Faculty of Arts & Social Sciences | Lancaster University

FASS HEIF 5 Report
& Proposals for HEIF 6

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1. Introduction

1.1 Purpose of the report

This report seeks to demonstrate the impact of activity carried out in the Faculty of Arts and Social Sciences (FASS) under round five of the Higher Education Funding Council for England's 2011-2015 Higher Education Innovation Fund (HEIF). Thereafter it outlines a potential FASS strategy for the HEIF 6 period. This report is intended for academic and professional staff in FASS and across the University

Three simultaneously occurring events have provided the impetus to conduct this review. In summer 2015 HEIF teams across the University were granted a one-year extension to their funding. The Faculty also saw the arrival of both a new Dean and, later, an Associate Dean for Internationalisation and Engagement. The remit of the latter included overseeing activity within the FASS Enterprise Centre. The timing of these occurrences created the ideal juncture to review activity undertaken during HEIF5 and to put forward ideas for a FASS HEIF6 strategy which aligns with emerging priorities and strategies within the Faculty.

1.2 Overview of Report Contents

The document begins with an overview of the key outcomes of the HEIF5 activity across three areas of delivery:

- Enabling Academic Knowledge Exchange
- Enhancing Student Employability and Engagement
- Enabling Business and Community Engagement

Concluding remarks draw together the successes of the HEIF5 period against the University 2020 strategy and in particular, the contribution made towards the priorities of student recruitment, student experience, graduate destinations and impact in local communities. Thereafter follows a discussion of areas for development and improvement within a proposed plan for a possible sixth round of HEIF funding.

2. Summary

- The FASS Enterprise Centre was established within a context of policy developments that called for universities to play a greater role in UK economy and society. The main vehicles through which universities were seen to be able to make a greater impact were research and placements and projects that enable students to deliver work of value to organisations whilst also enhancing employability.

- In 2011, FASS established a strategic body within the Faculty Office to ensure the use of Higher Education Innovation Fund (HEIF) monies across all Faculty subject areas for the purposes outlined above. The initial aim of the FASS Enterprise Centre through the fifth round of HEIF funding was to support and encourage a culture change in FASS, normalising engagement with external organisations towards KE and student-experience focussed activities.

- Since 2011, the infrastructure of the FASS EC has grown to incorporate five staff, including a FASS Enterprise Officer, a Placements Officer and a Centre Coordinator (all 1 FTE) an Enterprise Partnerships Manager (0.6 FTE) and a Director for Knowledge Exchange (0.2 FTE).

- During HEIF5, FASS established the Knowledge Exchange (KE) Fellowships. During this time 40 KE Fellowships were awarded to academic staff and PGR students and ranged from grants of £3-9,000. Nine of these awards were made to Early Career Researchers and 10 to PhD students. This has resulted in new insights into KE and changes in attitude towards it, both within the academic community of FASS and for external partners engaging in the projects.

- Key outputs of the KEFs included collaborations with 170 organisations; 79 events reaching at least 5,700 public and professional individuals and organisations, and the production of 11 different types of physical resources (including websites, training materials and creative work). Several KE fellowships were featured in submissions to the Research Excellence Framework. A number of KE Fellowships also acted as seed-funding or R&D for larger projects and, either directly or indirectly, led to bids of over £11 million in total. In 2015/16 the KE fellowship scheme was re-launched as the Impact and Knowledge Exchange (IKE) grant scheme and additional funding was provided.

- FASS HEIF 5 provided substantial funding into the continuation of the NewIdeas project in Imagination aimed at developing and delivering a bank of tools for building the capacity of KE teams across the University. Outputs include the development of 54 KE tools, a network of KE staff across the institution, collaboration with 2,000 people through events and workshops, six new collaborative ventures, and contribution to £8.7million worth of funding bids.

- The Faculty Employability forum was relaunched in 2013. Since this time, a total of five new employability-related and applied modules and one degree progamme have been developed, with a further two modules in discussion.

- With support from HEIF 5 funding and the involvement of the FASS EC, an additional 276 placements, internships and work-related opportunities were offered in FASS between 2012 and 2015.

- Over 600 students have attended FASS engagement and employability events and extra-curricular programmes, many of which were delivered in collaboration with departments and central services, including the Careers Service. HEIF funding and the FASS EC were also instrumental in the growth of the Richardson Institute Internship Programme (involving 40 UG students in 2014/15 and over 100 in 2015/16).

