

## Episode 032: Community Engagement

Hello and welcome to episode 32 of the Learning and Teaching at Newcastle University podcast.

My name is Ben Steel, and I'll be giving a quick intro to this episode.

In this episode, we look at how Newcastle University engage with the community through a learning and teaching.

For this episode, we have four special guests. Firstly, Professor Jane Robinson, Pro Vice Chancellor for Engagement and place,

introduces this episode and why this is very important to us, our students and our community.

Then we're going to focus on three areas. Firstly, we speak to Naomi Nelson,

an outreach team ambassador who also participated in the street science programme as part of her undergraduate degree.

Alongside Naomi, we speak to Georgia Edge, the current undergraduate dentist student who supports the brush up scheme.

I speak to Naomi and Georgia about these schemes, what they got out of them and how it affected their studies and overall experience at university.

Finally, I speak to Jenny Johnson, a senior lecturer in our law school, and Jasmine Davidage, who works with Jenny.

So over to Professor Jane Robinson first to introduce this episode.

Hi. So Jane Robinson, I'm pro vice chancellor for engagement and place here at Newcastle University.

And today I'm going to talk a little bit about how we work through our education and learning with our partners in the communities and why we do that

and the kind of benefits that that brings for everybody because I do think that it genuinely benefits loads of different people in different ways.

I think the first thing to say is that engage with our communities through learning

and teaching is very much part of what we do and who we are as a university.

As I was saying, everyone really benefits our students, our colleagues,

our partners and the communities that we serve here in the north east of England.

I think for our students, it's really enhances the learning experience.

It's an opportunity to see how what they're learning is really applied in practise in a real world setting,

but also how they can make a real difference in those communities. And, of course, it's also linked to our research,

so we see education informing our research and vice versa to make sure that what we're doing is really relevant.

The other thing that's really important is the transferable skills that students get from these kind of projects,

whether that's working in a team solving complex projects, the communication skills and also their resilience and adaptability.

So it's really important for the world of work and employability. And I guess it's about building networks and connections in the region.

So what's really great is when we see students who've been involved in these projects actually end up staying,

living and working here in the North East. And I suppose more widely,

the benefits to our organisation as a university with a commitment to benefiting society through our education and our research,

our students make a huge contribution on our core values of social justice are really supported by this kind of activity.

So I hope you enjoy listening to the examples, and I hope this is something that's going to continue to go from strength to strength.

Thank you, Jane.

Now let's hear from Naomi Nelson, who worked on the street science programme and is now an outreach officer and has a similar role within our community.

The first thing I asked Naomi was in terms of her current role and as a street, a street scientist,

how does the role work and how do you work with different parts of the community?

So as a street scientist, while I was a student, I did a lot of visit in primary schools, so I would go out and do some workshops with students.

Usually, yes, they would sometimes have younger ones in assemblies and things,

but it was a lot about just getting the kids engaged, making sure that, you know,

those aspirations were there, that no matter where you came from, what your background was,

you could do science and that it wasn't this kind of inaccessible thing.

This then got me to go to my role currently,

which is more targeted towards secondary school students as an outreach ambassador for the University for the SAgE Department.

And what I do is I got into secondary schools.

I'll do slightly more targeted workshops, so less of the general STEM and more of the biology, the chemistry, the physics and the engineering.

And again, just trying to get those doors opened up for people that might have previously had this barrier to

getting in there and showing them that you can kind of do anything if you set your mind to it.

So how does that work on a day to day basis with the street science, it would be obviously mostly organised through managers and things like that,

but they would give those shifts out to people on a more casual basis.

So you could kind of pick which sessions you wanted to do where you wanted to go.

And you could also have that experience of maybe getting involved in all this stuff.

So quite a few years ago, there was a couple of people went to Hong Kong to work and school in Hong Kong.

We tend to send people down to London in the summer as well for science festivals.

And again, there's loads of other stuff as well around the primary schools, like in the Hancock Museum.

