Facilitator Training Manual

ESSA
PROJECT

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Introduction to the ESSA project

Introduction to the ESSA project

The [European Student, Sustainability Auditing](#)[1] (ESSA) project is a reponse to the developing commitment of higher education institutions and the growing interest of students in University Social Responsibility. The project received funding from the European Commission's Erasmus+ programme during 01.09.2016 – 31.08.2019.

Recent trends in the conceptualisation of University Social Responsibility (USR) have generated a diversification and fragmentation of aims, objectives and practices. The Benchmark Standards for USR were developed through an earlier EU Lifelong Learning Programme funded project as a response to this fragmentation of the field and as a guide to interventions in policy and practices. The Benchmark Standards identifies USR as comprising actions under the four key themes of:

- Research, Teaching, Support for Learning and Public Engagement
- Governance
- Environmental and Societal Sustainability
- Fair Practices.

The [ESSA](#) project empowers students as USR auditors using the Benchmark Standards. During the Erasmus+ funding period, participating students experienced a learner-centred education programme in USR auditing followed by completing cross-national student audit of a European higher education institution.

Participating students received an EQF Level 6 Certificate in Social Responsibility Auditing following satisfactory completion of the training programme, the institutional audit and the Certificate requirements through a portfolio based assessment of learning.

The objectives of the project were to:

- Create an innovative approach to the recognition and validation of knowledge, skills (including soft skills) and competences;
- Produce a significant Open Educational Resource (OER) for a ECTS 5 Credit Certificate in Social Responsibility Auditing (EQF Level 6);
- Contribute to the wider process of developing alternative models of curriculum development.

Project partners

During the Erasmus+ funding, the project was delivered by the following partners:
- National Union of Students of the United Kingdom (project coordinator)
- The National Unions of Students in Europe

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[1] The ESSA Project can also be found on social media at: https://www.facebook.com/essaproject/ and via the hashtag #essa_usr

- University of Porto
- University of Edinburgh
- Kaunas University of Technology
- Edinburgh University Student's Association
- Kaunas University of Technology Student's Union
- Student Association from the Faculty of Psychology and Education Sciences of the University of Porto.

About the training and this manual

About the training and this manual

This Facilitator Training was conceived and originally delivered as an intensive training programme of a small group of facilitators from all the project partners. The facilitators included both academics and professional support staff, with the training delivered in a blended mode, in order to prepare them for the development and delivery of a student auditor training and mentoring. The training incorporated methodological guidance on promoting reflective experiential learning.

The intention at the outset was that this training would inform the creation of an Open Educational Resource (OER) and the content of the original manual was transformed into this version to be used as a tool for self-directed learning or as a guide for delivering blended training to a group of facilitators. As such, some activities originally delivered are maintained in this version of the manual, as a resource to be used with groups if users have chosen to deliver the training in this format.

Training outline

The table below provides an outline of the content covered by the training.

Figure 1	Facilitator training outline			
Preparatory activities	**Unit 1 University Social Responsibility**	**Unit 2 An ecological situated view of Social Responsibility Audit**	**Unit 3 University Social Responsibility Audit: methods and instruments**	**Unit 4 Organising the training and assessment**
Individual training journal	University Social Responsibility: What's in a name?	An ecological-situated view of USR and its consequences for designing, implementing, evaluating and auditing USR	Document analysis	The facilitator's role and the importance of experiential learning
Activity 1: Myself & my work	The USR benchmarks standards	What is an audit?	Questionnaire	

Activity 2: My University – "Good" Practices	The USR Benchmark Standards as a political choice towards conservatism or transformation	Audit process and stages	Interview	Key points for organising a training session
	The campus map exercise		Focus group	Organisation of the training
				Evaluation as learning

How to use the Facilitator Training Manual and other resources

The manual contains several tips for activities, such as games or debates, extra material to further explore the topic and videos that can be helpful. These different types of materials will be indicated by the following symbols:

Video support

Extra material to explore

Team videos

Templates/resources

Group training suggestions

Individual training journal

Welcome to the Facilitator Training Programme

Welcome to the Facilitator Training Programme

Welcome to the facilitator training!

What is University Social Responsibility (USR)? What are the different meanings behind this polysemic and often contested concept? The training presented in this manual addresses these questions and aims to promote your own exploration and reflection. As a starting point, it is important to stress that USR is gaining momentum, although it is not entirely new. The concern of higher education institutions with what is beyond research and teaching has a long tradition – and designations such as university extension, third mission, civic engagement, among many others, have been used. Currently, and especially in the European Post-Bologna context, the social dimension of higher education has been gaining visibility – even if there is still a long way to go. See, for example, the conclusion of the European Commission, in its Bologna Process Implementation Report:

> "Within the EHEA [European Higher Education Area], countries have committed to the goal that the student body should reflect the diversity of the populations and that the background of students should not have an impact on their participation in and attainment of higher education.
> While some progress can be noted, the analysis clearly shows that the goal of providing equal opportunities to quality higher education is far from being reached."
> (European Commission/EACEA/Eurydice, 2015, p. 19)

This challenge must not be avoided but rather strengthen our will to put USR at the service of policies and practices for the promotion of equity, justice and democracy in higher education.

Facilitator Training goals and learning outcomes

This training is designed to enable the following goals and learning outcomes amongst users:

Goals
- Enable exploration of the concept and practice of facilitation and set out a methodological framework to be applied to student auditor training
- Outline and consider the core principles of facilitation and active learner engagement in participatory, experiential blended learning

- Provide facilitators with skills that will enable them to effectively mentor learning from practice and facilitate the development of knowledge, understanding and competence
- Enable the design, delivery and support of action-reflection focused, student-centred, competence-led training
- Provide examples of programme design, training materials and learning exercises (e.g. self-appraisal checklists, planning inventories and key selected reading materials) related to the task of USR auditing

Learning outcomes
- A deep understanding of USR
- The ability to identify issues, problems and resources in the context of USR auditing and derive implications for the design and evaluation of auditor training
- A profound knowledge about social auditing
- Skills of analysis and reflection on projects, policies and practices in this domain
- Ability to describe the differences between teaching, training and facilitating
- Know how to select non-formal methods to use while facilitating specific sessions
- Knowledge and skills about experiential learning
- Self-reflection competence and self-assessment of individual learning

Group training

Schedule and logistics

This training can be planned and delivered in blended mode having an on-line "pre-course" (about 2 hours), a 5 days' face-to-face course with a total of 30 hours, and an on-line "post-course" (about 2 hours).

Preparatory activities

Preparatory activities

Individual training journal

Before the training begins, you are invited to record your expectations regarding this facilitator training programme in an individual training journal. This document will also be used by you during the whole programme, in order to capture your self-reflection on and self-assessment of the training experience and a specific reference (⌨) to it will be indicated throughout this manual.

Activity 1: Myself and my work

Please reflect on yourself, your work environment and your 'home' university. You can also add some illustrative photos with distinctive objects of your workspace to your individual training journal.

Activity 2: My University – "Good" Practices

Thinking about your university or about others that you might know, indicate three practices of social responsibility that you consider as "good"[2] practices and write them down in your individual training journal.

Individual training journal

Task 1
As regards your previous learning experiences, what is the contribution they may bring to this training? What have you learned abour yourself as a learner that might be useful to this particular situation?

Group training

If the training is delivered as a group, it can start with a "group training journal", which aims to be a forum for discussion and sharing of materials between future facilitators. Start with a guiding question/challenge (like the ones you will find indicated in page 15 of this manual), that everyone should respond to until the student auditor training begins.

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[2] In the higher education literature, the term "good practice" is widely used; however, in this manual when we refer to "good practice" we mean that a practice can be considered as such in one context and bad in another – as you will see later, it is essencial to contextualise.

