



The University of Central Lancashire supports the Sustainable Development Goals

Sustainable Development Goals Annual Report 2022-23

Gary Fairclough, Research and Enterprise Service
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Version 2.1

Introduction

The University of Central Lancashire is an international, multi-campus university tracing its roots back to 1828 and leading the way in modern learning today. The University is committed to addressing the sustainability challenges set out in the [UN Sustainable Development Goals](#) (SDGs). Our [Strategic Plan 2021 to 2028](#), and associated sub- and enabling strategies, present our institutional commitment to sustainability going forward. This report is a snapshot of selected activities undertaken by the University in support of the SDGs in the academic year 2022-23. The University has a number of specialisms which lead to particularly strong contributions in a number of specific SDGs, in particular, SDG 3 (Good Health & Wellbeing), SDG 4 (Quality Education), and SDG 10 (Reduced Inequalities). In 2023-24 we will be initiating work to improve visibility of the Goals throughout our employee, student and public facing websites and intranet pages.

Our Values

Our values reflect who we are as a university and what we stand for. They define the things that are most important to us and nurture a sense of shared purpose. They reflect our ambitious nature, inspire us to constantly improve and to enrich the lives of our students, our colleagues and the communities we serve.



Figure 1 - The University values

To achieve our mission and uphold our values we have set six strategic priorities:

Priority 1: Student opportunity and success

- Our main priority must be, as always, the success of our students.

Priority 2: Leading the way in modern learning

- Learning and teaching is at the heart of our mission to transform lives and enable people to achieve their full potential.

Priority 3: Our people experience

- We must continue to attract and retain the very best talent and enable everyone to do their best work, if we're to achieve our ambitions.

Priority 4: Real-world research and innovation

- We'll establish ourselves as a leader in research, innovation and enterprise within the modern university sector.

Priority 5: Our place in the world

- To be recognised as the leading civic university we know we are.

Priority 6: Future proofing our University

- Sustaining and enhancing the wellbeing of people, places and the planet are amongst the most important challenges we face today.

We are committed to protecting the natural environment and promoting the sustainability of our planet. We also promote healthy and sustainable lifestyles, sport, and exercise to support the physical and mental wellbeing of our students, colleagues, and communities. We encourage our students to become 'global citizens', providing access to careers around the world and bringing the life-changing benefits of higher education to communities worldwide. We are an anchor institution working with local and regional partners to regenerate the North West of England.

The 2022-23 academic year saw the implementation of a number of initiatives to embed the Goals within research and teaching activities. The use of the Curriculum Framework, which embeds sustainability in the curriculum, and in the review of courses and modules, has continued and is now moving towards the mid-point of its four-year cycle. **The Curriculum for All (C4A)** programme is designed to enrich our curricula through the addition of voices, perspectives and practices that have previously been invisible. This is mirrored within research through the **Research for All** initiative which ensures we are inclusive across research practices and in support of our researchers. The Research and Enterprise Service (RES) have worked to embed the Goals within preparations for the Research Excellence Framework 2028. RES have mapped potential future impact case studies to the SDGs and encouraged a wider range of academics to consider how their work may contribute to the Goals.

Our partnership for the goals

The UN SDGs play an increasingly important part in the development and delivery of our services and activities. The University of Central Lancashire is a world leader for Healthy Universities in research, knowledge exchange and in practice, committed to a whole-systems approach to sustainability and wellbeing.

We continue to embed sustainability in our curriculum using our curriculum framework. The curriculum framework is designed to ensure our curriculum is fully inclusive and representative of our students and the wider world, involving students in the co-creation of courses and curricula and delivering applied, real-world learning. Courses will be required to provide a global context that our students will live and work within, enabling them to explore concepts of sustainability.

