University of Cambridge
Community Engagement Report 2003–4

A report on the University of Cambridge's outreach activities

UNIVERSITY OF
CAMBRIDGE

INDEX

1

1 INTRODUCTION

For the past two years, the University's Community Relations Co-ordinator, directed by the Committee on Community Activities and based in the Corporate Liaison Office, has surveyed the University and colleges on their engagement with the community.

In 2003 Julia Meeks, the Community Relations Co-ordinator at that time, developed an innovative system to record the University's community engagement. What emerged from that first survey was an exciting picture of widespread and long-standing engagement with the community. This year the response rate increased by nearly 40 per cent, and we have an even clearer picture of what community activities our departments and colleges are engaged in. We continue to be astounded by the level of this activity.

Clearly, the University's interactions with the community stretch much wider than the scope of this report. We did not, for example, look at interactions with business, government or other higher education institutions, nor did we examine the effect of the University on the regional economy. Moreover, we are well aware that the University's primary contributions to society – through teaching and research – are beyond the remit of this exercise.

More and more, universities will be expected to be 'good citizens' in the same way that companies concern themselves with 'corporate social responsibility'. This survey has shown that the University of Cambridge is already hugely active in the community, and that these activities are not a result of any government scheme or push from funding councils.

This year, this exercise was run simultaneously in ten of the Russell Group institutions. The Russell Group has developed a standard system, which will eventually be appropriate for any Higher Education Institution to determine their community engagement. Cambridge has been leading the development of this model, based on the data provided by the colleges and University last year. With the help of the Corporate Citizenship Company, this system was adapted from the London Benchmarking Group Model, which is used by many companies to measure their community engagement[1].

This report is intended to provide a summary of those activities which were reported last academic year (2003–4). The data provided are actual figures provided by the respondents of the survey – we have chosen not to estimate what proportion of activity we have captured. It is, however, safe to assume that these impressive figures by no means represent all of the community engagement activity undertaken by the University of Cambridge.

I hope you will take some time to read this report. If your college, department, museum or student society is engaged in community activities, we hope that you will find it interesting to see what other University units do in the community.

We also hope that the data captured by the Community Engagement Survey will lead to:

- a more accurate picture of University and college support for educational and charitable initiatives, which, as well of being valuable for our own purposes, can usefully be fed to bodies such as HEFCE, the general public, the press and other potential supporters
- better signposting between projects, in order to share good practice
- practical support for units running such activities, *eg* grants from the Active Community Fund.

If you would like further information about any of the activities mentioned in this report, please contact our Community Relations Co-ordinator, Penny Wilson, who will be very pleased to help.

Finally, I would like to thank those departments, colleges, museums and student societies that responded, as their information is absolutely invaluable.

David Yates
Warden, Robinson College
Chair, University Committee on Community Activities

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[1] We have not included the results from the wider Russell Group exercise in this Report. The other Russell Group institutions piloted the survey on a small sub-section of their institutions so the results are not comparable. Also, more data are reported here than we put forward for the Russell Group exercise.

2 EXECUTIVE SUMMARY

This Community Engagement Report details the results of a survey of the community activities of the departments, colleges and student societies of the University of Cambridge. 147 units were approached and 63 per cent (93 units) responded. The results reveal that staff and students at the University invest huge amounts of time, effort and money into charitable and educational activities with the community.

In 2003–04, staff and students in the respondent units devoted time that is conservatively estimated to be worth almost £3,000,000 into such activities – over 200,000 hours of paid and voluntary time. Some 2,387 staff and 5,354 students were involved and nearly 500,000 individuals and 4,000 organisations benefited from these activities. The survey methodology was designed to include only those activities that are clearly related to the University and from which the benefits can be specifically identified.

	Number of people[2]	Total hours	Monetary equivalent[3]
Staff working with the community in University/college time	1,135	111,581	£2,163,555
Staff volunteering in their own time for University-related community activities	1,252	15,080	£137,680
Students volunteering in activities organised by the University/colleges	1,345	10,603	£96,805
Students volunteering in activities organised by student organisations	4,009	65,148	£594,801
Total	**7,741**	**202,412**[4]	**£2,992,841**

Number of external individuals directly benefiting[5]	471,467[6]
Number of external organisations directly benefiting	3,905

Individual examples of the sorts of activity detailed in this Report are: a college lending its sports pitch to a community sports club; a group of students providing a befriending service for older people; a member of staff sitting on a flood defence committee; a postgraduate student answering school pupils' maths questions through the Ask Nrich project; a group of management students writing a business plan for a community organisation; students organising holidays for disadvantaged children through Campus Children's Holidays; or school pupils coming into the Engineering Department to build a rocket launch pad.

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[2] As this was not a survey of individuals, if an individual put time into more than one project, they will have been counted more than once.
[3] The Russell Group Community Engagement Group puts a value of £19.39 per hour on paid staff time (the average salary for an academic-related member of staff), and £9.13 per hour on staff and student volunteer time (based on the average hourly rate from the 1997 New Earnings Survey, which is commonly used to value volunteer time – see www.ivr.org.uk/economic.htm). Note that the latter is well under Student Volunteering England's recommended hourly rate of £12.22.
[4] Assuming 7.5 hours per working day, this represents 26,988 person-days in 2003–4.
[5] It should be noted that not all activities have both organisational and individual beneficiaries.
[6] Visitors to online educational resources are not included in this figure.

4

University of Cambridge community engagement activity by type

Technical expertise

Work experience

Fundraising

Social inclusion

Donations

Facilities and goods

Educational

Miscellaneous
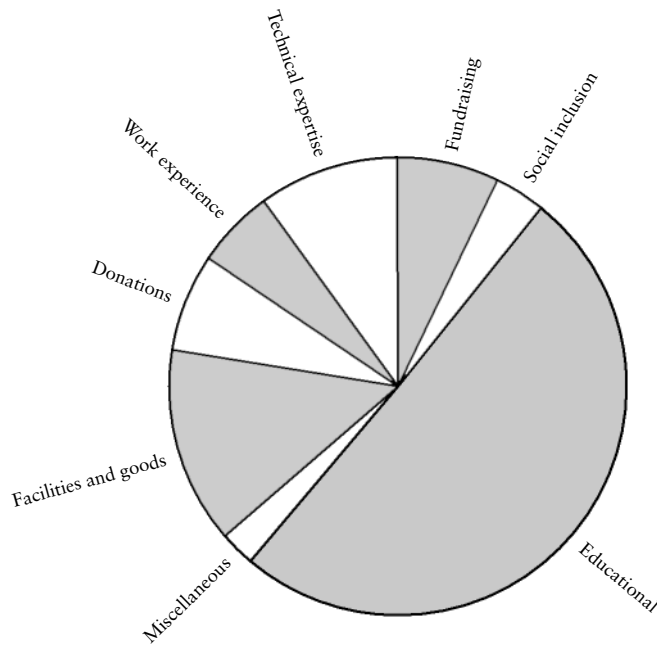
For the purposes of this report, we have divided the University's community engagement activities into the above categories.

Each of these is considered separately below in Section 4. As might be expected, the majority of the University's community engagement activities are educational.