We might do some volunteer events with them or the Discovery Museum, loads of different stuff you can get involved with.

That was obviously going in, getting excited, getting energetic towards this role.

There's a lot more of the responsibility on me, which I quite enjoy. It's a lot more part of my own projects, planning my own workshops,

refining workshops and taking that feedback to make sure that the students that we do visit

in a similar sort of way with the street scientists have gone out and inspiring young minds,

making sure that when we do visit them, it's what they need.

It's what they want and it is actually engaging so that we can get them down those STEM pathways that they might have thought they couldn't do before.

Why is it important to you? Yeah. So I studied biology when I was at uni.

I came into university very sort of intent on being a pathologist and working in labs and things like that.

And this experience of being a street scientist and an outreach ambassador,

it showed me that there is a whole world of STEM careers that I didn't know existed.

And again, going in and kind of teaching, I've always been involved kind of in community projects and stuff for children, even before university.

But having the opportunity to put my two passions together of STEM and kind of working with the community.

It's just been it's something I've really enjoyed and it's something I don't think

I'm going to instantly turn around and go back to wanting to be a pathologist, to be quite honest.

But I think as well, it has obviously a good impact when we go out in the Northeast.

I don't know if these go down the northeast and work with the students.

I get to kind of use my experiences and adapt my experiences to help them kind of follow in a similar line as me and see that,

you know, you can do it. Yeah, it's just a nice experience in general.

It built my resilience like, you work with kids and you're going to ask questions.

You don't even dream of being asked. I mean, I've had kids ask me.

Science questions could probably take to a physics lecture, and they wouldn't know the answer.

They're very, very creative. And there was one session where we all said, You know what?

Someone can ask a question about space. We're going to have to research that before we go in.

I think just having to have that sort of on the spot problem-solving and the resilience and the

thinking to make sure that you are prepared and that you have got kind of an answer to everything,

even if the answer is, I don't know. And I think that's another skill that's worked really well.

Going through my degree is being able to say,

I don't know because a lot of people don't like to say they don't know things and don't like to kind of be like, Oh, actually, not 100% sure.

Maybe go and find that out for yourself. That was something we have to kind of say a lot.

And it takes away that embarrassment of, Oh my goodness, I don't know.

I don't know. I don't know. I look really silly, just kind of gets rid of that. And again, that confidence thing as well.

It really helps to push that confidence in what you do know, but also the confidence in what you don't know.

And why is it important to the people you work with inside and outside of the university?

This is kind of an area I'm really very passionate about, kind of widening participation and stuff,

and I've recently done a couple of kind of online courses and stuff about sort of

breaking down barriers in STEM and going out into schools at such a young age.

You know, you already kind of have your idea of what career you want to do, what field you want to go into from a very, very young age.

I wanted to be a dentist from about aged four to 14, so I knew that I was going into STEM.

And I think had I not had those positive role models in while I was at school, my school was very proactive in getting things like,

you know, programmes like this, and I don't think I would have been kind of able to explore that path.

And we do have teachers say that actually, you do get the kids that, you know,

start to broaden their horizons a little bit and want to experience different things and getting

them in that young into the sort of stem field then pushes them towards the stem degrees.

And it does take a little bit longer for people to want to explore STEM because of all the barriers of the history of STEM as well.

I think that's quite a kind of a colonialism history behind STEM and sort of a sexist history behind STEM that needs broken down if we can.

If I can go in as a woman into a school, I show other young women that actually you can do engineering,

you can do physics, you can do chemistry, you can do, you know, whatever you want to do.

I feel like I've kind of met a purpose, and I've also helped the university in doing so because, you know,

gotten those kind of evened out the gender field is quite nice from a more sort of broad aspect.

The community of being as part of a street scientist, you have people from across the board and you know,

I did a biology degree, but I also did some psychology, some agriculture, some engineering,

some statistics like I needed help from people on the courses and allowed me to branch out to people on the, you know,

the maths courses, engineering the agriculture courses and ask for their advice on my essays on my assignment.

