



City of Sanctuary

Application for Sanctuary Award

Name and type of organisation:	<i>Newcastle University, Higher Education Institution</i>
Town / City you are based in:	<i>Newcastle upon Tyne</i>
Name / position of lead applicant:	Professor Chris Day, Vice-Chancellor and President
Contact (phone no. and e-mail):	<i>(0191) 208 6064 chris.day@ncl.ac.uk</i>
Date of application:	<i>14/12/2020</i>

Please put an 'X' this box if you are happy for your application to be shared with other organisations applying for sanctuary awards



Please provide a summary of how your organisation engages with sanctuary seekers:

Newcastle University (NU) has a long-standing and ongoing commitment to engaging with sanctuary seekers. Our vision is to be *'a world-leading university, advancing knowledge, providing creative solutions and solving global problems.'* We have four key strategies and our learning, embedding and sharing of our initiatives with sanctuary seekers can be found across all four of these; within education for life (our teaching, learning and student experience), research for discovery and impact, engagement and place, and our global activities (which includes international student recruitment).

We engage with sanctuary seekers across all four University strategies. Within research, we lead on studies about the lived experiences of sanctuary seekers and within our education, we teach about issues relevant to sanctuary seekers in numerous undergraduate (UG) and postgraduate (PG) courses. Our global activities include a commitment to working with other institutions and networks that engage meaningfully with sanctuary seekers. Our Engagement and Place Strategy focuses on *'improving the economy, health and social wellbeing, and cultural richness of the places in which we operate.'* Our engagement with sanctuary seekers, and with the organisations and agencies in the city of Newcastle upon Tyne and in the North East region who work with them, is situated within this strategy.

Sitting across these four strategies, are our core values of Equality, Diversity and Inclusion (EDI), Academic Freedom and Environmental and Social Justice. Our approach to being a University of Sanctuary is embedded within and across these core values. Our Deputy Vice-Chancellor (DVC), Professor Julie Sanders, is the University Executive Board (UEB) lead for our EDI and Social Justice work, within which our sanctuary work sits. In 2019, NU signed the Global Refugee Forum pledge to work towards the global goal of providing access to Higher Education for 15% of refugees by 2030.

Newcastle University's Sanctuary journey

In December 2017, at a formal signing ceremony, NU became a supporter of Newcastle City of Sanctuary. UEB also established a University of Sanctuary Task and Finish Group (UoSTFG) of the University Engagement Committee, chaired by Professor Judith Rankin, Dean of EDI, to consider the case for seeking award of UoS status. The premise for this was that many of our colleagues across NU were already engaged in relevant work and that the University aspires to diversity, inclusion, welcoming and awareness raising, and values of social justice. Discussions with Newcastle City of Sanctuary confirmed that we already had the relevant research strengths as well as high profile engagement activities, building on the legacy of Freedom City 2017 (a city-wide programme commemorating the 50th anniversary of Dr Martin Luther King being awarded an honorary degree by NU). In summary, there were four clear reasons why NU wanted to pursue an application for UoS status:

- Clear alignment with NU's Vision and Strategy.
- Resonates with, and forms part of the legacy of, Freedom City 2017.
- Sends an international message of welcome and hospitality.
- Brings together, enables and highlights existing research, education and student volunteering, and demonstrates to those external to the university our commitment to that work.

The UoSTFG met three times and following its work, recommended to UEB that NU should prepare an application for UoS status. UEB supported this recommendation in July 2018 and agreed a timescale of the end of 2020 for an application. The UoSTFG became the UoS Working Group, co-chaired by Professor Peter Hopkins, Dean of Social Justice, and Professor Judith Rankin, Dean of EDI, and it is this Group that has led the development of this application working closely with students and staff from across the University. Information about the membership of the UoSTFG is available on our [webpages](#) alongside information about our work and initiatives with sanctuary seekers.

Using the 3 principles of the sanctuary award, please reflect on how you have achieved these principles attaching evidence to support your answer.