Unit 1: University Social Responsibility

Unit 1: University Social Responsibility

This unit covers:
- Introduction to the concept of University Social Responsibility: What's in a name?
- USR benchmarks standards
- The campus map exercise

University Social Responsibility: What's in a name?

What is University Social Responsibility?

Task 2
After watching the video about university social responsibility, write in your individual training journal three short sentences about what you think are the key facilitators and barriers to university social responsibility and the different dimensions and experiences the concept can entail.

Discussion:
What is social responsibility to you? Why is it important for universities today?

Group training

The Benchmark Standard for University Social Responsibility

Benchmark Standards for University Social Responsibility | By Brian Martin

The idea of a set of Benchmark Standards for University Social Responsibility across the European Higher Education Area (EHEA) emerged early in 2013, in the first year of a three-year EU Erasmus project funded under the Lifelong Learning Programme.

In that project, initial desk-research mapping of current practice in the emerging field of University Social Responsibility, led by University of Porto colleagues, resulted in the publication of a Europe-wide Directory of Cases. This underlined the general absence of not only any applicable Standards but also of anything like a coherent policy framework for University Social Responsibility, at the European level.

That said, it was relatively easy to identify in most countries examined in the desk-research some examples of interesting current practice in several aspects of University Social Responsibility. It was also clear that there was (and is) no shortage of rhetoric in relation to the social responsibilities of universities. This rhetoric includes a multitude of claims made by universities themselves, increasingly vocal (and too often competing) advocacy from a range of pressure groups, associations and the like, and a growing number of conferences and scholarly articles on the matter and so on.

It was against this background that the idea of a set of sector-specific Benchmark Standards emerged.

In effect, the development of the Standards proceeded hand in hand with a form of "bench learning" looking not at "best in class" performance but at whatever practice was evident in the five universities we undertook benchmarking visits to.

Inevitably, the approach adopted meant that the focus of the Benchmarking Visits was primarily on the exploratory and formative application of the (Draft) Benchmark Standards themselves to the case institution rather than on evaluation of institutional policy and practice itself though we did feedback our impressions of the practice we encountered in our visits to the university community itself at the conclusion of each of the visits.

In the course of the project then, the orientation shifted from a norm referencing (or "good/best practice") approach to benchmarking, as originally envisaged in the funding bid for the 2012-15 project, to a criterion referencing approach. This is at the core of the USR Benchmark Standards as developed, and has informed the way that these have been used in subsequent projects.

By the end of the series of Benchmarking Visits, we had the first draft of a full set of Benchmark Standards for University Social Responsibility across the EHEA. This draft of the

Standards was then subject to limited consultation at national and European levels with the outcomes used to inform further refinement of the Standards and the publication of the 1st edition of them.

If only the original 2012-15 project had fully realised its potential across the Board and the dissemination and legacy arrangements put into place as they should have been, we would be in a very different place to that we are in now, with regard to the Standards. Some of their potential to bring the sector together to respond to the huge challenges of our times might have been realised.

As it is, use of the Standards has been ad-hoc and development of such use largely opportunistic, as in the ESSA Project itself, which was in fact designed around the Benchmark Standards.

Of course, in 2012-13, we were not working in a complete vacuum. It was evident to me that a key reference point in the development work – possibly the key reference point - would be ISO 26000 Guidelines on Social Responsibility (2010), from the International Organisation on Standardisation or - more commonly - the International Standards Organisation. That said, I was surprised by an apparent lack of awareness of ISO 26000 amongst Europe's Universities not only in 2012 but even five years after its launch, when the 2012-15 project concluded. I suspect that even now, knowledge and use of ISO 260000 in the sector is limited.

The ISO defines social responsibility as "the responsibility of an organization for the impacts of its decisions and activities on society and the environment through transparent and ethical behaviour that

• contributes to sustainable development including the health and welfare of society;
• takes into account the expectations of stakeholders;
• is in compliance with applicable law and consistent with international norms of behaviour and;
• is integrated throughout the organization and practised in its relationships."
ISO 26000:2010 (En)

This definition seems to me to be consistent with the very nature of the European university, albeit that Europe's universities have further, specific obligations arising from the long history of the European university sector and from the various privileges that the status of University brings with it. There's not space to go further into this idea here however.

Rather, a brief overview comparison between the elements of ISO 26000 and those of the Benchmark Standards for University Social Responsibility across the EHEA is required. First, however, a little background on ISO itself.

Some International Standards produced by ISO are mandatory, where compliance and certification is a legal requirement to allow an organsisation to operate in a specific sector. Like many others however, ISO 26000: 2010 is a voluntary international standard. It is also generic, in that the guidance it provides is aimed at "all organisations, regardless of type or size, private or public sector." It is "not a management system standard … (and) … does not contain requirements and, as such, cannot be used for certification."

ISO 26000 is structured into seven "subjects". All but one of the seven is broken down into clusters of issues, ranging in number from 4 to 7 according to the specific nature of the "subject". Organisation Governance is not so broken down in ISO 26000.

Contrasting the USR Benchmark Standards with ISO 26000, there are four standards in the current version of these compared with the seven subjects in ISO 26000. There are however no issues addressed in ISO 26000 that are not covered in the USR Benchmark Standards.

USR Benchmark Standards and ISO 26000

USR Benchmark Standards	ISO 26000
1: Research, teaching, learning and public engagement	Unique to HE sector but includes community
2. Governance	Governance, labour practices, community
3. Environmental and societal Responsibility	Human rights, the environment, community
4. Fair practices	Labour practices, Fair operating practices, "consumer" issues, Community

In the USR Benchmark Standards, Standard 2: Governance incorporates some of the five issues (or themes) dealt with under the ISO 26000 subject Labour Practices. Other aspects of this are dealt with in Standard 4: Fair Practices, that also addresses Consumer Issues though not in the same terms as used in ISO 26000 and several aspects of the latter's Fair Operating Practices. Standard 3: Environmental and Societal Sustainability incorporates attention to several of the themes/issues under ISO 26000's The Environment, alongside aspects of ISO 26000's Human Rights "subject".

The specific nature of European universities, addressed in all the USR Standards, is dealt with in greater detail in Standard 1: Research, Teaching, Support for Learning and Public Engagement. This covers the "core business" of a university, its elements including academic freedom, access, student admissions, the use of public funds, curricula, approaches to and resourcing support for student learning, the nature of learning, the social dynamic of learning, international collaboration, ethical protocols and the contribution of a university to the community/ies and society it serves.

The criteria used within the USR Standards are informed by the same principles as ISO 26000 itself, i.e. accountability; transparency; ethical behaviour; respect for stakeholder interests; for the rule of law and international norms of behaviour, and human rights.

If the 2012-15 project was much about the mechanics of developing the USR Standards, the 2016-19 ESSA project has allowed a return to the underpinning proposition that Europe's public universities have to be socially responsible. It's not optional and it has to be in their "DNA".

Further, it seems it is becoming increasingly recognised that the Standards themselves may have a contribution to make to the profound obligation Europe's Universities have to contribute to the search for and development of new solutions to the still unresolved issues that have emerged since the economic collapse of 2008 and in the wake of the realisation of the huge climate crisis we face. It may even be that more widespread use and adoption of the Standards could possibly help European universities act as models in respect of both public trust in public institutions and in collaborative leadership by universities and these other public institutions in the identification and realisation of such solutions.

In the shorter term and notwithstanding my own and others' very strong reservations about the use of USR in terms of competitive advantage amongst institutions, it would seem to be consistent with the Commission's aspirations regarding European higher education in the "global marketplace" to look to USR as a distinctive or core competency of European Universities collectively, though not as a potential source of competitive advantage one on the other.

