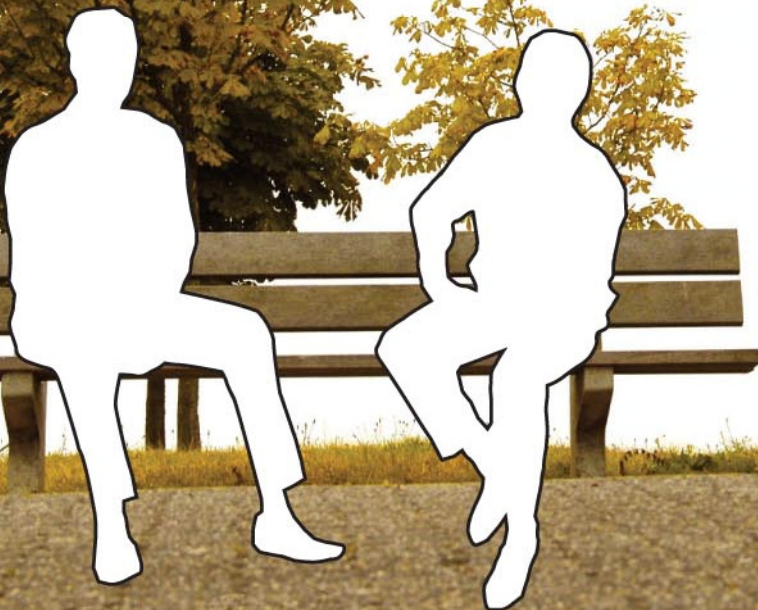


neighbourhood

Partnerships and Planning

A document identifying key partnerships that students' unions should develop and how to strategically build your profile in the local community



national union of students

NUS would like to thank the below organisations for contributing to this report



Leeds University Union.



The British Property Federation is a membership organisation devoted to representing the interests of all those involved in property ownership and investment. They aim to create the conditions in which the commercial property industry can grow and thrive, for the benefit of their members and of the economy as a whole.

www.bpf.org.uk/

The Dunkirk and Lenton Partnership Forum is a grass roots umbrella organisation dedicated to enabling local people to express their views and influence the development of their community. The forum represents around 3800 households and about 8000 residents in Nottingham.

www.dunkirkandlenton.co.uk/

Leeds University Union (LUU) is the representative body for the students at the University of Leeds. Leeds University Union is one of the largest students' unions in the UK and represents students on a variety of issues.

www.luuonline.com

Nottingham City Council is an all-purpose unitary authority providing all local government services within the City of Nottingham administrative district. They work with other organisations to make Nottingham a better place in which to live, work, visit and invest.

www.nottinghamcity.gov.uk/



Unipol is a non-profit-making charitable company, which works for the benefit of its student consumers. Every year they help over 20,000 college and university students to find somewhere to live in the private rented sector in Leeds and Bradford. In addition, they provide some student accommodation direct, housing 2,000 students including 194 student families in self-catering provision.

www.unipol.org.uk

Universities UK (UUK) is the representative body for university vice-chancellors and principals. They work to advance the interests of universities and to spread good practice throughout the higher education sector.

www.universitiesuk.ac.uk

Volunteering England (VE) is the national volunteering development agency for England, committed to supporting, enabling and celebrating volunteering in all its diversity. Their work links research, policy, innovation, good practice and grant-making in the involvement of volunteers.

www.volunteering.org.uk/



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Introduction

NUS strongly supports widening participation and the expansion of higher education. Opening up the opportunities it offers to all people, not just those from privileged backgrounds, is something we are committed to, and the achievements thus far should be celebrated. Expansion of higher education has also been beneficial for communities; universities and individual students provide a substantial economic and social contribution to the surrounding area.

However, we need to accept that the expansion of the sector has brought about tensions within certain neighbourhoods. Some of these may be between individuals, or collective problems such as increased litter, noise and crime, things which are often attributed to the high concentration of student residents. Obviously the blame cannot lie solely at the door of students, but it's vital that we are seen to be a fundamental part of the solution.

Partnership work is essential to making progress on these issues. Working together allows us to pool resources, maximise strengths and mitigate weaknesses, so that we can achieve far more than we would working separately. Partnerships and positive relationships with stakeholders do not develop overnight. They need a lot of hard work, commitment and openness. To

ensure that projects can last longer than the yearly cycle of officers, they need prioritising in handovers. It's also vital that you showcase all the good work that you are doing to your elected representatives and the media – if people don't know about the positive work that goes on, negative stereotypes will be allowed to prevail and consequently students won't be recognised as valued members of their communities.

"Working together allows us to pool resources, maximise strengths and mitigate weaknesses."

Partnerships should be integrated and shared with staff in unions to ensure continuity and longevity.

Remember that partnership work means that you do not stifle opinions, but you accept both the critical and positive voices, and work together from this.

This is the perspective that this document comes from. It is based in large part on contributions from partners we have developed across a range of organisations. Whilst their perspectives and view points may be different to NUS' or the student movement, it's important that they are taken on board and use our different starting points to identify areas of common work.

The first section of this document is based



on contributions from what we identified as the 'key players' in this programme of work; local authorities, local residents, institutions, students' unions, landlords and the police. This list is not exhaustive however, and there may be many more or different ones depending on the circumstances of your community.

The second section goes on to identify some ways to help build partnerships, be strategic about your work, earn credibility and identify projects that you could work on with other stakeholders. Again, these are just a few examples and there will be many more that we haven't included here.

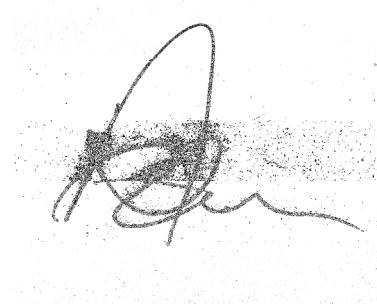
"Earn credibility and identify projects that you could work on with other stakeholders."

We hope this document will be a useful addition to the range of tools and opinions that we need to build up across the sector to ensure that students' unions are equipped to develop their role as vital stakeholders in the community.

Furthermore, that this will facilitate the development of exciting new projects and partnerships that address the problems that some areas face whilst seeking to showcase the numerous positive impacts that our members have on the homes and streets in

which they live.

In unity,



Ama Uzowuru, Vice President (Welfare)
neighbourhood@nus.org.uk



Chapter One: Working in partnership

This section has identified six key partnerships that students' unions should be looking to develop. The views presented here are those of representatives of such partners. There is then a brief NUS Summary at the end of each section

Working with the local council

**Mike Cole | Student Strategy Manager,
Nottingham City Council**

"A local council is there to provide services for all its local residents, whether they are permanent or temporary. It does not distinguish between a resident who pays council tax and one who doesn't. However, it does expect all residents to show the same amount of consideration and respect and will use the appropriate powers to ensure this happens, although it would prefer everybody to work in partnership.

A council can assist students' union officers in a number of ways. It will have more resources, and certainly have more contacts as well as a number of powers. However, more importantly it will show

more impartiality when tensions or conflicts arise between students and other residents.