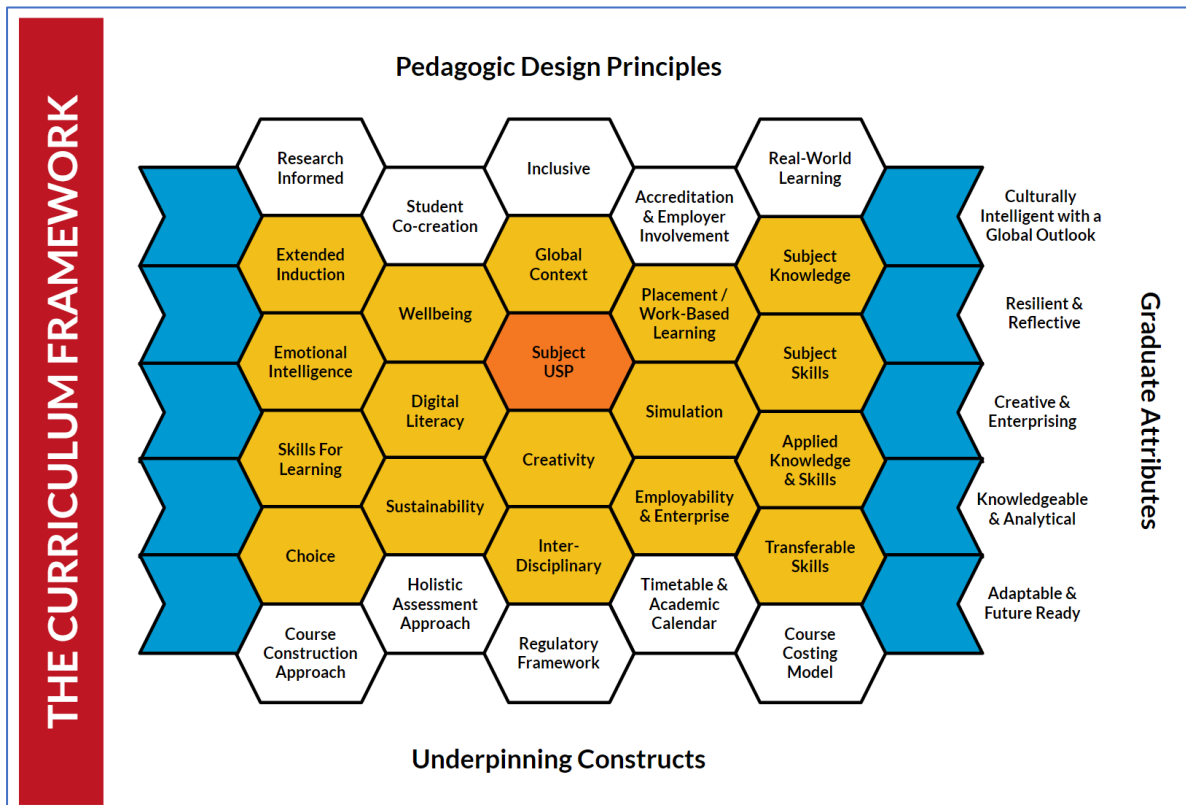


Figure 2 - University of Central Lancashire Curriculum Framework

Curricula developed through this framework will help equip our graduates with a global outlook, enabling them to make informed and ethical decisions by being able to reflect on and be aware of their own and other’s biases and emotions. Our graduates will understand the importance of adaptability, resilience and creativity in a changing world.

Across our research portfolio we continue to address the SDGs and influence others to make similar contributions. A recent snapshot of the research portfolio conducted as part of an Annual Research Assessment exercise looked at which Goals the research projects contributed to. The 147 projects submitted by academics identified 410 links to SDGs with a particular focus on SDG 3 (Good Health and Wellbeing), SDG 10 (Reduced Inequalities), SDG 9 (Industry, Innovation and Infrastructure) and SDG 4 (Quality Education).

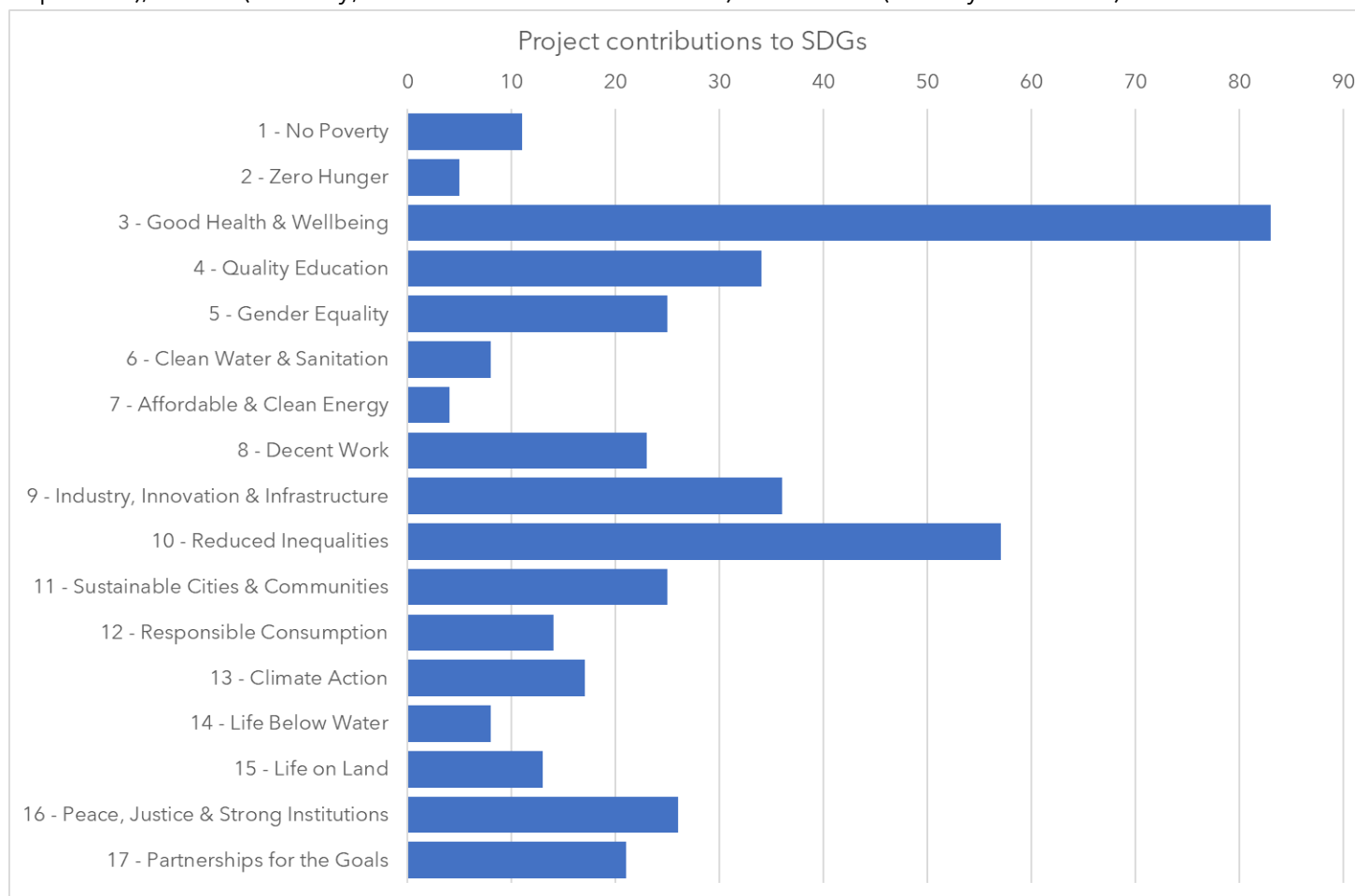


Figure 3 - Research projects identifying contributions to SDGs

Preventing Ethics Dumping with the TRUST Code

The **TRUST Code** is a global code of conduct for equitable research partnerships, designed to stop the deliberate or accidental export of unethical research practices from high-income countries to low and middle-income countries. The Code has already been adopted by the **European Commission (EC)** in 2018, the publisher **Nature Portfolio** in 2022, along with a number of other funding bodies and HEIs. It has now been recognised as a best practice for clinical trials by the **World Health Organisation (WHO)** and adopted by **The Association of Commonwealth Universities, Ghent University** and **SAGE Publications**.