However, these too are ideas that there is not space enough to go into here …

Despite that, the ESSA Project has been and will, we hope, continue to be an important testing ground for those ideas mentioned but not developed above. Hopefully, the experience of the initial ESSA Project and future roll-out of it will provide input to a planned systematic review of what are already being seen as the 1st edition of the USR Benchmark Standards and the development of a 2nd edition. The aspirations for such a 2nd edition include articulated alignment to the Sustainable Development Goals and specifically SDG 4 (Quality Education).

Brian Martin retired from the University of Edinburgh in 2012, having latterly been Head of Higher & Community Education and Director of Quality in its School of Education. He authored the 1st edition of the Benchmark Standards for University Social Responsibility across the EHEA and remains their Curator. As Principal of ERGO Consulting, he wrote the funding bid for the ESSA Project and has acted as Consultant on internal evaluation to the ESSA project board. [brian.martin@ed.ac.uk / ergoconsulting@outlook.com]

The Benchmark Standards for USR as a political choice towards conservatism or transformation?

Is it possible to encapsulate the complexity addressed by the diverse USR frameworks? Is it feasible to meet in a short text the breadth of their content and the multiplicity of their purposes? In fact, no. We will do our best, nevertheless, to try to give you some hints to further explore this subject.

USR frameworks come from different parts of the world, exposing how global the issue is. These frameworks incorporate different criteria, each expressing a certain vision of social responsibility – and what universities must or should do about it.

We have argued that these different views on the concept spread throughout a continuum ranging from a conservative-managerialist to a transformative-critical pole (Menezes, Coelho & Amorim, 2017). The first pole prioritises rhetoric, governance and institutional reputation, instead of teaching and research; the second pole implies the transformation of the university, encompassing teaching, research, governance, and interaction with the local community, while emphasising environmental and social sustainability. To make it clear, we have been defending the pole of transformation and its critical perspective underpinning (Menezes et al., 2018).

With this text, and after Brian Martin's contextualisation of the Benchmark Standards for USR benchmark standards, we would like to synthesise the framework developed during the course of EU-USR project, of which the University of Porto was a member.

This framework encompasses four main areas, designated as benchmark standards, which are defined by a set of criteria. As such, we present here a summary of the most important topics addressed by each standard. You can find the full criteria for each theme within the standards here.

Figure 2 | Summary of the Benchmark Standards for University Social Responsibility	
Benchmark Standards	**Topics addressed**
Research, Teaching, Support for Learning and Public Engagement	Academic freedom for staff and students; widened and diversified access to education; transparent and equitable student admissions; proper use of public funds; international collaboration and cross-national mobility; ethical protocols for research, teaching and related activities; 'real world' research and open access to research outcomes.
Governance	Social responsibility as a core commitment; involvement of staff and student unions in governance and decision-making; assessment of risk and impact of all activities; ethical and socially responsible investment and procurement; partnership with the local community; internal reward scheme for staff and student social responsibility initiatives; report on progress towards social responsibility and sustainability goals.
Environmental and Societal Sustainability	Minimisation of any negative impact on the environment; work towards cleaner, sustainable and eco-efficient resource and waste; publication of environmental sustainability reports; environmentally friendly technologies, energy, and materials; human rights; addressing issues of poverty, quality of life, peace and conflict resolution.
Fair Practices	Pluralism, diversity, and equality regardless of age, culture, ethnicity, gender or sexuality; open, transparent, fair and equitable recruitment and promotion of staff; negotiation with staff unions; promotion of health, safety, physical social and mental wellbeing of staff and students; equal, fair and just pay and equitable conditions; freedom of association and collective bargaining; support services to meet specific additional needs of students and staff.

The application of this and each USR framework should of course take into account the specifics of each higher education institution, its context, history and mission (Amorim et al., 2015; Menezes et al., 2018). This is essential to avoid USR frameworks becoming instruments at the service of inter-institutional competition and "excellence"-oriented rankings (Amorim et al., forthcoming). As mentioned above, we advocate the transformation of each higher education institution towards the assumption of more socially responsible words and deeds.

Group training

Exercise:
Provide several mixed examples of criteria to each group and ask to organise and paste them on the semi-filled whiteboard, after they see four short videos about Good Practices. The goal is to realise that we can specify the different basic concerns of university social responsibility, what their limitations are.

Who do you think should be involved in social responsibility within the universities? (The professors? The rectory/chancellor's team? The staff? A special office or whole-university policy?)

Experiences of the ESSA project | Student Association from the Faculty of Psychology and Education Sciences of the University of Porto (AEFPCEUP)

With just a quick look on the world, we easily understand how urgent it is to prioritise social responsibility and human rights: a world where the nationalist movement is growing, where the environment and natural resources are at risk, where terrorism and wars are normalised issues, and where everyday we are faced with corruption, poverty and inequality.

ESSA Project gives us a little hope because it is an initiative that gathers together students from different nationalities and, consequently, with different backgrounds and ideas, and it makes them share knowledge and reflect on issues concerning social responsibility in the context of Higher Education. When you are a student and you take part in a project like this one, you start seeing the world with different lenses and you become more alert and sensitive to your surroundings. Our generation are going to be the future leaders and therefore it is imperative to educate and empower them, so they are prepared for the future challenges ahead of us. ESSA Project should be seen as an example of that.

Moreover, and for our experience, we can conclude that in other initiatives like this one it is fundamental to get together not only individual students and facilitators, but also the Students' Unions of the Higher Institutions implied. They can be great partners in disseminating the project, reviewing the prepared materials (with "student's eyes") and to discuss any issues regarding to the project himself. They can also help to identify and reach important students' personalities with responsibilities in youth and sports politics over the Higher Institutions which contribution can be relevant for the Audits.

For us, as members of AEFPCEUP, it was a pleasure to be a part of this project, not only because of its relevance but also because we look back and we see how much we have learned. We became really inspired and we hope that we can take part in more projects like this one, allowing us to reflect on real life problems and to be involved in our community.
Ana Isabel Rodrigues and Inês Salgado (AEFPCEUP)

Campus map exercise

The campus map is intended to give a visual representation of a university campus and locate social responsibility policies, practices, and projects. Through its buildings, examples of good practices will be strategically placed and will also represent their connections and partnerships with institutions of the city. The campus is virtual, but with real practices including some that you yourself might identify during the training. In the original training, this was a group exercise and participants could complete the map themselves, so that, at the end, there was a full campus map developed online. This resource can also be printed and be drawn the connections of your university with the city.

In order to collect USR policies, practices and projects, we propose a grid like the one below.

	TEMPLATE FOR GOOD PRACTICE EXAMPLES
	(adapted from previous projects: EU-USR and Unibility)
	TITLE OF GOOD PRACTICE
	————————————————————————
	UNIVERSITY
	————————————————————————
	USR-CRITERIA (please only tick ONE USR criteria per practice)