Nevertheless the first thing must be to accept the issues that concern residents, universities, students' unions and, of course, the local council. These are:

- Noise
- Litter
- Anti-social behaviour
- A 'run-down' looking environment

Although no one group of people is responsible for everything, it's important to acknowledge the above concerns and the challenges to reducing them.

You might also find it useful to know the responsibilities of a local authority. These include; waste management, recycling, libraries and parks, planning, licensing properties with multiple occupants, leisure facilities, public transport, taxi licensing, food and licensed premises, anti-social behaviour, housing and tenancy issues, electoral registrations, schools and social services.

"The local council would prefer everybody to work in partnership"

As you can see, the responsibilities of a council are very diverse, and community issues that relate to students may fall into



various different categories and therefore different departments.

Likewise, and as this briefing will go on to explore, it's not just about the local council, but a whole host of partners we should be working with. So, what can we do together?

The first thing is to make contact with somebody from your local council. As I have mentioned, this person may be in a variety of different departments in your local council. The person may work in housing, planning, environmental health or community development. As I have 'student' in my job title, it perhaps makes it easier for me to be identified as someone to talk to, but there will definitely be people in your council who have various student issues within their role. There may be several sections or departments that have an interest in working with the students' unions, so try and check them all out.

"It's important to remember it's your local council too."

Try and **get your council to take part in Freshers' week events**. They could come along and explain to students about the functions of the council, or find new initiatives to communicate how certain things work to new residents (like which days bins or recycling are collected).

You could also **work together on organising clean-up events**. A common concern of residents is that during term

times litter can build up, so if you are seen to be working towards resolving that issue it's great for community morale. A local council will have a number of **opportunities for volunteering** – these will always look good on a CV.

It's really important that students are aware of their **rights as tenants**, so you could think about organising briefing and advice sessions. Of course a council can also do things specifically for students. Assistance with **tenancy problems** is always something welcomed by students. This benefits everyone, as happy tenants in good quality housing, means happier residents all round. Likewise, assistance with **getting rid of rubbish** (large or small) benefits all members of the neighbourhood.

Finally it's important to remember that it's your local council too. So use them, involve them, and work with them."

NUS' Summary

- Local authorities are vital partners. They deal with a whole range of issues such as waste disposal, recycling, transport, health and safety, and tenancy issues.
- Most local authorities value partnership working with stakeholders, including students' unions, to aid the design and delivery of local services. This means that local authorities should be looking



to establish good working partnerships with you and your union.

- Local authorities will have resources, knowledge and contacts that will strengthen your work, and allow you to reach people and organisations that you might not be able to alone.
- Many of the problems that are raised by residents are issues for which the local authority has responsibility for. It should be a priority for you to build this partnership and sustain it across the year so you can let them know when these issues arise. Furthermore, it's important that you involve union staff members and produce detailed notes in your handover documents to ensure that these good relationships continue past your year in office.
- Important work with the local authority may include: developing an understanding of the needs of communities; identifying other organisations and groups who should be involved in any partnership work; raising problems that you hear about regarding housing, or community issues as they may be best placed to resolve these.



Working with residents

Steph Knowles | Coordinator, Dunkirk and Lenton Partnership Forum

"Many areas have community groups or residents forums which exist to give residents a say in how they want to see their neighbourhood improve. These meetings are a good way of finding out about a local area, how to get more involved in the community, and make the experience of being at university even more rewarding.

"Some longer term residents can feel isolated."

In Nottingham, Dunkirk and Lenton Partnership Forum exists to make Dunkirk and Lenton a better place for a wide range of people to live and work. It is a local community organisation that has local residents as its members. Everyone who lives or works in the area or supports the aims of the Forum is welcome to join. We work closely with the University of Nottingham, its Students' Union, the local council and other agencies to try and address some of the issues about living in the community.

Issues that can come up for residents are about the perceived imbalance in the community when there are high numbers of students and how this affects the area.

For example, pubs shut down during university holidays, parking can be an issue during term time because of so many houses with more than one car, and the high volume of rubbish the end of the summer. Other problems include noise from parties, disturbing residents by knocking on doors asking if the property is available for rent, properties not being well maintained by landlords, and rubbish left on the streets from takeaways etc.

There are also issues about the type of shops that are available, with many being geared towards young people with not enough aimed at other members of the community. Some longer term residents can feel isolated, with some being the only permanent residents on their streets. When students leave during holidays this can be quite frightening, especially in the winter and for older people."

How to get involved:

- Become a member of community forums or join other community groups in your area.
- Get involved with volunteering projects such as community clean ups, working with local projects such as lunch clubs or after school groups where the main service users are local residents.
- Introduce yourself to your neighbours – and ask for help about when bins need



to go out or other local services, or offer to help them if they are older or live alone.

- Be a responsible member of the community; remember that other people besides students live there.
- Practice responsible house hunting. Use Unipol or another University accredited or recommended housing providers.
- Come along to community meetings and have your say as lots of the issues affect all residents."

Emma Thompson, from West Midlands Police force said, "students' unions should represent their students in external partnerships. They should sit on local partner groups where statutory partners (e.g. police, fire, health, probation, education, local authority) and local partners (e.g. SU, residents, neighbourhood watch schemes etc) meet to reduce crime and disorder. If your SU does not sit on any of these ask your local Neighbourhood Policing Team (NPT) about them."

Mike Cole, of Nottingham City council also highlighted the importance of engaging with residents through these groups, "although it's not always easy, try and attend as many public and community meetings as possible and see if it's possible to work jointly on complaints. You could even think about inviting residents onto your campus or into your buildings and holding meetings

there."

Universities too may also support such grassroots involvement, as Liz Carpenter from UniversitiesUK highlights, "in many local areas student and community liaison groups have been established. Although involvement in these groups can at times be fraught, the opportunity for local residents to have issues aired and listened to will often be an important part of developing better relations long term.

"Think about inviting residents onto your campus or into your buildings and holding meetings there."

In many cases university staff will have built up previous experience and relationships within these groups and so will be able to offer advice and support in handling these situations."

NUS' Summary

- Regular meetings with residents are your chance to meet with your neighbours. By meeting regularly, you can begin to recognise some of the problems they are facing, and they can begin to see students as residents just like them.
- It is essential that your union has a



presence at these meetings as it is important to show that the students' union does take the concerns of residents seriously, and that you are committed to finding solutions to problems.

- These meetings can be confrontational as some residents may use the opportunity vent their frustrations. Local residents should be made to understand that it is not helpful to shout at student representatives, as this will not result in successful discussions and change of attitudes, but instead will intimidate people and may prevent them from coming along to meetings at all.
- If meetings are fraught to begin with, try to be understanding and listen to what they have to say.
- However, it should be made clear that you're there to discuss what can be achieved to make things better and as such, ground rules should be set. For example these might include:
 - That you will listen to each other's points of view and not interrupt.
 - That you will discuss the issues frankly and honestly, but in a courteous manner.
 - You will not tolerate aggressive or rude behaviour towards you, and

unproductive conversations.