Based on 15 years of research on protecting vulnerable populations in low- and middle-income countries from exploitation, the University of Central Lancashire's Professor Doris Schroeder and collaborators formulated a value-based approach to research ethics around fairness, respect, care and

honesty. Using these values, Schroeder led the creation of the Trust Code which aims to counter 'ethics dumping' and the off-shoring of unethical research to resource-poor settings.

Academic publishers Nature and SAGE have adopted the TRUST Code and now encourage researchers to include local and regional authors and research, ensuring publications acknowledge crucial expertise and context. Nature noted that analysis of research conducted in Africa had found that less than half of research on infectious diseases had an African first or last author, and two-thirds of geoscience research had no African authors¹.

The growing awareness of the challenge of so called 'ethics dumping' and adoption of the TRUST code represents a fundamental shift in research globally.



¹ Nature (2022) *Nature addresses helicopter research and ethics dumping*, URL:

<https://www.nature.com/articles/d41586-022-01423-6> (Accessed: 7 September 2023)

Making a difference in our local communities

The University continues to support a range of initiatives to reduce poverty in local, national and international communities. **Priority 1: Student Opportunity and Success** in our **Strategic Plan 2021-2028** outlines our ongoing commitment and support for widening participation, and highlights our contribution as a civic, anchor institution to promoting regional social and economic development. The University introduced living wage adjustments in 2021 for staff in entry-level pay scale grades A & B².

Following the COVID-19 pandemic and other geo-political shocks, the cost-of-living crisis continues to have a significant effect on our students, staff and surrounding communities. The University of Central Lancashire has provided a range of support to these groups aimed at reducing the negative effects of the crisis. Students can access Office for Students Cost-of-Living Support and a University Hardship Fund to help cover basic costs while studying. Staff have received cost of living support from the University with those in grades A and B receiving a one-off payment equal to 3% of their annual salary.

As a civic anchor institution, the University is committed to investing in the social, economic, and cultural development of Lancashire and the North West of England, driving economic growth through employment, the regeneration of our campuses, and engagement with local communities. By leveraging our position as a large higher education provider, we can be a force for positive change in our region. We continue to source materials and services from local suppliers and are committed to reducing wage inequalities.

Wash Your Words: Langdale Library and Laundry Room

Coastal communities in the North West of England rank amongst some of the most deprived communities in the UK. Blackpool was ranked as the most deprived of the 317 local authority areas in England³.

Dr. Lee Ivett and Dr. Ecaterina Stefanescu from the University's **Grenfell Baines Institute of Architecture**, specialise in socially engaged architecture. Ivett's award-winning work centres on low-budget, socially focused projects, largely for marginalised communities in the UK aiming to develop local agency and capacity.

Working with socially engaged arts group **LeftCoast**, Ivett and Stefanescu helped to develop a hybrid community laundry and library to address a shortage of community space and laundry facilities. With support from **Blackpool Council's** Library Department and local housing association **Blackpool Coastal Housing** they were given the opportunity to transform an empty office space into a



WASH
YOUR
WORDS

Langdale Library
& Laundry Room

² Equality, Diversity and Inclusion Annual Report 2021-22, p.65
<https://www.uclan.ac.uk/assets/pdf/edi-annual-diversity-report-2022.pdf> (accessed 5 July 2023)

³ *English indices of deprivation 2019*, UK Government, available at:
<https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019> (accessed 27 October 2023)

library and laundry room. The Lottery funded project was developed with economic sustainability in mind and aimed at providing a wide range of benefits to the members of the community.

The facility was co-produced, co-designed, constructed and maintained with the local community, developing economically valuable skills and ensuring low-cost sustainability for the project. A key aspect of the development process was engagement with the University's digital fabrication facilities, a process that introduced new skills and knowledge of

contemporary production techniques to participants. The project helped address a lack of space in local housing stock and issues relating to fuel poverty. The project was nominated for the **Royal Institute of British Architects Journal MacEwan Award** in 2023, which celebrates architecture for the common good.



Find out more about the Langdale Library and Laundry Room story here: <https://www.ribaj.com/buildings/macewen-award-2023-commended-wash-your-words>

Lancashire survey finds more than half of the region's workers are suffering from mental health issues

The University of Central Lancashire's **Institute for Research into Organisations, Work and Employment (iROWE)** has shone a spotlight on job quality and productivity in the region.

When surveyed, more than 50 percent of workers in Lancashire have reported that stress, anxiety or depression was caused by, or made worse by, work in the last 12 months, according to a new report⁴.

The iROWE report, entitled *Work in Lancashire: Understanding Job Quality and Productivity in the Region*, surveyed a cross section of over 200 workers across Lancashire from a range of industries and sectors.

Key findings show that more than 50 percent of workers in Lancashire reported

that stress, anxiety or depression was caused by, or made worse by, work in the previous 12 months, with 50 percent of respondents receiving some form of health support during this period, alongside 82 percent of employers providing health and wellbeing support. 70 percent of workers said they work longer than their contracted hours and only one in three said they could get their work done inside contracted hours. In addition, only 55 percent of people felt they were fairly paid, rising to 60 percent for women, which provides areas of concern in relation to pay, good work and productivity.