	ELEMENTS OF GOOD PRACTICE	1 Research, Teaching, Support for Learning and Public Engagement
		☐ Academic freedom for staff and students
	☐ Impact (local/national/EU)	☐ Access to lifelong learning education
	☐ National/international visibility	☐ Transparent administration and use of public funds
	☐ Replicability	☐ Fee-free tuition and instructions
	☐ Evaluation	☐ Collaborative and independent learning
	☐ Innovative practice	☐ International collaboration and mobility for staff and student
	☐ Non-payable (no fee)	☐ Ethical protocols for research and teaching
	☐ Partnerships	☐ Community involvement and development
	☐ Networking	☐ Informational and Guidance counselling
		☐ Participation at fares, local events
		☐ "distant" education and open access to outcomes
	TARGET GROUP	**2 Governance**
	☐ Disabled Students	☐ Organizational governance
	☐ Minority Students	☐ Human rights
	☐ Immigrant Students	☐ Fair operating practices
	☐ Surrounding Community	☐ Protection of data
	☐ Staff/employees	☐ Community involvement and development
	☐ Students (general)	☐ Networking with local organizations, NGO's, Employment Centres
	☐ Kids	☐ Cooperation and/or joint activities with Municipalities
	☐ Elders	☐ Public engagement and published results and reports
	☐ Other _____	☐ Internal regulations covering USR towards employees and environment
		☐ Vision of organisation supporting USR
		3 Environmental and Societal Sustainability
		☐ Environment care and sustainable development
		☐ Green system for managing and dealing with wastes
		☐ Environmentally friendly technology
		☐ Socially responsible procurement
		☐ Human rights and anti-corruption requirements
		☐ Transparent ordering and usage of office supplies
		☐ Volunteer work
		4 Fair Practices
		☐ Organizational governance promoting pluralism and diversity

		☐ Open, transparent and fair recruitment of staff and students
		☐ Comprehensive employee communication
		☐ Promotion of health, safety, social and mental well-being
		☐ Policies related to equality
		☐ Policies assuring healthy working conditions
		☐ Freedom of association
		☐ Promotion of fair and equitable procedures and procurements
		☐ Policies related to protection of data
		☐ Professional support for specific needs of students and staff
	SHORT DESCRIPTION	
	IMPACT OF THE POLICY, PRACTICE, PROJECT	
	WHAT APPEALED TO YOU IN THIS EXAMPLE? WHY DID YOU SELECT IT?	
	REFERENCES AND WEBLINK?	

Please identify and record on the grid the major characteristics of the USR policies, practices, and projects that you manage to identify, including basic concerns; target group; elements of good practice; USR-criteria; strengths and aspects to improve.

You also have some examples in the following pages.

Junior University

https://universidadejunior.up.pt/programa-apresentacao.php

"Elements of 'Good' Practice"
• Impact (local/national/EU)
• National visibility
• Innovative practice

USR-Criteria
• Access to lifelong learning education
• Community involvement and development
• Informational and Guidance counselling
• Participation at fares, local events.

Target Group
• Secondary level and college pupils (typically 11 to 17 years old).

Summary
The Junior University (Universidade Junior - U.Jr.) is a summer school conducted by the University of Porto (Portugal) based on the promotion of knowledge in the fields of science, technology, art, humanities and sport, among secondary level and college pupils (typically 11 to 17 years old). To this end, several learning programs and small research projects are designed each year by university lecturers and executed by monitors, mostly undergraduate and graduate students, under supervision. The U.Jr. addresses multiple issues: vocational orientation, introduction to specific scientific areas or topics, the promotion of higher education and knowledge-based careers. It provides a glimpse into everyday life at the University, since school pupils are offered the possibility to get acquainted with the 14 faculties and with several research centres of the University of Porto. Besides that, community engagement and networking with municipalities allows pupils from lower socio-economic backgrounds to participate in the programme.

Web link: http://universidadejunior.up.pt/paginas/english/home

Impact
Since its inception in 2005, the U.Jr. has received over 50, 000 pupils, and each summer over 5, 000 youngsters from very diverse social and economic backgrounds.

The University tries to keep this commitment steady by establishing cooperative protocols with municipalities and by granting scholarships to local pupils or a fee reduction for groups. All in all, in 2010, this program involved 44 municipalities, to whom the University offered 40 places for free, as well as granting 50 scholarships nation-wide. Evaluation of the programme has been conducted – results show that 1 out of 5 University of Porto students had participated in the programme; also, participants of the programme from different parts of the country have chosen University of Porto to pursue their education. Further evaluations are now taking place.

Green Impact
https://www.youtube.com/watch?v=VHTPDcvnGp0

Summary

Green Impact brings together students and staff to green campuses, curriculums and communities. Working in hundreds of organisations across the world, NUS UK's award winning behaviour change programme empowers organisations to make meaningful change on sustainability, whether they're starting from scratch, or think they have nothing left to do.

It's a simple and flexible process. Organisations are provided with a bespoke workbook of criteria of actions, giving a structured framework for taking actions as small as printing double sided, to something as big as setting up an ethical credit union.
As part of a network of thousands taking action through Green Impact, the year ends by being rewarded with a Gold, Silver or Bronze award to recognise achievements.

Using the power of the student movement, NUS is driving positive sustainability action across all of society.

Weblink: http://sustainability.nus.org.uk/green-impact

Target Group
•   Students (general)
•   Staff/employees
•   Surrounding community

Elements of good practice
•   Voluntary programme

- Impact (local/national/EU)
- National visibility
- Voluntary programme
- "Not-for-profit"
- Evaluation

USR-Criteria
- Environment care and sustainable development
- Volunteer work
- Socially responsible procurement
- Green system for managing and dealing with wastes

BkUB: a special programme of economic measures aimed at assisting students with payment of tuition fees
 http://www.ub.edu/bkub/

Elements of a good programme
- Impact (local/national/EU)
- Innovative practice
- Voluntary programme
- Not-for-profit
- Cost assumed by the university
- Social inclusion

USR criteria
- Policies related to equality

Summary
In accordance with the provisions of the Statute of the University of Barcelona and commitments made by the management team, the vice-rector for Teaching and Language Policy invites applications for financial aid under the special bkUB programme. The aim of all bkUB programme actions is to support students in order to ensure that financial difficulties do not prevent anyone from studying at the UB.

The funding for the bkUB programme is €600,000 per year. Each type of grant within the programme is allocated an amount that may be increased depending on the results of the calls it encompasses.

Web link: http://www.ub.edu/bkub/

Impact
At the end of each academic year, the vice-rector responsible for the programme receives reports on outcomes. This information is analysed and used to fine-tune the definition, criteria and funding of each type of grant. The review is carried out with the participation of all of the units involved and includes an overall assessment by the Rector's Office and the UB General Manager's Office. The number of applications received and grants awarded under the bkUB programme has increased progressively and results have varied from year to year and according to the grant type. The fourth edition of the programme is being run in the 2015/16 academic year. In the most recent completed edition (2014/15), a total of 664 applications were received.

Target Group
Students

Task 3

Are you developing a personal perspective of "university social responsibility" (USR)? Do you feel that this training is a way of putting your ideas into practice? Why/ why not?

Resch, K., Fritz, J., Uras, F., Dima, G., Borcos, A., Miret Marti, J., Vidal Martinez, I., Coimbra, J. L., Neves, T., Gomes, I., Amorim, J. P., Menezes, I., Rodrigues, F., Politis, Y., Murphy, E., Slowey, M., Božič, T., Pučko, S., Volk, M., Šilak, D. & Janžekovič, P. (2016). *UNIBILITY: USR-Toolkit of Practices*. The Partnership of the ERASMUS+ [disponíveis versões em português, espanhol, alemão, esloveno e romeno [http://www.postgraduatecenter.at/en/lifelong-learning-projects/lifelong-learning-projekte/university-meets-social-responsibility-unibility/unibility-products/usr-toolkit-of-practices/].