How to find local residents' groups

- Firstly, check with staff in your union, there may already be someone attending at least one of these groups, which could be a good inroad.
- Failing that, arrange a meeting with the staff member in your institution who coordinates this. If there isn't someone with responsibility for this brief, chances are someone in the university has attended these meeting or is aware of them. Some staff may already attend meeting like this as residents.
- If these don't work, you could ask in your local community centre, or at your council, as they will probably have a list or such groups and where they meet.
- If all else fails, try Google!



Working with the institution

**Liz Carpenter | Policy Officer,
Universities UK**

“Over the last year, UUK has been working closely with NUS to respond to issues related to high concentrations of students living in the local community with a concern for both students and for the communities in which they live.

Our relationship at a national level is reflective of the important joint work being done across the country at institutional level, albeit in the context of a diverse sector and different local settings. This diversity is also reflected in the interests and perspectives involved in community relations work whether they be from local residents, local authorities, landlords, universities or students.

It is clear that there is no quick fix solution to improving community relations. Indeed, universities and students’ unions alike have found that the key to resolving some of the difficulties and realising the opportunities in the area is sustained partnership working across the community combined with good communications. Sometimes messages will be best coming from the students’ union and sometimes they will be best coming from the University.

Potential areas for joint work will be different in different institutions but the following points drawn from previous work in this area¹ may be helpful to consider:

“Sometimes messages will be best coming from the students’ union and sometimes they will be best coming from the University.”

Raising expectations

Universities and students’ unions can help to improve the physical and management standards of student accommodation by ensuring that students are familiar with the appropriate quality and standards of housing. They can play a major role in raising student expectations of the quality of private rented accommodation, and extending knowledge of housing legislation and “what to look for”.

Realising the positive effects

Both universities and students’ unions have an interest in drawing attention to the positive role that universities and students can play within the community such as the creation of jobs, working with local business, the provision of cultural and social facilities and student volunteering. Promoting benefits such as these will need to be handled carefully in the face of

¹ Areas of good practice drawn from the 2005 UUK guidance “Studentification”: a guide to opportunities, challenges and practice”



genuine issues that local residents may raise but can be part of a wider strategy to improve relations longer term.

Dissemination of advice and guidance

Lack of consideration and ignorance often contribute to problems with the physical environment. Students' unions and universities can help by bringing such issues to students' attention and explaining why they are considered to be a problem, as well as disseminating information. Students' unions may well be most effective in putting these messages across on a peer-to-peer basis.

"Universities have good partnerships with local government and the police with the aim of heightening student understanding of crime related prevention strategies."

Volunteering

Most universities and their students' unions facilitate student volunteering and there are many examples of students taking part in a variety of local community projects. In terms of community relations, an important aspect to consider is whether the volunteering work is of direct benefit to the community. Working with local residents to develop volunteer projects might be more effective in terms of creating positive benefits for community relations more broadly.

Crime prevention

Student households are likely to contain a high proportion of electronic consumer goods and so can attract burglars. The perception of increased risk of crime can also be an important influence on the attitudes of established residential communities. Most universities have good partnerships with local government and the police with the aim of heightening student understanding of crime related prevention strategies. Students' unions can contribute positively to these partnerships and crucially may be best placed to raise awareness amongst students."

NUS' Summary

- Your institutions will most probably share many of the same concerns and aims regarding community engagement as you. There maybe new partnerships or projects you could design and develop together.
- Most residents will see the university and students' union as one organisation. They rarely recognise the independence of the students' union, or that the two organisations will often have differing views on things. Consequently, for this agenda, forging a partnership between yourself and your institution is essential.
- Lots of institutions will have someone (or a range of people) with the responsibility for community issues;



these may be located in a range of different places such as in a marketing department, a student services department, or an academic department.

- University staff may well have spent years building up relationships with the very same people that you will be targeting, so it's worthwhile meeting up with staff who have responsibility for this and finding out a bit more about the work they have done in this area, and who they have good relationships with.
- Universities also are likely to have far more resource for marketing and PR, so ensure that you are letting them know about the good work that you're doing.
- Institutions play an invaluable part in the community; economically and socially. You should work with your institution to identify ways in which campus and union facilities can be opened up to local residents. Sports facilities, galleries and large spaces can be of great use to the local community. Making your institution more open and accessible can help break down barriers and allow residents to feel closer to the institution and students.



Working with other students' unions

Each students' union will be at a different stage in their work in the community. Other unions will be able to offer guidance, expertise and a good sounding board for ideas.

Andrea Kerslake | Housing Manager, Leeds University Union (LUU)

"For issues such as crime and safety, a partnership is essential for the campaign to be strong and effective. It needs to make sure the messages reach as many students as possible, in the format they want and in a way they understand. For example, LUU is in a great position with cross-students' union support and input for the 'Knowledge' campaign. All colleges and universities in the area have the opportunity to develop the key messages are and how they are to be passed on to their students.

It's the same for house hunting - often in cities with lots of universities and colleges, students from different institutions will choose to live together. It makes sense for as many to pool resources and work together because the underlying messages are very similar, so it's clear to students from both institutions what they need to be looking for in a property. This helps to increase the strength of the student voice and helps all students to be better

informed."

"SUs are far more creative and understanding of what works for their students."

Emma Thompson from West Midlands Police echoes this sentiment.

The most common issues - no matter where you study - are crime prevention and personal safety campaigns. So we run a joint campaign with all six of the student unions and West Midlands Area NUS (WMANUS) called 'Bestmates' which tackles a large number of the most common crime types to affect students. These include; socialising in the nighttime economy, for example the vulnerability of getting into an unlicensed taxi, drink spiking, cash-point robbery or violence; and crime on campus, including unattended theft; burglary, and bike and vehicle crime.

SUs are far more creative and understanding of what works for their students and are, therefore, key in leading any campaign marketing concepts aimed at students.

The best thing about the 'Bestmates' campaign, is that it was created by students who were responsible for the style. The fact that it has now run for three years with successive officers still enthusiastic is testament to its credibility



and sustainability as a campaign.

NUS' Summary

- Students in the same areas will often live together, regardless of whether they are at the same university or college, so don't operate in silos. As these issues will not just affect one institution, there needs to be good working relationships across all student bodies in the area.
- Students' unions will vary in the level of resources they have available, the level of progress they have achieved and the number of key partnerships they have developed or maintained. This is not a competition - unions need to be able to share resources, ideas and support to ensure success.



Working with landlords

**James Anderson | Policy Officer,
British Property Federation (BPF)**

"The release of the much anticipated Rugg Review on the Private Rented Sector was considered, by many commentators, to be a watershed for the sector; dispelling many myths surrounding private accommodation and to elicit policies which would enable it to grow.

Such growth is not always welcome and there has been quite a vociferous campaign led by a number of backbench MPs, which has focussed on the so called studentification of some of our 'university' towns and cities, with places like Durham, Loughborough and Southampton in the firing line.

Landlords in the private rented sector have been vital to plugging the shortfall in student accommodation in some areas caused by the rapid expansion of higher education in the 1990s. From a student perspective this has meant accommodation being made available at a cheaper price, and with the flexibility and independence that many seek. On the downside, the sector does have its rogues and few students will be experienced in the nuances of tenancy law.