- Campus in the City, a university-wide project led by FASS, aimed to enable the local community to engage with the work of academic staff and students. CITC ran in 2013/14 and again in 2014/15 and attracted over 9140 visitors through 116 events. 92% of visitors reported feeling more connected to the university as a result. CITC3 will be run in 2015/16 by the University, supported by the FASS Engagement Team, and will build on this successful FASS development.

- A range of successful business-facing events were held, demonstrating opportunities that exist for organisations to engage with the University. These led to a number of collaborations across the Institution.

- The original HEIF 5 objective of engaging with 25% of staff and students within FASS has been exceeded. As a result, the awareness of KE and impact-related activity has been raised within the Faculty and amongst organisations collaborating on projects. It is difficult at this stage to quantify that contribution we have made in helping the Faculty to deliver on the University's four core priorities of improving student recruitment, student experience, positive graduate destinations, and impact in local communities. However, we have witnessed the beginning of a change in culture and can now identify clear priorities going forwards to help us build upon this.

- During Summer 2015, the FASS Enterprise Centre was reorganised into the FASS Engagement Team to reflect its broader engagement remit. During 2015/16, the Engagement Team will continue to support student placement activities, the development of employment oriented modules and activities, CITC3 and the new IKE grants. Work to expand the reach of the Richardson Institute Internship Programme and experiences for student interns will also continue.

- The terms of reference for the Faculty Employability Forum will be revised to reflect the way in which the Forum has developed since its relaunch. All other work on enhancing student employability and providing engagement experiences will be developed in collaboration with academic departments through the Forum.

- Discussions for new FASS strategies under HEIF 6 funding currently involve the continuation of previous core strategies (mentioned above) and the development of a new FASS Collaborative Policy Initiative. This Initiative will focus on significantly enhancing engagement with key policy actors at both a regional and national level and work towards 'lowering the organisational costs' of FASS academics and students interacting and engaging with regional and national level policy actors.

3. Background

3.1 Policy Changes in HE

In the 1960s a greater understanding of how Higher Education could play a significant role in local, national and global communities was beginning to emerge. By the 1990s Government policy had changed to encourage a shift from a focus upon merely publishing research to exploiting it in the form of spin-off companies and innovation in partnership with business. By the early 2000s a wave of reviews (both government-backed and independent) focus upon the ways in which HEIs, through teaching and research activity, could and should make greater contributions to UK economy and society by adding new scientific discoveries, new historical insights and ways of working and living, generating new ideas, raising the public stock of knowledge, creating wealth and improving quality of life outcomes in the UK and abroad. (Dearing, 1997; Leitch, 2006; Sainsbury, 2007; Wilson, 2012; Million+, 2015).

For the first time in 2013 the Research Excellence Framework, a system for assessing the quality of research in UK Higher Education, contained 'Impact measures' that promised to 'have a material influence on the outcome for each university department and therefore for its reputation and funding over the forthcoming years' (Wilson, 2012: 62). Impact would be measured by the contribution of research to the economy, society, culture, public policy and services, health, the environment and quality of life – within the UK and internationally, reflecting "universities' productive engagements with a very wide range of public, private and third sector organisations, and engagement directly with the public." ('The Ref – Key Facts', 2014)

Alongside developments in policy surrounding research activity, and since the publication of the Dearing report (1997), there has also been an increased focus upon the responsibility of HEIs to enhance the ability of UK graduates to contribute the economy and society of the UK, both during their studies and upon entering the workplace. Increasing importance has been applied to developing high level skills amongst graduates, particularly through work-based learning opportunities, with placements, internships and secondments which became recognised as "some of the best ways to achieve knowledge exchange" (Wilson 2012: 63) whilst greatly enhancing graduate employability. Moreover, with the increase in tuition fees existing and prospective students (and parents) are ever-more keen to understand how universities are helping graduates become work-ready and are looking to evidence, such as alumni destinations produced by DHLE, national league tables and data contained within the National Student Survey, to help them make decisions about what, and where, to study.

Within this landscape of shifting policy focus and demand, The Higher Education Funding Council for England (HEFCE) established the Higher Education Innovation Fund. HEIF was to be a long-term dedicated third stream of funding (alongside funding for research and teaching) that would be directed at Knowledge Exchange Activities.