# Unit 2: An ecological situated view of social responsibility audit

Unit 2: An ecological situated view of social responsibility audit

This unit covers:
•   Ecological situated view of USR
•   What is an audit?
•   Audit process and stages

An ecological-situated view of USR and its consequences for designing, implementing, evaluating and auditing USR

Concerns about the social responsibility of universities are, as already discussed, as old as universities themselves. However, it is true that the way this central role of universities is conceptualised and defined is embedded in a complex net of determinants that include more proximal and more distant elements. This vision of USR rests on an epistemological and ontological perspective that views human knowledge, development and action as inevitably situated and "in-context", while recognising the relational and interactive dynamics between this various levels of influence. Figure 3 depicts an attempt to visualise these multiple levels: if we take one particular university with its internal organisation (departments, students, staff, policies and regulations), it relates on a daily basis with its immediate context that includes families, companies, NGOs, unions, schools and other HEIs, but also local governments. The intensity and type of relationship that each particular university establishes with each of these actors/organisations might well generate different opportunities for USR policies, practices and projects, be it because existing companies request the university support to develop fairer modes of work organisation or the municipality wants to establish a support system for migrant students to access the university. Obviously, these interactions are partly determined by both national (e.g., government) and (particularly in Europe) transnational and international organisations (e.g., EU, UNESCO) that not only issue regulations and advocate norms, but also more or less explicit expectations about what and how should universities do in terms of their mission and practices. All these interactions change across time, as the roles and identities of HEIs are redefined and reconceptualised, as exemplified in the prevailing societal narratives that help to configure these roles and identities, such as the myth of excellence or the focus on accountability and transparency.

Figure 3 | HEI interactions
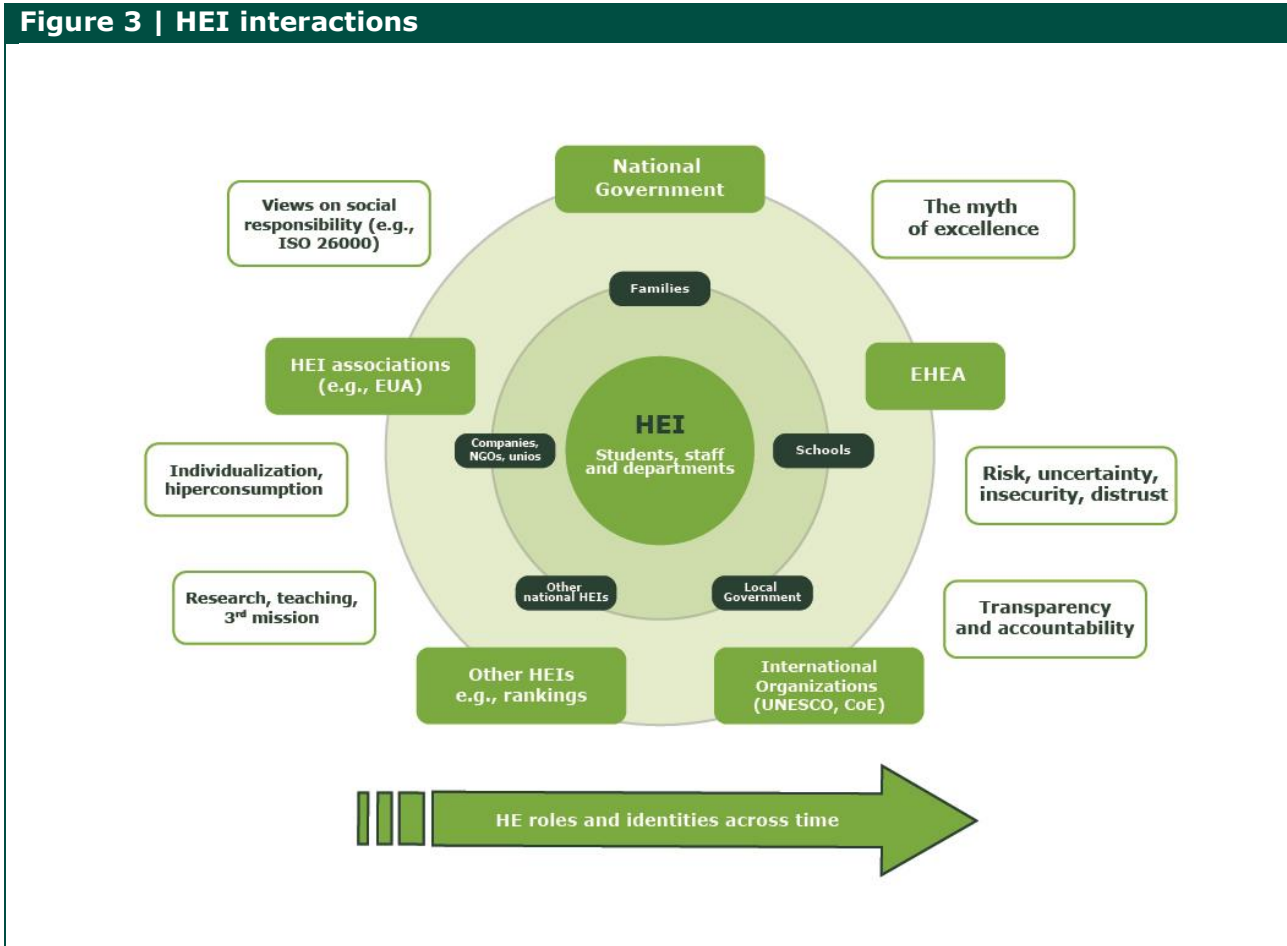
This ecological and situated reading of universities is an essential part in the design, implementation, evaluation and auditing of USR projects:

> "From an ecological perspective, knowledge about the local community is prerequisite and prelude to decisions about what kinds of actions serve community goals and interests, and what individuals, groups, and social settings are most central to the action goal. Further, action is predicated on the importance of developing collaborative and empowering relationships with community groups and organisations in the intervention process. Identifying local resources, definitions of problems or issues, and hopes for community change are central to this quest. The goal is to increase local resources in the service of increasing community capacity to improve community life."
> (Trickett, 2009, p. 397)

Collaboration is, therefore, the motto. An ecological perspective implies actively involving local actors in the definition of the university resources and needs for change, as well as recognising their protagonism in defining, structuring and implementing (Ryerson Espino & Trickett, 2008) USR projects. The whole process involves a continuous and flexible interplay between

designing, planning, implementing and evaluating, where theory and research play a central role. Theory constitutes the rationale that guides our strategic options in terms of the design of interventions, while research methods (data collection and data analysis) are the tools through which we can generate a situated knowledge that allows us to monitor change – or to face the fact that projects may be ineffective.

In terms of auditing, an ecological-situated view of USR had several implications. Producing situated knowledge means taking into account of the various actors' points of view about their experiences – and therefore, including what and how they conceive USR in the analysis and discussion of the audit "results". It also implies approaching the audit process broadly, intentionally involving disempowered or disenfranchised groups in the university. This approach cannot ignore that there is a potentially oppressive role played by societal and normative structures, that constrain universities in ways that should be acknowledged and included in recommendations for change. Last, but not least, one should recognise the limits of our endeavor: as "the map is not the territory", to quote Borges, the university is not the audit report. As we will discuss the auditing process in more detail, it is important to remember a final cautionary note:

> "The auditing regime runs parallel to a new financial regime, which has established internal markets, decentralised budgeting and restructuring, and has not only introduced performance indicator for 'quality teaching' but also encourage a style of teaching that runs counter to its stated aims. In other words, the fragmentation of teaching and learning into skills than can be assessed has significantly altered the education process and, I contend, inculcates a particular cognitive orientation that is not compatible with social justice. To understand how this has happened, it might be instructive to investigate the concept of 'quality' …"
> (Howie, 2002, p. 142).