University of Cambridge community engagement activity by type of beneficiary

Not applicable

School or college

Public sector

Charity or community group
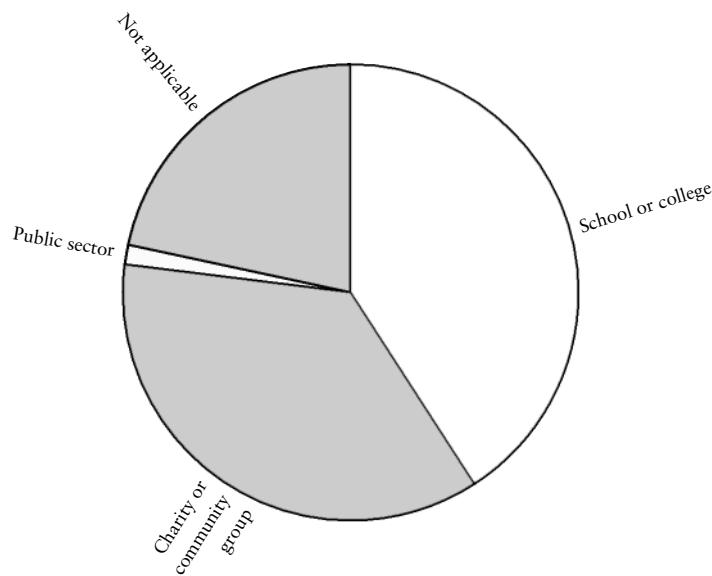
The fact that most of the University's community activities are educational is represented in the fact that the majority (41 per cent) of organisational beneficiaries are schools or colleges. A relatively high proportion (36 per cent) were charities or community organisations. The high proportion of 'not applicables' is due to the fact that not all projects have direct organisational beneficiaries, *ie* if they work with individuals directly.

Many relationships with beneficiaries appear to be longstanding (*eg* those colleges that support the British Red Cross's Open Gardens Week every year) and multifaceted. For example, the same charitable organisation might be regularly lent a room by a college and have a member of college staff on its Board of Trustees. Departments particularly like to support organisations whose work is related to the department's academic focus.

University of Cambridge community engagement activity by geographic area
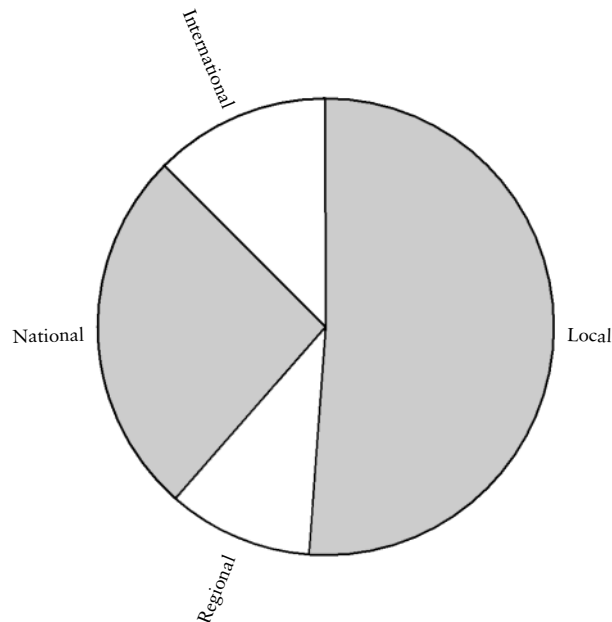
For obvious logistical reasons, most of the University's community engagement activities are local, though, as a University with an international reputation and scholastic remit, the Committee on Community Activities itself regards its brief as including the University's international as well as local community.

An example of a local activity is Student Community Action's Big Siblings Project for lone parent families or families with a disabled child.

Nationally, an example might be the Hands On Maths Roadshow, run by the Millennium Mathematics Project, which visits schools all over the country.

One example of an international project is Engineers Without Borders, through which Engineering students go abroad to tackle development issues.

3 BACKGROUND

3.1 Scope of the survey

The survey was conducted in Spring 2004. We asked departments, colleges, student societies and museums to report on their interactions with the community in the academic year 2003–4.

The aim of the survey was to capture community activities which are conducted over and above, but in very many cases are synergistic with, the University's core purpose of teaching and research. 'Community' is defined in the broadest sense – *ie* any contribution which would be broadly accepted by society as charitable. It follows that the beneficiary organisation, for example a school, does not have to be formally registered as a charity.

We asked for a short description of each project. We then asked:

- who benefited from the project
- what the department, college, museum or society contributed towards the project (money and in kind)
- how many paid staff were involved and how much time they spent on the project
- how many staff volunteers were involved and how much time they spent on the project
- how many student volunteers were involved and how much time they spent on the project
- if any other resources came into the project, where they came from and how much they were worth.

3.2 Exclusions from the survey

The following activities were not part of the remit of this survey:

- any activity which is primarily for the benefit of the University's own students or staff, *eg* student bursaries
- research around issues related to society's excluded groups, unless research has been pro-actively communicated to the groups concerned (in which case the time spent communicating, rather than the time spent researching, has been included here)
- activities where the beneficiaries carry the full cost.

We considered carefully whether initiatives to encourage applications to Cambridge from under-represented groups should be covered by this survey. They are seen by most at the University as a fundamental, non-negotiable part of the University's business and there is therefore an argument for excluding them from a survey such as this. However, we decided to include them since a significant proportion of individuals who benefit from, for example, summer schools or a video-conference with a Cambridge academic do not become students here.

If it was unclear whether there was a community benefit, the whole activity was excluded. If certain details were unclear or if we were uncertain of their accuracy, *eg* the number of volunteer hours invested in a certain activity, we did not include them in the data reported here.

3.3   Who responded?

There were 93 returns out of a total of 147 surveys distributed (a 63 per cent return rate). This represented a 37 per cent increase on last year.

Not all units in the University were invited to respond due to limits on resources. The following were asked to respond:
- all departments
- all colleges
- all museums, the garden and the gallery[7].

Not all student societies were asked to respond – only those where we knew there was a significant degree of ongoing community engagement work. Similarly, not all administrative offices were asked to respond[8].

Numbers of respondents, 2003–4
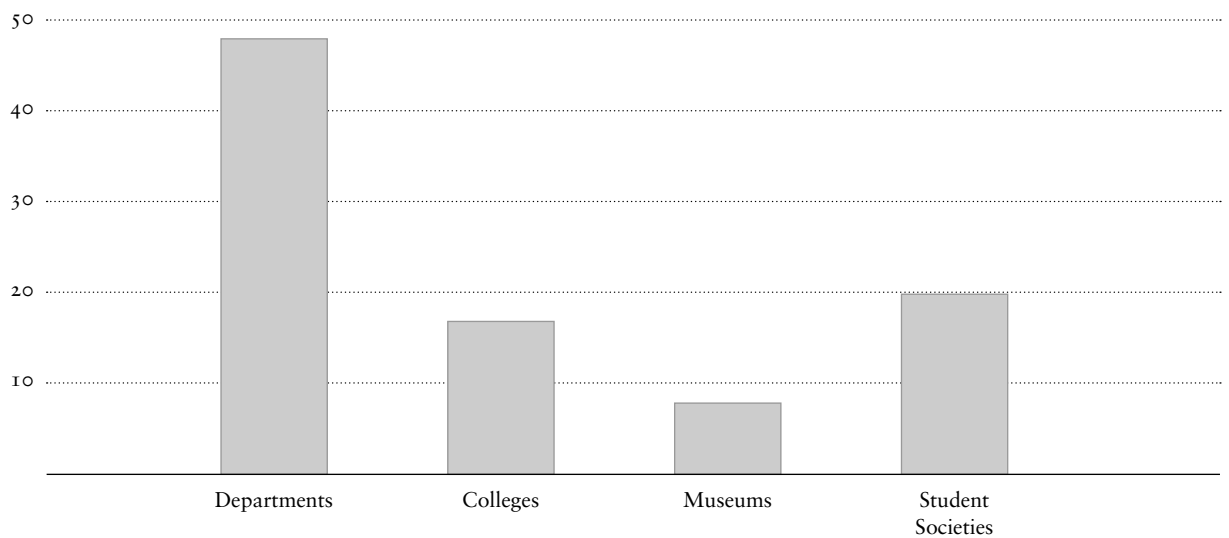
See Appendix 1 for a list of respondents to the Community Engagement Survey.