Learn

We develop and promote learning across a diverse range of domains (e.g. through our teaching and learning, our doctoral research, our research networks, public lectures and through our membership of the Council for At Risk Academics (Cara)) about what it means to be seeking sanctuary in order to improve awareness of the sanctuary-seeking community and the complex reasons why people are forced to flee persecution. This learning includes what it means to be a sanctuary seeker and raising awareness of these issues amongst our staff, our students and the local communities in which we work, study and volunteer. Our learning includes direct engagement with sanctuary seekers so that their voices and perspectives are included in such learning. We promote learning about sanctuary seeking in the following ways:

Teaching and learning

Our students engage in modules about seeking sanctuary across a range of subject areas and learn about sanctuary seeking through this. Many of these modules include direct engagement with sanctuary seekers with opportunities for students and staff to listen to, and learn from, sanctuary seekers first hand. Current examples include: Sociology (Refugees and Displacement: borders: campus, and asylum); Politics (Issues in Global Migration and the Politics of Migration); Geography (Geographies of Development and Displacement); English (Fictions of Migration); Linguistics (Immigrant Second Language and Literacy Acquisition); Education (Social Justice and Education); Law (Human Rights Law); and Population Health Sciences (Global Public Health). Moreover, our PG taught curriculum includes modules about 'Migration, Mobilities and Inequalities' (in Sociology) and 'The movement of persons in a global world' (in Law).

Some specific examples here include:

- 1) Students undertaking Primary Postgraduate Certificate in Education (initial teacher education) in our School of Education, Communication and Language Sciences learn about sanctuary seekers through their studies as anti-racism is embedded within this programme. By way of one example, a specific session focuses on children's needs when they have arrived to claim asylum or have been granted refugee status or leave to remain. This session has been delivered by Newcastle City Council's Migration, Refugee and Asylum lead as well as by the Active Inclusion Officer and includes a first-hand account of claiming asylum in the UK and what this is like for pupils and their families. Work led by NU educational researchers is included in Newcastle City Council's [guidance](#) for refugee and asylum seeker support.
- 2) Our educators in Linguistics have developed six online multi-lingual modules as part of an Erasmus+ initiative to provide language and literacy support to low-literate immigrant adults and these are available free [online](#). Much of this work included direct engagement with sanctuary seekers.
- 3) Within our Dental Sciences programme curriculum, the Oral Health Education (OHE) embedded course was developed for students to design, deliver, and evaluate OHE and oral health screening activities within community groups across Newcastle, including refugee community groups. Our OHE course was highly commended by the British Society of Paediatric Dentistry Outstanding Innovation Award, 2020. Moreover, students in Dentistry participate in a student group called [Brush Up](#) where they seek to

spread positive messages about oral hygiene with diverse communities including specifically refugee community groups. Working with vulnerable groups including refugees and asylum seekers is also embedded as a learning outcome in our Medical curriculum. Some students will also work with these groups as part of the elective or Student selected component projects.

- 4) Our Pharmacy School works with North East Solidarity and teaching (N.E.S.T.) (see more in the embed section below) to provide students with the opportunity to contribute to the internally managed service provision for the refugee and asylum community.
- 5) Student studies on the Masters in Public Health recently investigated the dynamics of financial stress and poor health for asylum-seekers and refugees. Students found that asylum-seekers and refugees worse than average mental health at arrival in their new country may partly explain why they had a larger decline in mental health when suffering from financial stress. These studies highlight the importance of ensuring that asylum-seekers and refugees are made aware of health services and are able to access them.

Doctoral studies

Recent PhD theses completed at NU on the topic of sanctuary seeking include research about the rights of Iraqi refugees (2016), young refugees and belonging in Glasgow (2016), and destitute asylum-seekers in Newcastle upon Tyne (2018). Ongoing doctoral research focuses on reproductive health and access to maternity services for refugees, intergenerational experiences of refugee children and their families, English language provision for refugees, women refugees' experiences of resettlement, and work identities of Syrian refugees. Many of these studies are collaborative doctoral projects where students work closely with the refugee community sector such as the Scottish Refugee Council, West End Refugee Service (WERS) and North of England Refugee Service.