Figure 4 | Phases of an intervention project
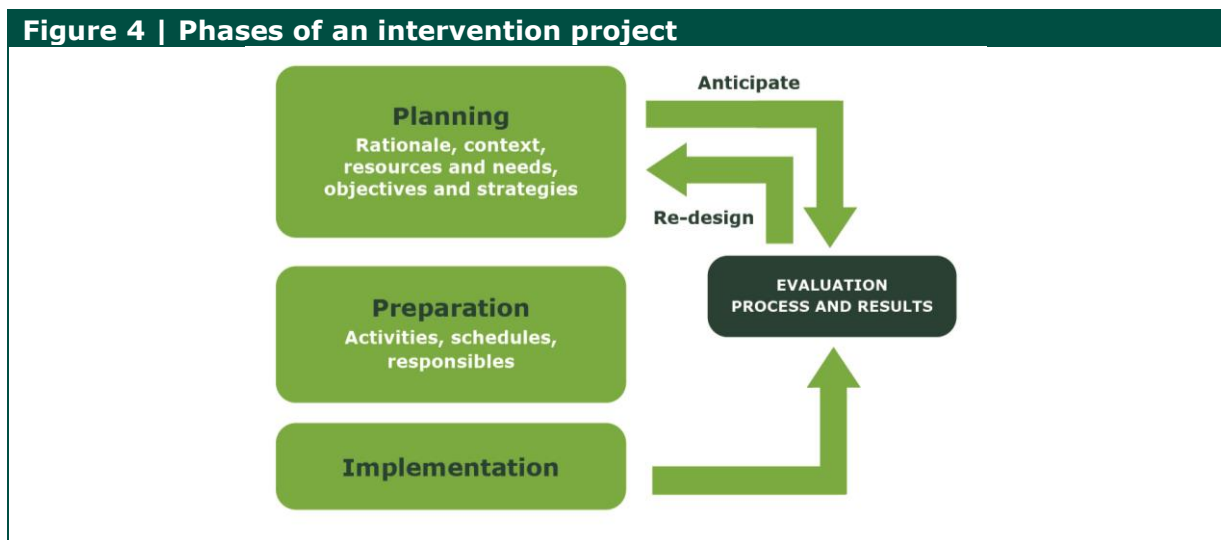
What is an audit?

A basic definition of auditing should consider it as a process that enables an organisation to assess and report its performance in relation to society's requirements and expectations, making it more transparent and accountable. It's a review to ensure that the organisation gives due consideration to its wider and social responsibilities, balanced with their more traditional objectives (Gao & Zang, 2006).

A social responsibility audit helps to narrow gaps between vision/goal and reality, hearing the voice of all stakeholders and involving them in the process of change (Jain & Polman, 2003). The focus of an audit is not necessarily to find fault; it is to establish where an organisation is at, and to provide critical feedback, to enable them to improve their performance.

In most cases, the audit is completed with a pre-defined set of criteria, and in the case of ESSA, the criteria being audited are the Benchmark Standards for University Social Responsibility.

Audit process and stages

The social responsibility audit should be examined in the context of the nature, mission and background of the specific university being audited and that is the central key for the success. The audit process might be seen as unfolding over the following 3 stages that complement each other:

Figure 5 | Three stages of auditing

1st Pre-auditing → 2nd Process of auditing → 3rd Audit report
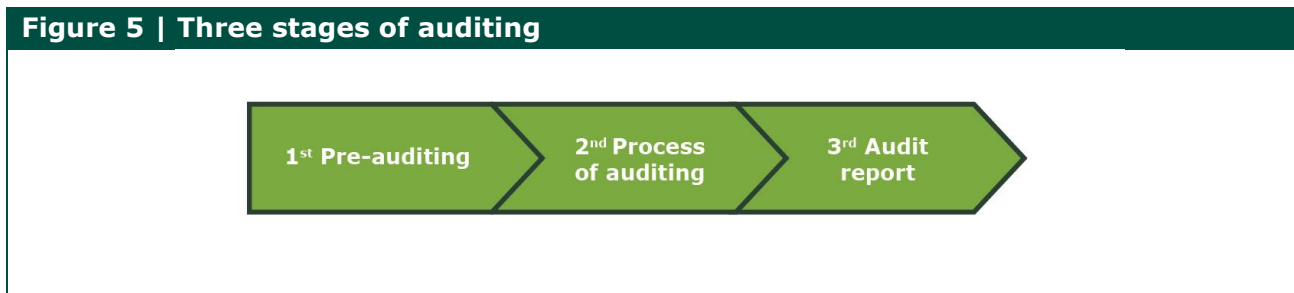
Figure 6	Stages of the audit procedure in detail	
Stage	**Description**
1st Pre-auditing	The first stage, dedicated to the preparation of the audit is very important for the success of the process. As part of the audit process there are three main important aspects that need to be prepared – both by the auditee and auditors: 1) **Preparation of evidence/meetings with auditees**

	Auditee arranges the logistics for the auditors team along with an explanation of what stakeholders and key informants are involved. Identify stakeholders with a focus on their specific roles and duties and provide materials and documents that can be useful for the audit. 2) **Selection of auditors** Selection of the auditors team based on their profile/experience and the student auditor training (link to the student auditor training manual) 3) **Audit preparation by the auditors** The auditors team will look in detail to all the materials and documents provided by the auditee and will collect and analyse information based on the university social responsibility benchmarks. The auditors team will also define the evidences to be checked and the methods and instruments to be used.
2nd Audit Process	At the second stage is defined the aims and goals of the audit and identified the stakeholders that will be involved in the focus groups, interviews and providing documents. The criteria identified for the audit are in this case the university social responsibility benchmarks standards, but other set of criteria can be used if agreed. The auditors team conduct visits to the audited institution and meet the stakeholders, collect the data and prepare to produce a report. You can read more about the audit process used for the ESSA project in the Audit Manual available here.
3rd Audit Report	This is the pivotal point of the audit procedure. First the auditors team present the preliminary findings to the auditee. After that, the auditors team writes an interim audit report and ensures feedback from the auditee, including discrepancies, comments and amendments. The discussion may lead to renegotiation of the findings presented in the audit report.

	The audit resources include a template for student auditors to produce their audit report.

The audit process requires strong organisation and operational features, as well as a commitment to the process from both the auditees and the team of auditors. It is also important to secure the involvement of a range of relevant stakeholders who can also contribute important information. The evidence collected through the various audit instruments/methods must be contextualised and given the due importance if referring to a common and large scale activity, a specific group of stakeholders or a particular initiative.

At the end of the process, the quality of the report produced and the feedback provided should mirror the quality of the audit process.

The table below provides a summary of some of the benefits for universities and students resulting from an ESSA audit.

Figure 7 | Advantages of ESSA audits	
Advantages for universities	**Advantages for students**
• Provide staff and students with a better understanding of university social responsibility • Create a positive impact on universities in terms of their commitment to social responsibility • Receive ideas and suggestions of how universities can improve their social responsibility • Foster increased knowledge of the auditing process in University teams	• The audits will give students an opportunity to take on practical experience and insight into real-life situations • Provide possibilities to gain formal recognition for their work • The training is recognised by a formal certificate, subject to meeting assessment requirements

Discussion:
What do you think about the role of the student auditors in the University? Can you see benefits for students of being involved in USR audit?

Group training

Unit 3: University Social Responsibility Audits: methods and instruments

Unit 3: University Social Responsibility Audits: methods and instruments

This unit includes:
- Document analysis
- Questionnaires
- Interview
- Focus group

The university social responsibility audit adopts a research methodology in which data is collected using a mixture of techniques that will facilitate the auditors in capturing both quantitative and qualitative information. The data collection should align with the time, resources and the needs in order to make sure that they fulfill the expectations of all those involved in the process (Centre for Good Governance, 2005; Cohen, Manion and Morrison, 2006).

The key to a successful audit process is knowing which techniques and instruments to use and in what situation:
- Document analysis
- questionnaire
- interview
- focus-group

Document analysis

Document analysis is a research technique that involves accessing pertinent written sources. It consists of identifying, verifying and appreciating documents with a specific intention. Researchers/auditors must objectively reflect on the original source and assess the location, identification, organisation and evaluation of the information within the document (Bowen, 2009).