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7 Museums have been considered separately from departments due to the extent of their community engagement activity. In the rest of this report, 'museums' should be taken to include the Botanic Garden and Kettle's Yard.
8 In the rest of this report, administrative offices are included under 'departments'.

4 TYPES OF COMMUNITY ENGAGEMENT ACTIVITY

4.1 Educational activities

4.1.1 Background

Summary of all community educational activities 2003–4

Number of staff involved in University time	936
Number of hours in University time	100,743
Number of staff volunteering their own time	1,043
Number of hours of their own time volunteered by staff	13,789
Number of students volunteering	1,789
Number of hours volunteered by students	16,886
Number of beneficiary organisations	2,803[9]
Number of beneficiary individuals	464,465[10]

Most of these activities involve work with secondary school pupils. There are, however, activities aimed at primary-school age children, teachers and other groups, *eg* adults with a specialist interest or particular groups of adults such as homeless people or people with Alzheimer's. Most (but by no means all) activities take place in the University itself.

The majority of public educational activities fall into one of the following categories:
- departmentally-based outreach programmes aimed mainly at schools, *eg* Physics, Engineering
- Science Festival activities, run by many departments across the University
- public lectures in the University for children and/or adults, *eg* Annual Darwin Lecture Series[11]
- exhibitions, musical performances and theatre
- guest talks to external groups
- open days, master classes, summer schools, conferences and other activities for prospective students, and their teachers and parents

- museum education programmes, for adults and children
- visitors to the museums
- student-run educational activities, such as Cambridge Hands on Science or the Basic Life Society
- work in schools, *eg* Stimulus
- resources for schools and pupils, *eg* Ask Nrich, SAPS, videoconferencing.

The following activities were excluded from the figures quoted in this report:
- continuing professional development, *eg* for teachers
- libraries open to the public (see Section 4.4).
- the Institute for Continuing Education runs an extensive programme of courses which members of the public can access. Those courses have been excluded from the figures quoted in this survey as they are part of the core business of the University.

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[9] This is the sum of the number of organisations that each respondent reported that they worked with. Therefore, if an organisation benefits from more than one project, they will have been counted more than once. Most of these organisations are schools.
[10] This figure does not include Internet hits, or other activities where it is difficult to measure direct benefit. Large numbers of people visit the online educational resources provided by the University, *eg* the NRICH website now has over 115,000 users a month, and receives over 5 million hits per month (www.nrich.maths.org).
[11] A list of some of the public lectures in the University can be found at www.cam.ac.uk/cambuniv/sportculture/lectures.html. See also the events calendar at www.admin.cam.ac.uk/news/events.

Case study
Cambridge School Classics Project

The Cambridge School Classics Project (CSCP) aims to make the classical world accessible to as many people as possible, whatever their age or background. CSCP was established in 1966 under a joint initiative by the University of Cambridge Faculties of Classics and Education in response to a growing crisis in the provision of Classics in UK schools. Since that time, it has played a vital role in keeping Classics in UK school education by:

- creating high-quality, innovative teaching and learning materials based on research and development. CSCP's Cambridge Latin Course has sold over 3 million copies worldwide and is used by over 70 per cent of schools offering Latin

- forging strong links with teachers and learners. CSCP works with over 800 UK schools and runs independent learner courses for students of all ages around the world

- exploiting new technologies to reach out to new audiences and create cutting-edge materials. CSCP has created over 2,000 e-learning activities for Latin, provides subject-specialist teaching from Cambridge for those schools without specialist Classics teachers and provides web-based materials used by over 35,000 students each week

- bringing Classics back into the curriculum. CSCP's War with Troy audio CDs have brought the telling of the Iliad into the Year 5 primary English curriculum.

   For more information, see **www.cambridgescp.com**.

Case study
The Millennium Mathematics Project

The MMP is a long-term Mathematics education and outreach initiative, based in Cambridge, but active across the UK and internationally. They run a range of complementary activities which aim to support and enrich Mathematics education from age 5 to 19, across the ability ranges, and promote the development of mathematical skills and understanding.

   The MMP's activities include:

- The NRICH website (www.nrich.maths.org), which publishes free Mathematics enrichment resources (puzzles, problems, investigations, games) for ages 5 to 19

- Plus (www.plus.maths.org) is a free online magazine aimed at ages 15+, including a digital careers library

- Motivate (www.motivate.maths.org) links University mathematicians and scientists to primary and secondary schools through live interactive video-conferences to explore Mathematics beyond the basic school curriculum

- face-to-face visits to schools to run pupil workshops, masterclasses and hands-on activities, including a Maths Roadshow for nursery to KS3 pupils and the Enigma Schools Project running workshops on codes and codebreaking for KS2 to A-level.

   For more information, see **www.mmp.maths.org**.

4.1.2 Museums, Garden and Gallery[12]

Summary of museum educational activities 2003–4[13]

Number of staff hours in University time	53,445
Number of hours of their own time volunteered by staff	147
Number of students volunteering	70
Number of hours volunteered by students	856
Number of beneficiary organisations	327
Number of beneficiary individuals	361,857

11

Museum education accounts for a huge proportion of activity. These figures are a sub-set of those reported in Section 4.1.1, so in terms of beneficiary numbers museums account for a large proportion of the total. The huge number of individual beneficiaries is due to the thousands of people that visit the museums each year[14].

Most museums now have an education officer whose specific remit is to introduce the public to the museum's collections, hence the large number of staff hours above.

Education from museums includes:
- sessions for school groups, including familiarisation sessions for teachers before they bring a group to the museum
- gallery tours for visitors
- family sessions
- loan boxes to schools, *eg* the Sedgwick Museum has a box of rocks, fossils and minerals which it lends to schools
- formal courses, *eg* Botanic Garden education programme
- guest talks to external organisations
- lectures, *eg* the Discovery series of lectures from the University's science museums.

In this survey, we have only included those museum costs and staff time that relate directly to outreach to the community, rather than general running costs that relate to the museums being an aid to academic teaching and research.

Case study
Sedgwick Museum of Earth Sciences: work with schools

Part of the recent major redevelopment of the Sedgwick Museum has been to improve access, facilities and resources available to visiting school parties. The Museum can now offer a variety of cross-curricular learning materials to help school groups get the most out of their visit.

The Museum welcomes groups of up to 30 children plus accompanying adults, and museum staff are always on hand to help explain and interpret the displays and specimens. A vital part of learning about fossils and rocks is being able to touch them: they have a selection of specimens (with supporting notes) that are suitable for this, for use in the classroom or at the museum.

For more information, see **www.sedgwickmuseum.org**.

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[12] Please see Appendix 4 for a list of museums, the garden and the gallery.
[13] Note that these figures do not include the non-educational community activity in which museums are engaged, *eg* work experience, fundraising.
[14] The Fitzwilliam Museum was closed due to refurbishment for part of this reporting period.

4.2 Technical expertise

Number of staff serving as trustees or governors	40[15]
Number of staff hours as trustees or governors	930
Number of staff providing technical expertise in other ways	130

12

Many members of staff provide expertise to individual charities, community organisations and schools. This 'social consultancy' can, for example, take the form of:
• being a trustee for a charity
• conducting pro bono consultancy work for an organisation
• serving as a school governor.

Since we asked to be told only about University-related volunteering, much of the volunteering in this category was reported because it is very closely allied to the academic work of the individual.

Examples include:
• Land Economy providing expertise to a farming-related project
• a member of staff from Geography sitting on a flood defence committee
• various staff sitting on grants committees, related to health disciplines.