HEFCE stipulates that HEIF should support all forms of KE (including enterprise) which lead to economic and social impact, and should be allocated through a relatively low-burden formula and against a high-level strategy for KE and plan for use of HEIF. HEFCE gave HEIs "discretion to innovate and respond to new opportunities to support growth through using funds for forms of KE beyond those that can be captured in the formula, and through being able to use funds flexibly over years, making changes to their initial plans."

3.2 History of FASS HEIF use prior to HEIF 5

Before the fifth round of HEIF funding the Faculty did not have a broader strategic approach to the application for and utilisation of HEIF monies. HEIF money had largely been used to develop the work of The Applied Social Science Unit for Research and Evaluation (ASSURE - established in 1999 to "create an exchange between practitioners in the social care and welfare world and those who comment upon it"), the IDEAS team within Imagination (rapidly developing a reputation for highly innovative knowledge exchange approaches, informed by academic research) and the Creative Industries Unit in LICA (responsible for providing professional development opportunities for individuals and organisations within the creative sector and piloting and developing employability modules and extra-curricular employability opportunities).

HEIF-supported activity across the rest of the Faculty was limited and KE activity low. With the launch of HEIF5 funds were used to build upon best practice in LICA and Applied Social Sciences to expand KE to more departments and subject areas.

In 2011 FASS established a strategic body within the Faculty Office to oversee the utilisation of funds and redeployed an Associate Dean, Professor Chris May, within its strategic management team to oversee and drive knowledge exchange, enterprise and other (HEIF-related) engagement activities. The FASS Enterprise Centre was established as the mode for delivering activity.

The initial key aim of the work funded by HEIF5 would be to support and encourage a culture change in FASS, normalising engagement with external organisations (including commercial, not-for-profit and civil society), developing KE activity and developing a range of student activities.

3.3 Objectives for HEIF5

The Faculty's objectives for HEIF were to: -

- Familiarise external communities with the work of FASS researchers and departments, while also sensitising and familiarising FASS staff with the work of external organisations;
- Develop and implement KE activities that utilise staff experience, abilities and research activity in addition to the physical resources in the Faculty, building FASS' KE capacity through activity, networking and project delivery.
- Adopt a broad (working) key performance indicator of 25% of all staff and students (including UG, PGT & PGRs) involved in some form of KE activity over the period of HEIF5.
- Develop and implement knowledge exchange partnerships focused on the abilities and needs of the student body.

Student Enterprise and Entrepreneurship was also recognised as a growing area of importance in FASS, reflecting the priorities of the University's KE Strategy in "giving our students the opportunity to be exposed to the principles and practices of entrepreneurship[1]". It also

[1] *Lancaster University Knowledge Exchange Strategy 2010-2015*

reflected the existing and previous government's aims to establish enterprise as a key part of its agenda. A proportion of activity would therefore be specifically aimed at encouraging and supporting staff and student enterprise and the development of entrepreneurial behaviours.

3.4 Chronology of the FASS Enterprise Centre

During the first two years of HEIF5 funding, knowledge exchange work in the Department of Applied Social Sciences and in LICA was funded as a continuation from HEIF4 but tapered down as those projects either reached the end of their specified work or explored different (non-HEIF) modes of sustainability.

The HEIF5 funds thereafter were intended to finance the development of a Faculty support structure (building on experience especially in the Faculty of Science & Technology) that would help the achievement of the cultural change. Initially the EC took an open approach to gauge the applicability and (revealed) relevance to FASS staff of various approaches – this started with the FASS Open for Business seminar before the successful HEIF bid and continued throughout the first years of activity.

In time, the HEIF5 budget slowly migrated from being dominated by activities to covering the payroll of the team supporting engagement, knowledge exchange and impact. In the pre-HEIF5 period and at its commencement the Associate Dean was supported by two fractional posts; one from the research support office and the (continuing) faculty employability officer. This was then expanded with the development of and then appointment to the FASS Enterprise Officer post in 2012, working alongside the co-ordination of activities (in the area of placements and student projects) of the LICA Enterprise and Placements Manager. Until 2013-14 the role of Faculty Placements Officer was developed and the administrative support provided through a full time Centre Coordinator post.