Some things, but more closely. Again, that sort of confidence and saying, I don't know.

I back in first year would have been petrified to email a lecture and be like, I don't know this.

Can you help me? By the end of my finals, my master's? Yeah, my fourth year.

I remember having maybe 30 40 email long conversations, lectures, debate and things to put into essays, which was a really good speech.

Me that resulted in a really good mark had actually been able to kind of hash

my issues and my thoughts out with someone before putting them to paper again.

It brings out whole that confidence in knowing confidence and not knowing that resilience,

that kind of creative thinking and problem-solving that you need to be a good student.

How does it support the diversity in this area where you work? Again, it's that it's that whole sort of removing bias is removing stereotypes like,

you know, you think of maybe like a pilot or a doctor or something like that,

you probably do stereotypically think of a, you know, a white man, a white middle middle-aged man.

That's how you think of. And I think trying to open up the doors that everyone's thought about, that person,

that imaginary person in that brain is really important because if you can't picture someone like you in that role,

then you will never feel like you truly fit and you'll constantly be questioning what you do.

And I think the work that we do with, you know,

we have such a diverse range of street scientists and outreach ambassadors and just generally the outreach team is such a fantastic,

diverse team that when we do go into schools, that's kind of always someone that they are in front of you on the PowerPoint,

to the videos that each kid can kind of relate to and each kid can go, Oh, that looks like me.

You know, they've got the same thing as me, and it's just really important to be able to relate to someone already in the field so

that your idea of you can go into it isn't limited to that sort of pre-existing bias.

And finally, how did it impact your own learning? It's great.

It has, you know, pushed me towards wanting to be a teacher,

but I think I would quite like to stay in the sort of more informal STEM outreach for a little bit.



Before I do explore that, I want a little bit, you know, a little bit more experience under my belt.

But, you know, every session we go in there is, you know,

there is sometimes issues and there is sometimes kids that really don't want to get involved.

And that's completely fine. We don't want to force anyone into doing it because they're just going to resent it if we do.

But for the kids that do want to get involved, even those kids are kind of on the fence like the smiles and the giggles and and the chatter and the

excitement when they're putting the hand up in the command to stay in the seat like it's fantastic.

We have some as well where we get people like up and moving around with like silly hats on that are like planets and things.

So having that slightly more unusual way of teaching, it makes the information stick and it makes it sort of carry with you a little bit more.

I think and I think that again is what is important with them going through their school career is

understanding that everybody learns from a textbook and write in and read and and that kind of thing.

And if you can, you know, take the information you're taught and lessons and maybe spin it a little bit different and do an activity with it,

or do you know something bit more physical? It's another tool that even if you don't want to go into STEM,

it's a tool that we've managed to teach them to use across the board, which again, they get a lot of it.

But we also get, you know, the kind of the rewarding aspect of it and the feeling feel like you've got a purpose.

Thank you, Naomi. Now we speak to Georgia Edge, an undergraduate student who was supporting the brush up programme.

So what is brush up and what is your role within brush up?

Well, Brush Up, we're a group of volunteer students. It's mainly made up of BDS students and ODIHR students, all dental students, really.

And what we do is we just go out into the community and deliver some sort of fun, interactive sessions about looking after your oral health.

And that's really what our main goal is, is getting people interested in looking after their teeth.

My role in that I'm president of brush up and I've been on committee for two years now.

A lot of it's just sort of the organisation side of it. So I'm interacting with the teachers for the schools that we go out into.

If we've got any sort within some community fairs, that's what we've done and some people have wanting to get involved with that.

And then a lot of it's talking to the volunteers as well. So getting them to sign up for visits, getting them,

if you just think about it and talking to the staff committee that we have as well within the dental school.

So it's a lot of a lot of admin stuff is the president's job. So how does brochure work in practise on a day to day basis?

So for us, a lot of schools reach out to us and get in contact.

So I think it's really helped with our social media because a lot of people have seen us from that and they get in contact with us.