The results suggest that organisations need to work harder to consider the impact of work on their employees and consider how organisational practices

⁴ Wright, A., Lawler, M., Ellison, G. & Bennett, A., (2022), *Work in Lancashire: Understanding Job Quality and Productivity in the region*, University of Central Lancashire, available at:

<https://www.uclan.ac.uk/assets/pdf/research-pdfs/work-in-lancashire-understanding-job-quality-and-productivity-in-the-region.pdf> (accessed 27 October 2023)

and policy are reaching employees at a ground level.

Dr Adrian Wright, Director of iROWE and Deputy Head of the School of Management at the University, said: "One of the most striking findings of our report is the impact that work has on the health and wellbeing of the workforce. Our findings highlight the need for

formulation, implementation and communication of health and well-being policies ensuring there are clear links between policy, procedure and practice."



Supporting vulnerable communities globally

The University of Central Lancashire supports vulnerable communities on a local, national and international level. Since 1995 the University has run a **Healthy Universities initiative** that embeds sustainability, healthy eating and health and wellbeing in our research, knowledge exchange and practice. The work of the University of Central Lancashire's researchers and the skills developed by our students are having a profound impact on the economic, social and health prospects of communities across the UK and beyond. The **Institute for Citizenship, Society and Change** aims to develop new ways of thinking about inequality, insecurity, diversity and fragmentation, and contributes to the building of responsive services for sustainable communities.

Rebuilding food security following the 2022 floods in Pakistan

Since 2019, researchers led by Prof Nicola Lowe, have been working with UK and Pakistani partners in northwest Pakistan to try to address 'hidden hunger' in rural communities facing nutritional deficiencies in micronutrients such as iron, zinc and vitamin D, through the introduction of bio-fortified wheat.

The work of Prof Lowe and her team through the **BBSRC** funded **BIZIFED project** has already had a significant impact on the health and wellbeing of people in Pakistan. BIZIFED was the first large-scale investigation into the potential of biofortified wheat to reduce zinc and iron deficiencies among adolescent girls and children in Pakistan. The project won the Research Project of the Year at the UK-based Educate North Awards in 2022.

In September 2022 the Khyber Pakhtunkhwa province in northwest Pakistan was hit by major flooding that led to widespread damage to infrastructure, housing and agriculture. Across Pakistan,

flooding in 2022 led to the inundation of 9.4 million acres of crops and the loss of more than 1.1 million livestock⁵, leaving an estimated 8.6 million people facing food insecurity⁶. The floods disrupted the Pakistan crop calendar, washing away crucial crops and destroying winter grain stores. In response to the floods the **Abaseen Foundation**, one of the University of Central Lancashire's partners on the ground in Pakistan, distributed the bio-fortified wheat variety 'Akhbar 19', developed by Prof Lowe and her team, to 270 farmers in Nowshera.

Replacing the lost stocks of staple crops with bio-fortified varieties will provide important access to nutrients for populations that already face the challenge of 'hidden hunger' now exacerbated by the catastrophic effects of the recent flooding.



⁵ UN High Commissioner for Refugees, *Revised 2022 Flood Response Plan* (p.5) <https://reporting.unhcr.org/pakistan-revised->

[2022-floods-response-plan](#) (Accessed 11 July 2023)

⁶ UN High Commissioner for Refugees, *Revised 2022 Flood Response Plan* (p.17)

Changing public and policy makers' attitudes to waste in Sri Lanka

Plastic waste is a ubiquitous problem faced by all societies and cultures, and in many developing nations the solutions to challenges brought about by waste can be as damaging as the initial problem. These challenges have been exacerbated by the societal changes brought about by the COVID-19 pandemic. The use of plastic personal protective equipment (PPE) and other single use plastics has risen exponentially to meet the accelerated demand.

In Sri Lanka, the open burning and dumping of waste on own premises or in the wider environment have been shown to be key disposal methods. A questionnaire conducted by University of Central Lancashire researchers, Professors Karl Williams and Dr. Champika Liyanage, alongside their Sri Lankan partners, found that as the generation of plastic waste increased there has been a fall in the proportion of waste recycled and an increase in the preference to burn waste. This leads to considerable negative impacts on the

environment, affecting public health and critical ecosystems across Sri Lanka.

Williams and Liyanage and their Sri Lankan partners have presented the findings of their research to policy makers in Sri Lanka. They have opened dialogue with policy makers to challenge and change the current waste-management policy and behaviour in Sri Lankan communities. Their research aims to reduce the burning of landfill waste and reduce air pollution, resulting in improved health and wellbeing. Improved waste management practices in all communities will impact positively on wildlife conservation, benefitting threatened species such as the endangered Sri Lankan elephant and highlighting the importance of new sustainability policies for fishery harbours.



Improving Health and Wellbeing

Health and wellbeing is one of the largest areas of expertise at the University of Central Lancashire with 120 academics returned to the recent REF2021 assessment, and a third of our graduates in 2022-23 (over 1,800 students) coming from health-related subjects. The University has close collaborations with local health institutions through shared research projects and student placements. Internationally, the University works with healthcare providers and NGOs to improve patient care and experiences.

Members of the University's THRIVE Research Centre undertake research on human survival, flourishing, and transformation in the early years (first 1000 days) of life. World leading research conducted by the Research in Childbirth and Health (ReaCH) and Maternal and Infant Nutrition and Nurture (MAINN) groups, working with international partners including UNICEF and the World Health Organisation, has fed into national and international guidance on maternal and infant care. This research directly contributes to progress against the targets for maternal health and child development under SDG 2 and maternal, neonatal and under-5 mortality rates under SDG 3.