International Studies in Forced Migration (ISFM)

Within our Humanities and Social Sciences Faculty, an interdisciplinary research group on International Studies in Forced Migration (ISFM) was established in 2017 to extend further a research network that was set up the year before. The ISFM organises a series of seminars and undertakes a number of engagement activities with Newcastle City Library, the Discovery Museum, and the United Nations Global Compact on Migration. In November 2017, the group co-hosted an event about refugee children with the United Nations High Commissioner for Refugees. In 2018, the group contributed to the UN Global Compact on Migration and the UN Global Compact on Refugees.

Newcastle Forum for Human Rights and Social Justice

Led by Newcastle Law School, the [Newcastle Forum for Human Rights and Social Justice](#) is a multi-disciplinary grouping including researchers from Law, Arts and Cultures, History, Business, Politics and Geography, as well as colleagues from Northumbria University, who come together regularly for seminars, conferences and projects to focus on shared concerns around human rights and social justice. Recent sessions focusing on the topic of sanctuary seekers include seminars about refugee rights (April 2018), on refugee protection and the war on Terror (November 2017) and a first-hand account of the Syrian Conflict (March 2017). The Forum also hosted a panel discussion on the refugee crisis in October 2017 with contributions from refugee community groups including the Comfrey Project as well as Medecins Sans

	<p>Frontieres Doctors Without Borders. A recent conference of this group focused on cultural heritage protection in the context of armed conflict.</p> <p><i>Insights Public Lecture Series</i> NU hosts regular Insights Public Lectures that are free and open to the public and to all members of the NU community. The aim of this programme is to inform, stimulate, entertain and excite. The lecture series is advertised across the local community and all lectures are recorded and made available online for those unable to attend. During Refugee Week 2020, Dr Jen Bagelman presented an Insights Virtual Lecture on 'Documenting undocumented motherhood'. Earlier in the year (February 2020), Hashi Mohammed, a barrister and broadcaster, himself someone who sought sanctuary in the UK, gave an Insights lecture focused on the topic of his new book: 'People like us – what it takes to make it in modern Britain.'</p> <p><i>Refugee Week</i> We celebrate Refugee Week and International Refugee Day each year. We host a Refugee Week Annual lecture (see above for example) and profile the work of staff and students working on refugee issues and what their research has found out about those seeking sanctuary. We also promote and advertise events happening locally, regionally and nationally as well as online as part of Refugee Week and encourage staff to participate in Simple Acts. This includes on-campus events, for example at our NU EDI conference in June 2018, we hosted poetry about refugees and Caroline Hoile's 'Sing Our Song for Refugee Week' as well as promoting and participating in Refugee Week activities in the city and region.</p> <p><i>Council for At Risk Academics</i> NU joined the Cara Scholars at Risk Universities Network in 2013-4 and has remained an active member since. In line with our commitment to global social justice, we host three Cara fellows at any one time and match fellows with our leading academics so they can complete their doctoral studies or an advanced piece of research.</p>
Embed	<p>We take positive action to embed concepts of welcome, safety and inclusion within the institution, at all levels, and for the long-term. Here, we use what we have learnt (see above) to embed this into our systems and processes where appropriate.</p> <p><i>University of Sanctuary Working Group</i> The UoSWG meets every 6-8 weeks to discuss issues relating to the University's engagement with sanctuary seekers. This is the key forum where our learning, embedding and sharing is discussed and where the strategic focus of all of our sanctuary activities come together. Membership of this group includes: Dean of EDI,</p>

Dean of Social Justice (together the Deans co-chair the working group), DVC, Dean of Sport, University's Race Equality Officer, University Faith and Spirituality Support Coordinator, University Head of Engagement, Active Inclusion Officer (City of Sanctuary) Newcastle City Council, North East Solidarity Teaching (N.E.S.T) Project Worker as well as student representatives, including one Postgraduate Researcher (PGR) and one UG. At least two members of this group are sanctuary seekers so that their voices are embedded within the discussions of this group. The UoSWG reports regularly to UEB through our DVC.