We organise a visit. And then I sort of rally the troops.

I see if any volunteers are free to go to that session and then we take all our equipment with us.

And so, for example, when we do a school visit, we have four different stations set up.

So we have one that's toothbrushing. So learning the.

How often we supposed to be doing it, what do you think you should be using this diet one as well?

So understanding what's actually good for your teeth that you should be eating?

We do a dressing up station, which is quite fun for the kids.

I mean, really, we're just trying to show that dentists aren't scary and getting them to dress up and look at each other's mouths.

And then the last one as well. That's a sugar book station.

So one of our clinicians has written a book about sugar bugs, which is essentially plot, but just so children understand it.

And we go through that book with them and just get them learning about how to manage that plaque and make sure that you brushing it all the way.

What sort of age groups and people do you focus on? Yeah.

I mean, we were kind of wanting to branch out a little bit more, which is what we're doing at the moment.

I mean, we've been in contact with adults with special needs, a group there.

But a lot of what we do is primary school age groups say from nursery three to six.

And I think that's just because they're quite an easy group to sort of target

because a lot of them do want to be engaged with learning how to brush their teeth.

And it's just it's easier to go in schools, isn't it, because you actually have a set group that the same age compared to the adults?

Why is it important to you as a student? Well, I love it.

I think it's really worthwhile.

I get a lot out of it in that sense, but I think also it's helped me for clinics, definitely because you get used to delivering the advice.

So we get taught prevention through lectures and all of those sort of things.

But when you're actually having to speak to somebody about it, it's it's different.

And so that's given me a lot of confidence going on to clinics, being thinking, Oh, I can do this, you know, have done it before is going to be OK.

So it's helped me in that sense. And why is it important to us as a university?

Yeah, I mean, we're really lucky with the uni because they do give us a lot of funding for it.

And really, but the reason that this is able to happen,

and I think I hope it gives them a good reputation because a lot of we get a lot of positive feedback.

And I think because they know where dental students were studying at Newcastle, hopefully the links there that you know, we're doing the good thing.

So Newcastle's doing a good thing. And probably most importantly, why is it important to the people you teach within our community?

Well, I mean, I think the obvious reason is hopefully it's helping look after their teeth a lot more.

I mean, there's a lot of visits that do and it's quite sad, really,

because you talking to the child and you can see that there's decay at the front teeth and it's very obvious,

but you do think, well, if no one's ever said to them, Oh, this is what you should do,

pick up the toothbrush, like, do it twice a day, you know, that's never going to change for them.

So I hope by having us coming in that they will get excited to look after and have those tools to be able to do it.

So no matter what age they are, whether they're in nursery and the just chewing on that too fresh or if that genius six go now.

All right. Yeah, this is how I do it. And even if it's just if the child goes home and goes all the way, I haven't been to the dentist before.

My friends have, you know, could we go? So we've done some things.

Maybe pop it in the parents head of all that go because you know, what's the best way to get problems solved, really for them adults wise?

I mean, when we've done, the community has this people to come up with so many questions.

And I just think hopefully that helps in a sense of a lot of adults don't know what's best for the teeth or when they should be doing things or what's best.

When should I be going to the dentist and even just access to dental care?

We can sort of give some advice about that.

What do the children get seeing students like yourself rather than the dentist they might see on a regular basis?

Yeah, I hope so. I mean, I've asked them how old they think I am before I get in the range of, Oh, you're 12 to oh, your 40s.

I don't they have a clue sometimes, but I do think it probably does help saying people that are different and we're not.

We're not there in the scrubs, see that we're not scrubs or white coats or anything that they might assume that we would be.

And I think that kind of helps them become known or normal.

Dentists aren't scary people. You know, we can have a bit of a laugh with the giant objects that we've got.

How did it impact your learning and ultimately your grade here at university?

Well, like I said before, a lot of it is a confidence thing for me, just being able to talk to different people.

We do having course assessments within our clinical teaching. And one of those is actually oral health education.