Interestingly, some departments listed the staff time spent on this sort of activity as paid and others listed it as volunteered.

Staff also provide their 'technical expertise' for the majority of the educational activities in which the University is involved. However, we have considered them separately (see Section 4.1), since they represent the majority of the University's community engagement activity.

[15] See www.admin.cam.ac.uk/reporter/2003–04/special/06/iii.pdf for a list of trustees, governors and representatives nominated by the University to serve in schools, universities, statutory agencies and charitable organisations.

4.3 Social inclusion

Number of student volunteers involved in these activities	962
Number of student volunteer hours	43,531
Number of beneficiary organisations	124
Number of beneficiary individuals	4,280

There are several activities which fall under the category of 'social inclusion', *ie* activities and services which might otherwise be provided by the voluntary and community sector. Educational activities could of course fall into the 'social inclusion' category, but we have separated them out since they represent the majority of the University's community engagement activities.

As described in Section 5.2, most of the activities that fall into this category are student-run. We recorded only 11 paid staff working on social inclusion projects, clocking up 5,073 hours between them; and 18 staff volunteers investing 487 hours. This is not to say that there are fewer staff involved as volunteers in social inclusion activities – it is simply that we only asked to be told about staff involvement in University-related community activities, most of which were naturally educational. Staff are likely to be spending many thousands of hours volunteering for charitable causes which have nothing to do with their role at the University.

Student-run social inclusion activities include:
- Student Community Action
- CU Scout and Guide Club
- Campus
- Contact
- Students' Law Pro Bono Society.

For a list of student-run community activities, see Appendix 3.

Case study

Campus

Campus Children's Holidays is a Cambridge University student society and registered charity. They provide week-long activity holidays to around 200 children from Liverpool over the summer holidays. Founded in 1967, they are now the largest provider of free countryside breaks to underprivileged children from one of the poorest cities in Britain.

They run five projects each year:

Residential Project takes 30 children per week aged between 8 and 13. It runs for five weeks over the summer and is based at a countryside location. The children enjoy a supportive and active environment and take part in various adventurous activities in a small group system.

HippoCampus takes 12 children per week aged between 6 and 13 on an inclusive playscheme based in Liverpool, allowing them to participate in helper intensive activities.

Winter Project reunites each week from the summer at a site in Liverpool, and offers valuable respite at this stressful time of year.

Young Helper Project offers the chance for 15-year-olds who have enjoyed Campus breaks in the past to develop the skills necessary to return on Campus as helpers.

Older Kids Project is for children who are too old for the Residential Project but would not be appropriate for Young Helper Project. It is a more informal, flexible project with a high ratio of helpers to children.

The projects and running costs are funded through donations. They are planned and run entirely by volunteers who are mainly students and graduates from Cambridge University and Liverpool helpers who were on Campus projects themselves as children.

For more information, see **www.cam.ac.uk/societies/campus/ucamonly/**

4.4 Facilities and goods

Number of community organisations benefiting from free or subsidised facilities and donated goods	181

4.4.1 Facilities

Colleges were particularly active in lending out their facilities, probably because they always have staff on site (as opposed to a department which would normally only have a custodian on site during office hours, when facilities tend to be heavily used for University business).

Facilities were either provided free or subsidised, and included:

- meeting rooms, theatres and other rooms (refreshments were often provided too)
- sports facilities subsidised for local sports clubs
- museums
- gardens lent to charities for fundraising events
- facilities lent for theatre and other arts-related activity, *eg* Shakespeare Festival
- tours of buildings, *eg* of a chapel for a school class doing a project as part of their RE Syllabus.

The following were not included in the figures as they are out of the scope of this survey:

- libraries open to the public
- colleges open to the public
- discounts for local residents for colleges that make an admission charge (*eg* King's College Chapel has a scheme which allows Cambridge residents free admission)
- chapels open to the public[16].

4.4.2 Goods

The survey revealed that it is fairly common for departments and colleges to donate goods to community organisations, for example:

- used equipment donated to charity, *eg* computers, photocopiers, furniture
- loan of subject-related items to schools, *eg* models, books
- items for raffle prizes, *eg* wine.

Following last year's Community Engagement Survey, the Corporate Liaison Office set up a 'Giveaway Board', whereby departments and colleges could dispose of goods that they had finished with.

See www.clo.cam.ac.uk/community/cgbb/

4.4.3 Valuing this contribution to the community

Giving, lending or subsidising the use of goods and facilities is an excellent way for the University and colleges to contribute to the community, since the actual cost, for example, of lending out a room may only amount to heating and lighting, since the staff are being paid anyway and the room may not otherwise have been rented out. Therefore, in this report, we have not put a monetary value on this community contribution. For the charity in question, they save the room rental cost, and, in the case of fundraising events, the loan of the facilities enables them to lever in substantial amounts of money. For example, the Bridge the Gap fundraising walk through eight to ten colleges each year has minimal cost implications for the colleges since their Porters are already on site. However, in 2003 this walk raised £32,000 for three local charities and the main attraction of the walk is that it goes through the colleges, which local people are keen to do.

Most respondents did not list how much staff time was being spent on making facilities available. Some did calculate the time it took their staff to set up a room before and clear up afterwards, which tended to be minimal.

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[16] All colleges make their chapels open to the public for services and private worship. Qualitative data for chapels were only included in the figures given in this report where the chapels were made available for specific community events.

4.5 Charitable donations and grant making

4.5.1 Charitable donations[17]

Of the 17 colleges responding to the survey, 15 told us about their charitable donations. The other donations were by two departments.

Total charitable donations	£65,619
Number of beneficiary organisations	328[18]
Staff time to manage these donations	34 staff, 94.5hrs total

The colleges make generous donations to charities from their funds. Most are to local causes and some colleges stated that they specifically liked to support organisations with which their staff and students were connected[19]. Some colleges appear to have set specific criteria for their donations, whereas others respond to requests.

Included in these figures are donations made from college chapel collections and by individual staff and students (*eg* through college bills).

4.5.2 Grant making

Total value of the 59 grants made in the period by the University's Active Community Fund	£284,004

The University's Active Community Fund is administered by the Community Relations Co-ordinator in the Corporate Liaison Office and the grants are allocated by the University's Committee on Community Activities. The funding for the grant scheme comes from HEFCE's Higher Education Active Community Fund, which is intended to support volunteering in Higher Education Institutions. Grants are made to organisations involving student and staff volunteers from the University. About 50 per cent of these were awarded to local voluntary organisations – the other half went to departments, colleges, museums and student societies to support their community engagement activities[20].

The Newton Trust, which was not included this survey, makes grants of up to £500 to assist students in the University of Cambridge to undertake community-related projects, particularly within the UK, during the Long Vacation[21].

4.6 Fundraising

Total raised by fundraising activities	£183,980
Organisations supported	178

Departments, colleges and student societies are involved in an enormous amount of fundraising activity. Not only do they use their facilities to allow charities to lever in funds (see Section 4.4, above), they also actively fundraise for good causes.

Fundraising activities included:
- salsa dancing lessons
- raffles and sales
- events, *eg* formal halls, sponsored events.

Often the money raised through fundraising activities comes from students and staff themselves.

Students are involved in a large amount of fundraising activity, often with the support of their college.

Case study
RAG

RAG raises money for 80 local, national and international charities. In 2003–4, they made over £100,000.

RAG organises events and collections including Pyjama Pub Crawl, Blind Date, paintballing, parachuting, Carnival, Jailbreak, bungee jumping and raids all over the country for a variety of charities.

For more information, see **www.cambridgerag.org.uk**.

