



University of
Central Lancashire
UCLan

PACT Institute 2024 Yearbook

Institute for Planetary Resilience
and Community Transformation (PACT)



October 2024

Welcome

This Yearbook presents an overview of the range of research work supported by the Institute for Planetary Resilience and Community Transformation (PACT) at the University of Central Lancashire (UCLan). It covers the period from 1 August 2023 to 31 July 2024.

The Yearbook includes:

- an explanation of the Institute's purpose and future plans
- summaries of PACT's Research Centre membership and some of the work done within these groupings
- and posters of individual research and other projects that were presented at our Convention day in June 2024.

As we move into our second year under the PACT Institute banner, our overarching vision, shared by PACT'S constituent research centres, groups and units, remains unchanged: to work in partnership to address major 21st Century challenges, whether that be in a local, national, or international arena.

We have been busy this year forging new connections and collaborations between researchers across disciplinary boundaries. We have run an exciting programme of seminars, workshops and training events that have generated vibrant discussions across a wide range of research topics and themes. Moreover, we have sought to build an inclusive research and knowledge exchange community spanning new postgraduate students to experienced senior researchers, with particular attention on supporting early career researchers to lead the next generation of research.

This year, two of PACT's Co-Directors, Professor Lynne Froggett and Professor John Whitton, plus the Senior Research Coordinator Dr Mags Adams along with several other research staff from within PACT took advantage of the university's voluntary redundancy scheme and left UCLan. We thank them for their invaluable contributions over the years, wish them all the best in their future endeavours, and hope that we will maintain links with them over time. We hope you enjoy reading about the activities in this Yearbook as a testament to their - and others' - hard work and creativity.

Professor Nicky Lowe
PACT Director

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01 Introduction to PACT

01.01 Background and purpose

UCLan's strategic plan seeks to develop the research environment at the university by supporting a number of Research and Knowledge Exchange (RKE) Institutes. PACT - the Institute for Planetary Resilience and Community Transformation - was formed out of its previous incarnation as the Institute of Citizenship, Society and Change (ICSC). This was the second year of operating in the context of UCLan's new research structures, and a number of changes and developments to these structures and the processes related to them were still being developed and confirmed at university level.

Amid this developing context, PACT's vision remains the same: to address major 21st Century challenges to enable human and planetary flourishing. The Institute is still underpinned by a commitment to the interconnected values of equity, fairness, justice, democracy and compassion; to facilitating partnership working, participatory methods, co-production, creativity and innovation; and to work that reflects an appreciation of context and complexity, concern to forge links across boundaries, and commitment to connect local and global perspectives.

As previously, PACT's remit includes but is not limited to:

- **Social, economic and ecological justice:** This includes a focus on addressing inequalities, drawing on Preston's trailblazing work in co-operative development and community wealth building.
- **Citizenship, culture, care and civic renewal:** The strength of the public sphere, our capacity to care for one another, and the places we live and work in.
- **Sustainability, resilience and the wellbeing of people, places and the planet:** This includes the climate and ecological emergencies; critical engagement with the Sustainable Development Goals; and a focus on nature connectedness and green/blue space.

01.02 Membership

PACT's formal membership includes separate Research Centres, Groups and Units with particular research interests and focus of their own. These are described across Sections 02-10 below. Four research centres that were previous members of PACT moved to join new RKE Institutes that more closely fitted their purpose. In the reverse direction, the university-wide survey of research active staff, prompting all researchers to identify a 'home' RKE Institute, brought in a number of new members. Some of our activity this year has focused on generating a supportive and inclusive research environment for our new membership.

Professor Nicky Lowe remains currently as the sole Director of PACT after two of the three Co-Directors, Professor Lynn Froggett and Professor John Whitton, took voluntary redundancy. This year also saw the departure of Dr Mags Adams, PACT's Senior Research Coordinator, and Dr Larry Reynolds, one of PACT's Research Associates. A reduced team of part-time research and administrative staff now consists of Research Associate Dr Clare Mumford and Administrator Kate Wilson.

PACT staff membership at September 2024 stands at 54 with another 27 PhD student members affiliated via their supervisors and research study topic.

01.03 PACT's achievements

The official UCLan launch of PACT took place as part of UCLan's RKE Research Week in February 2024. The launch showcased the variety of research being undertaken by PACT members and its Research Centres. Other events included PACT's hosting of the launch of Preston's climate change jury recommendations in May 2024, our PACT Convention in June 2024, and seven external seminars that were organised over the year to disseminate research ideas and outputs (see Appendix B). Across the seminar series 14 UCLan staff presented to 136 participants.

PACT members' achievements collectively over the past 12 months have included publishing at least 72 journal articles, four books, and 19 book chapters. We helped to develop additional impact by awarding a number of small grants to produce videos, posters and/or work with local communities to circulate research findings further to key audiences. You will find details of some of these in the individual Research Centre sections below and Appendix A.

To shape future research leaders, PACT ran a series of internal events and training sessions, including full-day workshops on impact and on publishing, with the assistance of UCLan's Research and Enterprise Service and external speakers. We also facilitated and funded a 'sandpit' process that led to the development of four transdisciplinary seedcorn research projects, led by early-career researchers as Principal Investigators (PIs):

- Dr Alejandro Perdomo Lopez, School of Pharmacy and Biomedical Sciences: *Evaluating the vertical-farming as a promising route to alleviate the predicted food insecurity and hidden hunger*
- Dr Cherry Canovan, Widening Participation and Public Engagement team: *How does the 'ambient' experience of visiting a university campus impact on attitudes to higher education? Identifying research questions and methodologies using a collaborative approach*
- Dr Ioan Charnley-Parry, Centre for Sustainable Transitions (CST): *Exploring the socio-economic, business development, policy and regulatory challenges of rural businesses in Lancashire within the context of the UK Sustainable Transition*
- Dr Sophie Tongyu Wu, Centre for Global Development (C4Globe): *Engaging with food workers' sociocultural identities and intrinsic motivations in co-creating effective communications in food manufacturing settings in the UK*

Seedcorn projects are designed to pave the way for future external funding bids, and PACT will work with the PIs in the coming year to help develop and support these bids. In addition, we continued to support recipients of last year's seedcorn funding, most notably around bringing together internal and external stakeholders to build a grant application to measure the impact of dance upon the everyday lives of those living with Parkinsons (see p.35).

We are waiting confirmation of the outcome of external grants totalling just under £3.5million that were submitted in the 2023/4 period. Another £4.5million of funding applications were in development with plans to submit in the next few months.

More generally, we have fostered a positive research culture via a series of regular Research Conversations open to all staff and research students (see Appendix C). Speakers were drawn from PACT, RES and other RKE Institutes as a space to foster informal learning, discussion and cross-disciplinary thematic dialogues. Around 174 staff and students participated.

In 2023/4 we consolidated the governance structures of PACT, with bi-monthly Steering Board meetings. The group's terms of reference were refreshed in September 2023.

01.04 The future

PACT will continue to develop the research environment at UCLan in the lead up to the Research Excellence Framework (REF) now due in 2029.

Our priorities for 2024-5 include facilitating transdisciplinary project development that plays to the broad range of research interests at UCLan and builds research profiles. We will continue to host regular Research Conversations that help researchers connect with and learn from the expertise of others within UCLan.

We will discuss and implement ways to get smarter in our methods of working in order to add maximum value to research plans at Research Centre and individual member level. This is especially important given the reduced size of the PACT Directorship and core research team. Our external seminar series may be reduced, aiming at fewer but more high-profile events, in favour of supporting and complementing Research Centre activity.

Our newly refreshed Steering Board will continue to meet bi-monthly as a means of weaving together the work of the individual Research Centres, the Institute-level activities of PACT, and the wider RKE Institute-level focus across UCLan.

02 Centre for Citizenship and Community (CCC)

Provisional new name: Centre in Community Connectedness and Co-operation (CCCC)



The CCCC sits in the School of Health, Social Work and Sport and the PACT Institute. The Social Prescribing Unit and Westlakes Research are part of the Centre.

We use a range of participatory research approaches, social and psychosocial theories to advance scholarly activity on community connectedness, co-operation and community wealth building (CWB).

The Centre is governed in the style of a co-operative community that aims to provide a sense of belonging for its members, both academic and non-academic. Central to this is the provision of continuous learning through living labs, action learning sets, workshops, seminars and other events that facilitate and develop transdisciplinary, co-created research.

We aim to secure funding and provide research support across the School, Institute and affiliated external stakeholders to advance knowledge on the nature of community and co-operation: strengths, assets and challenges.

Focusing on key societal issues and forging constructive critiques of contemporary social policies, our operational principles are: innovation through applied research approaches; social value capture; organizing for inter-co-operation, social inclusion and a culture of connectedness and mutuality.

02.01 Contact details

- Professor Julian Manley, JYManley@uclan.ac.uk

02.02 Research activities

Example projects:

- Westlakes Research: A study of social inclusion, public value and community power (see p.42)
- Psychosocial understandings of indigenous wisdom in the struggle for social justice and the rights of nature in the face of climate change in Brazil
- Launch of edited book: Manley et al. *Co-operation and Co-operatives in 21st Century Europe*, Bristol University Press. The book sheds light on how today's cooperatives and a co-operative way of organising might serve new societal demands. (See p.14-15.)

03 Centre for Global Development (C4Globe)



C4Globe works with international partners and communities on a key commitment to “leave no-one behind”, meaning that the needs of those most marginalised and disadvantaged will be prioritised.

C4Globe has three main objectives:

- to promote challenge-led disciplinary and interdisciplinary research at UCLan aimed at addressing the UN Sustainable Development Goals
- to strengthen capacity for research, innovation, and knowledge exchange with partners in low and middle-income countries; and
- to provide guidance and support for establishing equitable research partnerships

The research that we support falls into three broad themes:

1. Social justice and inequalities
2. Sustainable food systems
3. Global health and policy

03.01 Contact details

Website: [UCLan Research Centre for Global Development \(C4Globe\)](https://www.uclan.ac.uk/research-centres/c4globe/).

Steering Committee is:

- Professor Nicola Lowe, C4Globe Director (theme 2 specialist), NMLowe@uclan.ac.uk
- Dr Victoria Moran, C4Globe Deputy Director (theme 3 specialist), VLMoran@uclan.ac.uk
- Professor Doris Schroeder, C4Globe Steering Committee member (theme 1 specialist), DSchroeder@uclan.ac.uk
- Dr Allwell Uwazuruike, C4Globe Steering Committee member (theme 1 specialist), RUwazuruike1@uclan.ac.uk
- Dr Shingai Nyarugwe, C4Globe Steering Committee member (theme 2 specialist), SNyarugwe@uclan.ac.uk
- Anna Brazier, C4Globe (coordinator), ABrazier1@uclan.ac.uk

03.02 Research activities

- We held a Research and Networking event in December 2023 where six members of C4Globe showcased their Centre-funded research projects
- C4Globe hosted four writing clinics, which were attended by 10 members. The writing clinics provided expert advice and guidance from the C4Globe directors on writing projects (grant proposals, papers, etc)
- Research - Dr Alejandro Perdomo Lopez PACT funded sandpit project (see Section 01.03)
- To disseminate our research findings and capture the impact of the BIZIFED project, we have developed six short educational videos about wheat biofortification, aimed at farmers in Pakistan

04 Centre for Sustainable Transitions



The Research Centre for Sustainable Transitions (CST) brings together engineers, social scientists, architects and psychologists to address the challenges of climate change.

Using the United Nations Sustainable Development Goals, CST researchers explore the challenges that contemporary modern societies face, to understand the systemic changes required to meet these.

The mission of the Centre is to:

- demonstrate a diverse and evolving understanding of issues relating to sustainable development and society's preparedness for future change within socio-technical systems;
- provide new perspectives and develop unique solutions to societal, political, environmental and economic challenges, at all scales;
- embrace urgent and challenging questions for current and future generations, and produce world-class research in exploration of these;
- understand complexity, employ flexibility, and approach research in a cross-disciplinary and multi-dimensional manner; and
- produce research that is innovative, transdisciplinary, creative and impactful.

CST works closely with research members of the Grenfell-Baines Institute of Architecture research cluster: see section 06.

04.01 Contact details

In 2023/4 academic year, CST was led by two Co-Directors supported by a Coordinator:

- Professor Champika Liyanage, Co-Director: cliyanage@uclan.ac.uk
- Professor John Whitton, Co-Director
- Dr Ioan Charnley-Parry, Centre Coordinator

From August 2024, CST will be led by Professor Champika Liyanage.