The main goal of this technique is to describe and represent documents content in order to ensure recovery of information and permit their use and interpretation. The data gathered with document analysis can be triangulate with another data obtained through other research methods/techniques, such as observation or interviews (O'Leary, 2014).

Key points for document analysis

- Careful reading and interpretation of the text is required, in order to understand deeply and appreciate it's sense
- The content of the documents should be presented in a different way from the original, in order to facilitate the consultation and reference of it
- Maintain an awareness of how documents may have been constructed in a way to lead readers to a predetermined vision
- Parallel and simultaneous information sources should be reviewed to complement the data and permit the contextualisation of the information within documents

Questionnaires

Questionnaires can be a very important tool for data collection in an audit process. A well-designed questionnaire efficiently collects the required data and can provide overall view of a number of themes (Balnaves & Caputi, 2001; Cohen, Manion & Morrison, 2006; Oppenheim, 1992). This instrument can facilitate the coding and capture of data and can lead to a general reduction in the cost and time associated with data collection and processing.

Since the questions are the means by which auditors will collect data, their design should be consistent with the needs and resources of each context. The biggest challenge in developing a questionnaire is to translate the objectives of the data collection process into properly constructed questions and well-followed survey procedures that ultimately lead to the collection of the data needed to proceed the audit process. This implies that auditors have a clear picture of what they want to know, but also making decisions (open-ended vs- close-ended questions) that influence time on tasks and, therefore, response rates. A "pre-test" with potential respondents can be extremely helpful in revising the questionnaire, and make changes that improve clarity and make the task of responding easier for potential participants.

Key points for questionnaire design

The literature outlines the following key points for questionnaire design (Balnaves & Caputi, 2001; Centre for Good Governance, 2005; Cohen, Manion & Morrison, 2006; Moreira, 2004; Oppenheim, 1992):

- Is the introduction informative? Does it stimulate respondent's interest?
- Does the questionnaire begin with easy/interesting questions that will motivate the respondent to persist?
- Are the questions formulated in a way that is clear, rigourous and unambiguous for all respondents?
- Are the questions formulated in a way that respondents can be honest? Do questions depend on knowledge that the respondents might not have?
- Are any of the questions double-barreled? Are any questions leading or loaded?
- Are the questions applicable to all respondents?
- On the whole, how much time does it take to respond?

- Is the document well organised and arranged graphically in a way that helps respondents deal with the task?

Interviews

Interviews are a far more personal form of research than questionnaires and are generally designed to collect qualitative data. This method helps to learn more about the situation in detail, to discuss issues that would be difficult to address in group situations and to reveal personal perspectives on a particular topic (Cohen, Manion & Morrison, 2006).

The semi-structured interview is commonly used because it can be conducted with a fairly open framework and will help to overcome the limits of the questionnaire technique by letting respondents answer and discuss in ways which allow them freedom to raise other issues.

Key points for interview design

Zorn (2010) outlines the following key points for interview design:

- The strategy of a semi-structured interview is to prepare in advance a minimum number of questions, say 10 to 15.
- It is critical that the interviewers are familiar with the interview guide, so that the interview can be conducted in a conversational, informal way.
- Use open-ended questions to get lengthy and descriptive answers rather than close-ended questions (those that can be answered with "yes" or "no").
- Use terms that participants can understand, given their knowledge, language skills, cultural background, age, gender, etc. Be mindful of the social or cultural contexts of your questions.
- Keep the questions as short and specific as possible.
- Avoid asking two-in-one questions, such as, "Do you travel by car and by bike?"
- Avoid questions with a strong positive or negative association.
- Avoid phrasing questions as negatives (e.g., "How don't you like to get to work?")

	Example of an interview guide on USR Authors: ESSA student auditors (2018) **General questions** Briefly introduce ourselves and the ESSA project Ask for consent to record the interview • Introduce yourself and your role in the university • What is sustainability or sustainable development to you and do you think it is a priority? • The university is described in many documents as a 'green university' - could you explain how they achieve this?

> - How does the University take the opinions of students and staff into account?
>
> **Specific questions to the Rector**
> - How are the global goals of sustainable development pursued in the university?
> - From your Social Responsibility Report 2013-14, it mentions that the university is part of a national and international social responsibility network. Can you tell us more about this?
> - Does the university publish its progress on social responsibility and sustainability initiatives?
> - Does the university have an investment plan for the future? If yes, is it publicly available?
> - What kinds of social and cultural projects is the university part of?
> - Do you have collaborative projects with other higher education institutions in the city? If yes, please describe them

In addition, the audit manual, provides more information and examples of the main data collection methods in audits.

Focus groups

Focus group is a relatively flexible form of data collection that allows small groups, between 5 and 8 participants (Morgan, 1998), to be led through an open discussion focused on particular issues. It important that the groups are large enough to generate rich discussion but not so large that some participants are left out or the group management become too complicated.

The moderator's goal is to generate a range of different ideas and opinions from as many different people in the time allotted, and in the case of the audit process it can include participants in different positions and roles in the university.

This method requires less resources compared to individual interviews.

Key points for a focus group design guide

- Set the time for the focus group, usually between 50 to 90 minutes;
- Focus groups are structured around a set of questions – usually no more than 10 – but the discussion is free-flowing. Ideally, the participants' comments will stimulate and influence the thinking and sharing of others and some questions can be lead from the discussion
- The participants won't have access to the focus group guide, so it's important to make sure the questions are:
    - Short and to the point

- Focused on one dimension each
- Unambiguously worded
- Open-ended or sentence completion types
- Non-threatening or embarrassing

	Example of a focus group guide on USR
	Authors: José Pedro Amorim, Thiago Freires & Isabel Menezes (2014) Based on an initial proposal by Carmen Osuna of the Interview's Guide and Questionnaire, the EU-USR's Portuguese team developed a Focus Group Guide that aimed to foster an interactive environment in the discussion of the social responsibility of universities in Europe. The guide consisted of the following structure and questions: **Opening** 1. Could you please tell us your name and position? **Introduction** A total of seven cards were presented to the participants, raising the following issues: - Trust, transparency, accountability, disclosure - Governance - Ethics, rights, respect and justice - Labour and fair operating practices - Environmental responsibility - Democratic citizenship, development and community involvement - Social responsibility in teaching, support for learning and research Each participant choses a topic and presented a brief commentary about it. 2. What do you think about that issue? 3. Why did you choose it? **Transition** 4. To what extent are the seven issues relevant to think about the social responsibility of universities? 5. Is it possible to sort the issues according to their importance? 5.1. What are then the most important? 5.2. And the less important? 6. Is there any missing issue? Which one? **Key** 7. Would a definition of these issues help universities to improve their practices? 8. Would such a definition promote the self-evaluation of universities? **Ending**

| | 9. If you were in charge, what would you do to increase the social responsibility of universities? |

Group training

Exercise:

Present an example of a questionnaire script, focus group, check-list or interview guidelines that can be use in the audit process.

Unit 4: Organising the training and assessment

Unit 4: Organising the training and assessment

This unit includes:
* The facilitator's role and the importance of experiential learning
* What makes a good training session?
* Evaluation as learning

The facilitator's role and the importance of experiential learning

Facilitation is the process through which a facilitator guides the group members in a meeting to share ideas, opinions, experiences, and expertise, in order to achieve a common goal.

Facilitators engage and involve participants in interactive dialogue, and create environments of change and collaboration. In this case, the facilitators are likely to be university staff members.

The facilitators:
* Help a group find new ways of thinking about and analysing their situation;
* Do not know all the answers but help the group think critically about their own needs and interests, and to make decisions for themselves;
* Encourage each member of the group to contribute to the best of their ability since everyone has valuable knowledge and a valuable contribution to make (Otim, 2013).