Sanctuary scholarships

In 2011, NU offered financial support to asylum seekers in the form of a tuition fee reduction, enabling them to pay the equivalent of home fees for the duration of their UG degree studies. We listened to members of the North East Refugee Forum in setting up these scholarships and so the embedding of these in NU is based on listening to, and learning from, sanctuary seekers. Six tuition fee discounts were awarded: one each in 2011, 2013 and 2015, two in 2017 and one in 2018. More recently, the UEB agreed to establish a more generous NU Sanctuary Scholarship scheme. This scheme, from September 2020 onwards, permits the award of three full scholarships annually. A full scholarship includes full tuition fees and living expenses (£12,500 for annual for UG and PG taught and £14,777 for PG research). The total annual investment for this is up to £110k depending on the tuition fee bands and whether the successful candidates are UG or PG. We developed our NU Sanctuary Scholarship scheme with specific attention to [Article 26](#) and through consultation within the local refugee community and with our UoSWG. In October 2020, three students began their studies with us, two studying for UG degrees and one for a Masters degree. We are learning from the experiences of these new scholars and are seeking to embed adjustments to the sanctuary scholarship process moving forward, based on what we learn from the process year on year. Dr Matthew Prett, the Faith and Spirituality Support Coordinator in NU Student Health and Wellbeing, is our named point of contact for sanctuary seekers.

North East Solidarity and Teaching (N.E.S.T)

N.E.S.T is a multi-award winning and internationally-recognised student-led project at NU Students Union (NUSU). N.E.S.T works with the refugee and asylum-seeking community in the region in a variety of formats such as one-to-one English teaching, group English classes, sports, creative arts and trips across the North East. Through N.E.S.T, sanctuary seekers gain confidence in their language skills, find new friends and family, and become better integrated into the community. The 2020 report produced by N.E.S.T notes that it engaged over 450 NU students in volunteering, providing support to over 600 refugees and asylum seekers. It is estimated that the full cost of running N.E.S.T including volunteer time, room hire and security would be £290,388. Between 14th October 2019 and 14th March 2020, N.E.S.T provided 13,015 volunteer hours, 361 classes, and 570 2-hour one-to-one lessons. 98% of N.E.S.T volunteers say that their confidence has increased as a result of volunteering and 82% feel that volunteering with N.E.S.T has made them more employable. 100% of sanctuary seekers reported feeling happier after attending N.E.S.T sessions, 100% said they were better able to access public services as a result of attending N.E.S.T, and 100% reported an improvement in their English language competency as a result of attending N.E.S.T sessions.

In August 2019, N.E.S.T co-founder and project manager, Bridget Stratford, secured funding in a collaboration between NUSU and Newcastle City Council to be employed full-time as N.E.S.T project worker. N.E.S.T has gained both national and international recognition through awards, including being highly commended at the Times Higher Education Award and through the presentation of the project at the 14th Annual Literacy Education and Second Language Learning for Adults Symposium in Palermo. N.E.S.T also hosts its own youtube channel. Freedom from Torture noted of N.E.S.T that it *“has operated with a great deal of flexibility which has enabled clients to build up trust. We are grateful for the opportunity to refer to this organisation.”*

Omar, a 26 year old sanctuary seeker from Sudan started attending N.E.S.T sessions in April 2018 after hearing about it from his friend. When asked what he thought about N.E.S.T, he said: *“Brilliant. Not just for learning English; we also get another benefit because we can meet new people and make friends. When I came to this country I didn’t know many people, but at N.E.S.T I could make friends from different countries, cultures and colours. I feel like N.E.S.T is my family. N.E.S.T is fantastic. I’m looking forward to coming back”.*

Another example comes from Rikka who is 35 and arrived in the UK in 2018. She had lived with her young family in a refugee camp in Lebanon for four years after fleeing persecution in Syria. She was asked if N.E.S.T has helped her with anything other than English:

“They offered clothes for my children and the trips and helping the kids with their homework. I went with my family to a trip to the coast and I also attended a conference about refugees (Sisters Not Strangers) where I learned about other women’s experiences. I also went to a trip to a Trampoline Park and the kids had so much fun. N.E.S.T is a great place, it has helped us a lot in adapting to the living in the UK. It helps our children as well. My children felt homesick before coming to the N.E.S.T but after they joined they became happier, they are playing, learning and making friends. Before I came to the UK, I could neither speak nor read any English. Now I can go shopping and communicate more with people. We were so happy when we saw how nice the volunteers were, it was a very welcoming environment and we met a lot of people who can speak our native language.”

Earlier this year, in response to the Covid-19 pandemic, N.E.S.T established Operation Charlie in order to adjust the services it provides to the evolving situation. Furthermore, N.E.S.T. have also been involved in NU’s global activities, participating in a visit to Pittsburgh University, one of our strategic international partners.

Share

We share and celebrate our vision and achievements, including what we have learned, and good practice with other universities, the local community and beyond. This includes sharing our commitment to sanctuary seekers within the local University community as well as sharing our research and engagement projects, publications and other outputs with the academic community and within the local refugee community sector and with other related organisations and agencies. One example here includes our joint work with Northumbria University to align our recruitment of sanctuary scholars and to share best practice with each other in liaison with refugee community organisations in the region. Here are some further examples of how we share our learning and good practice:

Internal communications

We have established central communication channels including an intranet, campus screens, internet and events programme all of which provide opportunities to share news and information on our work. In addition to this, our three Faculties have their own communications channels enabling us to target our information and extend our reach. A good example of this is NU Connections which is NU's fortnightly news bulletin through which there are regular updates (under Social Justice Matters or EDI) to all staff about the University's work with asylum-seekers and refugees, including student projects, staff research, university scholarships and our membership of Cara. The sharing of our work will help support us in embedding our sanctuary work and initiatives across the whole University.

Research and engagement projects

Many NU researchers across a range of disciplines conduct research and participate in engagement activities with and about sanctuary seekers. Many of these combine learning, embedding and sharing. Here are just some examples:

- 1) Researchers in Applied Linguistics co-ordinated a European-wide project for marginalised migrants – including refugees – to learn English and improve their digital literacy through cooking. [Lingacuisine](#) successfully shared this work in six European languages and regularly hosts visits in their Digital Kitchen from local schools;
- 2) Museum Studies scholars at NU have led several European collaborative projects that focus on migration and so are relevant to the experiences of sanctuary seekers. By way of two examples, from 2011-2015, NU led the European Museums in an Age of Migration project which includes specific strands of research and engagement activities on migration, art and representation, and how museums can enhance curatorial practice in an age of migration. Currently, museum studies scholars are leading a European collaborative project on En/counter points (2019-2022) where they are exploring how and why multiple heritages, memories, processes of attachment and belonging to and in cultural spaces and places, are being (re)negotiated during a time of European migration and identity 'crises'. This work is part of NU Centre for Research Excellence on Heritage which was launched in February 2020 with a lecture from [Linda Norris](#) who talked about the [International Coalition of Sites of Conscience](#) which includes reflections on the place of memory and memorials as well as dialogue about sites of torture than are relevant to sanctuary seekers;
- 3) Public Health researchers are working with Newcastle City Council to assist with the evaluation of a Health Access Card that supports asylum seekers and refugees to navigate the health care system in Newcastle. More than 5,000 pocket-sized cards have been issued by a variety of NHS and third sector organisations since February

last year, introducing new arrivals to Newcastle to the range of health and wellbeing services available locally. The findings of this research will not only determine the content and format of future versions of the Health Access Card, but will also inform recommendations to North East health care leaders as to how local services can be made better-equipped to respond to the needs of this uniquely vulnerable population. Crucially, these recommendations will be based on the experiences and perspectives of refugees and asylum seekers themselves whose views are often marginalised or overlooked in this context;

4) Social researchers are currently working on research about [refugee youth](#) and public space in collaboration with a number of local refugee community organisations (including The Conversation Group and Crossings, a local group for asylum seekers and refugees to come together to develop and perform music) and academic partners in Belgium, Netherlands and Germany. In response to the Covid-19 pandemic, the research team have been focusing on the response of the refugee sector and of those seeking sanctuary to the evolving situation. The research team have shared the findings of this work on the open access platform for sociology and social policy researchers, [Discover Society](#).