04.02 Research activities

Champika Liyanage and Karl Williams are involved in a project funded by the Royal Academy of Engineers' Engineering X grant, providing a critical first step in understanding the issue of open burning of municipal solid waste in Sri Lanka harbours. This baseline study highlighted the lack of awareness among harbour communities, particularly concerning the health and environmental consequences. Recognising the need to address this knowledge gap, Champika, together with Sri Lankan team Dr Thusitha Bandara, Dr Wasudha Abeyrathna and Rohantha Jayasinghe from the Alliance for Aquatic Research and Conservation carried out further work funded by PACT impact development funding, focusing on school children residing near harbours. By empowering young minds with knowledge and fostering a sense of environmental responsibility, this project has the potential to create a ripple effect. Educated students can become advocates for change, influencing their families and communities to adopt sustainable waste management practices and contribute to cleaner and healthier Sri Lankan harbour areas. (See poster, p.39.)

See also Ioan Charnley-Parry's 'sandpit' project (Section 01.03 and poster p.38).

05 Global Race Centre for Equality (GRaCE)



GRACE was established in 2021 and is led by academics of colour, those of Black, Asian and Minority ethnic heritage, to develop transdisciplinary impactful research on:

- a) the experiences of minoritized ethnic communities in the local region, nationally and internationally
- b) race equality in industry, the private, public and voluntary sector
- c) anti-racist research in UCLan and the HEI sector with a particular focus on the experiences of Asian, Black and Minority ethnic staff and students as researchers
- d) and to develop co-production and co-creative research with partners, community groups and stakeholders with research that is anti-racist and enhances the cause of race equality for Black and Asian Communities.

GRACE works to generate new questions and new thinking on modern day challenges relating to racial inequalities across the globe. The centre operates under three key research themes, reflecting industry, the private, statutory, and voluntary sectors. The purpose of GRACE is to explore institutional and societal approaches that lead to enhanced racial justice. We are interested in the interplay between the lived experiences of Black, Asian, and other racialised minorities, power, institutional structures and culture, and the outcomes for racialised minorities across all walks of life.

05.01 Contact details

- Dr John Wainwright, Co-Director, jpwainwright@uclan.ac.uk
- Dr Ambreen Chohan, Co-Director, achohan@uclan.ac.uk
- Health theme lead: Dr Peggy Mulongo, PMulongo@uclan.ac.uk
- Global theme lead: Dr Allwell Uwazuruike, ARUwazuruike1@uclan.ac.uk and Dr Komali Kantamaneni, KKantamaneni@uclan.ac.uk
- Sociology and Social Policy theme lead: Dr Chinyere Ajayi, CAjayi@uclan.ac.uk
- GRaCE Research Associate: Jonathon Prasad, jprasad@uclan.ac.uk
- Web link <https://www.uclan.ac.uk/research/centres/grace>

05.02 Research activities

New projects:

- Assessment of the climate change impact on worker thermal comfort and energy consumption inside Egyptian MSMEs (Komali Kantamaneni)
- Asylum seeker mental health and trauma (Peggy Mulongo)
- Little Teeth: Exploring the oral health needs of South Asian heritage children in Blackburn with Darwen (Jonathon Prasad)
- Black and Mixed heritage boys' experience of the criminal justice system in Preston (John Wainwright)

Ongoing projects:

- NW Universities Black and Asian Academics' Action Research Forum
- The impact of domestic abuse and coercive control on the social and economic mobility of resettled refugee women (Chinyere Ajayi)
- The lived experiences of Senegalese migrants in France (Allwell Uwazuruike)
- Women and knee pain: Exploring the stigma associated with chronic knee pain amongst women in Malaysia and Thailand (Ambreen Chohan)

06 Grenfell-Baines Institute of Architecture Research Cluster (G-BIA)

G-BIA offers critical architectural education strongly influenced by the knowledge exchange and practice-informed research of our staff. We utilise architectural research as a vehicle to explore the pressing issues of the day. Staff study the impact of global and regional issues from the perspective of local problems of key interest to the city of Preston and the North West. We are interested in contested spaces and ideas, challenging the status quo through an employment of architecture as a tool for empowering the individual and collective. Research crosses disciplinary boundaries and engages with diverse audiences, methods, and interpretive approaches. It seeks to inform policymaking, professional and critical practice, industry, architectural education, and collective life.

We cover themes and topic such as co-production, community empowerment, archives, architecture and the written word, material culture, urban space, self-build, ethnography.

06.01 Contact details

- Professor Adrian Friend, School of Engineering and Computing, AFriend1@uclan.ac.uk
- Dr Matthew Armitt, School of Engineering and Computing, MPArmitt@uclan.ac.uk

06.02 Research activities

Just one of many examples that took place this year:

Wash Your Words: Langdale Library and Laundry Room

A collaboration between G-BIA's Lee Ivett and Ecaterina Stefanescu, arts organisation LeftCoast, Blackpool Council, and Blackpool Coastal Housing (BCH). An exemplar of live action research that rethinks and proposes a new civic typology, empowering the community through an active participation in the sustainable construction of place. Based in Mereside, Blackpool, the project proposes a methodology for conceiving, testing and establishing a new amenity which combines essential services with opportunities for social and cultural activity. It resulted in a new library and laundry room co-produced, co-designed and co-built with people from the community, and prefabricated using the fabrication facilities available at UCLan. The project connects a marginalised community with the skills and resources available in an academic setting. It allowed LeftCoast, BCH, and the council to engage with an alternative and original design, procurement and delivery method for a small scale capital project.

Since the opening of the project, the community of Mereside have increased access to shared and affordable amenity in the form of laundry room, educational resources and housing support, and LeftCoast are reconsidering their own community engagement and participatory methods.

See <https://leftcoast.org.uk/projects/consistently-curious/wash-your-words/> and <https://www.ribaj.com/buildings/macewen-award-2023-commended-wash-your-words>

See also research posters on p.34 and p.44 for other examples of G-BIA work.

07 Healthy and Sustainable Settings Unit (HSSU)

The Healthy and Sustainable Settings Unit (HSSU), established in 2001, aims to support the holistic and integrated development of healthy settings – acknowledging that “health is created and lived by people within the settings of their everyday life; where they learn, work, play and love” (WHO, 1986) and that many health challenges are interrelated and can be best tackled through comprehensive, integrated programmes in the contexts and places where people live their lives. Bridging research, policy and practice, the unit has a global reputation and is concerned to facilitate ecological approaches to health and wellbeing within and across a diversity of organisational and geographical settings – and to increase understanding of ‘what works and why’ in different contexts. Westlakes Research are aligned with the HSSU.

07.01 Contact details

- HSSU and Health Promoting Prisons: Professor Michelle Baybutt, Professor of Health and Justice, Director of the Healthy and Sustainable Settings Unit mbaybutt@uclan.ac.uk
- Healthy Universities and Prisons Programmes: Dr Alan Farrier, Research Fellow, afarrier@uclan.ac.uk
- Prisons Programme (NE & Yorkshire): Dr Andrew Carmichael, Senior RA, ACarmichael2@uclan.ac.uk
- Healthy Communities: Dr Ursula Pool, Research Fellow, upool1@uclan.ac.uk

07.02 Research activities

The HSSU has continued to deliver the trailblazing ‘whole prison’ nature-connection programme **Greener on the Outside for Prisons (GOOP)** across the North West, South West, North East and Yorkshire with aligned evaluation, collecting data in 29 prisons that focuses attention on the health, wellbeing, safety and rehabilitation of prisoners. In the past year the HSSU have had two peer-reviewed journal articles, an invited editorial, and two book chapters published concerning findings from these evaluations and about the impact of the work more broadly, within cross-cutting agendas for health and justice. A conference in January 2024 celebrated the longest-standing GOOP work for the North West region. (See also p.26.)

Groundbreaking **Healthy Universities** research has been instrumental to the adoption of the ‘whole system’ settings approach to promoting health and wellbeing within higher education. This has impacted at institutional, national and international levels. This year HSSU completed a three-year evaluation of the University Mental Health Charter Programme, funded by Student Minds, the UK students’ mental health charity. Learning from the evaluation is now being incorporated into their improvement plan, to be launched later in 2024.

Maximising the Health Benefits of Nature in Coastal Communities is a newly developed research programme, based at the Westlakes Campus, which examines the links between local nature (green and blue space) and health/wellbeing in coastal communities and will aim to develop methods to improve those links, particularly in communities where health indicators are below average and where there is potential for interaction with nature to promote equity in health and wellbeing. The initial phase of the project has prioritised networking and partnership building to underpin the research going forward in particular, collaborative community workshops exploring attitudes towards and barriers to engaging with nature, and a Cumbria-wide survey. (See p.33.)

08 Psychosocial Research Unit (PRU)

PRU provides psychosocially informed research and evaluation to arts and cultural organisations, the public and third sectors using innovative methodologies. They are founding members of the Association of Psychosocial Studies, a Learned Society within the Academy of Social Sciences. PRU's work cuts across four UCLan research themes (Arts, Culture and Heritage; Citizenship, Society and Justice; Lifelong Health and Wellbeing; and People, Place and Environment). This includes:

- Developing research capacity in psychosocial studies, in health, welfare, the cultural sector, social innovation and organisational dynamics.
- Developing practice-congruent research in collaboration with regional and national health and social care providers, the socially engaged arts and organisations concerned with innovation in the public realm.
- A distinctive profile in psychosocial research in health, welfare, social innovation and the arts through a coherent portfolio of funded research and evaluation projects, publications, seminars and workshops and research degrees.
- Research degree supervision and training
- Developing international links, networks and research collaboration in health, welfare, the arts and the study of organisations.

08.01 Contact details

- Professor Julian Manley, JYManley@uclan.ac.uk
- Professor Alastair Roy, anroy@uclan.ac.uk
- Professor Emeritus Lynn Froggett, lfroggett1@uclan.ac.uk

08.02 Research activities

The past year has been one of flux as members of PRU have changed jobs and moved roles. 2024-5 will be a year of reflection to consider the future direction of the Unit. Examples of PRU activities in 2023/4 include:

- Dr Hugh Ortega Breton provided process and impact evaluations for five arts and heritage organisations, including new socially engaged arts programmes led by Glasgow Life.
- Professor Lynn Froggett helped convene and host the Association for Psychosocial Studies Conference, in conjunction with The Association for Psychoanalysis, Culture and Society (USA), with an opening plenary on learning from the past to imagine a better future.
- PRU members ran a 'Multi-Sensory Tastelab' and 'Visual Matrix' methods training 'demonstration hub' to help researchers use research methods that move beyond a reliance on text and discourse.
- Hugh Ortega Breton and Lynn Froggett collaborated with RDA Consulting to conduct a successful pilot exercise in building a transdisciplinary team (see p.27). The new team from across life and social sciences are now working towards an external bid for a project investigating the role of dance in supporting mobility for people with Parkinson's (see p.35).

09 Social Prescribing Unit

The Social Prescribing Unit was established in 2021. It draws together colleagues from a range of disciplines, all with a passion for social prescribing.

Social prescribing is designed to support people with a wide range of social, emotional or practical needs, and many schemes are focused on improving mental health and physical wellbeing. Those who could benefit from social prescribing schemes include people with mild or long-term mental health problems, people with complex needs, people who are socially isolated, and those with multiple long-term conditions who frequently attend either primary or secondary health care.

Our activity is focused on three strategic priorities:

- Research and evaluation;
- Learning and teaching at undergraduate and postgraduate levels, including CPD. Student placements and work experience programmes;
- Recognising, harnessing and developing the role that communities play in achieving good social prescribing outcomes.

Primarily our transdisciplinary research will focus on the outcomes of social prescribing. We aim to support and promote the development of research activities relating to social prescribing, professional and community practices.

09.01 Contact details

- Sam Pywell, Coordinator, Social Prescribing Unit: spywell2@uclan.ac.uk
- Fiona Routh, Children and Young people: frouth1@uclan.ac.uk
- Dr Anna Kenyon, Evidence lead: akenyon10@uclan.ac.uk
- @UCLanSocPres
- <https://www.uclan.ac.uk/research/activity/social-prescribing-unit>

09.02 Research activities

Some examples of projects include:

- Tender 1 - £10k Environment Agency (phase 1) coproducing Sustainable models of Nature Based Social Prescribing in LSC (Natural England, Environment Agency & VCSFE) (completed). Presented in LCAN lunch and learn session (June 2024)
- Tender 2 - £30k Environment Agency (phase 2, due to start September 2024)
- PhD (DTC funded) on sustainable models of Nature Based Social Prescribing in LSC (researcher due to start sept 2024)
- Evaluation of Bee Adventures CIC, Mind over Mountains & The Wallich: Adventure on social prescription (ongoing)
- PERCIE - Personalised Care Interprofessional Education network (book chapter due 2025, poster at International Social Prescribing conference, Student Nursing Times award finalist). (completed)
- Project Mandala - Yoga on social prescription - National Lottery funded research (due to start September 2024)
- MW4045 - completed 1st cohort of MSc Social Prescribing module students (Jan-April 2024). Recruiting for January 2025 start.