As such, the facilitators play an important role in fostering the active participation of learners in choosing and developing the contents of the training. This is an important feature of experiential learning theory (Finger & Asún, 2001; Kolb, 2015).

Besides that, the facilitators are also co-responsible for the design of the student auditor training. (the auditor training manual and the presentations slides, that you can find here may provide a basis for facilitators to develop the training programme). This idea is crucial in this process. Because they completed the facilitator training as learners and had the experience and opportunity to reflect on their own training experience, it is essential that they actively contribute to the draft design of the student auditor training, in which the facilitators assume the role of trainers. This alternation of roles reminds Paulo Freire when he defends the overcoming of the teacher-student (or trainer-trainee) contradiction:

> "Through dialogue, the teacher-of-the-students and the students-of-the-teacher cease to exist and a new term emerges: teacher-student with students-teachers. The teacher is no longer merely the-one-who-teaches, but one who is himself taught in dialogue with the students, who in turn while

> being taught also teach. They become jointly responsible for a process in which all grow. In this process, arguments based on 'authority' are no longer valid; in order to function, authority must be *on the side of* freedom, not *against* it. Here, no one teaches another, nor is anyone self-taught. People teach each other, mediated by the world"
> (Freire, 1970/2005, p. 80)

Although the importance of involving participants in the construction of the objectives and even the content of the training, as well as the indispensability of experience and reflection in the learning process, are underlined – albeit with differences, of course – by various authors in the field of education, and namely in adult education (Finger & Asún, 2001), it is true that Kolb's experiential learning theory (2015) assumes a particular centrality in this regard.

According to Kolb, learning is a "continuous process grounded in experience", which "is best conceived as a process, not in terms of outcomes" (2015, pp. 37-38). This is so insofar as the "ideas are not fixed and immutable elements of thought but are formed and re-formed through experience" (2015, p. 37).

Still as stated by David Kolb, "to understand learning, we must understand the nature of knowledge, and vice versa" (2015, p. 50). So, for this author, knowledge results from the combination of grasping experience – via "apprehension" ("concrete experience") or "comprehension" ("abstract conceptualisation") – and transforming it – via "intention" ("reflective observation") or "extension" ("active experimentation").

The combination of these "four adaptive learning modes – concrete experience, reflective observation, abstract conceptualisation, and active experimentation" (p. 66) – generates four distinct basic knowledge forms:

1. "Divergent knowledge" is the result of experience grasped through apprehension (concrete experience) and transformed through intention (reflective observation);

2. "Assimilative knowledge" is produced when experience is grasped through comprehension (abstract conceptualisation) and transformed through intention (reflective observation);

3. "Convergent knowledge" is generated when experience is grasped through comprehension (abstract conceptualisation) and transformed through extension (active experimentation);

4. "Accommodative knowledge" results from grasping experience by apprehension (concrete experience) and transforming it by extension (active experimentation) (Kolb, 2015, pp. 67-68).

It is important to stress, however, that, according to David Kolb, "*Experiential learning is […] a molar concept describing the central process of human adaptation to the social and physical environment*" (p. 43). This underpinning of Kolb's theory has been criticised, as it is not oriented towards social change and transformation, but adaptation. Finger and Asún (2001)

argue that this is a key weakness not only of Kolb's experiential learning but also of pragmatic adult education in general, within which Kolb's theory emerges.

In the context of higher education, and especially regarding university social responsibility, the fundamental role that higher education institutions have on the societal transformation, towards the promotion of social justice, cannot be disregarded (Menezes, Coelho & Amorim, 2018).

The development of the approach to assessment and certification of the students participating in the ESSA project draws on principles of reflective and experiential learning. The assessment and certification process is tightly integrated with the ESSA student learning journey, and you can find more about this approach and how to develop it in assessement and certification manual.

Experiential Learning

Key points for organising a training session

The table below outlines key considerations to take into account when organising the training sessions with student auditors.

Figure 8	Organinsing a training session (Estes, C.A. 2004;	
Introduce your session	Tell trainees what you're going to cover, with a brief overview of the training subject's main points.
Explain key points	Tell them the information, policies, demonstrate procedures, and relate any other information trainees need to know.
Summarise	Conclude with a summary of your opening overview. Use reiteration to help trainees grasp and retain information.
Hands-on training	The most effective training uses all the senses to affect learning. Demonstrate and apply teaching points to create greater understanding and knowledge of the subject.
Involve trainees	Ask participants to share their experiences with the training topic. Many trainees are experienced personnel who have valuable information to contribute. Hearing different voices also keeps sessions varied and interesting. Structure interaction time into all your sessions.

Analyse the session as you go	When you discover a new technique or method that clicks with the group, note it on your training materials so it can be incorporated into the training outline to be used in future sessions.
Keep your session on track	Start on time and finish on time. Don't hold up the group waiting for late arrivers. Run the training according to the schedule and don't get too far off course.
Ask feedback	Critiques work best when they are written and anonymous, unless a trainee volunteers to discuss his or her thoughts in person. Trainee input is vital for making the next session—and the overall training program—more effective

Organising the training

The following guidelines (Carol Pease Associates, n.d.; Brookfield, D.;1991) can be useful to consider when organising the auditor training:

- **Targeting** your session and **motivating** people to learn: it's important no matter what the topic, to consider the characteristics of the audience and their motivations to learn.
- **Setting objectives**: determine what key objectives you would like your session to deliver.
- **Contents**: based on the objectives it's time to decide what it will include to cover them and how. That's the start of a session plan.
- **Delivery**: the timing and shape of the session have to answer the questions what time to start and finish? How many breaks?
- **Evaluation:** feedback will provide improvement.

Evaluation as learning

Learning through experience, and with experience, implies an awareness of the meaning of what and how one learns. This awareness requires learning climates conducive to continuous reflection about action and in action, as well as the adoption of formative evaluation procedures. Performing the evaluation in a formative sense, allows those who are learning to have an active role in monitoring their own learning. In other words, formative evaluation is placed at the service of those who learn to recognise them as co-responsible for the activities and formative processes. In this case, evaluation is considered a learning and metacognitive process.

Evaluation as learning "emerges from the idea that learning is not just a matter of transferring ideas from someone who is knowledgeable to someone who is not, but is an active process of cognitive restructuring that occurs when individuals interact with new ideas" (Earl & Katz, 2006, p. 41). In order for participants to actively engage in their learning, they need to be critical evaluators, monitoring what they are learning, and making the adaptations they deem necessary. For this, dialogue, negotiation and sharing among all participants on evaluation

criteria, strategies and tools is necessary. It is believed that it is this shared participation in the evaluation that makes it a formative evaluation.

When it comes to university social responsibility, tools that provide a clear understanding of this issue, and the development of reflection skills and social reality critical analysis, are essential and very important. These strategies and tools should be diversified using, for example: weekly self-evaluation registers; daily feedback; log books; reflective writing narratives; reflective portfolio; satisfaction surveys, etc.

It is recognised that using formative evaluation practices will allow participants to regulate their own learning, reflect on what they have learned and what they need to learn. In sum, it is also recognised that the use of formative evaluation, or evaluation as learning (Wiliam et al, 2004) leads to higher quality learning.

Organising a training unit?

If the training is delivered as a group, the future facilitators can be asked to organise a unit of the auditor training programme fulfilling the basic organisation for subsequent presentation. If possible this should be based on the auditor training manual.

Group training

Present an example of an activity to be developed with student auditors and comment on one presented by another colleague.

Share your thoughts on how you are going to evaluate students learning.

Group training

Task 4

What is your biggest concern about the student auditor training? What you think you can do to manage your concerns?

Task 5

Please describe in detail how this course has prepared you to deliver the student auditor training.

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