5) The North East Racial Equality Forum (which is co-chaired by NU Law School) have regular workshops around issues relating to hate crime, race equality and community cohesion. The [conference](#) in 2017 on Challenging Race Hate Crime included engagement from several refugees and refugee community organisations in the North East.

6) In summer 2020, a research team published a report on 'Supporting sanctuary students and staff: understanding the needs of students and staff from refugee and asylum-seeker backgrounds'. This report was based on interview and survey data with students and staff from refugee backgrounds at NU as well as representatives from external organisations and charities working within the asylum sector of the North East. This work included a set of recommendations which the UoSWG are seeking to action where appropriate. The research was funded by the NU EDI Fund and has been shared at the Universities of Sanctuary virtual conference in 2020 and with the sanctuary jiscmail list.

7) Our digital civics researchers and colleagues in Computing Science have worked on developing digital platforms for the safe and secure resettlement of [Syrian refugees](#), including sharing what has been [learnt](#) in the process of doing this collaborative work.

8) The Hatton Gallery, based on our main NU campus, collaborated on the '[Home and Belonging: Walk of Sanctuary](#)' project. This included a series of short digi-films and other materials created by sanctuary seekers.

9) Students studying at Newcastle University Medicine Malaysia (NUMed) teach weekly classes to Rohingya school children through their [Diamond Project](#).

Strong long-term and meaningful relationships with local refugee community organisations

We maintain long-term, meaningful and mutually beneficial relationships with local refugee community organisations where we share our learning about sanctuary seekers. Just one example is the work we have done, and continue to do, with WERS in Newcastle. In 2012-13, NU worked with WERS and a local film-maker to co-create set of [videos](#) about the story of asylum and the refugee process in the UK. The NU Institute for Social Renewal funded this work. In 2014, Jennifer Smith secured an ESRC funded PhD studentship with WERS through which she completed all of their volunteer training and spent two years volunteering in their clothing store and drop in. She completed a PhD study in 2018 about destitute asylum-seekers negotiations

of mobility and belonging in Newcastle upon Tyne, and shared the findings of this with WERS management. More recently, the NU Social Justice Fund supported a joint project that was co-designed by WERS staff and NU researchers to tell the story of WERS turning 20. This project included a [webinar](#) and a [blog](#) from NU staff and students sharing their work.

Social justice forums

As part of our commitment to social justice, we hold regular ‘social justice forums’ which bring together our academic community (researchers and students) with the voluntary and community sector. As part of this, we host a social justice forum every six months that focuses specifically on the topic of refugees and asylum seekers. At these forums, we share our academic research expertise and the refugee community sector are invited to share the current focus of their work. [GemArts](#), the [North East Law Centre](#), N.E.S.T and [Action Foundation](#) have already spoken about their work at previous forums and [Rainbow Home](#), WERS and Freedom From Torture have all agreed to participate in future social justice forums focusing on asylum and migration.

Tyne and Wear Citizens

NU is a founding and strategic partner of Tyne and Wear Citizens who use the power of community organising to achieve change of the issues that matter most to their members. Through collaboration with Tyne and Wear Citizens, NU has helped to share its expertise to the sub-group on ‘safer cities’ and to generate change in important matters of relevance to those seeking sanctuary. Of most note, Citizens won a Hate Crime Charter on Public Transport (signed jointly by all main public transport providers) to commit to the training of staff in hate crime and to build confidence amongst communities to challenge and report hate crime.

Please identify how sanctuary seekers have been involved in helping you achieve these principles

Learning – through their leading of Insights Lectures; through their direct participation in our research projects enabling their lived experiences to inform our research; through their membership of our UoSWG; through their involvement in teaching our students; in engaging in student volunteering groups and related initiatives; and through hosting Cara fellows.