10 Westlakes Integrated Research Cluster

The Westlakes Integrated Research Cluster is a multidisciplinary project that brings together the following research themes:

- Social inclusion
- Place development
- Health and wellbeing

The three areas of research support an overarching theme (a theme also in its own right) of public value that is intended to weave the subject areas together as components of an integrated body of work which impacts on the sustainable (in its fullest sense) governance of places and communities through identifying public value with them on their own terms rather than through externally imposed *a priori* definitions. Inherent in this conception of public value governance is the centrality of partnerships, partnering and the public voice within new institutional forms emerging within a political economy informed by public value from which resources for *inter alia* community development and regeneration are provided.

10.01 Contact details

- Professor Michelle Baybutt, MBaybutt@uclan.ac.uk
- Professor Julian Manley, jymanley@uclan.ac.uk
- Elaine Speight, ESpeight@uclan.ac.uk
- Dr Rick Wylie, RWylie@uclan.ac.uk

10.02 Research activities

There is a range and depth of research being carried out at Westlakes. The following are just a few examples:

- Continuing to work with the Creative People and Places 'We are Here' Arts Council England funded programme in West Cumbria bringing in at least £1.8m in investment in community arts to places like Whitehaven, Maryport, Workington and Cleator Moor. (Place Development and Health and Wellbeing).
- Investigating the multi-dimensional nature of social exclusion with specific reference to relationships and community capital. The research investigates the impacts of relational interventions that build community capital, arguing that social inclusion can be developed through building community capital. The work is designed to provide recommendations to local authorities and an original model to promote participation, community capital and social inclusion in 'left behind' communities. (Social inclusion; see p.42).
- Working with a range of organisations, a conceptual framework is being developed to measure public value and use it in policy settings based upon an innovative synthesis of public value, human value, governance and institutional design theories, models and frameworks. The research has worked with a range of organisations in public and private sectors to develop their measurable value profiles through case studies. (Public value)

APPENDIX A - Research projects supported with PACT funding

PACT provided funding for a number of small projects and other activities.

1. Developing future researchers: 'sandpit' funding

- a) Dr Alejandro Perdomo Lopez, School of Pharmacy and Biomedical Sciences - Evaluating the vertical-farming as a promising route to alleviate the predicted food insecurity and hidden hunger.
- b) Dr Cherry Canovan, Widening Participation and Public Engagement team - How does the 'ambient' experience of visiting a university campus impact on attitudes to higher education? Identifying research questions and methodologies using a collaborative approach.
- c) Dr Ioan Charnley-Parry, Centre for Sustainable Transitions (CST) - Exploring the socio-economic, business development, policy and regulatory challenges of rural businesses in Lancashire within the context of the UK Sustainable Transition.
- d) Dr Sophie Tongyu Wu, Centre for Global Development (C4Globe) - Engaging with food workers' sociocultural identities and intrinsic motivations in co-creating effective communications in food manufacturing settings in the UK.

2. Seedcorn funding

- a) Professor Lynn Froggett - funding to support development of research project objectives working with participants at local Parkinsons Dance classes and dancers to explore impact of dance upon clinical condition and everyday life of people living with Parkinsons.

3. Impact funding

- a) Professor Champika Liyanage - to support a poster competition and community engagement in Sr Lanka harbour communities to combat plastic waste (p.39).
- b) Professor Nicky Lowe - to produce a short educational video series for farmers in Pakistan to explore the benefits of growing biofortified wheat varieties, based on the findings of the BiZiFED2 project (2019-2022). Voice-over script in Urdu.
- c) Dr Yvonne Reddick - to create a film to engage young people with insect and invertebrate conservation, in collaboration with Bug Life.
- d) Professor Hel Spandler and Dr Jill Anderson - to run a pilot Lessons from the Lighthouse community event to build on Madzines research project.

4. Other funding

- a) Dr Chinyere Ajayi (GRaCE) - support to cover participant payments in the research project *Examining the impact of domestic abuse and coercive control on the social and economic mobility of resettled refugee women in Lancashire*.
- b) Blessing Okonji (PhD student, C4Globe) - travel and subsistence support to attend Food Fraud Unmasked: Uniting young (counter-criminal) minds in the fight against food fraud, 13-14 June 2024, University College Dublin.
- c) Nyarai Dzirambe-Chaparadza, Suntosh Kaur, Victoria Ibezim (PhD students, GRaCE) - travel and subsistence support to attend 8th BME Early Career Researchers' conference, 5 July 2024, University of Greenwich, London.

APPENDIX B - PACT seminars

Our seminar series through the year engaged with external stakeholders to disseminate research findings and other research outputs.

SEPTEMBER 2023 Webinar - *Supporting & encouraging everyday cycling in Preston*

A set of presentations drawn from UCLan's research with children and parents and in collaboration with a North West cycling training provider (GoVelo) and a Preston-based community organisation (Preston Pedals). The session discussed how to build a local culture where everyday cycling is supported and embedded in wider strategic policy objectives related to sustainable travel options, climate issues, and improved health and well-being.

Speakers:

- Dr Deborah Crooks, Research Fellow, Co-director of the Centre for Children and Young People's Participation;
- Paul Boland, Senior Research Assistant, Research Facilitation and Delivery Unit;
- Dr Rebecca Nowland, Senior Research Fellow;
- Professor Julie Ridley, Professor of Applied Social Policy, Director of Centre for Citizenship and Community;
- Professor Joanne Westwood, Professor of Social Work Education;
- Kirsti Grayson, Emma Mcloughlin, GoVelo.
- Chair: Dr Richard Weston.

OCTOBER 2023 Webinar - *How can film and theatre be used most effectively for workplace training in compassion and critical thinking?*

A presentation and discussion of research into using film and theatre as a medium for health professional training. It offered insights into the opportunities and limitations of this mode of training as a means to provoke individual compassion and critical thinking.

Speaker: Peter Carruthers, PhD student, School of Nursing and Midwifery, UCLan.

NOVEMBER 2023 Webinar - *Power dynamics in relational public services*

A presentation and discussion of how the social pedagogical concept of the "3P's" (a Danish concept that sets out the professional, personal and private boundaries within everyday practice) may help practitioners navigate power relations within public services.

Speaker: Dr Lewis Charfe, Senior Lecturer, School of Health, Social Work and Sport, UCLan. Presented in association with the Centre for Children and Young People's Participation.

JANUARY 2024 Hybrid online/in-person panel discussion and book launch - *Co-operation and Co-operatives in 21st Century Europe*

A set of contributions from editors and authors of chapters in the book *Co-operation and Co-operatives in 21st Century Europe* (Bristol University Press) that shed light on how today's cooperatives and a co-operative way of organising might serve new societal demands. The panel, comprising book editors and authors, debated some of the key themes and implications arising from the book.

Speakers:

- Professor, Julian Manley, Professor of Social Innovation, UCLan
- Professor Tony Webster, Professor of Business History, Northumbria University
- Dr David Stewart, Senior Lecturer in History, UCLan
- François Deblangy, University of Rouen-Normandy
- Kiri Langmead, Edinburgh Napier University
- Malcolm Noble, Leicester Vaughan College
- Temidayo Eseonu, Lancaster University
- Chair: Professor Mick McKeown

FEBRUARY 2024 Webinar - *Conversations across the globe: children learning through empathy about climate justice*

A presentation and discussion of empirical ongoing research that explores children's perspectives through filmed and written conversations with their peers in other parts of the world. Children in Fijian islands, Pakistan and the UK are creating stories with local storytellers to express their present concerns and hoped-for futures. The researchers aim to create global resources for children to share, to increase empathy, understanding and collective responses to the climate crisis.

Speaker: Professor Candice Satchwell, Professor of Literacies and Education School of Psychology and Humanities, UCLan. Presented in association with the Centre for Children and Young People's Participation (CCYPP) and the Institute for Creativity, Communities and Culture (ICCC).

APRIL 2024 Webinar - *Making sense of digital health and care: A framework for socio-technological theory*

A presentation and discussion that explored the opportunities and the threats from using digital devices in health and care. It put forward a framework for socio-technological theory that can provide an anchor point for us as we consider how we and/or users of health and care services could harness the opportunities and guard against the threats.

Speaker: Professor Malcolm Fisk, Professor of Ageing and the Life Course, School of Health, Social Work and Sport, UCLan.

MAY 2024 Seminar - *Madzines and the struggle for social justice.*

An in-person event based upon findings from the Wellcome-funded research project '*Crafting contention, the role of zines in challenging mental health knowledge and practice*'. The event explored ideas about how 'zines' might help facilitate transitional justice for people who feel harmed by their contact with mental health services,

Speakers:

- Professor Hel Spandler, Professor of Mental Health at UCLan, Principal Investigator of the Crafting contention research project
- Dr Jill Anderson, Senior Research Fellow, UCLan
- Tamsin Walker, PhD researcher on the Madzines project.

APPENDIX C - PACT research conversations

Research conversations are internal, informal sessions designed to bring together researchers and other staff from across UCLan. They usually take place online, providing an opportunity to join across UCLan's campuses. In 2023/4 they were chaired by Dr Mags Adams, PACT's senior research coordinator.

2 October 2023 - Dr Lesley Macheka: research opportunities between North and South, in association with C4Globe, to publicise the research work of visiting scholar Dr Macheka and discuss potential collaborations with him in Zimbabwe. Speaker: Dr Lesley Macheka, Executive Director for Innovation and Industrialisation, Marondera University of Agricultural Sciences and Technology, Zimbabwe.

11 October 2023 - Introduction to PACT Institute for members and potential members to support UCLan's survey on research institute allocations. Speakers: Professor Lynn Froggett, Professor Nicky Lowe.

6 November 2023 - Introduction to the Grants and Funding Unit (GFU) to discuss support for finding external funding for research, innovation and knowledge transfer activity. Speaker: Heather Cobain, GFU, RES.

4 December 2023 - A conversation about conversation in association with GRACE and IROWE, to support EDI goals of communication and working well together. Speakers: Dr Clare Mumford, Jonathon Prasad, and Dr Gemma Wibberley.

8 January 2024 - Building transdisciplinary teams to support PACT's subsequent funding call for transdisciplinary projects by sharing tips and best practice. Speakers: Professor Lynn Froggett, Professor Nicky Lowe.

6 February 2024 - Leaving no-one behind: Equitable research partnerships in association with C4Globe and RES, and run as part of RKE Week, to share best practice and awareness-raising around the Global Ethics Code to prevent 'ethics dumping'. Speakers: Professor Doris Schroeder, Professor Nicky Lowe, Dr Stephanie Jones, Dr Victoria Moran, Dr Julie Cook.

4 March 2024 - Connecting with community in association with Grenfell Baines Institute of Civic Architecture (G-BIA), to discuss how to develop and maintain over time productive relationships with community members and groups in order to have real-world impact. Speakers: Lee Ivett and Ecaterina Stefanescu.

8 April 2024 - Artificial intelligence (AI), ethics and research in association with the Future Digital Technology Institute (FDTI) and RES. To scope emergent issues that we need to grapple with as researchers. Speakers: Professor Janet Read, Professor Lynn Froggett, and Emma Neil, Head of Head of Ethics, Integrity and Governance.

13 May 2024 - What is UCLan's local and regional engagement work? (and how can you access and benefit from it?) to promote business engagement, policy influence and funding collaborations. Speaker: Matthew Guest, Head of Regional Business Engagement.

24 June 2024 - Prospects for Research Collaboration with State University of Campinas (UNICAMP) - Brazil in association with C4Globe, to publicise the research work of visiting scholar Associate Professor Diogo Thimoteo da Cunha, and discuss potential collaborations. Speaker: Professor Diogo Thimoteo da Cunha, UNICAMP, Brazil.

APPENDIX D - Research posters

The following posters, in alphabetical order by title, were produced from research and other activities carried out by PACT members between 1 August 2023 and 31 July 2024. Most were displayed at PACT's Convention day in June 2024.

