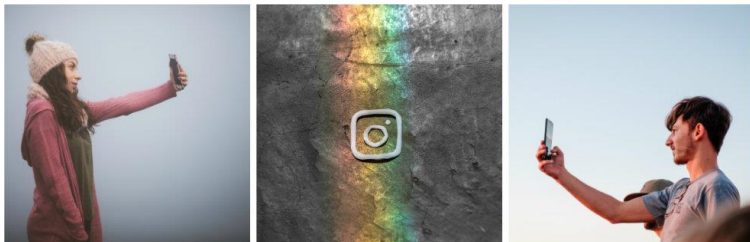
In this section you will read about how we engage and connect with the variety of communities we serve.

There are already well-established approaches of reaching out to our communities. Public lectures (e.g. Ebor), festivals (e.g. Co-Create), publications (e.g. Theatre Pages, Quarterly), exhibitions (e.g. Design Show), collaborative ventures such as Festival of Ideas, Illuminating York, membership of cross-city committees (e.g. York Human Rights City Steering Group), involvement of faith advisers, broadcasts, etc.

Nevertheless, we recognise the need to reflect on our engagement more strategically. The Festival of Public Engagement is an example of how we might work towards reaching out to a number of communities in a more systematic way.



SHOWCASE



Body Image in the Digital Age

Body Image in the Digital Age is a positive body image and digital literacy education initiative developed by psychologist Dr. Beth Bell. The initiative aims to equip young people with the knowledge and skills needed to navigate the changing digital landscape and develop more positive relationships with their bodies through three key ways: training, resources and research.

Our classroom-based lesson-plans have been delivered to over 2000 adolescents across the North of England.

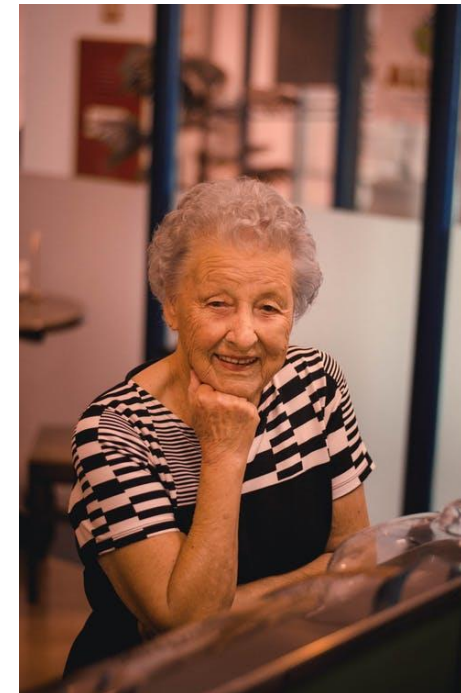
University of Sanctuary

York St John University was granted University Sanctuary status in October 2018. YSJU joins a small group of Universities nationally and is only the third University in the North of England with this status.

The University works in close collaboration with other educational and public sector organisations as well as through the networks established by those organisations directly working in this field such as RAY (Refugee Action York) and the sanctuary movement.

Here are some examples of the work that is being done:

- Free language tuition led by students throughout the year co-ordinated with that provided by other establishments
- Language mentoring and buddying schemes
- Visiting dispersal centres and providing a range of creative and artistic activities
- Sponsorship of annual Refugee Week York
- Fundraising
- Cross-agency volunteer training
- Sports and gym access for refugees and 7-a-side football tournament



Fish and Chip Friday in partnership with York City Knights

York St John University and the York City Knights Foundation, together with Millers Fish & Chip Shop, organise a monthly Fish and Chip Friday at the York St John Sports Park in Haxby Road. The aim is to give people who may be feeling lonely or isolated the opportunity to come together for some food, a hot drink and a chat.



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