4.7 Work experience

21.5 per cent of respondents said they had work experience placements.

81 individuals came on work experience placements from 51 organisations[22].

Between 1 and 21 individuals come on placements in each unit in a year – many units take more than one at a time. Units take placements from between one and seven organisations a year.

The length of the placement is usually one or two weeks.

Most of the individuals coming into the University on work experience were from local schools. Some colleges in particular also belonged to initiatives such as the Mencap scheme which provides work placements for people with learning disabilities. One department had placements through the Nuffield Foundation Science Bursary scheme[23].

The total staff time reported in supervising work experience placements was 2,183 hours, by 41 staff. This is problematic – some units gave two full weeks as the time taken to supervise a placement, whereas others just estimated the time spent actually guiding the individual.

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[22] This probably does not represent 51 separate organisations. For example, a local school is likely to be able to place several individual school pupils into the University in different departments. We did not collect information on apprenticeships, which could be seen as another facet of this area of community engagement.
[23] www.nuffieldfoundation.org/go/grants/scibsc/page_97.html

5 THE INPUT OF STAFF AND STUDENTS

Staff and students invest huge amounts of time into the activities described above. The hours quoted throughout though impressive, do not include those community activities in which staff are involved that do not relate to the University in some way.

5.1 Staff community activity

	Number of people	Total hours	Monetary equivalent
Staff working with the community in University/college time	1,135	111,581	£2,163,555
Staff volunteering in their own time for University-related community activities	1,252	15,080	£137,680
Total	**2,387**[24]	**126,661**	**£2,301,235**

5.1.1 The difficulty of defining staff volunteering in a University setting

The generally accepted definition of volunteering is that used in the 1997 National Survey of Volunteering, which states that volunteering is "any activity which involves spending time, unpaid, doing something which aims to benefit someone (individuals or groups) other than or in addition to close relatives, or to benefit the environment"[25].

Since academic staff do not have set hours, it is difficult to say whether they are doing something in paid work time, or in their own unpaid time. In this survey, we asked respondents themselves to decide whether they felt the activity in question involved paid staff time or volunteering in unpaid personal time.

These restrictions, though useful, did not entirely solve the issues of defining volunteering in a University context. Since they relied on the individual's perception, we found that different units reported similar activities under different headings. For example, some reported public lectures under paid staff time, and other units reported public lectures under volunteered time[26].

5.1.2 Profile of staff volunteering in the University

We asked respondents only to tell us about voluntary activities that they felt were connected to their job at the University. Despite this restriction, we were told about a wider range of staff voluntary activities than we had expected.

The activities in which staff were involved tended to fall into the following categories:
- those that related to the academic interests of an individual, *eg* a public lecture or a video conference to a school, liaising with the media[27], providing technical expertise to a community organisation
- those that involved colleagues, *eg* decorating a nursery with colleagues
- those facilitated by the University or colleges, *eg* Physics at Work, department- or college-nominated trustees or governors
- those for which being run in the University was an integral part, *eg* Science Festival
- those run in University or college facilities.

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[24] There are around 8,000 staff employed by the University, plus those employed by the colleges.
[25] www.volunteering.org.uk/missions.php?id=593
[26] This could of course be partially explained by there being differing practices in departments.
[27] Media work was excluded from the figures quoted in this survey for two main reasons: a) it was not always clear whether someone was being paid by the media for their input, and b) it is extremely difficult to measure what the direct benefit to the community might be (*eg* if there are 500,000 viewers of a programme with educational content contributed by a Cambridge academic, it seems misleading to say that there are 500,000 beneficiaries).

5.1.3 Paid staff

Some staff in the University are paid specifically to work on community outreach, *eg* museum education officers, staff of projects such as Millennium Maths, Science and Engineering for Kids, staff in Engineering and Physics Departmental outreach. Other staff have some element of outreach in their jobs, *eg* a departmental administrator who organises a public lecture series once a year.

Where a member of staff is specifically employed to spend all of their time working with the community, this post is quite often funded by a designated HEFCE funding stream or by another external source, *eg* the post of Education Officer at the Museum of Classical Archaeology is funded by a grant from the National Lottery. This is not normally the case where the activities are not larger-scale and ongoing. See Section 6.1 for more information.

5.2 Student community activity

The survey uncovered a vast and impressive amount of student action in the community.

	Number of people	Total hours	Monetary equivalent
Students volunteering in activities organised by the University/colleges	1,345	10,603	£96,805
Students volunteering in activities organised by student organisations	4,009	65,148	£594,801
Total	5,354[28]	75,751	£691,606

As can be seen from the figures above, the majority of students volunteer for activities that they themselves organise.

The degree of commitment by students to community activities run by student societies is astonishing.

5.2.1 Activities organised and run by students

Summary of the benficiaries of student-run community activities

Number of beneficiary organisations	421
Number of beneficiary individuals	7,738

5.2.2 Scope of the survey

This survey picked up data on students who volunteer:

- through a student society set up to work with the community, *eg* Students' Pro Bono Society, Contact
- through Student Community Action – both as volunteers for SCA's own projects and recruited by SCA into local voluntary organisations
- through CUSU, *eg* CUSU shadowing scheme
- through a college, department or museum's programmes, *eg* Stimulus, departmental open days, Bright Sparks
- for voluntary organisations that have received a grant from the Active Community Fund.

The following student volunteers were not recorded by this survey, and are likely to account for a substantial numbers of student volunteers that we have not captured:

- Voluntary activities by students supporting their fellow students, for example, Linkline. This was excluded from this survey as it does not directly benefit the community. However, this form of volunteering is just as valid as any other.
- Students who find volunteering placements in voluntary organisations through means other than Student Community Action (for example, through Cambridge Volunteer Centre, www.do-it.org or by approaching a voluntary organisation directly).
- Student societies not originally set up to work with the community, but running occasional community activities. Due to limits on resources, the survey was not sent to all student societies – only to those that we knew undertook community outreach as their primary activity.
- Students' fundraising efforts will only have been captured where a college has reported on them or they are through a recognised society such as RAG or CU Southern African Fund for Education. Again, the only way to have captured these would have been through a survey of individual students.

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[28] There were 17,359 students (under- and post-graduates) at the University in 2003–4.
See www.admin.cam.ac.uk/reporter/2003-04/special/19/studentnumber2004.pdf

5.2.3 Profile of student action at Cambridge

Student-run community activity by type
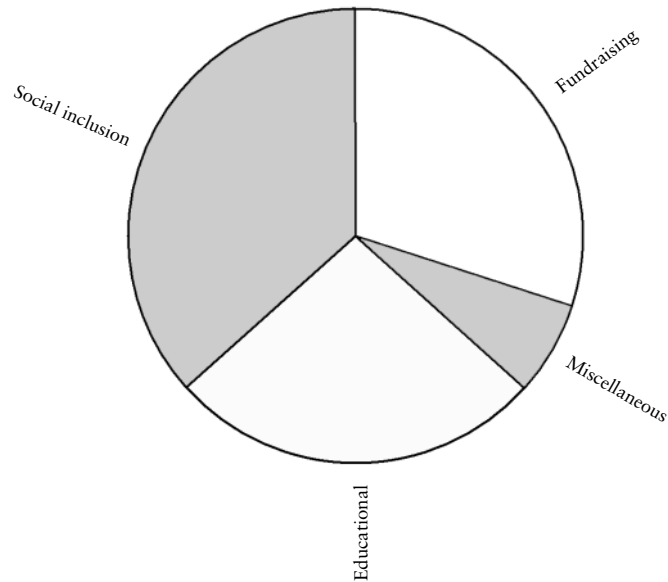
The profile of student action is more skewed towards 'social inclusion' than the community engagement activity undertaken by departments, colleges and museums, much of which is educational (see Section 4.3, above). Social inclusion activities include:

- Contact – a visiting and befriending service for elderly people
- Big Siblings – an SCA project whereby volunteers are paired with the child of a lone parent, a child where there is a disabled member of the family, or with a child who has a disability
- Campus – holidays for disadvantaged children in Liverpool.