PAGE	POSTER DETAILS
20	<p>A qualitative study of Mexican stakeholders to inform the design and usability of a new smartphone application to report breaches to the International Code of Marketing of breast milk substitutes</p> <p>Submitted by Marena Ceballos-Rasgado, with Victoria Moran, Katherine Markwell (UCLan) and Mishel Unar-Munguía, Pedro Mota-Castillo, Andrea Santos-Guzman, Valeria, Aureoles-García, Matthias Sachse Aguilera (Mexican National Institute of Public Health)</p>
21	<p>A rapid review of interventions which can enhance equality, diversity, inclusivity in University Enterprise Collaborations (UECs)</p> <p>Submitted by Dr Andy Carmichael, Dr Sarita Robinson and Professor Champika Liyanage (UCLan) supported by funding from GRACE</p>
22	<p>Activating cultural citizenship and democracy through artistic participation</p> <p>Submitted by Dr Hugh Ortega Breton (PRU)</p>
23	<p>Active and healthy ageing: A scoping review for UCLan</p> <p>Submitted by Professor Malcolm Fisk (PACT)</p>
24	<p>'Apprenticeships of color'</p> <p>Submitted by Nyari Dzirambe-Chaparadza (PhD student, GRACE), with PhD supervisors Fran Walker-Martin, Dharma Kovvuri, and Aidan Worsley</p>
25	<p>Are you a stakeholder? Re-imagining the language of engagement</p> <p>Submitted by Dr Ursula Pool (HSSU)</p>
26	<p>Back on our Map (BOOM): Supporting mental health and wellbeing of an ageing prison population through creative nature-based interventions</p> <p>Submitted by Dr Al Farrier (HSSU), with research team Michelle Baybutt (UCLan) and Jo Sayers (University of Cumbria)</p>
27	<p>Building transdisciplinary teams: An innovative approach to shared decision-making</p> <p>Submitted by Dr Hugh Ortega Breton (PRU), with research team Lynn Froggett (PRU) and Rowena Davis (RDA Consulting)</p>

PAGE	POSTER DETAILS
28	<p>Cost of the diet analysis in rural Pakistan</p> <p>Submitted by Anna Brazier (C4Globe), with Victoria Moran, Jonathan Sinclair, Nicky Lowe (C4Globe, UCLan); Sadia Fatima (Khyber Medical University, Peshawar, Pakistan); Mukhtiar Zaman (Rehman Medical Institute, Peshawar, Pakistan); and Dure Nayab (Abaseen Foundation, Peshawar, Pakistan)</p>
29	<p>Dragons in the hills: Understanding the impact of citizen based science conservation program on health and wellbeing of children</p> <p>Submitted by Arinze Uzoezie, with research team Michelle Baybutt (HSSU), Neil Wilson (UCLan), and Angela Julian, Amphibian and Reptile Groups of the UK</p>
30	<p>Effects of social media on young people's well-being and identity</p> <p>Submitted by Dr Riz Gurjee (PACT)</p>
31	<p>Engaging with food workers' role identity and sociocultural identity in co-creating effective food safety communications in food manufacturing settings in the UK</p> <p>Submitted by Dr Sophie Tongyu Wu (C4Globe) supported by PACT 'sandpit' funding</p>
32	<p>From margins to mainstream: Unveiling Black students' experiences and addressing the awarding gap in UK Higher Education</p> <p>Submitted by Victoria Adaobi Ibezim, (PhD student, GRACE) with PhD supervisors John Wainwright, Michael McKeown and Ambreen Chohan</p>
33	<p>Healthy coastal communities</p> <p>Submitted by Dr Ursula Pool (HSSU)</p>
34	<p>'I am from Reykjavik' - Creating public spaces for civic agency</p> <p>Submitted by Lee Ivett (G-BIA)</p>
35	<p>Interaction between aesthetic, biomechanical, social and cultural dimensions of Parkinson's dance</p> <p>Submitted by Dr Larry Reynolds (PACT), with Graham Chapman, Ambreen Chohan, Lynn Froggett, Ruth Spencer, Jim Richards, Matthew Dickinson (UCLan), UCLan's Parkinsons dance group; Helen Gould, Melanie Brierly (LPM Dance Lancaster), and Rowena Davis (RDA Consulting)</p>
36	<p>PARITY - Participatory action research in health education and research</p> <p>Submitted by Janet Garner with PARITY group: Angela Melling, Sue McClenaghan, Raj Tayya, Steph Holmes and Ernie Mallen (Comensus, UCLan)</p>

PAGE	POSTER DETAILS
37	<p>Promoting positive dietary behaviours in North Indian children: Stakeholder views on incentive approaches</p> <p>Submitted by Swarnim Gupta (PhD student, C4Globe), with research team Allwell Uwazuruike and Jumi Talbot (UCLan) and Rahul Rastogi (Sunny State University, USA)</p>
38	<p>Rural business sustainability in Lancashire</p> <p>Submitted by Dr Ioan M Charnley-Parry (CST) supported by PACT 'sandpit' funding</p>
39	<p>Save endangered elephants from plastic peril!</p> <p>Submitted by Professor Champika Liyanage (CST), Thusitha Bandara (University of Ruhuna), Rohantha Jayasinghe (AARC), Wasudha Abeyrathna (AARC), Sri Lanka</p>
40	<p>Settings-based approach to health promotion: A global mapping activity</p> <p>Submitted by Olufemi Joshua Akinfenwa and David Osunde (MSc Students) with research team led by Professor Michelle Baybutt (HSSU)</p>
41	<p>"Snowy white peaks" - the higher you go up, the whiter it gets</p> <p>Submitted by Suntosh Kaur (PhD student, GRACE) with PhD supervisors John Wainwright, Aidan Worsley and Zoe O'Riordan</p>
42	<p>Social inclusion research at Westlakes campus: Understanding the relational dimensions of participatory social inclusion in low income coastal communities</p> <p>Submitted by Suzanne Wilson (CCC)</p>
43	<p>The campus visit</p> <p>Submitted by Dr Cherry Canovan (PACT) supported by PACT 'sandpit' funding</p>
44	<p>The ripple effect</p> <p>Submitted by Dr Ecaterina Stefanescu and Lee Ivett (G-BIA) with The Super Slow Way</p>

A Qualitative Study of Mexican Stakeholders to Inform the Design and Usability of a new Smartphone Application to Report Breaches to the International Code of Marketing of Breast milk Substitutes



Instituto Nacional de Salud Pública

Ceballos-Rasgado, M; Unar-Munguía, M*; Mota-Castillo, P; Santos-Guzman, A; Aureoles-García, V; Moran, VH; Sachse Aguilera, M; K, Markwell

Background

Inconsistent monitoring and enforcement of the International Code of Marketing of Breast Milk Substitutes (the Code) allow the industry to continue unethical marketing of breast-milk substitutes and other products covered by the scope of the Code. This study aimed to generate knowledge for designing a new public health surveillance app to monitor breaches to the Code and explore factors influencing its use by key stakeholders.

Methods

Semi-structured interviews (n = 34) and focus groups discussions (n = 14) with key actors (N=81) were conducted between August and December 2023. Transcripts were analysed in MAXQDA 20 software using the grounded theory 'Lite' approach.

Results

A total of N=21 parents, N=21 health personnel, N=14 decision makers, and N=25 members of CSO's and academia participated in the interviews or FGDs. Five categories were constructed from the coding process: a) Knowledge and perspectives about the Code; b) Willingness to report breaches to the Code; c) Monitoring the Code; d) Perspectives of the app; and e) Distribution and promotion of the app.



More information :

Conclusions

Participants identified key app features, such as reporting timing and content, and suggested promotion ideas. They also highlighted barriers and facilitators to ensure the app's effectiveness. While participants showed a willingness to report Code breaches, a significant barrier is the lack of awareness among key stakeholders about the Code, accompanied by a flimsy legal framework.

A RAPID REVIEW OF INTERVENTIONS WHICH CAN ENHANCE EQUALITY, DIVERSITY, INCLUSIVITY IN UECs



Spin-off companies, research, and training are some examples of University Enterprise collaborations (UEC) aiming to provide mutual benefits. Ensuring UECs are equitable, diverse, and inclusive (EDI) is crucial for ethical, effective, and successful collaborations. This review summarises the literature which has examined equality/equity, diversity, and inclusivity issues in relation to EDI and UECs.

Dr Andy Carmichael, Dr Sarita Robinson, Aleesha Lad, Prof. Champika Liyanage

With Thanks for Funding From The Global Race Centre for Equality (GRaCE), University of Central Lancashire

BARRIERS

WHAT BARRIERS EXIST WHICH PREVENT ACADEMICS FROM HISTORICALLY MARGINALISED GROUPS PARTICIPATING IN UECs?



PERCEPTION OF ENTREPRENEURS

Societal attitudes impact womens' entrepreneurial intentions in academia, and it is unclear if other marginalised groups face similar barriers due to stereotypes of an 'entrepreneur'



RESPONSIBILITIES

Women take on more pastoral and teaching roles within higher education and this is a potential obstacle to involvement in entrepreneurship



MALE-ORIENTATED CULTURE

Entrepreneurship for women involves the additional task of proving their business sense/leadership skills compared to their male associates

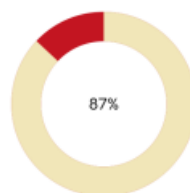
GAPS

Current EDI literature is almost exclusively focused on gender.

Preference for research examining EDI concerns using quantitative methods on existing data rather than employing new qualitative research methods.

Much research focuses on the experiences of female academics from Europe and America. Research with other marginalised academics and those working in other countries is needed.

WHAT GAPS EXIST IN THE CURRENT LITERATURE REGARDING EDI WITHIN UECs?



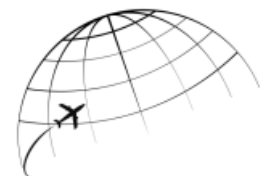
LIMITED DIVERSITY

87% of the literature is focused **only** on gender and no other diverse factor eg disability, race, socio-economic status



LIMITED METHODOLOGIES

Use of quantitative measures over qualitative which may have limited findings especially for those in other minority groups



LIMITED REPRESENTATION

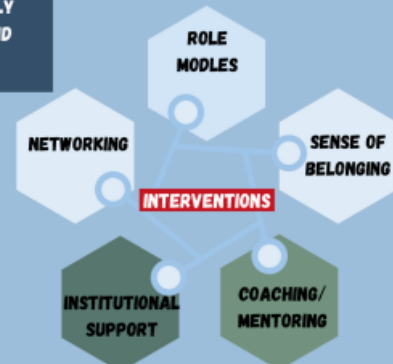
Current research is limited to EDI considerations in a western context as the majority of studies are focused on academics in Europe and America

INTERVENTIONS

WHAT INTERVENTIONS CAN UNIVERSITIES PUT IN PLACE TO ENSURE THAT ACADEMICS FROM HISTORICALLY MARGINALISED GROUPS CAN PARTICIPATE IN, AND SUCCEED WITH, UECs?

EDI interventions should be undertaken to ensure that UECs are strengthened by being inclusive and diverse.

'One size does not fit all' - Universities should be aware that different groups of academics may need a bespoke approach and that the interventions aimed at increasing EDI in UECs identified for all academics may not be appropriate.



"WE HAVE NO HOPE OF SOLVING OUR PROBLEMS WITHOUT HARNESSING THE DIVERSITY, THE ENERGY, AND THE CREATIVITY OF ALL OUR PEOPLE."
ROGER WILKINS

ACTIVATING CULTURAL CITIZENSHIP & DEMOCRACY THROUGH ARTISTIC PARTICIPATION

**Creative People and Places arts programmes:
Flux Rotherham
The Super Slow Way (Pennine Lancashire)
Heart of Glass (St Helens and Knowsley)**

Varied forms of socially engaged artistic practice responding to communities' needs through festivals, street murals and regular creative expression.

Artists in Communities, Glasgow Life (Greater Glasgow)

Cross sector partnerships and long-term artist-participant relationships increase accessibility, wellbeing and broader social and civic outcomes.

Artistic development embedded in practice taking many different forms, demonstrating different perspectives on socially engaged artistic practice.

Cherish the Past Create the Future, Gawthorpe Textiles Collection, Lancashire.

Focussed on engaging diverse ethnic communities in textile heritage through creative workshops.

Third sector partnerships and learning textile skills key to engaging women and young people.

Hugh Ortega Breton Ph.D.

Active and Healthy Ageing

A Scoping Review for UCLan



What's it All About?

In April 2024 a Scoping Review was completed for UCLan to steer the university's research and teaching on ageing and older people. It involved, for Lancashire and South Cumbria, desk-based research, and consultations with statutory and voluntary bodies.

Importantly, the Review set out 'bare facts' and what these signalled about people's care and support needs. It put forward three proposals.

Proposal 1: Further investment to consolidate a 'Hub' for Active and Healthy Ageing, building on work started in 2022.

Proposal 2: Adoption of priority themes for research and teaching (though not excluding specialist work in other areas).

Proposal 3: Taking initial steps for UCLan to become an 'All-Age' university.

The work was undertaken by Prof Malcolm Fisk with Erin Singleton and guidance from Prof Lynn Froggett.

Some of the 'Bare Facts'

Parts of Lancashire and South Cumbria have extreme challenges. Blackpool has the worst deprivation in England. Burnley, Blackburn with Darwen, and Pendle are in the bottom 20 local authority areas.

The North-West Pensioners' Association reported (drawing on Independent Age research) that 'nearly a quarter of older people ... can only afford essential costs'. This represents over 300,000 older people in our region who are poor or are at risk of poverty.

The poverty faced by older people is often reflected in poor housing conditions which, in turn, impacts on their health and wellbeing. This means that they are less able to maintain roles in work, community, and family. They are, furthermore, more likely to be lonely. And most are excluded from engaging with the digital opportunities that have been emerging in the most recent decades.