So it directly linked to what we actually do and brush up. And when I sat that assessment, I was doing it on.

I think it was a seven year old I had to do it for.

And so it was very much I could tailor it at that age group because I was used to seeing children that age.

And I think that's probably been one of the most benefit.

Beneficial things for my learning is that it's it's given me that experience that I wouldn't have had otherwise and I passed that assessment.

So I suppose in that sense, yes, it probably has. And we get assessed every time a patient comes in, we get assessed on communication.

And again, that's something that all the all the volunteers and brush up are able to build upon, especially as well,

because the dental students the first two years isn't clinical activity, it's all in that you don't get that much experience.

And I think it's quite nice because we take anybody. It doesn't matter what experience you've got.

As long as you sort of we'll teach you the core prevention things that you need to know.

But the first and second years and get a chance to actually do some dentistry, which is quite nice for them.

And it just means that clinics when you finally go on and see patients and see children sky, right?

It's quite nice. Where can people find out more? Well, we have an email address,

so brush up at Newcastle Dot UK and or just message any of our social media pages and you can join as long as you're a student.

We're happy to take on anybody, so that's how you can get in touch.

Thank you, George. That was really interesting. Now finally, we're going to speak to Jenny and Jasmine from our law school.

So what is Street Law? Well, Street Law is a project where students are trained to be street law ambassadors,

and they deliver awareness raising sessions about legal rights and responsibilities to vulnerable groups and young people in the community.

So we started the project about 2011, so it's been going quite quite a long time.

And that was on the back of recognising that there was a gap in the community around the provision of services that will

provide support to young people and to provide support in terms of their legal rights and responsibilities and so on.

So we work with a variety of different partners, so grassroots community organisations, schools and other voluntary sector bodies such as the CRB.

We work closely with you focus north east, so they help to deliver training to our street law ambassadors,

giving them the tools to be able to work together in teams and develop interactive

and accessible sessions on what sometimes can be quite complex legal issues.

So, for example, students will deliver sessions on police powers, including stop and search,

street drinking, employment rights rights for those who care, experienced rights for young mums and dads.

Hate crime, domestic abuse. Internet safety, amongst many other topics that they do.

So the projects are very much based on social justice and community values,

and that that's really the ethos that we that we still in our students that get involved in this.

The students are, yes, checked and they do safeguarding training and we complete risk assessments so that

we know that they understand the importance of the role and what they're doing,

where they're going now into these and working with these different vulnerable groups.

And we also put in place a terms of reference for all partners that we work with so they know what they can expect from us

and that we are clear about what our expectations are of them when our students go out into their their organisations.

So essentially, that's that's what the students on the street are ambassadors have been trained to do.

So the training takes place over the first semester usually, and then they're out and about.

But we we take on students from the first and second year and we recruit them.

The training sort of takes takes place during the first semester and then they

usually stick with us through the three years here on the degree programme stable.

And what does a normal day look like in the street law? I suppose it depends a lot on how it's set up, actually.

So Jasmine and I tend to meet with the organisations that we partner with, where the students are going to go in and deliver these sessions.

And we identify what the need is. So what issues are pertinent to the young people are the groups of people that they work with.

We'll identify some things, some smart, some topics,

and we'll take that back to the students to see if they're interested in delivering those sessions.

We'll also get a sense of how the organisations operate. So when they deliver sessions, when they're open, when they run,

so that we can try and match up the students availability to being able to to do that and go away and do it.

So whilst we sort of visit the organisations and draw up that sort of go through that terms of reference with them,

we also make sure that the students go out and shadow and visit the organisations before they deliver a session.

So we put all the safety nets in place first. Then the students will go out and shadow, meet young people, meet the groups,



all the people that will be delivered to when they get a sense of the organisation so that they're not going cold when they deliver a session,

they'll come. Can come away from that will discuss that, then they will in the team, prepare the material, so prepare the session.

So based on the training that they've done, they do it.

You know, they use different ways of delivering. So it's not PowerPoint presentations, it's nothing like that.