Educational activities run by students include the Time Truck and Cambridge Hands on Science[29]. For obvious reasons, there were very few student-run activities in the technical expertise, facilities/goods and charitable donations categories and none in the work experience category.

Other features of student action in the community:
- Most student activities are locally-based for logistical reasons. However, many community activities undertaken by students over the summer break are international.
- Very few student organisations have paid members of staff. There are exceptions, for example, RAG has a sabbatical officer, Student Community Action has Co-ordinators and Contact has a Worker.
- Most student organisations are not registered charities. Exceptions include Student Community Action, Contact and Campus.
- Some student organisations are joint projects with Anglia Polytechnic University, for example, SCA and Contact.

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[29] For a more complete list of student societies involved in community outreach, see Appendix 3.

5.2.4 Support by the University for student activities

Some students are supported in their community activities by the University and colleges, for example:

- some colleges give students financial support to undertake community activities, particularly over the summer break
- staff invest 7,713 hours of their time into these activities (this is partly a product of the fact that all registered student societies must have senior members). This was given by 47 staff: 17 paid staff investing 7,111 hours and 30 volunteer staff investing 601 hours

- support from the Junior Proctor, including financial
- grants from sources such as the Active Community Fund and the Newton Trust
- training and information from Community Relations in the Corporate Liaison Office
- support from the Press Office and other central offices.

Case study
Students' Pro Bono Society

The Cambridge University Students' Pro Bono Society aims to discover and develop volunteering opportunities for its student members, as well as support them in their various volunteering roles. The Society wishes not only to offer students the opportunity to develop their skills and benefit the community in so doing, but also to foster a belief in the importance of 'access to justice' that will remain with students throughout their professional careers. To achieve these aims, the Society has developed partnerships with several projects in the local community including the Youth Offending Service, County Court Housing Advice Desk, Citizen's Advice Bureau, Cambridge Victim Support and Cambridge Refugee Support Group.

For more information, see **www.cam.ac.uk/societies/probono/**

6 THE COST AND BENEFITS OF COMMUNITY ENGAGEMENT

6.1 The cost of community engagement to the University of Cambridge

In the Community Engagement Survey, we asked how much money was put into these community engagement activities. Most activities are individually fairly small scale and their cost is therefore swallowed into a unit's general running costs. For this reason, most respondents were simply unable to provide information on how much an activity cost them. Where the activities were larger scale and ongoing, respondents were able to be clearer about how much the activities cost. Interestingly, most of these larger activities were funded either by earmarked HEFCE streams (*eg* Aspiration Raising or Higher Education Active Community Fund) or by other external sources (*eg* corporate support, grant making trusts), or more commonly by a combination of different funding sources[30].

The total cash input into all activities was reported as £486,800. Leverage of funds from other organisations, *eg* companies, was reported to be £813,842. These data are likely to be incomplete. Therefore, it is not yet transparent how much these activities actually cost the University, nor how much of their cost is covered by external leverage. Even if we have data on who pays for posts and other costs, it is not clear that overhead costs are accounted for[31].

However, the benefit of these activities to the University is likely to far outweigh their cost, particularly since the larger scale activities lever in substantial amounts of external funding[32].

In this report, we have put a monetary equivalent on staff and student time invested in community engagement activities. This monetary equivalent does not really represent a cost to the University or colleges. Student and staff volunteers, by definition, put their own personal time into these activities. As described in Section 3, 1,135 paid staff at the University put 111,581 hours a year into community engagement activities. The majority of these staff spend a small amount of time each year on such activities and it is unlikely that their other work 'suffers' (the reverse is likely to be the case, as these activities tend to enhance and are often directly related to academic work). A handful of staff are employed specifically to work with the community, for example, the Educational Outreach Officer in the Department of Physics, the staff of the Millennium Mathematics Project or the Director of the Cambridge School Classics Project. There are currently very few exceptions to these staff being externally funded.

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[30] Interestingly, the Cambridge School Classics Project is self-funding through the proceeds of the sale of a textbook.
[31] Of course, some activities do not have overhead implications.
[32] This external leverage is unlikely to ever *fully* reimburse the cost of the activity to the University or colleges.

6.2 The benefit of community engagement to the University of Cambridge

The community activities outlined in this report are crucial to the University for many reasons. For example they:

- communicate the University's work to the public
- maintain good relationships with the communities in which we live and work
- provide learning and personal development and enrichment opportunities for students and staff
- help maintain a competitive advantage over other universities
- lead to new opportunities for learning and research
- challenge negative perceptions about Cambridge being elite
- strengthen the local economy and increase social cohesion, with the practical benefits that brings to the University
- lead to better recruitment, retention and diversification of students and staff.

It is also worth pointing out that the majority of these activities were set up and are run by individual departments, colleges, museums and student societies who believe that the activities are important enough to have large amounts of time and effort devoted to them.

In last year's survey, we asked respondents why they undertook their community engagement activities. These were some of the responses:

"Encouraging access to Cambridge University."
"To support under-resourced schools."
"Tradition."
"To improve recruitment of students from a poorly represented catchment area."
"To ensure that the facilities are used as much as possible and to the benefit of the local community."
"Extending cultural outreach."
"Effective way of supporting local charities."
"To give something back to the community and to develop teaching and communication skills."
"Easy way to support local charities who we cannot give grants to."
"Philanthropy."
"As a fun activity."
"To foster enthusiasm for the subject and to satisfy consistent demand."

"To encourage students to consider higher education and in particular Chemical Engineering which is not usually featured in schools."
"Educational – to provide practical training for students."
"Raising profile of project and potential recruitment of new research subjects."
"To persuade youngsters to study mathematics."
"Mutual benefit."
"To publicise our activities to the local community."
"Raising the subject profile and countering negative images."
"PR."
"Helps to publicise museum."
"Students gain experience."
"Education to the wider community."
"To promote the understanding of science."
"Educational benefit both to children and students learning to communicate ideas effectively."
"To publicise what the department are doing."
"Fun and education."
"Students like to support social project that is not academic in nature."

It is clear from these comments that motivations are not purely altruistic, and that partnerships with community organisations are mutually beneficial.

Above, we stated that one of the benefits to the University of such activities was learning and personal development and enrichment opportunities for students and staff. Here are some of the skills that community projects named as having been acquired by University volunteers[33]:

- communicating scientific concepts to non-specialists
- media skills
- first aid and health and safety
- communication
- project planning
- practical engineering skills
- language skills
- financial planning
- teamwork
- management skills.

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[33] These comments were given by Active Community Fund grant recipients.

More detailed comments from student and staff volunteers show clearly what volunteers can gain from community engagement activity[34]:

"The tour was physically hard work and finding different ways of explaining the experiments to fit different groups of children was an ongoing challenge, but at the end of a fortnight I really felt we'd made a difference. There were whole families, often with parents who had not enjoyed science at school whose attitudes I think we significantly affected. All our volunteers do this because they enjoy it and think it is important. Several members of the society are looking to go into science communication as a career following on from experiences with CHAOS."

"Taking part in Cambridge Science Festival is challenging to each individual who volunteers, as well as being extremely hard work. However, all volunteers reported finding the experience enjoyable and rewarding."