So Far, So Good

Much has already been achieved. Seed funding has supported consultations, focused events, research feasibility studies and support work with older people. Topics covered have ranged from dementia and dance to day care and the needs of older prisoners.

A professorial appointment has been made and UCLan's networking has strengthened with the local authorities, health trusts, and the VCFSE sector.

What are the Priority Research Themes?

The priority research themes (applicable also to teaching) are as follows. These arose from the desk research and the consultations undertaken.

- Connections, loneliness, and isolation
- Living in a Digital Society
- Homes and Communities
- Health and Wellbeing of Older People in the Workforce
- Behaviours and Lifestyles
- Participatory Arts and the Importance of Culture
- Equity, Poverty and Disadvantage
- Health and Social Care Services
- Global Ageing, International Agendas

What Happens Next?

The Review and its proposals are to be considered at a senior level in order to ensure that the needs and aspirations of older people are considered in UCLan's future strategy.

For further information contact Prof Malcolm Fisk - mfisk@uclan.ac.uk

PACT
Institute for Planetary Resilience
and Community Transformation

APPRENTICESHIPS OF 'COLOR'

"There is no such thing as a single-issue struggle because we do not live single-issue lives" - (Audre Lorde, 1982)



Author: Nyari Dzirambe-Chaparadza ndzirambe-chaparadz@uclan.ac.uk
Supervisors: Fran Walker-Martin, Dharma Kovvuri, Aidan Worsley

This study is supported by a Race in Focus studentship from Global Race Centre for Equality (GRACE) Research & School of Business at the University of Central Lancashire (UCLan)



STUDY AIMS

The study aims to investigate the experiences of Black, Asian, and Minority Ethnic (BAME) employees/students in Degree Apprenticeships. It examines the factors and motivations that lead individuals to opt for an apprenticeship and delve into their firsthand experiences. The study concentrates on the lived experiences of BAME individuals in degree apprenticeships, with a focus on the University of Central Lancashire (UCLan) and the Northwest of England.

INTRODUCTION

In the late Middle Ages, apprenticeships emerged as master craftsmen hired young individuals, providing them with food, shelter, and structured education. This traditional **vocational education approach** has evolved, with modern apprentices now receiving salaries and the chance to earn degrees, a significant departure from the historical **room and board** setup. Degree apprenticeships, introduced in 2015, play a crucial role in increasing employer value and fostering skill development, especially for individuals from minority backgrounds. However, disparities in diversity persist in educational institutions and the workforce. There have been some **strategies to diversify the degree apprenticeship**, however concerns remain about the limited numbers of BAME individuals, especially women in **STEM** fields, and in younger BAME populations.

"Is more than just making a cup of tea of work now" - 4th Year DA



THEORETICAL FRAMEWORK

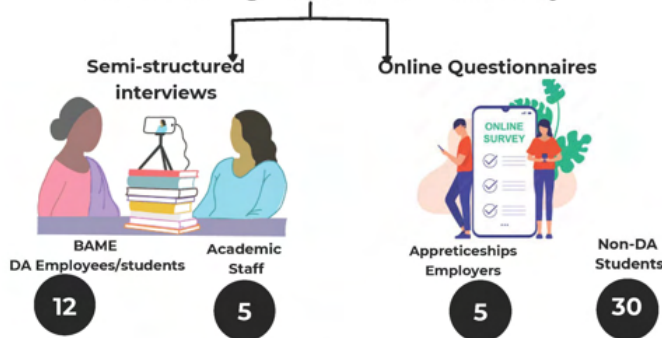
Critical Race theory key concepts - Intersectionality



Intersectionality explores how various forms of inequality and identity intersect in diverse contexts and evolve over time. This concept highlights the interconnectedness of race, class, gender, and disability.

METHODS & PARTICIPANTS

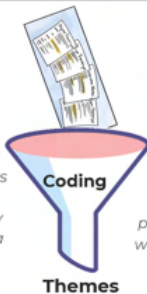
Phenomenological Mixed Methods Study



DATA ANALYSIS

"...when I decided to do an apprenticeships some people thought things didn't go well with my A levels" - 4th Year DA

"I didn't know about them, or that my employer had 2 white colleagues applying to be on degree apprenticeships, I only found out by an accidental email. They are like a well hidden secret..." - 2nd Year DA



"I am the first person in my family to study at degree level and I am doing this for my parents, I am the only brown person in my course, there were 2 of us when we started in a group of probably 50 and the other person left, so I sort of stick out now...." - 3rd Year DA

"...like at my work, I am the only person of colour so, it feels too much white environment and most people are middle aged" - 3rd Year DA

KEY TAKEAWAYS

- Generally, BAME apprentices tend to be older than white apprentices and the gap in apprentices ethnicity is narrowest among individuals aged 31-49.
- BAME individuals already employed find degree apprenticeships more accessible for career advancement, as opposed to young people pursuing post-16 education.
- BAME apprentices predominantly focus on business and admin, health and social care, and retail and commercial enterprises.
- Nearly 49% believe that traditional a university degree has a more esteemed reputation than an apprenticeship, with 1 in 10 saying that their parents disapproved of the degree apprenticeship route.
- In contrast, fewer BAME apprentices pursue engineering, manufacturing, and construction subjects, with only 11% compared to 29% of white apprentices.
- The apprenticeship system in the UK has undergone considerable change and development over recent years, however, a lingering stigma persists, deterring some students from considering this alternative route.



As the big boss of apprenticeships, degree apprenticeships do pretty much what they say on the tin - combine apprenticeship with university degrees.

Related Literature

Edmunds, J. (2007) "A personal view of Work Based Learning: policy and practice from both ends of the telescope" in Young, D. & Gamett, J. (Eds.) Work-based Learning Futures Bolton: University Vocational Awards Council.
Roxlin, J.A. (1997) Work-Based Learning in practice, Journal of Workplace Learning, vol.10, nos.6/7, pp.280-283.
Crawford-Lee, M. and Moorwood, S. (2019), "Degree apprenticeships: delivering quality and social mobility?", Higher Education, Skills and Work-Based Learning, Vol. 9 No. 2, pp. 134-140. <https://doi.org/10.1108/HESWBL-06-2019-123>
Sims, James B.J. and Bass, L. (2022), "Enhancing the degree apprenticeship curriculum through work-based manager and mentor intervention", Journal of Work-Applied Management, Vol. 14 No. 2, pp. 242-256. <https://doi.org/10.1108/JWAM-03-2022-0015>
Download as RIS



Are you a Stakeholder ?

Reimagining the Language of Engagement



Ursula Pool: upool1@uclan.ac.uk
Healthy & Sustainable Settings Unit

Language shapes attitudes

Language can reflect and shape our thoughts, our actions, how we conceptualise the world and engage with others. Our words can promote fairness or they can exacerbate injustice.

What we did

We wanted to examine issues around the use of *stakeholder* and open a broader discussion about the role of language in research and engagement. In a large international collaboration, we ran online conversations and a workshop, then wrote a paper. Our aim was to build on existing critiques of the stakeholder paradigm and to raise awareness and encourage dialogue about issues embodied within it.

Recommendations

- Recognise the power of language.
- Apply a social justice lens to research.
- Develop meaningful engagement and respect cultural identities.
- Allow self-identification and use accurate, descriptive language.
- Prioritise the wellbeing of those affected by research processes and outcomes.

Specifying our relationship with the people (or non-human species and entities) linked to our work may be more difficult, but it can also be more informative and more respectful.

Should we stop using the word stakeholder in research?

It is often used as a generic term, leaving room for misinterpretation and bias. It has been designated a 'non-word' that public bodies should avoid for effective communication with local people.

It has colonial connotations and embodies Western power dynamics. Its use may inadvertently exacerbate exclusion and perpetuate inequalities.

Using it risks reinforcing power imbalances, overlooking diverse perspectives, and may undermine positive impacts.

Alternative terms

Although we advocate rethinking its conceptual framework rather than simply replacing the word, there are other terms that may be preferable, including (but not restricted to): **partners, rightsholders, participants, publics, citizens, communities, collaborators, actors, entities and interested/relevant parties.**

Find out more

Read our paper: Reed, M. et al. (2024). Reimagining the language of engagement in a post-stakeholder world. *Sustainability Science*.
<https://doi.org/10.1007/s11625-024-01496-4>



We also wrote a post for the LSE Impact Blog:
<https://tinyurl.com/mtuyzsub>



Supporting mental health and wellbeing of an ageing prison population through creative nature-based interventions



Photo : Art Exhibition, University of Cumbria, courtesy of Back on our Map

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University of Cumbria

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Photo : Tree planting, courtesy of Back on our Map

BACKGROUND

Back On Our Map (BOOM) is a UK based-project established in 2019, supported by the National Lottery Heritage Fund and led by the University of Cumbria and Morecambe Bay Partnership. BOOM aims to re-engage communities in South Cumbria, England with their natural environment, by restoring the landscape and reintroducing and reinforcing locally threatened or extinct native species. As part of the project, BOOM staff worked alongside the existing Greener on the Outside for Prisons (GOOP) project (an established nature-based therapeutic horticulture programme) (2019a; 2019b) within a local prison which had a distinctive demographic of mainly older men, some of whom had reached UK retirement age. BOOM developed a special tree and plant growing nursery where prisoners approaching the end of their sentences helped to restore endangered fauna and flora. They also engaged in tree-planting sessions within the prison grounds. Over 100 prisoners participated overall, with a number of these (n=22) also going on to take part in accredited courses (the John Muir Award and Level 1 NVQ Horticulture) and engage in creative, arts-based activities related to nature as part of the project.

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AIM OF RESEARCH

The Healthy and Sustainable Settings Unit at the University of Central Lancashire, England, evaluated the Back on our Map project work based within a local Category D (open) prison, to assess the health, wellbeing, and nature connectedness impacts on prisoners involved in the work.



METHODS AND PARTICIPANTS

Researchers from the HSSU carried out a series of narrative-pointed focus groups with prisoners and staff who had taken part in prison-based BOOM activities in 2022 and 2023. In total, 18 prisons were interviewed in four focus groups. These focus groups were narrative-based and gave participants space and time to discuss their experience of taking part in the project

FINDINGS

A thematic analysis of this data has drawn out key themes in relation to the health and wellbeing benefits of the project for an ageing prison group. These include:

- Building trust
- (Re)connection with nature
- Raising environmental consciousness
- The value of creative activities
- Thinking beyond the gate

"They put a lot of trust into us prisoners [...] We have made mistakes in our lives, we accept them, and we want to move on. And [for people to] treat us like, the normal society, how you would treat your next-door neighbour."

"It's more than just about art [...] It was able to actually expand my mind as it were and see that [...] it's more than just canvases and painting on walls and you know, there's beauty within just natural things that we find day to day in nature."

"[On the wing] I can feel myself getting stressed, getting anxious, whatever is going on in your head. You can escape now. In the summer you can escape [...] I can just come out myself, head down the field and sit one of the benches. And I'm not listening to somebody shouting or playing their music on the wing. I'm not listening to the sound of the cell doors clanging together or somebody talking rubbish three foot from my cell door. All I can hear is nature, the grass rustling, grasshoppers making the noise, the birds tweeting. Natural normal sounds of life. And that is so healing to spend 20 minutes [...] just sat down there. Shut your eyes."



Photo : Natterjack Toad Copyright Campaign for National Parks

CONCLUSION

As the fastest growing population in prisons globally, these findings have implications for future prison-based projects involving older prisoners. The particular configuration of BOOM in this prison enabled it to work particularly well with an older population. In order to progress BOOM as part of the wider GOOP programme, previous GOOP evaluations with different demographics of prisoner have demonstrated that BOOM would need sufficient flexibility to tailor elements of the project, and this would best be achieved by prior consultation with staff and prisoners. Due to the highly flexible nature of BOOM and GOOP combined, it appears that this would be rolled out to the wider GOOP programme with the older prison populations in other prisons nationally.



Photo : Art Genes Alignment, courtesy of Back on our Map



With thanks to HMPPS, prison and Back on Our Map staff, and the prisoners who took part in the evaluation

Building Transdisciplinary Teams

Rowena Davis, RDA Consulting; Lynn Froggett and Hugh Ortega Breton UCLan

An innovative approach to shared decision-making



Collaborating to innovate and solve problems in challenging times.

Objectives:

- How to build a transdisciplinary conversation and working group.
- Pilot research on what helps and what prevents working collaboratively to solve complex psychosocial problems.
- Introduce and use the Systems-Centered® method of Functional Subgrouping for interpersonal communication and decision-making in groups.

Context: A large university with multiple, distinct research areas and limited resources.

Participants: Researchers from different disciplines, some unknown to each other.

Rationale: Improve collaborative decision-making through building consensus listening to similarities and differences in the group.