For the sector's detractors, the majority of their criticism is levelled at the quality of

service provided by private landlords and the impact of large concentrations of private rented accommodation on communities.

"Landlords in the private rented sector have been vital to plugging the shortfall in student accommodation in some areas."

Firstly we believe that students should be offered a range of accommodation types to choose from. HMO type accommodation offers a number of benefits to students wishing to live with friends in a community setting and complements the other forms of more structured student accommodation available in the market.

Secondly, planning restrictions on HMOs will inevitably lead to a reduction in the supply of such property, which in turn will drive up rents. HMOs, tend to be the cheapest accommodation going in many housing markets, and not only cater for students, but a range of other people on low incomes, such as the elderly and economic migrants. Any increase in the cost of renting is therefore likely to fall hardest on the least well off.

Finally, we believe it is better to build on the ideas that are already proven to work. The problem, after all, is not the provision of private accommodation per se, but as the Rugg Review points out issues such as



policing, service provision by local authorities, and generally how the various parties interact.

"One of the greatest strengths of students' unions is as a communication point for students."

However, we recognise that tensions do occur between students and existing residents where the concentration of student residents in communities is high. As a means of mitigating this impact, we welcome any existing networks or best practice programmes that help to offset any community tension that might arise from high concentrations of student settlements and we hope the suggestions listed here contribute to this existing body of work.

How can student unions foster better relationships with landlords?

One of the greatest strengths of students' unions is as a communication point for students. Students' unions therefore have a vital role to play in promoting responsible behaviour amongst students in private rented accommodation.

Run awareness weeks

Many Universities around the country run 'Housing weeks' at specific times in the year to prepare students for house hunting. Fairs for landlords and students to meet

and organise accommodation needs should form a part of these to allow students to meet landlords and better understand their responsibilities in renting private accommodation.

Student accommodation information packs

Student unions could produce literature packs for students outlining the responsibilities of letting private accommodation in existing communities and the benefits of seeking accommodation outside of traditional 'student' neighbourhoods. This could help alleviate existing housing and community pressures in popular student areas.

One example is a booklet produced by the combined Universities of Falmouth which provides clear guidance for students on what constitutes acceptable behaviour in existing communities as well as basic property and environmental advice. Students' unions could produce a similar pack for distribution to students either during a specific week or across the academic calendar, where these do not exist.

Act as an intermediary

There are a number of excellent examples of students' unions acting to increase the communication channels between student landlords and tenants. One such example is a 'Landlord Forum' run by the University of Winchester which offers student landlords,



tenants and representatives from both the University and students' union the opportunity to meet up to discuss accommodation concerns for students a number of times a year.

Communicate the risks of anti-social behaviour

University accommodation offices may consider housing policies designed to curb serious and persistent cases of anti-social behaviour, for example, through imposing disciplinary sanctions on students who are found guilty of anti-social behaviour in the community.

Where these policies are in place, students' unions should ensure that both the student and landlord communities are aware of their existence and the ramifications of persistent anti-social behaviour in private rented accommodation. After all, anti-social behaviour affects other students living in the area as well as existing community residents.

Support existing accreditation schemes

There are a number of University landlord accreditation schemes in operation across the country that aim to ensure a high quality standard of accommodation is available to students. The majority of these schemes require all participating landlords to sign up to a Code of Conduct and formal complaints procedure in return for the opportunity to advertise their properties directly to students through the University

accommodation office.

As these schemes aim to improve the standard of accommodation for students, students' unions should be promoting both the accreditation schemes themselves and the landlords that sign up to be accredited to their student bodies. Where accreditation schemes do not exist, students' unions should be encouraging one to develop or act to promote similar private sector ventures to students such as Manchester Student Homes or Unipol Leeds, as examples.

"After all, anti-social behaviour affects other students living in the area as well as existing community residents."

Encourage landlords to use their existing powers

Though landlords do not have the powers to be policemen, they can certainly play their part to influence the behaviour of their tenants. Housing law is framed in such a way as to protect the 'quiet enjoyment' of the tenant in the property they are renting, without interference from their landlord. However, landlords can remind student tenants of their responsibilities in being good neighbours by inserting clauses into tenancy agreements restricting certain types of anti-social behaviour. Students' unions should be encouraging student landlords to make use of these existing



powers.

From a students' union perspective – Andrea Kerslake | LUU

A key part of our housing strategy is to work proactively with landlords in order to produce positive long term change for our students living in the private rented sector.

By entering into such constructive dialogue with landlords, we have seen complaints against certain landlords and agents drop nearly 100%. Some landlords regularly refer their student tenants to us if they feel unable to resolve a dispute. We also have landlords who contact us to discuss problems they may be having and asking for advice on how they can improve systems and communications with tenants to resolve problems at an earlier stage.

The benefit for landlords is that we help to identify the issues that their student tenants have complaint with, but we also offer constructive solutions and suggestions on how the issues can be resolved. Some examples of what this has achieved include, landlords putting new repair reporting procedures in place, feeding back to tenants to ensure work is carried out, and making sure that correspondence from the Student Advice Centre are responded to. Such steps help to reduce conflict and resolve cases much quicker.

This gives the landlord something solid to

work with and helps them to see that the Advice Centre is there to work with them positively and when they see the number of complaints drop and that their tenant base is happier it makes the effort worthwhile.

NUS Summary

- The majority of landlords out there are generally good and eager to get feedback on how they can improve their customer service. What's more many landlords value students and the student housing market as a staple part of their business.
- It is important to develop sustainable relationships with good landlords to gain insight into each other's points of view and identify problems that you may be able to solve together.
- By letting landlords know about your expectations of students in the community, you can work together to communicate to student tenants about their responsibilities as tenants and neighbours in a meaningful way.
- By letting landlords know when problems arise, through accreditation schemes and good working relationships, you can not only help to improve the experiences of your membership, but improve the standard of rented housing in the local area.



Working to implement an accreditation scheme

Martin Blakey | Chief Executive, Unipol

Accreditation is an important tool in improving standards in the student private rented sector. It is particularly useful for setting and encouraging good practice in areas where legal enforcement is difficult or simply does not happen.

Accreditation can work for students, landlords and the community because it encourages engagement on a number of levels; by agreeing the standards to be set, validating (or inspecting) to make sure standards are being followed, and setting a system where providers are accountable through a complaints system. This means that poor performance or difficulties can be approached through a productive system of redress. It can work particularly well in student housing because the students' union or educational institution can give out a strong message to only rent accredited properties and this gives landlords a real incentive to meet those standards, because they get the economic payback of better and stronger lettings. In other words, the best landlords get the best tenants.

The 'Rugg Review' highlights the importance of accreditation in this area:

"Accreditation also has the potential to

recognise and 'badge' better quality property, and offer tenants an assurance that an accredited property will have met specified standards ... Certainly, HEIs have often been influential in initiating schemes where the accommodation office will only recommend accredited landlords. A strong intermediary agency, working to benefit tenant interests, can define standards in the rental market *if* there is sufficient competition between accommodation suppliers."²

"Accreditation can work for students, landlords and the community."