It's fun, interactive sessions where they can get people involved and talking about these

particular issues so they develop the materials they deliver the sessions.

Jasmine and I will make sure that the students are available so they could be delivering sessions on Joe the day.

An evening or weekend?

Yeah, so depending on how the organisations work, so we're flexible and we adapt to to to what the organisations and how they run.

So the way it was initially set up, I think we were, you know, shot back 10,

How it's developed and evolved things is that we have quite close relationships with these partners and we continue going back.

So the students might go in and deliver a session on police powers, for example,

but they might go back a few weeks later and do a session on employment rights or care experienced or something like that.

So. So we develop. We've developed good working relationships over a long period of time.

Yeah, I was going to say as well when the when the students go to the groups to get to know them quite well and to find out that

the topics that the either the teachers or the youth group leaders or even thought they want to learn or know more about,

it's not. And the more confident the groups get with the students, then they start asking and I would like to know about this.

So they do get because the kind of build that relationship, like a trust, which is we'll find quite helpful because they do get different,

different topics raised and sometimes those topics that we haven't been asked before,

which can be quite interesting because then the students go away and it's a brand new topic to do research on.

So I thought it's helpful, isn't it? Yeah, I mean, in addition to that, we also work on bespoke projects as well.

So we've worked with youth homeless, North East, for example, and develop a show on a mission on the Homeless Adoption Act.

And so that was identified. The key point is that the people might need to know that definitely need to know.

We've also worked on a project recently with North east dads and lads, which was called clarity through the course.

And that's where the students are involved in creating a series of videos clarifying

the private law family process for young dads going through the court,

for example, and also involved mediation as well.

So this was part of a much larger digital project, and you can see on the website the the links to all the videos that were produced.

We could have students working with investing in children, and that's focussed on working with care,

experienced young people to get a sense of the terminology around the care process in the care system.

And we're also working, doing some work, got some street law ambassadors working with the Northumbria Violence Reduction Unit,

and that's focussing on preparing materials to be delivered to primary and secondary school student children looking at the online harms bill.

So we're we're very sort of reliant on our partners, on the organisations that we work with.

Really grateful to them. First of all, the support and opportunities that provide to our students to go in and work in those environments.

What do the students get out of it? Yeah, I don't think I think we do enjoy it because I think we, we the students stay with it.

I think it's something where they can give back to the community.

So obviously the the living in Newcastle and the university here,

and it allows them to sort of go out and about a bit and get to know the environment and the community.

The part of I think it develops a lot of skills and so teamwork definitely.

So underpinning this, this project wouldn't work if the students weren't engaged and fully on board with the idea of sharing information,

sharing the work and working together to to do the session so they never go out individually.

We always have them going out in pairs or groups of street ambassadors going out and delivering,

and I think it provides an opportunity to give a better life or be a bit of life into their learning.

So the work in in real life environments and trying to get a sense of, I suppose,

what they've been learning in the academic context and trying to transfer that into something that's more accessible.

And so, you know, the might be asked to talk about quite complex legal rights and issues,

and they're having to think about how they articulate that and how they put that across in different environments.

So there's an understanding there, especially when you have the different age groups,

so they could take like a something like domestic violence or street drink and deliver to a group of eight year olds.

So it's to think of the language, the use or how they put that across, like in the past have had that Goldilocks and three bears on trial.

It's a Goldilocks on trial for breaking and entering. So it's to get them to think of that.

And so it's not death by PowerPoint and because, you know, so it builds a level of confidence as well, like some of us students we take on.

And that could be quite shy or quiet.

And then a couple of months in there that lead in sessions, so that's always lovely to see the development within themselves.

Yes, I think I think that's I think that is the epitome, I suppose, of experiential learning that they're going out there and delivering.

And I think I suppose that's something that the universities are quite keen on,

that we're trying to to develop so that putting that into practise developing from year one,

if the start in stage one, that by stage three, they're probably starting to manage that relationship with a partner that they're,

you know,

thinking about helping to mentor the other new street law ambassadors that are coming on board as well and getting involved in that training,

they're supporting the process, really and developing their own their own skills on that.