Format: Two days facilitated by Rowena Davis. The morning of Day 1 consisted of an introduction to and basic training in Functional Subgrouping. The group then used the method to explore bidding on a potential research project (Parkinson's Dance).

Outcome: The group agreed to continuing to work together in co-writing a funding application for collaborative research and successfully progressed through an internal application screening process.

Findings: Questionnaire responses indicate a fast pace of group development and the effectiveness of the group since the workshops has been high. We are yet to determine the balance of factors shaping the outcome, but the method and its facilitation appear significant.

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COST OF THE DIET ANALYSIS IN RURAL PAKISTAN

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Introduction

Consuming a diverse diet, high in micronutrients is vital to maintain a healthy life, however purchasing a nutritionally adequate diet can be expensive and increase the household expenditure on food.¹ The price of food is impacted by extreme weather events,² global conflicts,³ and pandemics,⁴ all of which have occurred within the last four years leading to global increases in the cost of food. The aim of this research was to use Optifoods Cost of the Diet (CoD) analysis software⁵ to determine the nutritionally best (optimal) diet available, for the lowest cost, which will be compared to the cost of the standard diet currently consumed. The cost of the standard diet and optimal diet will be compared with cost data collected at two time points, to assess how the cost of both diets have increased over an 18-month period (round 1 in April 2021 and round 2 in September 2022).

Methods

This research was conducted in a rural community in Northwest Pakistan. Optifood Cost of the Diet (CoD) analysis software⁵ was used to develop the optimal nutritionally adequate diet available for the lowest cost. The software uses normal dietary patterns and food intake data from the target population, cost data from the local markets, and nutrients from the Indian food composition database (uploaded by the researcher) to determine the optimal diet. Dietary data for 179 adolescent girls aged 10-16 years old was gathered as part of the BIZIFED⁶ project and was used to determine commonly consumed foods, normal dietary patterns, and usual intakes for the adolescent girls. Cost data was gathered on commonly consumed foods from the local markets at two time points, 18-months apart (round 1 in April 2021 and round 2 in September 2022). The percentage price increase was calculated for the standard and optimal diet between round 1 and 2, and the increase in price from the standard diet to the optimal diet at round 1 and round 2. The increase in nutrient intake provided by the optimal diet was assessed, and nutrients for which the recommended nutrient intake (RNI) could not be achieved were identified. The standard diet and optimal diet generated by Optifood are the same at round 1 and round 2, the only difference between the rounds is the price of the foods.

Results

Cost of the standard and optimal diets at round 1 and round 2

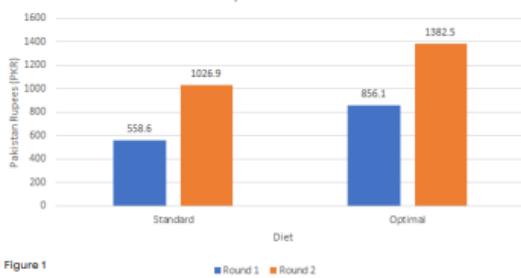


Table 1. Servings per week by food group for the standard diet and optimal diet.

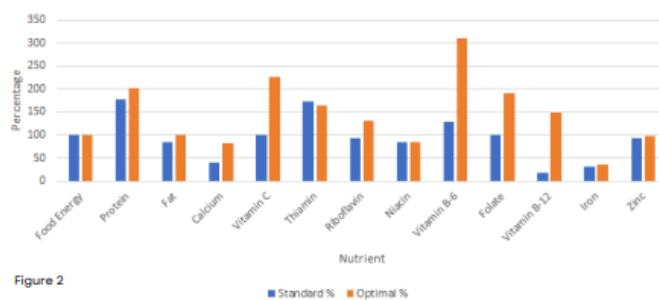
Food Group	Standard (#Serves/Wk)	Optimal (#Serves/Wk)
Fruits	0.3	2
Added sugars	14	7
Vegetables	29.8	28
Dairy products	14	28
Added fats	16.3	19.5
Starchy roots & other starchy plant foods	2	7
Meat, fish & eggs	1	1
Grains & grain products	24	16.4
Legumes, nuts & seeds	7.9	14
Staples	24	16.4
Snacks	2.3	4

The cost of the optimal diet per week increased food expenditure by 53% at round 1 and 35% at round 2.

The cost of the standard diet increased by 84% in the 18-month period from round 1 to round 2. The price of the optimal diet increased by 62% between round 1 and round 2 (figure 1).

Table 1 shows the difference in food group intake between the optimal and standard diet. The optimal diet increased in the intake of all nutrients, however, it failed to reach the RNI for calcium, niacin, and iron within the constraints of the regular dietary patterns (figure 2).

Increase in nutrient (%) intake between the standard diet and optimal diet



Conclusions

It was not possible to achieve a diet adequate in all nutrients based on the normal dietary patterns and usual intakes. The problem nutrients identified were calcium, niacin, and iron. To consume the optimal diet available increased the household expenditure at both round 1 and round 2. Rising food prices due to extreme weather events, SARS-Cov-19, and global conflicts increased the price of many foods, particularly staples such as wheat flour, resulting in a substantial increase in cost for both the standard diet and optimal diet at round 2.

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Dragons in the Hills: Understanding the Impact of Citizen Based Science Conservation Program on Health and Wellbeing of Children.

Authors:
Michelle Baybutt; Arinze Uzoezie; Dr Neil Wilson.
University of Central Lancashire

Dr Angela Julian.
Amphibian and Reptile Groups of the UK



Introduction

The Dragons in the Hills presents a citizen base science conservation program designed to reconnect local communities with their natural landscapes through the conservation of reptiles and amphibians throughout the Newry, Mourne and Down and Ards and North Down Districts of Northern Ireland (Northern Ireland Amphibian and Reptile Group, 2024).

The project spanned three Areas of Natural Beauty (AONB): The Ring of Gullion, The Mourne and Strangford and Lecale. It engaged several stakeholders, including children with arts, crafts, music and story-telling to bind the world of myth and legend with the natural world (Northern Ireland Amphibian and Reptile Group, 2024).

Including children in the program opened an opportunity to understand the impact of children-to-nature connections on children's health and wellbeing. This study analyses the program's impact on children's health and wellbeing.

Problem Statement

Nature-based interventions are important to children's mental health and wellbeing (European Commission, 2021). According to Arola et al. (2023), paediatricians now recommend nature engagement to enhance children's health.

Regardless of these claims, there is an apparent lack of empirical evidence to back them up in regions like Northern Ireland (Moss, 2012).

Understanding children to-nature connection and their impact on the health and wellbeing of children is important because we currently live in a world where children continue to spend less time in nature, which has negative impacts.

The COVID-19 pandemic further exacerbated children's lack of nature engagement. For instance, data showed that six in ten children spent less time outdoors in the UK during the pandemic (Natural England, 2020).

Thus, studying how this program impacted children's health and wellbeing is important for promoting healthy communities.

This is because it will inform policies and interventions promoting nature-to-children connection, especially in schools where children spend one-third of their lives.

Aim and Objectives

This study aimed to understand how the Dragons in the Hills program impacted children's health and wellbeing.

The objectives were:

- To explore the understanding of children-to-nature connection about health and well-being.
- To investigate how children's perception and response to the program affected their health and well-being.

Methodology

The research used a mixed methodology consisting of surveys with children and stakeholder interviews. A review was initially conducted to provide evidence synthesis that explores the children-to-nature connection between health and wellbeing.

Participants, Analysis and Ethical Approval

- The participants comprised 70 children (aged 9 – 11) at four primary schools, selected using a random sampling and 7 stakeholders.
- Children's health and wellbeing were measured using a 15-item Stirling Children's Wellbeing Scale (Liddle and Carter, 2015).
- T-test and mixed ANOVA were used to analyse the data.
- Thematic analysis was undertaken on the data using the approach developed by Braun and Clark (2006). This process involved an iterative process of close reading, identifying key codes, grouping codes into sub-themes and finally creating themes that reflect the data.
- Ethical approval was granted by the University of Central Lancashire's Health Ethics Review Panel.

Result

- The review of studies including Iqbal and Mansell (2021), Ashbullby et al. (2021), Arola et al. (2023), and others unveiled that connecting children to nature increases their happiness, reduces anxiety, relaxation and heightened attunement.
- Similarly, the interview conducted highlighted the benefits of the Dragons in the Hills on children's wellbeing, specifically indicating the different benefits for specific groups.
- For instance, school-age children living in the countryside benefitted from the field trips as they engaged in different specific nature-based activities, including natural site visits, which encouraged greater connectivity to the environment.

- The children also acknowledged the mental health benefits of being in a natural environment and connecting with others – the social aspect of the project, bringing people from diverse backgrounds.
- Furthermore, it was observed that the COVID-19 lockdowns emphasised the importance of being outdoors, and how integrated approaches are needed for health benefits rooted in an appreciation of social, economic, cultural and environmental contexts.
- The quantitative analysis shows that the baseline scores for the measures of nature connectedness and wellbeing were. This is because the schools involved were rural schools that had established connection with nature.
- It is possible that more urban schools with less access to green spaces and interaction with nature would experience more impacts on the programme's outcome in terms of health and wellbeing of children.

Conclusion and Recommendation

- Children-to-nature connection enhance children's health and wellbeing, and several studies have supported this connection.
- Furthermore, the activities provided by the Dragons in the Hills project were pivotal in connecting children with their natural environment and raising awareness of caring for and protecting the environment for the wellbeing of children, communities and native species.
- Thus, activities that foster children-to-nature engagement should be encouraged, especially in schools.
- Future work should compare urban and rural schools to further explore this effect.



Photos: Children engaged in arts and crafts while spending time in nature and learning how to save the "Dragons"





Knowledge Exchange and Research Skill Development

RESEARCH

Effects of social media on Young People's well-being and identity

Dr Riz Gurjee

KEY AIMS:

Investigation into the effects of social media on young people's well-being and mental health as well as exploring issues around how young people from an ethnic minority background identify themselves. The research is in collaboration with Preston United Youth Development Programme and Preston Muslim Girls High School.



Peer-Led Researchers



Stage 1 – Recruitment and training of Peer Led Researchers – Young people design and input into the data collection elements of the study.

Stage 2 - Peer Led Researchers lead facilitation of Interviews, Focus Groups & Data Analysis Process

Engaging with food workers' role identity and sociocultural identity in co-creating effective food safety communications in food manufacturing settings in the UK

Dr. Sophie Tongyu Wu (PI), Mr. Solomon Ajao (Researcher), Dr. John Wainwright (Advisor) and Dr. Adrian Wright (Mentor)

Project objective:

This project seeks to engage frontline members' and supervisors' role identity and sociocultural identity in co-creating effective food safety communications. One's role identity and sociocultural identity anchor how they *make sense* of their experience and organisational life. Focusing on food safety, this project will provide insight into *the process* of how frontline members make sense and will elucidate "what experiences truly matter". It will set the foundation for engaging frontline members' in co-creating food safety communications that are meaningful to them.



FROM MARGINS TO MAINSTREAM: UNVEILING BLACK STUDENTS' EXPERIENCES AND ADDRESSING THE AWARDING GAP IN UK HIGHER EDUCATION

WHITE/BLACK UNDERGRADUATES QUALIFYING WITH A FIRST/2:1 DEGREE



RESEARCHER: VICTORIA ADAOBI IBEZIM

SUPERVISORS: DR. JOHN WAINWRIGHT, PROFESSOR MICHAEL MCKEOWN, DR. AMBREEN CHOCHAN

84.2% OF WHITE FEMALE STUDENTS
81.4% OF WHITE MALE STUDENTS
64.7% OF BLACK FEMALE STUDENTS
59.4% OF BLACK MALE STUDENTS

UK domiciled first degree qualifiers with a first/2:1 degree by Black/White identity and sex, 2021/22

OBJECTIVE

- To provide an in-depth insight into the experiences of Black students using narrative inquiry nested within an overarching case study approach (with UCLan as the case).
- To include a critically reflexive account of my experiences as a Black student at UCLan.
- To guide policy and inform good practice.

METHODS

Qualitative method
• Semi-structured interviews
Black Students = African and Caribbean Heritage



THEORETICAL FRAMEWORK



DATA ANALYSIS

The data was analysed using Arthur Frank's Dialogical Narrative Analysis (2012), which poses the following questions:

- How do these narratives affect the students?
- What effect do these narratives have on policies, laws, and regulations?
- How do the students hold their own or maintain a position of strength when telling the stories in a difficult situation?

RESULTS



IMPORTANT!!!

During analysis, emergent narratives prompted three layers of discussion.

- STRATEGY**
 - Exploring existing university policies
- IMPACT**
 - Student adaptation to university changes
- REACTION**
 - Positive and negative experiences of change

BLACK STUDENTS' VOICES

There is microsegregation from students at UCLan. Are students allowing this cultural integration?

I don't put myself out there, if I did I may have experienced racism... People tell me that there is racism.