Unipol's accreditation schemes are actually partnership operations between educational institutions, students' unions *and* Local Authorities. Local Authority support and engagement is certainly important, if only to ensure that the scheme is valued by them and that there is a close co-operation between enforcing the accreditation standards and any legal enforcement that may be required if very poor quality properties are identified.

The Parameters of Accreditation

Accreditation can take a number of formats. There is no "one size fits all" accreditation

² Julie Rugg and David Rhodes, *The Private Rented Sector: its contribution and potential*, 2008.

<http://www.york.ac.uk/inst/chp/Projects/PRSreview.htm>



scheme and most schemes reflect local diversity. It is vital, that there is a high level of involvement in any scheme from all stakeholders, that a standard is not set that is so high no one joins, and that the temptation to keep increasing physical standards does not get in the way of covering customer service and management issues.

"There is no "one size fits all" accreditation scheme."

The Key Values

It is important that students know about accreditation schemes, but also that such a scheme works for them and fits in with the four essential criteria as established by the Accreditation Network UK (ANUK - <http://www.anuk.org.uk>):

- a) Declaration (the landlord makes a declaration that they meet the standards on a regular basis)
- b) Verification (the scheme criteria are checked in a systematic and transparent manner)
- c) Continual improvement (the scheme members strive to meet the highest standards)
- d) Complaints procedure (independent, efficient and known).

Generally, it is important that any scheme is verified to ensure that those who sign up to a set of standards are actually meeting them.

Some accreditation schemes only concentrate on skills, in the form of training and information (really a form of professional development). This is not a problem so long as it does not build expectations that properties have been inspected. The purpose of a scheme and its verification must always be transparent.

How Does It Work?

Landlords self declare that their properties meet the criteria in the relevant Code of Standards and this is backed up by a sample inspection of each landlord's portfolio. The schemes run on a three-year cycle, which means declaration is regular and improvement continual, and in each location there is a robust complaints procedure – a tribunal made up of landlords and other stakeholders to hold those who flout the standards to account.

The key benefits of a Code of Standards for both landlords and tenants are:

- the benefit of good standards of housing management and practice.
- misunderstandings and disputes are reduced.
- where problems do occur they are promptly resolved.

If you are running a central web list of available properties then the fact that an owner has agreed to comply with the Code is made explicit on property advertisements and the Code is actively promoted amongst students searching for housing. The benefit



to the owner is that their property has a market advantage by being accredited and students are encouraged to let these properties. This simple model sees standards driven up as the first properties to let are those that are accredited and sub-standard properties either need to be improved or sold by the owner.

Key Advantages of Accreditation

- clearly written, reasonable terms with no catches and no hidden costs, given in advance of signing a contract
- a guarantee of no demands for deposits or rent before signing up
- a guaranteed opportunity to view properties
- a copy of all agreements to be supplied to tenants by the owner
- accommodation facilities and furniture to meet a set standard of comfortable living and study needs
- safe energy supply and safe accommodation which permits hygienic maintenance
- the owners' undertaking to get reported repair work done quickly and efficiently
- set rules, notified in writing to tenants, for issuing receipts, for ending tenancies and for gaining access to do maintenance inspections
- the owner's commitment to courteous, professional dealings without racist, sexist or other prejudice
- framework for dealing with complaints and resolving disputes

"Students must value the scheme and ongoing communication with them is vital to achieve this."

Accreditation can have a very significant impact on improving housing standards and management in the student private sector but only if the scheme is properly promoted and enough landlords are persuaded to join. It can be a very efficient, and appreciated, partnership with all the key stakeholders: students, landlords, the students' unions, the institution, the Local Authority and the community.

Students must value the scheme and ongoing communication with them is vital to achieve this.

Resourcing is also an important part of setting up and maintaining a scheme: whatever resources are available will determine the pro-active nature of your verification processes and may determine the scope of the scheme itself. Always be transparent about what the accreditation scheme can offer and what it cannot and get support for it on that basis.

Liz Carpenter from UUK agreed, 'accreditation schemes for "good landlords" have been used to great effect in a number of university towns and cities. Accreditation schemes are only successful if effectively policed on a regular basis by



HEIs, and students are encouraged to inform them of problems as part of this process. Accreditation schemes are voluntary and so the more that can be done to encourage students to use them the better.'

you can highlight your commitment to improving housing to the wider community.

NUS Summary

- The quality of housing and the general upkeep of neighbourhoods is a common complaint from those that are concerned about the numbers of students that live in certain areas. Therefore, accreditation can have significant impacts on the quality of rented housing that students rent, but also on how student housing is viewed in general.
- To make accreditation work, students' unions need to impress on students the importance of renting from accredited landlords
- Accreditation is about good management, so is about promoting the good landlords and forcing the bad landlords out of the sector.
- Working with accreditation schemes makes it easier to communicate with landlords en masse, and should provide you with clear complaints procedures should you need to report problems.
- By championing accreditation schemes,



Working with the police

Sergeant Emma Thompson | Student Crime Reduction Officer, West Midlands Police

"The country is broken down geographically within police forces into neighbourhoods and these are assigned a neighbourhood policing team (NPT) working this area tackling the local crime and disorder issues; the team consists often of a supervised mix of constables, special constables, and community support officers (PCSOs).

In terms of universities, things get a little bit complicated as rarely do all the university neighbourhood sites conveniently fall within a police geographic neighbourhood boundary! Some forces may decide to view their main campus sites as geographic neighbourhoods in their own right, and the university itself as a 'virtual neighbourhood' (consisting of the main campus, satellite sites, university halls, main associated private halls, and main areas of student private rented sector housing). Often there will be police teams working directly with the university. They provide a link with key student and staff representatives.

If you don't already know who your police team are, check first with the University's security department and if they don't know then there's a problem! Contact your local

police station and ask to speak to the neighbourhood team that covers you. If you need to know who covers outlying areas, ask your main campus officer who should be able to find out for you.

Our work includes helping students who become victims of crime to students with welfare and mental health issues to students as crime offenders (e.g. causing anti-social behaviour). It could also be to help identify tensions between student societies and work to improve relationships.

"If you don't already know who your police team are, check first with the University's security department."

The majority of campaigns focus on the 'students as victims of crime' angle, but it must be accepted that students can also be offenders. In an areas where there is a large concentrated amount of students there are likely to be some tensions between the transient student community and the permanent residents often as a result of **conflicting lifestyles**. Quite often students can be responsible for **noise nuisance, anti-social behaviour and criminal damage**. Whilst students' unions are not responsible for this behaviour, we **value their support in acknowledging the issues** and working alongside the residents, the University and the police to provide advice & ideas on how to effectively



tackle this.

SUs represent their students and **can help the local police to understand their needs**, in turn helping the police to engage more effectively with a wide range of diverse student societies.

The often annual turnover of sabbaticals can cause continuity issues – it is important that the SUs protect the partnership working with police ensuring that the work is continued no matter who is in post.

Campaigns are only truly effective & sustainable if they are done in partnership.