As a major teaching university for health and medicine subjects, The University of Central Lancashire has a considerable impact on workforce capacity building, supporting the provision of health services both domestically and internationally. In 2021-22, over 9,000 students were enrolled in medicine or allied health subjects, including nursing and dentistry, and a further 1,000 students enrolled in psychology⁷. Health education at the University is informed by research that is multidisciplinary, ensuring the health education we provide is evidence-based.

Improving access to healthcare for ethnic minorities with learning disabilities

Professor Umesh Chauhan, Professor of Primary Care in the **School of Medicine and Dentistry**, compiled a report, commissioned by NHS Race and Health Observatory investigating the health inequalities faced by people from ethnic minority backgrounds with a learning disability.

The report acknowledged that the intersection of ethnicity and disability, two marginalized identities in society, results in the experience of compounded discrimination, exacerbating inequalities in relation to health outcomes and

healthcare. These existing disparities are due to the social determinants of health, which are further fueled by discrimination, racism and marginalization. In turn, people with a learning disability from ethnic minority backgrounds experience poorer access to and experiences of healthcare services and poorer health outcomes.

The report found that references to people of ethnic minority backgrounds in national policy documents dating back to 2001 were rare in legislation pertaining to learning disability.

The report made several recommendations including advice that future policies from **NHS England** and the

⁷ HESA, *HE student enrolments by HE provider and subject of study*, <https://www.hesa.ac.uk/data-and-analysis/students/what-study>

Department of Health and Social Care

should include guidance emphasizing coproduction approaches to tackling health inequalities experienced by people with a learning disability from ethnic minority backgrounds. **Integrated Care Boards** were encouraged to routinely collect ethnicity data relating to people with learning disabilities and develop inclusive interventions for carers of people with learning disabilities from ethnic minority backgrounds. It is hoped that this will help address the range of challenges faced by carers, including those related to their well-being.

Jabeer Butt, Chief Executive of the **Race Equality Foundation** and co-author of the report, said: "Our report suggests that people from ethnic minority backgrounds with a learning disability experience disparities in healthcare, and some also experience discrimination. We found that there was often a distinct lack of reasonable adjustments made and a failure to recognize and accommodate an

individual's needs when receiving care. The intersection of disability and ethnicity compounds discrimination and exacerbates inequalities in healthcare access and the experiences of people with a learning disability from ethnic minority backgrounds." He noted that: "We want clinicians and those working within healthcare to have much better and effective communication with their patients and understanding of learning disability. It is so important that reasonable adjustments are adhered to. Healthcare providers should do more to actually implement existing policies relating to people with a learning disability. Coproduction is one of the best ways of helping to address health inequalities. We need to hear patient voices more and act on any disparity."



Swellaway Knowledge Transfer Partnership

Working with the University of Central Lancashire (UCLan) and **Manchester Metropolitan University**, Cheshire based company **Swellaway Limited** have developed a cutting-edged medical device, the ProMOTION EV1 for injury rehabilitation use by athletes to get back to fitness, faster. The battery-powered portable digital device reduces swelling associated with injuries by providing cooling, heating and compression. Athletes can now receive treatment at home or while on the move, set precise programmable treatments and capture data through a smartphone app.

Researchers at the University of Central Lancashire, Dr Jill Alexander and Professor Jim Richards, have been heavily involved in the research and development phases of the device. They conducted rigorous testing on the product and developed treatment protocols using the device to deliver the best treatment responses and recovery options.

England footballer Harry Maguire started using the device earlier this year, after sustaining an ankle injury. Professor Richards said: "The three-way Knowledge Transfer Partnership between Swellaway, The University of Central Lancashire and Manchester Metropolitan University has allowed us to increase the evidence base

for the management of injuries such as Harry's ankle injury. Using the ProMOTION EV1 we were able to deliver a much more precise and targeted treatment to help his recovery".

The partnership has also helped Swellaway improve competitiveness and productivity through the development of the tech-enabled, lightweight device. Robin Slinger, Chairman of Swellaway said: "The research developed by

Manchester Metropolitan University and UCLan will be instrumental for the success of our product. We are sure that it will help us successfully develop our current product together with our future planned devices."



Tackling inequalities in diverse communities

We believe in helping people seize every opportunity to flourish in education, at work and for life. This spirit of 'opportunity for all' has remained at the heart of our mission since the University's inception in 1828. We are proud to be a force for positive change, championing equality and enriching the lives of our learners, colleagues and the communities we serve. The University of Central Lancashire is committed to reducing inequality in all its forms through research, teaching and leadership. We are committed to helping people to realise their potential - whoever they are and wherever they are in life, we enable them to achieve their goals and set them on course for a brighter future.

In 2022 the University launched its [online anti-discrimination toolkit](#), produced following consultations with LGBTQ+ communities, to provide practical strategies to prevent online discrimination directed at sexual and gender minorities. The toolkit suggests ways in which users can protect themselves from online hostility, including protocols for reporting discrimination, as well as providing guidelines for social media site owners, educators and police forces on how they can prevent such activity and support victims.

The toolkit has already attracted the national attention and is being used by various police forces, Lancashire and Lincolnshire schools, LGBTQ+ organisations **Stonewall** and **Galop**, and members of the LGBTQ+ community via social media platforms.

Our EDI Strategy, **Belonging at UCLan**, is focussing on the following four pillars. These are to:

1. Diversify our people profile.
 2. Eliminate or significantly narrow gaps within the learner body relating to recruitment, progression, awards and graduate outcomes in relation to protected characteristics.
 3. Develop an enhanced inclusive culture and mindset within the staff and learner body, leading to a stronger sense of belonging for all.
 4. Develop a national and international research profile in relation to EDI
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Celebrating Lancashire’s Black History

The University of Central Lancashire’s **Institute for Black Atlantic Research** (IBAR) has collaborated with a range of local groups including **Lancaster University, Lancashire County Council, Lancaster Black History Group** and **Preston Black History Group** on a range of events celebrating the cultural heritage of Lancashire’s Black communities.