I got to the UK I knew I was Black.

Do you need help? blah blah people will be like I don't need help, I'm okay.... you might be more inclined to refuse such help because of your background.

Our Black students perform poorly in some of the subjects. And it's not because they can't achieve academically, it's how the system is set up.

I'm probably the only Black person in there... they sympathise and they nod their heads, but they don't get it... they are trained to get these things, but they actually don't.

Oh! my lecturers are amazing from the Black to the White lecturers.

...But to say that we are "Black": No, I don't agree. Why does that word have to associate with my race, which also associates with a lot of negativity in the world?

I don't believe the gap is true... Black people are thriving...

You have to have an endurance mindset.

So, like if I know that helping someone understand me better, by switching my accent, I don't see a problem with it.

Would be good to have some Black staff we can relate to.... would add more diversity to it.

think it was just my support system like my friends and my family that just kept on like pushing me and praying for me and stuff.

You could let racial abuse stress you out so much that you're just so symptomatic with it, and then it can affect your attainment in school. It can affect you even reaching school. In the first place.

REFLEXIVITY- MY JOURNEY

Campus Photo

• Masters of Law in Professional Legal Practice with Distinction online graduation day 2021

• LLB First Class Honours graduation day, Swansea University 2017

CHANGES NEEDED

- University policies, education, charters and regulations should be tailored to mirror Black students' voices.
- Internal evaluation of the university structure to enable implementation of reforms at the grassroots level.



Background

Many indicators of health are systematically worse in coastal communities (e.g. heart disease, stroke, pulmonary disease, mental health conditions). However, living near blue (and green) space is associated with better health and wellbeing...



Research Question

Can increasing exposure to, and engagement with, local blue space increase wellbeing and contribute to reducing the inequalities in Healthy Life Expectancy that exist in coastal communities?



Healthy Coastal Communities

Phase 1

Increase understanding of different types of accessibility (in particular psychological accessibility) to blue space in coastal communities, taking a life-course perspective.



Phase 2

Explore how to optimise engagement with, and exposure to, local blue (and green) space throughout the life course, within an environmentally and socially sustainable framework.



Real-world engagement

The work is initially based in Cumbria and involves collaboration with community and non-academic partners, including Natural England and Cumberland Council.



For more information email Ursula Pool: upool1@uclan.ac.uk



I AM FROM REYKJAVIK

/About

'I Am from Reykjavik' is a collaboration with artist Sonia Hughes that explores the potential for making as a means of participating and engaging in place. Architecture is re-imagined as a productive act of advocacy and activism. It's purpose becomes diversified beyond merely being a finite object that meets a spatial need towards something that inspires curiosity and engagement.



In many cultures, house-building is a community builder, maintainer, celebrator. I am from Reykjavik produces its spontaneous and ephemeral community within it; it is a gathering, an encounter. Not only regarding Hughes' occasional (and frequent) conversations with people helping her through her work (or just curious), but also considering what happens when a person is in a public space doing something supposed to be seen. La Fontaine Park was crowded on a beautiful Saturday, and people would just hang around for a while. At the same time, unknown bystanders might engage in conversations of their own, which might probably never happen if there was not something being built in front of them.



The materiality of the performative installation, by architect Lee Ivett, carries within its structure a meaningful image: it opens wide towards the door; as if it were a perspective drawing, with a focal center spreading from a distance, I am from Reykjavik openhearted attitude is established within its architecture. At the front door, a little table with a great picture of Hughes' parents. They, who came before, are the ones receptioning whoever attempts to come closer – and not everyone should be invited, as Hughes is tired and just feels like having her cup of tea and listening to the "old" music that her parents would also listen to.
text in italics taken from a review by Brazilian art critic Amilton de Azevedo

LEE IVETT

CREATING PUBLIC SPACES FOR CIVIC AGENCY

Interaction between aesthetic, biomechanical, social, and cultural dimensions of Parkinson's Dance

Bid in progress for UKRI Cross Research Council Responsive Mode Pilot Scheme Round 2



Dancing with Parkinson's has emerged in recent decades as a popular non-medical intervention to help People with Parkinson's (PwP) manage their condition.

What is it about dance and dance groups that PwP find beneficial?

Developments in neuroscience have suggested that exercise, movement and audio-visual 'cuing' may have therapeutic and rehabilitative effects for PwP.

Dance may combine all these elements and more. However, most existing studies have focused on single factors, attempting to measure biomechanical, psychological, social and cultural elements in isolation from each other, in a way that may misunderstand their combined and emergent effect.

This research begins from the lived experience of PwP in UCLan's Dancing with Parkinson's Group, brought into dialogue with a transdisciplinary team at UCLan that combines clinical biomechanics, psycho-social studies, dance, participatory methods and allied health, with the aim of co-producing new knowledge, practices and interventions in this field.

Participatory knowledge co-production with:

UCLan's Parkinson's Dance Group

LPM Dance, Lancaster

UCLan Transdisciplinary Team:

Lead applicant
Dr Graham Chapman
Clinical Biomechanics

Co-investigators:
Dr Ambreen Chohan
Health Innovation and Wellbeing

Professor Lynn Froggett
Psycho-social studies

Dr Larry Reynolds
Co-design/co-creation

Ruth Spencer
Community based dance practice

Professor Jim Richards
Allied Health Research

Dr Matthew Dickinson
Engineering

Project Partners:

Helen Gould
Dr Melanie Brierley
LPM Dance

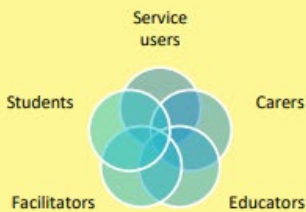
Rowena Davis
Systems-Centered Training & Research Institute:



**transdisciplinary co-design
bringing together art, science and
lived experience**

PARITY

Participatory Action Research In Health professional education and research



Community-led

Research Aim

To co-create a tool to measure the impact of service user and carer involvement in pre-registration nurse-education

Measuring a change in attitudes



'What is the impact of public involvement in nurse education?'

Design

Scoping review
Data collection
Thematic analysis
Construction & Testing of Impact measure



Post doc Research 2024

Re-wording items
Test-retest for reliability

Results -What next?

Reduce 33 items to 20 and re-word
Recruiting 100 student nurses for further testing

Promoting Positive Dietary Behaviours in North Indian Children : Stakeholder Views on Incentive Approaches

Swarnim Gupta¹, Rahul Rastogi², Allwell R. Uwazuruike¹, Jumi Talbot¹
¹University of Central Lancashire, UK ; ² Suny State University, US

Background

- Sustainable strategies comprehensively targeting all forms of malnutrition are needed to tackle the current health transition in low-and middle-income countries like India [1]
- Incentivisation for behaviour change is becoming popular for improving health outcomes [2] So, *“Can incentivization in school settings act as a driver for bringing about positive food-behaviour changes among children?”* but...
- Understanding **communities’ attitudes towards such an approach** and to develop context specific mechanism is a pre-requisite for its **receptivity**

Location

Objectives

An exploratory and participatory approach was adopted to:
 (1) understand current knowledge, attitude, and practices of stakeholders towards childhood nutrition as well as stakeholders’ opinions on use of incentivization; (2) identify challenges in the implementation of such incentivization; (3) co-identify appropriate tools and techniques that could be utilized for incentivization.



Methods

- Private schools serving middle or low middle-income strata (n=3)

URBAN: School A	SEMI-URBAN: School B	RURAL: School C
FGDs* : Teachers (n=1), parents (n=1)	FGDs* : Teachers (n=1), parents (n=1)	FGDs* : Teachers (n=1), parents (n=1)
Interviews: Teachers (n=2) Management (n=1) Parents (n=5) Local leaders (n=1)	Interviews: Teachers (n=2) Management (n=1) Parents (n=5) Local leaders (n=1)	Interviews: Teachers (n=2) Management (n=1) Parents (n=5) Local leaders (n=1)
Workshop** (n=1): Parents, Teachers and Management	Workshop** (n=1): Parents, Teachers and Management	Workshop** (n=1): Parents, Teachers and Management



* FGD-Focus group discussions; 6-8 participants per FGD.
 **Organised to co-identify appropriate rewards and activities (15 participants for each workshop).
 Stakeholders: Teacher of primary classes; Parents of the primary class pupil; School managers at any level; Community leader at the level of local councillor.

- Thematic analysis: ongoing

Preliminary Results#

Perception of healthy diet:



Emphasis on balanced meals with variety of foods

“Healthy diet refers to providing nutritious meals to children that benefit their health. It includes a variety of nutrients such as vitamins, proteins, and minerals... Ideally, the plate should consist of lentils, vegetables (preferably green vegetables), salads, and a variety of food items to ensure a well-rounded diet”



Concerns over packaged food (unhealthy)

“The food that is brought from outside... Say chips, Kurkure, even consuming cold-drink also harms health”

“Yes, I do. Because I know she won't eat it. So, I know a couple of things like she will eat this, she will eat it. I know she doesn't eat vegetables. She is very picky”

Challenges to healthy eating:

Advertising of unhealthy food, child’s preference & resistance to try new food

Incentives being used by parents:

Tangible rewards, privileges, and positive reinforcement via encouragement

Yes, once we told them, it was a gourd vegetable, she was not eating it. I told her to eat it, dear, eat it today. If you eat this, tomorrow we will make your favourite vegetable

#Some findings based on parents’ interview

Acknowledgements

C4Globe for funding; research participants; implementation partner Shramik Bharti, India; Dr. V Moran & Prof. N Lowe for suggestions

References: [1] Wells et al. *Lancet*. 2020,395(10217):75-88 ; [2] Hajat et al. *NPI Digit Med*. 2019,2:91

Rural Business Sustainability in Lancashire

Exploring Policy Impacts and the 'Rural Web'

Dr Ioan M. Charnley-Parry, Dr Neil Wilson, Ms. Anna Brazier, Dr Olatunbosun Sanusi, Prof. John Whifton

BACKGROUND - Rural businesses and enterprise are essential to ensure rural sustainability, impacting on environmental, social and economic aspects of local society. They often dually employ from and cater to local communities, whilst also connecting to other local or regional suppliers, thus creating a locally supportive socio-economic network.

According to DEFRA, in 2020/21 there were 549,000 businesses registered in rural areas (23% all registered businesses in England), and businesses registered in rural areas employed 3.6m people (13% all individuals employed by registered businesses in England). Given Lancashire's rural composition (over 60%) this is of particular importance, and is impactful towards achieving regional sustainability. DEFRA state that rural areas are home to ¼ of England's businesses, and the Rural Coalition note that 85% of registered UK rural businesses are not in the farming sector.

RESEARCH NEED - According to the Centre for Rural Economy, rural areas are diverse and affected by numerous sectoral policies; hence, rural policymaking and implementation must shift from overly farming and environment-focussed policies. We explore to what extent this has been achieved in England and Lancashire since 1995, particularly in the context of rural enterprise.

The National Innovation Centre for Rural Enterprise (2023) observes that rural businesses are particularly constrained from participating equally in the UK's sustainable transition due to:

- persisting infrastructure challenges around digital inclusion, telecommunications, and rural transport.
- carbon emissions reduction constraints due to the cost of green tech, and the inaccessibility of information, local advice, and local installation of 'green infrastructure'

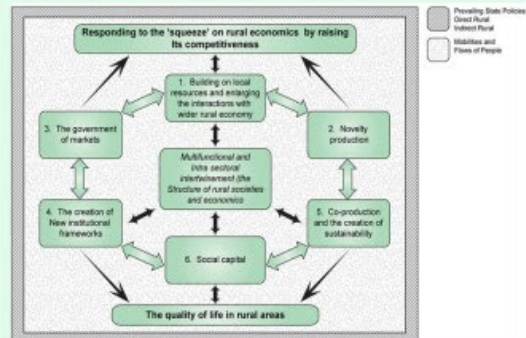
Whilst sustainable agriculture and farming is relatively well explored and understood, sustainable rural enterprise and its interconnecting issues is less extensively researched, an area we seek to contribute to.



Interconnecting issues around sustainable farming (Heathcote, 2021)



AIM & METHODS - The research explores - through a mixed-method approach (national and regional policy review, and semi-structured interviews) - the evolving prioritisation of sustainability with regards to rural enterprise in Lancashire, and the sustainability priorities, challenges and opportunities as experienced by small rural businesses across Lancashire. We examine to what extent national and regional policymaking and legislation changes have supported or hindered business growth and sustainability. Given Lancashire's growing reputation in the hospitality and specifically food and drink sector, our research focusses on four food and drink-related small businesses (e.g., under 50 employees, under £10m annual revenue). Engagement will begin in June 2024.



The 'rural web' (Marsden, 2010)

We adapt and advance the concept of the 'rural web' (Marsden, 2010) through a process of business-specific network mapping and policy impact analysis. This will enable a better understanding of rural business's 'sustainability webs', thus highlighting policymaking impacts and sustainability-related challenges and opportunities for each business, and any shared challenges or opportunities at the regional scale to be addressed or pursued.