So I think it's I think some of the skills we asked the students actually what skills they think they develop.

So I think that those issues and understanding and awareness of social justice and about community values as well,

but also interpersonal skills, empathy, self-awareness and awareness of all this, I think is really important as well.

And I think, you know, as our as the youth focussed northeast,

I think when the delivering the trade and I think the reason they're involved and I know Kevin Frank says he's quite a lot is that,

you know, the students are going to be the decision makers of the future.

So I think it's just, you know, it's making sure they have that awareness around what people are experiencing and when they're making those decisions.

And, you know, significant positions that they might hold that they're actually have got this awareness behind them

and try to experience the students know themselves because it doesn't go towards any academic credit.

It's all extracurricular. So you do get the very kind, caring students anyway, because it's because in the end,

it's quite reflective of probably what they're going to do once they've finished university.

So they get that real life experience in in some of the like different areas around Newcastle in the Northeast, so.

And finally, and probably most importantly, how to st. low affect the people and organisations we support.

We hope it connects, sort the community groups and organisations to the universe in a positive way.

And I think the students do get that positive message about about a university and which is what I think.

So I think when you say law students, especially like I said in schools,

there's a certain perception of the law students so that I think they expect someone to come in with a briefcase.

And then when all students turn up, they're a bit like, Oh, nice surprise because the see how lovely the students are and how engaged they are.

And and what I really like as well as this, there's been times where this school kids who say, Oh, I'd like to go to university like,

I can do that because they've seen what like because they have like if they have had a certain view of what

university students are like and then build such good relationships and the that confidence of actually,

yeah, I could go to uni, I could do that. There's been a few who actually want to do law from it.

So that's that's that was more of an unusual surprise, wasn't that we didn't expect that kind of reaction from it, but they do.

Yeah. So I think it's not seen as a, you know, it's not saying the university is a bit of a barrier,

really or something that they can sort of step into or be a part of.

I think the students get that sort of positive positive message for, I think,

is that two things that were, you know, where they affect, they affect us positively.

Just as much as hopefully we connect to the fact positively in that way.

And I think that's why we see it as more of a collaboration with the students as opposed to partners we work with,

give the students the opportunity and without them, that wouldn't be there, you know,

so without the partners giving up that time to self-help support that as well and young people over the phone book,

it's willing to bring us in and have us in those organisations and just of, you know,

help us out there, and I think we wouldn't we wouldn't be able to do it so.

So I think it's it's definitely a sort two way to a process of shared experience.

And I think we both often get from each other.

And yeah, I think it's sort of hopefully demystifying and breaking down some of those barriers in terms of the university in a positive light.

And lastly, the last school year, so I mean, we have had that where, you know, we've been running sessions,

where the community organisation, for example, and you know, the students have been going down.

And I think we've been asked to go that the students have been asked to go down the street long enough to go down,

just talk about what it's like being a student, you know, and how they got there.

Yeah, making pizzas, making bombs, you know, that sort of thing and just having a chat generally.

And I think I think also it's, you know, some sometimes we forget this, but our students have backgrounds and shared experiences.

So I think that makes it real.

And it's like, well, actually, if they've managed to do that given the difficulties they've experienced and so maybe I can.

So I think I think sometimes you rule out, you know, sometimes you don't reflect on the students that.

Really going through quite a lot and have to go through quite a lot to achieve what we're doing at university.

So, you know, I think there's this that sort of empathy does that also of understanding and the

shared experience that that it can relate to so the students become relatable,

I think. Thank you again to all our guests.

Jean Naomi, Georgia, Jenny and Jasmine, I hope you enjoyed this episode and really got an insight into how we support the community.

And the community really supports us as well, I guess. Please like and subscribe and go back into our past catalogues with other episodes.

Tell your friends and hope you can spread the word further. I hope enjoyed this episode and a seas. See you soon Bye