A collaborative project that will see some of Lancaster’s ‘runaway slaves’ memorialised in the **Judges’ Lodgings Museum** in Lancaster was awarded £15,000 by the Association of Independent Museums (AIM) New Stories New Audiences funding, part of the National Lottery Heritage Fund

The ‘Facing the Past’ project has seen the museum work alongside IBAR, Lancaster University and Lancaster Black History group to deliver schools workshops, with children’s work being displayed at the

museum, and running creative learning sessions about the fine art and furniture collections on display. It has also included Continuing Professional Development training, supporting teachers to deliver lessons on the complex subject of slavery in the classroom.

Research from Professor Alan Rice, director of the University Research Centre in **Migration, Diaspora and Exile** (MIDEX) and co-director of IBAR, contributed to the commemoration of the 80th anniversary of the Battle of Bamber Bridge, a race riot near Preston during World War Two brought about by intrinsic racism in the segregated US Army. The event was extensively covered by US media and the research also contributed to a storyline in 2022 film *The Railway Children Return*.



The University of Central Lancashire takes pride in Rainbow Roses exhibition

In September 2022 the University of Central Lancashire teamed up with a local LGBTQ+ community group to celebrate and explore queer self-expression. Launched during Preston Pride Weekend, the Rainbow Roses invited members of



the **Lancashire LGBT Women and Non-Binary Peer Support Group** to share personal experiences through art in an exhibition in the University’s Harrington Building Social Space.

The exhibition included a large tapestry created by several group members with the message “Forget who they told you to be. Be who you were born to be” as well as drawings, paintings and a collage.

Beth Meadows, Support Worker from Lancashire LGBT, set up the Peer Support Group during lockdown. She said: “Through this work we want to share queer joy and celebrate our community. We have established a beautiful partnership with UCLan, and I am

delighted that the University is supporting the local LGBTQ+ community and celebrating grassroots art.”

Artist Pixie Willow contributed a detailed drawing of their hand entwined with that of their wife. They said: “It represents our connection as a couple and our connection with the wider LGBTQ+ community. This is the first time I’ve exhibited my artwork since college and I’m very proud of it.”

Director of Equality, Diversity and Inclusion (EDI) at the University, Professor

Pradeep Passi said: “It’s really important that as a University we connect with the local community as events such as this prompt conversation which takes us further on our journey towards inclusivity. We are proud of our growing relationship with Lancashire LGBTQ+.”



Leading the way in modern learning

With over 35,000 students, the University of Central Lancashire is at the forefront of providing inclusive education and lifelong learning opportunities across our campuses in Lancashire, Cumbria and beyond. Learning and teaching is at the heart of our mission to transform lives and enable people to achieve their full potential.

In our Strategic Plan 2021-2028 we have committed to learning from the challenges brought about by the COVID-19 pandemic and are committed to becoming a beacon for innovation, making possible new approaches to learning and teaching, discovering new markets, and embracing new technology. In the spirit of continuous improvement, we'll nurture our community of best practice, discovering, sharing and embedding what we learn.

As an institution we are committed to delivering our activities in a transparent and ethical manner, with clear policies in place on bribery, corruption and academic freedom. Our researchers play a significant role in shaping public policy in the UK and beyond across areas as diverse as health, education, journalism and building standards; and there are many examples of the University's research contributing to the delivery of strong and robust democratic processes in the UK and beyond.

Researching the future of trusted public-interest news

In August 2022, the Media Innovation Studio at The University of Central Lancashire launched the **News Futures 2035** foresight project in response to concerns about the future of public-interest news in the UK.

Home to the oldest university journalism programme in the UK, the University of Central Lancashire research team, led by Dr François Nel, Reader in Media Innovation & Entrepreneurship, is perfectly placed to lead this exploration into the future of this vital public service.

During three planned national roundtable events, the team will ask experts from inside, alongside and outside the industry to consider alternative scenarios, develop new visions and catalyse better relationships, all focused on the question: how can we secure the supply of trustworthy, public-interest news in the UK?

The work is supported by the **Google News Initiative**, with consortium partners from leading news-industry organisations including the **Society of Editors, Public Interest News Foundation, Independent Community News Network, Digital Editors' Network, Bloomberg, Reach Plc** and **HMB Advisory**.

In 2018, Dame Frances Cairncross published the seminal **Cairncross Review** that painted a bleak picture of the media industry, including public-interest news and investigative journalism. At the time, she said there is a "clear link between the reduction in the numbers of local journalists and the closure of local newspapers on the one hand, and declines in democratic and civic engagement, and negative impacts on the management of public finances on the other".

Dr Nel said: "There are widespread concerns about the rise of misinformation and disinformation at the very time that

the industry on which we've relied to supply trustworthy news in the public interest is struggling. And while there have been many interventions from media and development actors to shore-up today's industry, we are yet come together to imagine the futures we want to create tomorrow - and to work together to make it happen. The News Futures 2035 foresight study provides us the opportunity to do just that."

Alison Gow, Audience and Content Director (North West), Reach Plc and Board, Society of Editors, said:

"Accurate and trusted news sources are an essential part of an informed society, yet the news industry, at all levels, faces

challenges, from economic pressures, misinformation, disinformation and the rise of news aversion, to the blurring in audiences' minds between social-media distribution systems and the news providers who use them. It's a crucial time to consider what this evolving picture means for public-interest news, and how individuals or brands who create it can build towards a robust future, so I am delighted to be involved in this conversation."