FUTURE AIM - This small-scale research project will serve as the first phase of a broader study examining rural business sustainability across Lancashire, engaging 1) more businesses from the food & drink and farming sectors, and 2) businesses from alternative sectors. This will serve as the basis for a UKRI Future Leaders Fellowship four-year proposal and will support an ESRC funding proposal on sustainable rural community development.

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SAVE ENDANGERED ELEPHANTS FROM PLASTIC PERIL!"



“Plastic pollution is a growing threat to Sri Lanka's elephants”

“Plastic ingestion, linked to mismanaged waste, is a leading cause of elephant deaths in Sri Lanka”

Autopsy results show 100% of Sri Lankan elephants examined have plastic in their guts



This project builds on previous collaborations with Sri Lankan partnerships to study plastic waste in open dumps. By doing this, we aim to create better waste management practices and educate communities on sorting techniques.



AARC
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RESEARCH & CONSERVATION



This study was funded by QR-Policy Support Fund - 2022/23 UCLAN

INTRODUCTION

The settings-based approach to health, deeply rooted in the 1986 Ottawa Charter, recognises that health is shaped by the environments where people work, learn, play, love, and live (Kokko & Baybutt, 2022). It is founded on core values such as equity, participation, partnership, empowerment, and sustainability, and five characteristics (Figure 1.0). Recognising the inherent health potential held by social and institutional settings, this approach has been increasingly adopted in schools, universities, hospitals, and workplaces worldwide (Bloch et al., 2014; Dooris et al., 2016; Woodall, 2016). Building on these, this global mapping activity aims to explore strategies that have been utilised in these diverse settings to promote health, aiming to uncover best practices and address challenges to enhance global settings-based health promotion efforts.



Figure 1.0: Conceptual Model of the Settings-based Approach to Health (Kokko & Baybutt, 2022)

Preliminary Findings from Scoping Review

- **Key Themes** (Kokko, 2014; Neufeld & Kettner, 2014; Fredriksson et al., 2018; Vlot-van Anrooij et al., 2020; Joyce, 2024).
 - Settings-based strategies: Promotion of healthy nutrition, physical activity, and mental health support programs.
 - Common settings over the past three decades: Schools, universities, hospitals, workplaces and prisons (Figure 2.0).
 - Contemporary settings utilising settings-based approach: care homes, workplaces, universities, and recreational centers.
 - The diverse settings show the adaptability of the settings-based approach to health with emphasis on its core values and characteristics highlighted in the conceptual model.

RESEARCH METHODS

• **Scoping Review (Completed):**

- **Data Sources:** Academic databases (e.g., CINAHL Ultimate, PubMed, and google scholar), NGO publications, and case studies.
- **Inclusion Criteria:** Geographic diversity, wide range of settings (e.g., schools, universities, other workplaces, and communities), evidence of impact and evaluation.
- **Analysis:** Thematic analysis and categorisation of initiatives.

• **Literature Gap(s):**

- Research evaluating the global success of various utilised settings-based initiatives.

• **Questionnaire-based Survey (Ongoing):**

- **Target Respondents:** Settings-based health promotion professionals
- **Content:** Questions designed to capture details about settings-based approach activities, challenges and opportunities.

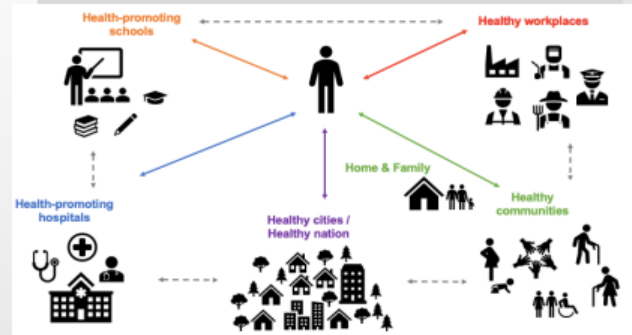
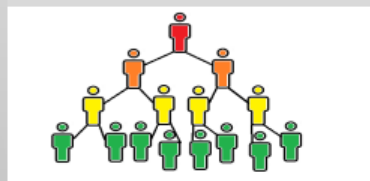


Figure 2.0: Schematic Illustration of Individual Relations Across Multiple Settings with Health Influencing Potentials (Seel, 2020)



CONCLUSION

The settings-based approach to health promotion, rooted in principles of equity, participation, partnership, empowerment, and sustainability, has shown significant adaptability across diverse environments. Preliminary findings highlight the successful implementation of health promotion activities in schools, universities, hospitals, and workplaces, as well as emerging settings like care homes and recreational centers. However, there remains a critical need for comprehensive research evaluating the global impact of these initiatives to uncover best strategies and address ongoing challenges. This mapping activity holds the potential of uncovering and leveraging various global settings-based strategies to foster holistic health improvements, guiding future efforts in settings-based health promotion.

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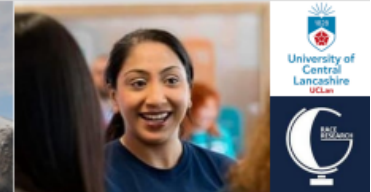
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“SNOWY WHITE PEAKS

The higher you go up, the whiter it gets”



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OBJECTIVES

This study explores the lived experiences and career progression of Asian and Black Women academics working in Higher Education Institutions (HEIs), with a particular focus on racism, gender/sex, identity, and class.

RESEARCH MOTIVATION

Scholarship funded by the University of Central Lancashire (UCLan) Global Race Centre for Equality (GRACE). The researcher, an Asian Sikh woman from a working-class background, brings first-hand encounters with racism, sexism, and classism, offering an empathetic insider perspective and critical lens for engaging with participants and the research.



RESEARCH METHODS

20-40 Interviews
2 focus groups

Snowballing technique encourages participation via chain referral through existing participants (Sloan, et al. 2021).



Qualitative, Dialogical Narrative Analysis Inquiry (DNA)

DNA - examine narratives via the dialogue lens to help make sense of their experiences (Frank, 2010).

LITERATURE REVIEW

- Out of 211,485, 3.3% (715) identified as Black, Asian and Minority Ethnic (BAME) female academics working in HEIs (Advanced HE, 2023, p.262).
- Dismissing discrimination, be it racism or sexism is often justified or disregarded as banter (DiAngelo, 2019; Sue and Spanierman, 2020).
- Black and Asian women academics are more likely to choose their battles when addressing discrimination (Stockfelt, 2018; Bhopal, 2015).
- Multi-dimensional identities between race or racism, ethnicity, gender and class is a gap in the research (Nayak & Robbins, 2018) and are instrumental in the oppression, discrimination and lack of progression for Black and Asian female academics in HEIs.

THEORETICAL PERSPECTIVES

The Critical Race Theory helps to understand and address issues of race and racial inequalities that are embedded within organisations.



“Racism exists in our society, we can't hide from it, but you know, actually acknowledging that it's going on is a big step.”

PRELIMINARY FINDINGS

Reveals challenges for Black and Asian women academics in UK HEIs, including recruitment bias, discrimination, and intersectional pressures such as racism, genderism, class, and ageism. Imposter syndrome and racial pressures exacerbate their experiences. Concerns persist about HEIs stifling their voices, hindering progress against discrimination. Solutions involve mentorship, amplifying voices, and institutional acknowledgment to address systemic inequalities.

IMPACT - NEXT STEPS

1. Expand on existing literature to amplify the voices of Black and Asian women academics
2. Explore the overlapping intersectional identities that impact on marginalisation and discrimination
3. Offer participant-led recommendations to enhance the Black and Asian academic women's experiences and career trajectory
4. Enable HEIs to better understand and focus on the experiences, career progression and support to retain and recruit Black and Asian women academics.

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Research funded by Westlakes research Limited



Social Inclusion Research at Westlakes Campus

Harrington Lillyhall

Suzanne Wilson

Understanding the relational dimensions of participatory social inclusion in low-income coastal communities

Connected Communities Cumbria (2017-2020)

Connected Communities Cumbria was a community-based participatory action research project which trained 120 children and young people as community researchers to conduct 646 doorstep interviews with residents from four low-income coastal communities. The young researchers shared their results at public events and collaborated with community stakeholders to co-create interventions to meet the community's needs identified by the research.

Outcomes: 2 multi-stakeholder events, 7 publications, including peer reviewed papers, project reports and articles for 'The Conversation', 7 conference presentations (2 international).

Impact:

- The findings shaped a **co-produced** 'Children's Charter' adopted by Copeland Borough Council
- The findings informed the creation of **three new organisations**, collectively raising over £10,000 for community projects
- The research created **opportunities** for children and young people to build relationships with the local authorities and other significant stakeholders promoted social inclusion.

Community Power (2021-2024)

40 Residents across four Cumbrian communities engaged in participatory action research. Communities wanted opportunities to build relationships with the Council and sought honest discussions above any formal decision-making responsibilities. The communities developed a relational framework for community-council partnerships, based on the principles of *accessible spaces, respect, honesty and commitment*.

Outcomes: 1 published, 3 papers under peer review. Shortlisted for the 2024 Innovation in Politics Award for Democracy.

Impact:

- The research influenced changes in expected conduct by elected members and relational community engagement **strategies adopted by Cumberland Council**.
- It informed a **successful NIHR bid which secured £5 million**, which will promote a participatory, evidenced-based approach to public health at Cumberland Council.
- Providing **training to the Department for Levelling Up, Housing and Communities**, informing community engagement strategies.



West Cumbria Child Poverty Forum (2017- ongoing)

West Cumbria Child Poverty Forum (WCCPF) promotes social inclusion in families experiencing poverty by working with stakeholder organisations to ensure that **policy development and implementation** reflect the best interests of such families. Facilitated by UCLan, members include the local authorities, statutory services and the third sector. The proposed work for the next five years will build on the established reputation and influence of WCCPF, piloting the newly developing **policy-lab format** to facilitate **policy co-production**.

Outcomes:

- 8 multi-stakeholder events, 6 publications, including project reports and magazine articles, 3 conference presentations.

Impact:

- WCCPF influences change by holding themed events attended by MPs, local authorities, schools, housing authorities and third-sector organisations, facilitating dialogue and encouraging collaboration. The events have received a collective audience of over **400 people**.
- Existing connections to central government departments will also be utilised to ensure the research maximises impact.

Family Forum for Social Inclusion (2024-2029)

UCLan and Rosehill are working together on an action research project which aims to foster better inclusion and participation for low-income families in coastal communities. A community-based arts research programme will collaborate with families from socially excluded communities to create a reflective, safe, and supportive space where they can be heard, share their stories and if and where appropriate take on a more active research roles to potentially influence policy and practice at both local and national levels. The research aims to:

- Understand what impacts family wellbeing and inclusion.
- Develop stronger relational practice in children and family services.
- Explore the benefits and impacts of relational practice in arts-based delivery.

Anticipated Impact:

- The research data will be linked to the national **Family Hub** network, thereby providing a national platform to disseminate findings.
- The research approach will consider the implications for a scalable, national implementation, with potential international impact to be made through further dissemination.

Recognition



THE CAMPUS VISIT

There are so many unanswered questions!

What age is best?
Can visits go wrong?
Who benefits the most?

We are talking to key stakeholders to find out.



How do
campus visits
impact on
young people?



We are also going to talk to young people and ask "How can we make a campus visit the best possible experience for YOU?"



Want to know more?
Contact Cherry Canovan!
Email:
ccanovan@uclan.ac.uk
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@drcherrycanovan



Photos by Jack Bolton, Huckleberry Films and the GBIA team.

The Ripple Effect

A Community Pop Up Structure in Nelson

This project is a collaboration between the Grenfell-Baines Institute of Architecture at UCLan, third sector organisation SuperSlow Way, and the Ripple Effect steering group. Combining local knowledge and skills with academic resources and technology, the pop up structure utilises a flat pack shipping container to create a small community space for all types of use. It has been conceived and co-designed with the community in Nelson during a series of practical workshops in Spring 2023, fabricated at the workshops of the University of Central Lancashire in Preston with Final Year Master of Architecture students throughout last year, and installed on a site in Lomeshaye Park on the Leeds Liverpool Canal in May 2024.

The experimental project is aimed at providing the local community with a space to test out new ideas for activity and engagement. Throughout this summer, it will explore the potential for the park as an important amenity space within Nelson through resident and artist-led activities, creative workshops and pop up cafes. The impact of the project has already been seen, with events such as bike repair classes and food-sharing activities which have enhanced the neighbourhood's connection to both the park and the canal.



Co-design workshops with the Nelson steering group and the structure fabrication at UCLan. Below: the structure being tested at UCLan and then installed in Lomeshaye Park in April.



For more information about PACT's work or to enquire about collaborating with us, contact us via:

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October 2024