NUS Summary

- A key concern of residents can often be around inflated crime rates and higher insurance in areas with high concentrations of students.
- Working with the police can be useful with regards to gathering up-to-date information on the local area, such as crime statistics, what the most common problems are and hints and tips on how to reduce crime. They will also be able to provide you with evidence to dispel 'myths' that may exist about your local area.
- You can therefore empower your members with the information for them

to make educated decisions about their personal safety and their homes

- The police will also be likely to want to work with you to communicate these messages to students, and as such may also have resources you can use to develop projects on this.



Chapter Two: Planning your neighbourhood projects

This section looks towards potential projects and programmes of work that students' unions could look towards developing. This can be useful to raise credibility and expectations of what students' unions can achieve, as well as offer something 'concrete' for you and your partners to work on together.

Being able to show the students' union's positive commitment to this agenda, be it through highlighting successes you have had, or identifying resources you have used will help to facilitate partnership building. This can also help you current partners to communicate with those who are more sceptical about students about the good work that is being carried out. By showing stakeholders what we are achieving we can begin to forge new partnerships and projects and work collectively to tackle some of the problems, and celebrate the positive impacts that a diverse community can bring.

Think strategically

All too often, the projects that are being carried out by students' unions are run independently of each other, and not enough people know about them. By

developing a strategy around community engagement, students' unions can ensure that there are sufficient resources and training directed at projects, that their impact can be evaluated and ensure successes are effectively communicated to stakeholders.

Developing a 'community strategy'

Aidan Grills | Director of Membership Services and Development, LUU

"Developing a written community strategy document has been a catalyst for new initiatives and an increased importance for community engagement at LUU. The strategy itself has strengthened communication internally around these issues, and prioritised time and resources in this area of work for staff and officers. Whilst having a strategy in itself is not an outcome, it has helped embed "community" in our planning and innovated new activities in LUU.

When communicating to external stakeholders, the community strategy document has been an invaluable tool for demonstrating LUU's commitment to partnership working. In developing the strategy, key themes have been incorporated which demonstrate the breadth of the union's priorities to improve representation to members in this area.



The monitoring of effectiveness and developing internal communication on community issues have been two practical developments internally falling out of the strategy process. Credibility with the university and external community groups have been two clear advantages from the written strategy.”

NUS' Summary

- Having a strategic approach to this work means that you don't have to try and complete everything in one year, but can take a longer-term view with your aims and objectives.
- Having a longer term strategy also means that resources can be directed effectively, and there is a clearer picture of the range of work being done within this area
- There is no formula for what the strategy should include, but it should be developed through first talking to your members and finding out what their thoughts are. It's also important to find out how your work is viewed by the institution and other important stakeholders such as your local council and residents who live in the area.
- Several students' unions have completed community strategies, we have included some links below for you

to look at

The role of a 'Community Officer'

**Rob Damiao | Community Officer,
Leeds University Union**

The role of a Community Officer at Leeds University Union was introduced in 2007 and so is often met with the question, "what exactly is a Community Officer?" The answer of course is that like all other Executive positions, it will revolve around your union's and your members' priorities. Although only in its second year, the role at Leeds is now considered a fundamental part of the Student Executive team. The Community Officer at Leeds is also integral to the management of the University's own community engagement strategy. The Officer has become a focal point for communications and representation at a time when issues of safety, housing and neighbourhood relations are given local political and media coverage.

"The Officer has become a focal point for communications and representation."

In reality, there are no set rules for what a Community Officer has to do as the brief is so large – however, what is clear are the benefits that having a specific role for focusing on external and community issues



can bring to the officer team. Students are clearly part of their communities and that needs to be reflected in the ethos of the union structure from the bottom to the top. We can hardly be regarded as political or campaigning bodies if our political structure does not reflect the same. At Leeds our role of Community Officer aims to underline this dynamic.

"A good handover is essential in order to ensure continuity from one executive to the next."

NUS' Summary

- A named officer is not a panacea for issues that your members may be experiencing in the community, so such a role shouldn't be created on a whim. It may also not be the best option for your unions or your members. Again, this is why finding out what your members and stakeholders think is so important.
- Whether you have a community officer or not, it needs to be clear to residents and to other stakeholders who has responsibility for this agenda in the union and make them easy to contact
- This area of work should not be left to one officer to deal with however – it is a broad area and requires significant commitment from the students' union

as a whole (staff, officer and volunteers), regardless of whether there is a full time officer or not

- Some benefits of a named officer include:
 - a full time political commitment to this agenda.
 - a named person that people (both students and other residents) know they can contact.
 - someone who can coordinate student representation.
 - residents feeling that the student body are taking the issue seriously.
 - a good link to similar roles in the institution.

Prepare a good handover

Ama Uzowuru | Vice President (Welfare), Welfare

A perennial problem at students' unions can be that a good relationship, or a project, develop over several years can be lost in the handover from one officer to the next. This can be an issue both internally, and externally, as stakeholders can find it difficult to maintain relationships with the students' unions as their contact names change every one or two years. A good handover is essential in order to ensure continuity from one executive to the next. As mentioned, it is important that these relationships are not the sole responsibility of one officer and should be embedded in the organisations amongst staff as well as



officers and activists. Furthermore, training should be given to equip officers to give a good handover to make it as easy possible for these relationships to be sustained.

Work in the neighbourhood requires long-term commitment from students' unions, to prevent problems from resurfacing when another officer takes over. Your strategic plan will help consistency, but you need to also plan a good handover to your successor to ensure they are quickly up to speed on the subject.

Top tips

- Look at the handover from your successor's point of view. What would you want and need to know?
- Talk to your successor of their experience of community issues and tailor your handover accordingly.
- Be aware of your eventual handover while filling and saving data. Just because you know where information is stored doesn't mean your successor will.
- If there is a lot of information that only exists in your head, write it down before you leave. Try not to let personal judgements of stakeholders affect your handover.
- Give them your contact details in case

there is anything they are unclear of once you have left.

- Let them get on with it, don't oversee their work.

"Work in the neighbourhood requires long-term commitment from students' unions."

NUS Summary

- Identify areas where you can campaign together with local residents such as improvements to local transport, sports facilities and schools.
- Thinking strategically on issues of students place in the community will allow you to fully invest resources and can achieve continuity from one executive to the next. There will be many issues that you will be operating independently from one year to the next. A strategic plan will allow you to bring it under one umbrella and plan effectively.
- Community Officers are increasingly being identified as a useful addition to the union team. They will be able to provide strategic oversight to your work and will show residents that you are committed to improving the situation in the community.



- To achieve any real change in this area your students' union will be required to provide a long term commitment to this issue. Make sure that all members of the executive are aware of the work you are doing. This will help in transitional periods.



Encouraging student volunteering

Jenny Lowthrop & Anna Day | Senior Volunteering Development Officers, Volunteering England

“Students’ unions are ideally placed to co-ordinate student volunteering, given that they tend to be at the centre of university social life and that it provides excellent opportunities to further the students’ union’s engagement with its members. Many students’ unions are also eager to form strong connections with the local community outside of the campus, and this is often echoed in their mission statements, through terms such as ‘student development’, ‘empowerment’ and ‘positive impact’.

“Volunteering will always help you form positive relationships with the local community.”