Inspiring the leaders of tomorrow

The University of Central Lancashire staff work closely with schools from across the region to develop links between pupils in primary/secondary education and higher education. In 2022-23, University activities covered a wide array of subjects including physics, archaeology and biology.

The **Young Scientist Centre** (YSC), run in partnership with the Royal Institution, offers state of the art facilities available for hire by local schools. The YSC runs dedicated sessions that focus on supporting Key Stage 2/3 science and GCSE subjects including maths, physics, chemistry, and biology.



The University of Central Lancashire's **Jeremiah Horrocks Institute** (JHI) for Mathematics, Physics and Astronomy won the Departmental Culture Change Award at the inaugural Ogden Outreach Awards in July 2022 in recognition of the efforts made to support staff in delivering science outreach activities. Notable initiatives included the transdisciplinary 'Into Our Skies: Space in Schools' scheme which used dance to engage year 5 and 6 pupils with science, and virtual tours of the night sky provided by Dr Megan Argo which engaged with over 1,200 Girl Guides during the pandemic.

Archaeologists from the **School of Law and Policing** invited year 5 and 6 pupils from local primary schools to learn about their local heritage and history at the University's Brook Street Excavation site. Although many pupils have an interest in history and archaeology, few had had an opportunity to experience hands-on archaeology. One pupil from Fulwood and Cadley Primary School said "I've really enjoyed learning and finding out

new things because this is what I want to do for a job when I'm older. It's been a lot of fun too."

These initiatives contribute to a number of targets within SDG 4, including increasing access to relevant skills for employment (4.4)



Professor Candice Satchwell, from the **School of Psychology and Humanities**, an expert in education with a focus on story-making, has worked with children

and young people from a range of backgrounds to explore their connection with their landscape. Working with groups from disadvantaged backgrounds, with disabilities and from communities in the South Pacific facing immediate threats from climate change, Professor Satchwell's work has created educational resources for learning about climate change and environmental issues for young people in the UK and the Global South. This work directly addresses indicator 4.7.1 through education around global citizenship and sustainable development.



Future proofing our university

We are committed to the responsible use of resources to minimise the impact of our operations on the climate. The University procures green electricity, generated from zero carbon hydro, wind and solar sources. We remain committed to enhancing monitoring and targeting of energy consumption and to identifying and minimising energy wastage. Increased generation of renewable energy across our campuses has led to a relative reduction in carbon emissions.

New buildings have energy efficiency and running costs as a key component of the design brief and will aim for BREEAM 'Excellent' (Education) accreditation. For substantial refurbishments (e.g. whole building) we aim for BREEAM 'Very Good' (Education) accreditation, which includes the feasibility of renewable technologies to be incorporated. All small- and medium-scale refurbishment projects contain an appraisal of energy efficiency measures and the incorporation of appropriate items and technology. All projects will be subject to life-cycle analysis at the feasibility stage of the design, in order to avoid the installation of low cost, inefficient equipment that will cost more in the long-term.

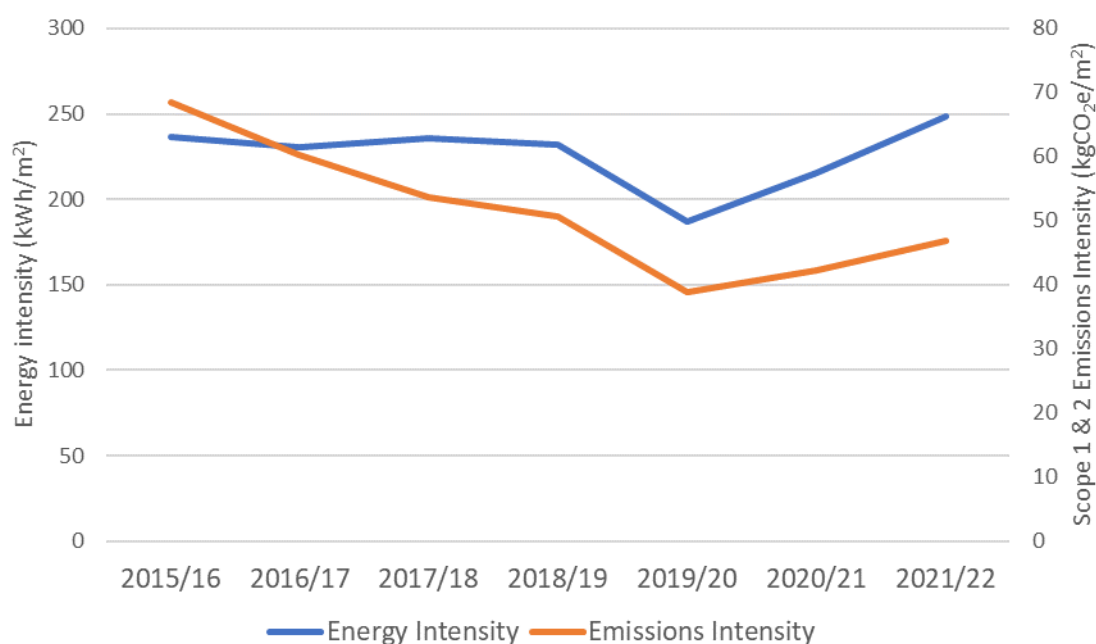


Figure 4: Energy consumption and scope 1 and 2 carbon emissions per m² internal space