"All six students gained enormously. Obviously they gained in terms of the specific technical and managerial skills which were the focus of each project, but all of them emphasised how much they had gained in terms of personal self confidence in managing to complete very demanding projects in cultural contexts which were completely new to them. All our students were very enthusiastic to encourage others to be bold enough to do what they did. All had a huge sense of achievement from their projects."

6.3 The benefit of community engagement to the 'community'

This survey did not provide adequate data on the impact of these activities on the community. We can say that nearly 500,000 individuals benefited from our community programmes, which is impressive but crude. This conceals the degree of interaction between the University and the individual and, more importantly, the long-term impact that a programme might have.

For example, what impact does the University's extensive involvement with schools have on academic attainment? Some individual projects have detailed impact and evaluation information, but this has not been brought together for comparison. This is an important area for future development.

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[34] Source in footnote 33.

7 RECOMMENDATIONS

This survey has shown that a vast amount of time, effort and money is being put into community activities at the University of Cambridge.

The recommendations below are not meant to belittle this effort, nor are they meant as an implicit criticism of any of the activities. They are intended to suggest some ways that the University and colleges might want to look at capitalising on the huge array of activity that has been shown to exist.

Based on the data collected through this exercise, the Committee on Community Activities would like to make the following recommendations:

7.1 All University units

27

7.1.1	Individual colleges, departments and student societies might want to use the publication of this report as an opportunity to take stock of their community engagement activities, considering questions such as: • What community engagement activities take place in your college/department? • How much time and money are invested in them? How does this equate to their impact? • What is the motivation for conducting these activities? • Are the activities fulfilling their original aims? • How do your activities compare with those of other units in the University?
7.1.2	Departments, colleges and student societies might consider how information, best practice and resources could usefully be shared with other units. Possibilities to share resources include joint publicity and mailings, collaborative funding bids, or combined activities.
7.1.3	Departments, colleges and student societies might want to consider how they could benefit from better communication of their community activities. This could be particularly beneficial if communicated to funders, potential and current students and staff, and potential and current community partners.
7.1.4	We recommend that all units investigate the 'Community Giveaway Board' (to be found at www.clo.cam.ac.uk/community/cgbb/), which facilitates the donation of used goods to community organisations.
7.1.5	Departments, colleges and student societies might want to consider how their activities could be exported to other universities.

7.2 Colleges

7.2.1	The survey shows that most colleges are extremely supportive and justifiably proud of what their students do in the community. The colleges might think about actively promoting student community action and the ways in which students can receive support from the college, *eg* financial assistance or a room over the summer for volunteering in Cambridge.
7.2.2	Colleges could provide more signposting to students and staff about the development potential in these community engagement activities, particularly in the light of the new personal development planning requirements for students.
7.2.3	Colleges might want to share information between themselves on charitable donations. It is apparent from the data that the same organisations are receiving support from several colleges (which the colleges may not find problematic).
7.2.4	It is also clear that each college spends time processing requests for donations. Colleges may want to consider whether they could share any of those functions. This would save time for the charitable organisations as well as for the colleges.
7.2.5	Some colleges appear to have set criteria for charitable donations (*eg* a focus on a certain area such as health, or that their staff or students should be personally involved with the organisation). This is an excellent way of ensuring that the donation has the most benefit to the college, and other colleges might want to think about deciding on a focus for their donations.
7.2.6	We recommend that colleges share management information amongst themselves on the provision of goods and facilities, in terms of size of subsidies and identity of recipients. This survey, for example, picked up an example where an arts festival is given free access to facilities by one college and charged the market rate by another.

7.3 Departments

7.3.1	Departments might want to look at how placements and projects with community organisations can be built into existing courses.
7.3.2	Departments could provide more signposting to students and staff about the development potential in these community engagement activities, particularly in the light of the new personal development planning requirements for students.

7.4 Museums

7.4.1	The museums might want to consider working on an annual joint statement of their outreach activities since their joint contribution to the community is impressive.
7.4.2	Museums might find more collaborative working between themselves would share valuable resources, attract more funding and lead to innovative work with the community.

7.5 Student Societies

7.5.1	Student societies do not work very closely together and individual societies might like to investigate the activities of other societies active in the community and how they might share information and best practice.

7.6 Actions for the Committee on Community Activities

These actions are taken from the Committee's Annual Report to Council[35] and are those which have resulted specifically from the information collected by the Community Engagement Survey.

7.6.1	To make the results from the Community Engagement Survey 2003–4 available to the University as a whole.
7.6.2	To make recommendations to respondents based on the information collected in the Community Engagement Survey.
7.6.3	To work with the Press and Publications Office and the student press to publicise the top-line results of the Community Engagement Survey outside the University.
7.6.4	To set up the infrastructure to enable the Community Engagement Survey to be repeated bi-annually.
7.6.5	To consider how future Community Engagement Audits can concentrate more effectively on the mapping of the impact of the University's community relations.
7.6.6	To make the Higher Education Community Engagement Model available to the higher education sector.
7.6.7	To develop the Certificate in University-Community Relations with the Institute of Continuing Education and to pilot it in 2005–7. This will be aimed at staff and students involved in the management of outreach activities and will provide them with skills such as fundraising, management, marketing, budgeting and volunteer recruitment.
7.6.8	To prepare a series of 'fact sheets' to provide support for students and staff wanting to set up and run outreach projects.
7.6.9	To establish a forum of University outreach projects other than those that work with schools, which are already well serviced by the 'Working with Schools' group chaired by Dr Pretty.
7.6.10	To support the Personnel Division in implementing a work placement scheme for excluded individuals by 2006.
7.6.11	To support the Finance Division in introducing payroll giving for University staff by 2006.
7.6.12	To market the Community Giveaway Board more effectively to increase usage by University and not-for-profit groups.
7.6.13	To ensure that student volunteering is taken into account when the infrastructure for the personal development planning is being developed.
7.6.14	To increase the profile of volunteering and community activities on the University website and in University publications.

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[35] For a copy of the Committee on Community Activities' Annual Report to Council and operational objectives for 2004–5, contact Penny Wilson, Community Relations Co-ordinator, pw271@cam.ac.uk.

7.6.15	To improve communication about and to look for opportunities for external recognition of University outreach activities, for example, to the press and to potential and current funders, students, employees, community partners, and through external awards.
7.6.16	To survey the colleges on possible sources of college funding for students wanting to get involved in community activities, particularly over the long vacation.

APPENDIX 1

Respondents –
Community Engagement Survey 2003–4

1. Cambridge Admissions Office
2. Cambridge Programme for Industry
3. Careers Service
4. Centre for Applied Research in Educational Technologies
5. Corporate Liaison Office
6. Estate Management and Buildings Service
7. Physical Education, Sports Syndicate
8. Press and Publications Office

9. Department of Anatomy
10. Department of Applied Mathematics and Theoretical Physics (Millennium Maths Project)
11. Department of Archaeology
12. Department of History of Art
13. Institute of Astronomy
14. Department of Biochemistry
15. Department of Biological Anthropology
16. Cambridge Centre for Brain Repair
17. Department of Chemical Engineering
18. Faculty of Classics
19. Department of Clinical Biochemistry
20. Institute of Continuing Education
21. Faculty of Divinity
22. Faculty of Education
23. Department of Engineering
24. Research Centre for English and Applied Linguistics
25. Department of Experimental Psychology
26. Department of Geography
27. Isaac Newton Institute for Mathematical Sciences
28. Judge Institute of Management Studies
29. Department of Land Economy
30. Faculty of Law
31. Department of Materials Science (SeeK project)
32. McDonald Institute for Archaeological Research
33. Faculty of Modern and Medieval Languages
34. Faculty of Music
35. Department of Obstetrics & Gynaecology
36. Department of Oncology
37. Faculty of Oriental Studies
38. Department of Pathology
39. Department of Pharmacology
40. Department of Physics