Encouraging more volunteers

There are numerous reasons students volunteer and it is important to know these when promoting volunteering. They may volunteer to improve their CV and skills for future careers, to give something back to the community or to make new friends and be involved in something not linked to their career. Here are a few ideas to encourage

more students to volunteer;

1. **Volunteering/careers/Fresher’s’ fairs** – these are an excellent way to sign up lots of students at once to volunteering activities.
2. **Online volunteering information** – posting information online can make it easier for students to search for activities that suit their time and needs.
3. **One-off opportunities** – creating short taster days provides a simple format for students to get involved without signing up to a long term commitment.
4. **Advertising campaign** – creating a new targeted advertising campaign can help promote volunteering opportunities to students who have not been previously involved. Such a method saw a ‘dramatic increase in the number of volunteers’ in the Volunteering Hub at Hull University Union for example.
5. **Regular volunteer stalls** - these can increase the general awareness of passers by. For instance, Liverpool Guild of Students has a fortnightly stall for their volunteer centre to come and promote local opportunities.

Volunteering in the community

Volunteering will always help you form positive relationships with the local community that your institution is a part of. There are number of ways you can help forward community partnerships with community members and organisations;



1. **Work with your local Volunteer Centre and Council** – your town or city is more than likely to have a local Volunteer Centre, who will already have strong links with community organisations. The University of Westminster Students' Union has developed a partnership with their local Volunteer Centre and local council. According to Westminster Students' Union, this has 'massively increased the amount of students volunteering in the community and the number of organisations we have links with'.
2. **One-off projects** – short term projects can help start links with communities to later form longer-term connections.
3. **Attending community meetings** – most communities will have a local committee that will meet to discuss local and national issues facing them, for example residents' association or an areas committee group.
4. **Sabbatical Officers** – a lot of students' unions have a Community or Volunteering Officer that is responsible for volunteering and community links. These officers can work alongside permanent staff to support volunteering.

Help and support developing student volunteering

There is a range of support available to help you engage student volunteers. WiSCV (Workers in Student Community Volunteering) is the support network for

frontline workers in community volunteering within further and higher education. We support workers and executive officers who facilitate both student and staff volunteering. The WiSCV mailbase, resource library, joint national conference with VE and regional meetings all provide important mechanisms for peer support and the sharing and further development of policy and best practice. <http://www.volunteering.org.uk/WhatWeDo/Student+Volunteering/Workers+in+Student+Community+Volunteering/>

"Your town or city is more than likely to have a local Volunteer Centre."

Volunteering England also have a team dedicated to supporting student volunteering who offer a range of support:

- A national Student Volunteering Conference each year bringing together the very best in innovative practice in student volunteering
- The Student Volunteers Network, which brings together student volunteers from universities across the country to share best practice on volunteering
- Publications about student volunteering, including a range of toolkits to help you set up projects for the first time
- Advice and information related to any aspect of developing student volunteering



- Lobbying and campaigning for the ongoing development of the sector.

For more information about any of Volunteering England's services please visit www.volunteering.org or contact studentvolunteering@volunteeringengland.org 0845 305 6979.

everything, there are some interests that everyone are likely to share, one example might be projects around sustainability. Waste recycling, energy conservation and information about how to use energy, and encouraging landlords to invest in energy-efficient heating and lighting will be in everyone's interests.

NUS Summary

- Volunteering is a hugely beneficial activity that hundreds of thousands of students are involved in across the UK.
- The projects that student get involved with can make a huge impact on the lives of individuals and neighbourhoods more generally, both locally and nationally.
- It's important for students' unions to ensure that they keep up to date with the work that students' are involved with locally, so they can communicate this to stakeholders and the wider community.
- It is important that residents can see the outcomes of some of the projects that your members are involved in to highlight the value of volunteering. It's also useful to try and involve residents in developing projects in the community, and consult with them about potential projects.
- Whilst you won't always be able to agree with local residents on



Ensuring the student voice is heard

Susan Nash | National Executive Committee, NUS

Getting the vote out

“One way students have a real opportunity to shape their local community is by voting. Students represent a significant proportion of the residents in any given town or city yet often our concerns are unrepresented in the local council. Whether your students are concerned about the quality of housing, recycling or transport we need to ensure local councils hear our voices and take notice of the issues.

Getting the student vote out in large numbers could really help shape your students unions influence locally. Getting students to vote in general, European and local elections is a great opportunity to shape local society, influence European decision making, and ensure that students are recognised as a critical voice in the election process.”

Richard Budden | National Secretary, NUS

Communicate with your local representatives

“Your local representatives have a duty to represent their constituents, and therefore

your members. It is therefore essential that you look to improve communication between the students’ union and democratic representatives, such as councillors, MPs, MEPs, and MSPs. This will ensure that the issues concerning your membership are being effectively communicated to decision makers. If you’re having particular problems that you are having difficulty resolving, your elected representatives may also be able to offer some different perspectives on the issues.

“Getting the student vote out in large numbers could really help shape your students unions influence locally.”

Why not consider setting up a ‘meet your councillor’ event in the union so that students can meet and talk to their local, democratically elected officials and increase their understanding of how local decision making processes work.

Showcase your union

Students’ unions contribute a great deal to the community through projects, volunteering and events. The work that you do is of massive interest to local residents so why not let them know what you are up to.

You should try to work closely with the media. Always send press releases, event



notices and details on photo opportunities to local newspapers and radio stations. It may seem that sometimes negative reporting about students is of more interest to people than the positive work being done. However, this makes it all the more important to ensure that you continue to promote positive coverage of students. Contact your local news team and let them know that you are willing to work with them.

“Community forums are also an invaluable way of building partnerships.”

Student media can be really useful in getting messages out to your members, and creating publicity about what has been going on. Remember student newspapers, magazines, radio stations, television networks and websites can all offer a direct line of communication to students that might not know about the work that the students’ union does, or that would usually get involved with student activities.”

Ama Uzowuru, Vice President (Welfare) | NUS

Engaging in community groups and forums

“As various people in this briefing has already mentioned, it is vital to give students a voice within local bodies and allow them to directly contribute positively

to the work they do within the community. It will also provide personal development skills for the students who take part in this.

Community forums are also an invaluable way of building partnerships and to understand some of concerns that residents may have. They also give you the opportunity to demonstrate what your union has been doing. If your union does not engage with these groups then resentment could build and difficulties may be created for your members.

Community reps

Several students’ unions have established a network of students who acts as ‘reps’ or ‘wardens’ in their streets and local areas. These are ‘ordinary’ students who act as a point of contact and communication between the institutions and/or students’ union and the wider community to flag up any problems or tensions that may arise, and also communicate about what has been done to remedy them. We have included some examples on the useful links page for you to look at.

Generally their aims might include:

- encouraging the engagement of all residents in the community
- everyone looking after their community, take responsibility for it and feel proud of it
- improving communication between different groups of residents



- finding ways of making positive changes to communities

There are different models depending on the circumstances of that area, and the issues that need addressing. Some wear uniforms, some don't, some are a point of contact for anyone, others are representatives at meetings, some work on specific projects whilst others are in a more responsive capacity some focus on relationships with longer-term residents whilst others concentrate more on the physical environment. Despite these differences, what's important is that they have developed in response to the needs of their communities."