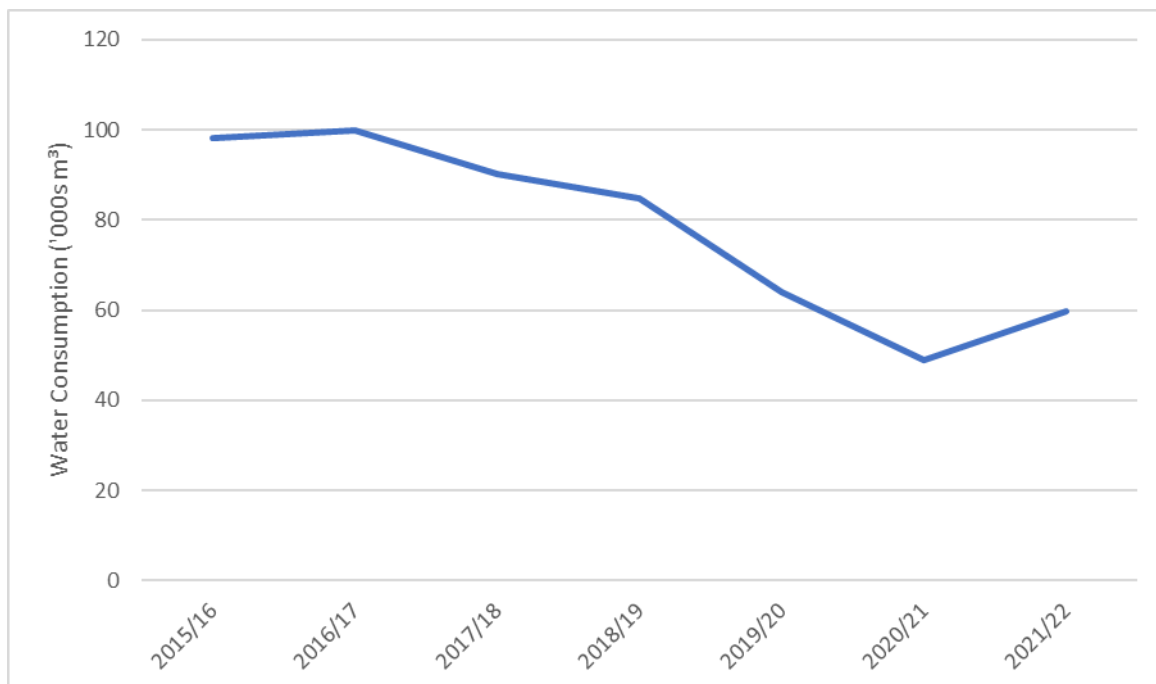


Figure 5: Water consumption per year (HESA, 2022)

Priority 6 of our Strategic Plan 2021 to 2028 '**Future Proofing our University**' commits us to bold and ambitious action to reduce our negative impacts on the environment. As part of a detailed decarbonisation plan, in development in 2023, we will commit to targets for reducing carbon emissions. This includes not only our direct emissions from the energy we procure and our day-to-day activities (Scope 1 and 2 emissions) but also the indirect emissions arising from our value chain (Scope 3 emissions).

The University is committed to reducing Scope 1 and 2 emissions by 78% by 2035 based on 1990 levels. Since 2015 the University has shown a decrease in water consumption of 39%.

Throughout 2022-23 the University has been evaluating the use of the estate to identify opportunities to reduce energy consumption.

Although, as an institution, we undertake a limited amount of marine ecosystem related research we have taken steps to ensure the impact of our operations on marine ecosystems is minimised. The University has committed to sourcing sustainable food, including procuring Marine Stewardship Council accredited fish for consumption in our refectories and catering services. The University remains committed to minimising the use of single use plastics, particularly in catering services through the use of biodegradable cutlery and encouraging the use of re-usable cups across campus catering outlets.

The University endeavours to reduce its impact on ecosystems and to support biological conservation through our research and operations. In 2022, we launched our ethical investment policy that committed the University to divest from industries including oil, gas and consumable fuels, and diversified metals and mining while seeking to eliminate exposure to any activities known to cause explicit environmental damage. We have also committed to procuring food from more sustainable sources such as Rainforest Alliance Certified Coffee as well as prioritising local produce to minimise transport emissions.

Following 8 years of award-winning collaborative research and development activities the University is part of a consortium of institutions delivering the £14 million Eco-I North West R&D programme. The programme will support small- and medium-sized businesses (SMEs) across the North West (Cumbria, Lancashire, Manchester, Merseyside and Cheshire and Warrington).

ICT Reverse look to greener future with the help of Eco-I North West

Lancaster-based **ICT Reverse** have recently felt the benefits of working with the University of Central Lancashire's **Eco-I North West** project, improving their sustainability processes. ICT Reverse is one of the UK's leading, fully accredited providers of reverse logistics for all Information and Communications Technology (ICT) data-bearing assets. The company already has a big focus on being environmentally friendly but are always looking for ways to improve further. Craig Smith, Managing Director at ICT Reverse, discovered the fully funded Eco-I NW project through conversations with Professor Karl Williams, Director for Waste Management at the University. Smith stated: "We wanted to be able to unlock the knowledge and resource within UCLan to assist with more efficient and environmentally friendly processes and operations."

Through Eco-I NW, a student was employed to complete 140 hours of research, aimed specifically at evaluating the impact of ICT Reverse's waste. On completion of the research, the student delivered a report to the Board with recommendations for ways for the business to lower its carbon footprint. Craig saw the benefit in: "Having a fresh pair of eyes" looking at what they could do better and plans to implement some of the findings to both save money and improve environmentally.

Smith commended the professionalism of the student, saying: "They were informative and supportive without being judgemental of processes that are in place because of resource limitations."

The other major advantage from engaging with Eco-I NW is the development of partnership working between the business and the University. This means that the company will still receive advice and support which will allow them to continue with their adoption of low carbon practices. Professor Williams added "this is only the start of the journey for ICT, and they now have support and opportunities with the University to achieve their long-term carbon goals."