41. Department of Physiology
42. Department of Plant Sciences
43. Institute of Public Health
44. Department of Pure Mathematics and Mathematical Statistics
45. Department of Surgery
46. Department of Veterinary Medicine
47. Wellcome Trust/Cancer Research UK/Gurdon Institute of Cancer and Developmental Biology
48. Wolfson Brain Imaging Centre

49. Architectes sans Frontières
50. Cambridge Hands on Science
51. CU Entrepreneurs
52. CU Students' Union
53. Campus Children's Holidays
54. Contact
55. CU First Aid Society (St John Ambulance Links)
56. CU Himalayan and English Language Scholarships for Tibetans
57. Graduate Union
58. CU Hellenic Society
59. Linkline
60. People and Planet
61. RAG
62. RSPCA Cambridge Branch
63. CU Science Productions
64. CU Scout & Guide Club
65. CU Southern Africa Fund for Education
66. Student Community Action
67. CU Students' Pro Bono Society
68. Time Truck

69. Christ's
70. Churchill
71. Clare Hall
72. Downing
73. Emmanuel
74. Fitzwilliam
75. Girton
76. Hughes Hall
77. Magdalene
78. Pembroke

79. Peterhouse
80. Robinson
81. St Catharine's
82. St Edmund's
83. St John's
84. Selwyn
85. Sidney Sussex

86. Museum of Archaeology and Anthropology
87. Botanical Gardens
88. Museum of Classical Archaeology
89. Fitzwilliam Museum
90. Kettle's Yard
91. Sedgwick Museum of Earth Sciences
92. Whipple Museum
93. Museum of Zoology

APPENDIX 2

Example University outreach projects

These are some of the larger-scale community engagement activities. This is not intended to be a complete list.

Brainteasers and Puzzles is a collection of intriguing puzzles across a number of different subjects. http://puzzling.caret.cam.ac.uk

Cambridge Engineering Department Outreach links engineers at the University with schools and colleges via a series of lectures and web-based materials. www.eng.cam.ac.uk/outreach

Cambridge Physics Department Outreach runs 'Physics at Work' and other events. Web and CD-based resources to support the Physics curriculum for ages 11–19. www-outreach.phy.cam.ac.uk

Cambridge School Classics Project makes the classical world accessible to all ages and abilities through on-line resources and storytelling. www.cambridgescp.com

Cambridge Science Festival is a ten-day celebration featuring public talks, workshops and demonstrations hosted by people who study or work with science, engineering and technology. Involves many colleges and departments. www.cambridgescience.org

The **Millennium Mathematics Project** encourages people of all ages and abilities to share in the excitement of mathematics through a variety of free public events, activities and projects. www.mmp.maths.org

Multikultur@ provides teaching and learning material to stimulate and enrich foreign language and literature studies. www.multikultura.org.uk

Science and Plants for Schools (SAPS) aims to promote exciting teaching of plant science and molecular biology and to interest young people in plants and molecular biology. http://saps1.plantsci.cam.ac.uk

Science and Engineering Experiments for Kids (SeeK) aims to promote the excitement and fun of science and engineering to children in primary schools. www.seekscience.org

Community Sports Liaison promotes and develops the opportunities available for University staff and students to become involved in community sport. www.sport.cam.ac.uk/community

Stimulus places University students in schools to share with pupils their enthusiasm for science, engineering, computers, mathematics or medical sciences and, guided by experienced teachers, to assist the pupils in their school work. www.stimulus.maths.org

33

APPENDIX 3

Student community activities

Architectes sans Frontieres sends architecture students on international development projects.

The **Betty Stubbens Musical Group** provides entertainment in the form of sing-alongs, group performances, solos or occasional readings to residents of local sheltered housing or residential homes. (Student Community Action project) www.cambridgesca.org.uk

The **Big Siblings** project pairs volunteers with the child of a lone parent, a child where there is a disabled member of the family, or with a child who has a disability. (Student Community Action project) www.cambridgesca.org.uk

Cambridge University Entrepreneurs organise a not-for-profit element (3Ps) of their business plan competition. www.cue.org.uk

Cambridge University First Aid Society provides first aid cover at community and sports events as well as training members of the University in first aid. www.cam.ac.uk/societies/cufas

Cambridge University Hellenic Society ran a Greek culture and education day for members of the public in 2004. www.cam.ac.uk/societies/hellenic

Cambridge University Students' Pro Bono Society places law students with local voluntary organisations. www.cam.ac.uk/societies/probono

Cambridge University Science Productions promotes the public understanding of science. www.cusp.ucam.org

Cambridge University Scout and Guide Club supports local guide and scout groups. www.cam.ac.uk/societies/cusagc

Cambridge University Southern African Fund for Education provides financial support to NGOs and charities working in Southern Africa to promote education. www.srcf.ucam.org/cusafe

Campus Children's Holidays provides week-long activity holidays to around 200 children from Liverpool over the summer holidays. www.cam.ac.uk/societies/campus/ucamonly

CHAOS (Cambridge Hands on Science) promotes the fun of science through hands on science tours and other events. www.chaosscience.org.uk

Contact provides a visiting service for the elderly and house-bound in the Cambridge area. www.makecontact.org.uk

Craft Room runs craft sessions. (Student Community Action project) www.cambridgesca.org.uk

Engineers Without Borders places students with specific skills with partner development organisations. www.ewb-uk.org

The Himalayan Society is linked with English Language Scholarships for Tibetans, which provides English language scholarships and courses for Tibetans. www.elstcam.org

Parklife volunteers accompany local children to the park. (Student Community Action project) www.cambridgesca.org.uk

RAG is a fundraising society which gives out thousands of pounds each year to local and national charities. www.cambridgerag.org.uk

Sitting in Service for lone parent families, or those where one of the parents or children has a disability. (Student Community Action project) www.cambridgesca.org.uk

Splash volunteers take groups of local children swimming. (Student Community Action project) www.cambridgesca.org.uk

Sunday Club volunteers visit Ditchburn Place, a sheltered accommodation complex. (Student Community Action project) www.cambridgesca.org.uk

Taskforce undertake various volunteering activities. (Student Community Action project) www.cambridgesca.org.uk

Teaching English as a Second Language is a one-to-one scheme for children who need help to improve their English language skills. (Student Community Action project) www.cambridgesca.org.uk

Time Truck takes geology into primary schools with fun hands-on activities. www.esc.cam.ac.uk/timetruck

A full list of student societies is available at www.cam.ac.uk/societies.

APPENDIX 4

Museums, Garden and Gallery

Botanic Garden (www.botanic.cam.ac.uk)

Fitzwilliam Museum (www.fitzmuseum.cam.ac.uk)

The Herbarium (www.plantsci.cam.ac.uk/plantsci/facilities/herbarium.html)

Kettle's Yard (www.kettlesyard.co.uk)

35

Museum of Archaeology and Anthropology (http://museum.archanth.cam.ac.uk)

Museum of Classical Archaeology (www.classics.cam.ac.uk/ark.html)

Scott Polar Research Institute (www.spri.cam.ac.uk/museum)

Sedgwick Museum of Earth Sciences (www.sedgwickmuseum.org)

University Library (www.lib.cam.ac.uk)

University Museum of Zoology (www.zoo.cam.ac.uk/museum)

Whipple Museum of the History of Science (www.hps.cam.ac.uk/whipple)

Bright Sparks offers volunteer opportunities for staff and students in the University Museums.
www.cam.ac.uk/cambuniv/libmuseums/volunteering.html

A list of museums is also available at www.cam.ac.uk/cambuniv/libmuseums/

For more information about this report, please contact:

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