Protecting and empowering students

Ama Uzowuru | Vice President (Welfare), NUS

“It is often suggested by other partners that students’ unions should ‘discipline’ or ‘tell students what to do’. However we know that students are a diverse group of people, and most importantly they are all adults. Therefore it is not the students’ union’s position to tell students what they can or cannot do. However, the union does clearly have a role in communicating to students about their rights and responsibilities in their communities and ensuring that they have all the information and advice they need to make educated decisions about their lifestyles.

Helping students to stay safe

As Emma Thompson highlighted, ‘some students’ unions and universities have built lasting partnerships with the police in their area which has helped to improve student safety on and around campus’. It’s important that students’ unions recognise their responsibility in equipping their members with the information and the tools to make educated choices about their safety.

The police have the expertise and often have specific resource to help with crime prevention work targeted at students,

which you should be able to explore with your NPT.

There may also be community safety schemes, either run by the local community, students unions or the police that you could support.”

Promoting good neighbourliness

Whether your members have lived in their homes all their lives, or have just moved into the area, everyone benefits from living next-door to a good neighbour. Often problems can arise when students are living away from their parental home for the first time, when tensions can surface through people’s inexperience of living independently.

“We know that students are a diverse group of people, and most importantly they are all adults.”

It might be an idea to think about how you can communicate with your membership about noise, litter, parties, parking, and general maintenance of an area. There are many ways you can communicate these messages: through peer networks, media, social networking sites, websites, email or paper-based materials. This may also be something that you can approach your institution and local authority about as a joint project of work.



By keeping your membership informed in these issues in the opening weeks of term, you can save yourself a great deal of work later on in the year. .

Informing students of their rights

Students are often living independently for the first time when they are at university this means they can be very vulnerable. They are unlikely to know about their rights as tenants, or what landlords are legally bound to provide. However, they can also be 'pathfinders'. What they get used to in the first few years of renting privately, then they will continue have higher expectations in the future. So if we can communicate to students about the standards they should expect in their homes, from their landlords, and how they can impact on their communities, then this in turn can raise standards in the private rented sector."



Conclusion

The issue of student housing and the impact that students have in their neighbourhoods continues to be a big issue for policy makers and campaigners alike. Last year highlighted that the focus on this is likely to change, and may indeed become more controversial. The aim of this briefing was to give the opportunity for some of our stakeholders to share with us their opinions and perspectives on a range of issues. It also aimed to identify some projects that may help students' unions to develop long-lasting relationships with stakeholders and offer some ideas on how we can all work alongside each other better to make life better for all residents. The views expressed in this document do not necessarily reflect our views, but it is important that we listen to them and take them onboard in order to work more effectively in partnership.

It's important to remember that change can not happen overnight. The projects you feel could be beneficial to your community will often require long term commitment that will last longer than your yearly cycle. Be realistic and try to ensure that your successor have all the information and support to succeed.

NUS will continue to support students' union in this area. We are committed to this issue and will work closely with stakeholders to ensure that students

remain an integral part of the community.



Useful Links

About my vote

<http://www.aboutmyvote.co.uk/>

Accreditation Network UK (ANUK)

www.anuk.org.uk/

Association of Chief Police Officers –
Application of neighbourhood policing to
higher education institutions

www.acpo.police.uk/policies.asp

Best mates – Safer students

www.bestmates.org

Community representative and warden
networks examples

<http://www.luuonline.com/ucr/index.php>

http://www.l-s-u.com/pages/Get_Involved/community_rep_scheme.html

<http://www.guildofstudents.com/content/index.php?page=93265>

http://www.salfordstudents.com/news/index.php?page=article&news_id=43315

Do-it – Becoming a trustee

[www.do-](http://www.do-it.org.uk/wanttovolunteer/aboutvolunteering/trustees)

[it.org.uk/wanttovolunteer/aboutvolunteering/trustees](http://www.do-it.org.uk/wanttovolunteer/aboutvolunteering/trustees)

Directgov - Local authorities directory

www.direct.gov.uk/en/DI1/Directories/Local_councils/index.htm

Dunkirk and Lenton Partnership Forum

www.dunkirkandlenton.co.uk/

Home Office - Crime reduction

<http://www.crimereduction.homeoffice.gov.uk/>

Home Office - Crime toolkit

<http://resource.nusonline.co.uk/media/resource/Home%20Office%20crime%20toolkit.pdf>

Leeds University Union – Community
Strategy

<http://www.luuonline.com/downloads/communitystrategy.pdf>

Leeds University Union – Knowledge
Campaign

www.knowledge-leeds.co.uk/

The Local Authorities Coordinators of
Regulatory Services (Lacors)

www.lacors.gov.uk

Local Government Association

www.lga.gov.uk

NUS – locate students' unions in your area

www.nus.org.uk/en/Students-Unions/

The Policing Service

www.police.uk/

Resident Associations in the UK

www.residentsassociations.co.uk/

Shelter

www.shelter.org.uk



They work for you

www.theyworkforyou.com/

Universities UK (UUK)

www.universitiesuk.ac.uk

Volunteering England (VE)

www.volunteering.org.uk/

Volunteering England – Workers in Student
Community Volunteering.

www.volunteering.org.uk/WhatWeDo/Student+Volunteering/Workers+in+Student+Community+Volunteering/

Write to them

www.writetothem.com/



Bibliography and reading list

There are many reports on this issue, but below we've picked a few resources that we feel will be of use to you. Please be aware that these come from a range of sources, and offer different opinions NUS does not necessarily agree with the content of these documents. If you come across any reports or briefing that you think NUS should be aware of please do email us at neighbourhood@nus.org.uk.

Ecotec (2008) **Evidence Gathering – Housing in Multiple Occupation and possible planning responses**
<http://www.communities.gov.uk/documents/planningandbuilding/pdf/evidencegatherin gresearch.pdf>

Hubbard (2008) **Regulating the social impacts of studentification: A Loughborough case study**, Environment and Planning A: 40: Loughborough

NUS (2006) **Students in the Community: working together to achieve harmony.**
<http://resource.nusonline.co.uk/media/resource/community%20report1.pdf>

Rhodes, D, Rugg, J. and Jones, A. (2000) **The Nature and Impact of Student Demand on Housing Markets**, Joseph Rowntree Foundation, York
<http://www.jrf.org.uk/knowledge/findings/housing/d60.asp>

Rhodes, D, Rugg, J. (2008) **The Private Rented Sector: Its contribution and its potential**

<http://www.york.ac.uk/inst/chp/Projects/PRSreview.htm>

Unite (2007)

The student experience report

<http://www.york.ac.uk/inst/chp/Projects/PRSreview.htm>

Universities UK (UUK) (2008) **The future size and shape of then higher education sector in the UK: threats and opportunities**

http://bookshop.universitiesuk.ac.uk/downloads/Size_and_shape2.pdf

Universities UK (2006) **'Studentification': a guide to opportunities, challenges and practice**

http://bookshop.universitiesuk.ac.uk/downloads/studentification_guide.pdf



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