Embedding – our UoSWG includes at least one staff member from a refugee background; the process for developing our Sanctuary Scholarships scheme included consultation with the refugee community including directly with sanctuary seekers and those with experience of applying to university as sanctuary seekers; through the lived experiences of sanctuary seekers participating in N.E.S.T. activities.

Sharing – sanctuary seekers are heavily involved in our research and engagement projects (e.g. as co-researchers who work alongside our researchers on projects or shared interest and/or research participants who share their lived experiences) and participate in our social justice forums and community engagement activities such as through Tyne and Wear Citizens.

How does your organisation intend to build on your achievements over the next 3 years in order that your award is renewed?

We will continue to consolidate and build on our achievements over the next three years. We will maintain the following activities:

- UoSWG will continue to meet six times per year with the membership being reviewed annually to ensure a diversity of representation from across the institution including those with a sanctuary background;
- NU Sanctuary Scholarship scheme which UEB have committed to supporting;
- Membership of Cara and hosting of three Cara fellows at any one time;
- Insights Public Lecture series will host speakers on topics of relevance to sanctuary including an annual Refugee Week lecture;
- Celebrate Refugee Week and International Refugee Day annually;
- Support and celebrate teaching, learning, research and engagement activities about sanctuary seekers.

In addition, we intend to build upon these achievements by:

- Securing funds internally so that we can expand the role of the named point of contact for all sanctuary seekers in the university who can provide advice and guidance to those applying to study at the university and those already working and studying here;
- Expanding the training available to staff to extend further our knowledge and understanding about sanctuary seekers (and directly building upon our learning, embedding and sharing identified above);
- Integrating our sanctuary work into staff and student induction processes including in peer support and budding initiatives;
- Continuing to develop and update our dedicated webpages about our sanctuary activities;
- Developing further our communication strategy to ensure our work is disseminated across the University and externally (regular contributions to NU Connections about showcasing our research, about the key point of contact and about Refugee Week) – this will take the form of different media and use of diverse platforms;
- Continuing to work with our external partners to ensure that NU and the wider region provides a supportive sanctuary context for all (especially our partners in the voluntary and community sector, in the arts, museums and cultural sector, and in sport);
- Continuing to share our practice with other Universities.

Professor Peter Hopkins, Dean of Social Justice

Professor Judith Rankin, Dean of Equality, Diversity and Inclusion

December 2020

To be completed by the recognition team

Have the following criteria been met across the whole portfolio of evidence?

Criteria	Criteria met?
<p>Staff involvement / awareness</p> <p>Were all staff, including support staff, made aware of what Sanctuary means? Were staff involved in work towards the different principles? Has staff awareness of the issues surrounding sanctuary increased?</p>	
<p>Public involvement</p> <p>Would any of the activities engage the public in wider sanctuary issues and/or understanding of these issues?</p>	
<p>Future commitment</p> <p>Has the applicant demonstrated a sustainable commitment to sanctuary? What evidence is there that this commitment will continue after the award is granted? (e.g. embedded in mission, strategic planning, policies and procedures)</p>	
<p>Active refugee voice</p> <p>Were refugees involved in any evaluation/monitoring or delivery of activities for each of the principles?</p>	
<p>Self-evaluation</p> <p>Do staff and others involved feel that the organisation has met the principles?</p>	
<p>Feedback from others involved</p> <p>Has feedback from the public or the refugee support sector been taken into account? Have there been any changes or actions arising from the activities?</p>	
<p>Feedback from refugee involvement</p> <p>Comments from an asylum seeker or refugee who has engaged with an aspect of the organisation's work.</p>	

Signed by the lead applicant:	
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At least one member of the recognition team to be a sanctuary seeker or refugee.

Recognition team member 1:	
Recognition team member 2:	
Recognition team member 3:	

Any recommendations?	
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Date of appraisal:	
Date for recognition to be publicised:	
Date renewal due:	