The staffing of the Enterprise Centre as of July 2015 included:

Knowledge Exchange Programme Director (0.2 FTE)
Enterprise Officer (1 FTE)
Enterprise Partnerships Manager (0.6 FTE from Enterprise and Placements Manager, 1 FTE)
Placements Officer (1 FTE)
Centre Coordinator (1 FTE)

4. Impact of the FASS Enterprise Centre during HEIF 5

By 2014, the portfolio of projects and opportunities delivered by the FASS Enterprise Centre encompassed initiatives to enable knowledge exchange between academics and students of the University and local, national and international organisations and other stakeholders. It had also made a commitment to supporting an increase in graduate employability through placement activity and supporting curriculum development in relation to the embedding of engagement and enterprise teaching agendas. In addition, the Centre became involved in facilitating academic and community engagement opportunities through talks, showcase events and dissemination of research.

The following review provides more detail on these initiatives and the outputs and impact that resulted under the following headings:

- Enabling Academic Knowledge Exchange
- Enabling Student Engagement and Employability
- Enabling Business and Community Engagement

4.1 Enabling Academic Knowledge Exchange

4.1.1 Knowledge Exchange Fellowships

During the most of the HEIF 5 period around £70,000 annually was provided from the FASS budget to fund Knowledge Exchange (KE) Fellowships, created to stimulate and encourage knowledge exchange (KE) activity across the faculty (especially amongst staff new to this type of engagement). The programme supported staff members and post-graduate research students to develop or extend knowledge exchange aspects of research projects and also to develop capacity for engagement (through network building, for instance)

Grants were made as either small 'Quick Starts' (up to £3k for small, one off projects or activities) or full fellowships (up to £9k over 18 months). Since the programme began in 2012, 40 awards were made with successful applications from all departments across the Faculty. For a full breakdown of the Fellowships awarded please see **Appendix 1**.

Below are key reported outputs. For sample case study projects, please see **Appendices 2-5**.

- Participation by staff across all nine departments of FASS
- 24 Full Fellowship and 17 Quick-Start fellowship awards
- Ten awards made to PhD Students
- Nine awards made to Early Career Researchers
- Collaborations with 170 organisations
- 79 events, including conferences, seminars, workshops, exhibitions and performances. 52 of these events were aimed at the public, 25 were organised for the purpose of sharing and exchanging ideas with professional delegates (including school teachers, government departments, private sector organisations and NGOs). Two events were aimed at, and attended by, academics for the purposes of furthering the academic aspects of the work.
- Upwards of 5,700 participants attending events (an average of 72 people per event)
- 10 different types of physical resources produced, including websites, blogs, podcasts, films and videos, digital prototypes, training materials, strategy documents, exhibitions, transcripts and creative work.
- Placements or projects opportunities generated for 50 students (47 UG students and three MA students) and at least three temporary jobs created for students on the projects

Engagement and Partnership Impact

- 18 longer-term collaborative KE partnerships resulted with collaborating organisations, with many more possibilities currently in planning. In all cases, the opportunities enabled staff to extend their networks towards future work. This demonstrates the heightened awareness and value associated with KE activity as a result.
- The projects involved many people who were new to KE (staff and students, organisations and members of the public);
- Seven of the KE fellowships were mentioned in Environment Statements written for submission to the Research Excellence Framework, either as part of the general submission or as Impact Case Studies
- In a number of cases, the KE Fellowships acted as seed-funding or R&D for larger projects. Bids totalling 11 million have resulted, either directly or indirectly, as a result of the KE Fellowships. For example, see **Appendix 2** for case study report on Charlotte Baker's Albinism in Africa Project.
- In all cases, the opportunities enabled staff to extend their networks towards future work
- Four individuals from collaborating organisations have submitted successful applications for PhD study within the Faculty as a direct result of being involved in the KE projects.
- Students gained employability skills, secured graduate level employment or have gone on to further study as a result of being involved. In particular, see **Appendix 3** on Aristotle Kallis' Heritage Sector Pilot Placement Scheme for a case study demonstrating student impact.

4.1.2 Knowledge Exchange Workshops

As well as the KE awards, FASS also offered seven workshops in 2012-13 to launch the KE Fellowships and provide guidance to staff on applying for them. These events had a broader purpose of raising awareness of the value of KE and the role impact now had within the REF exercise. The workshops were attended by a total of 50 staff and research students.

- KE Fellowships Presentation
- KE Case Study: Wordsworth Walks
- Engagement Case study
- PhDs on Impact
- KE Fellowships Showcase Event
- KE induction for new staff
- KE Partnerships sessions
- Building Impact into Research

Of the 50 staff and students who attended the workshops, 6 successfully applied for KE Fellowships. In total, information on Knowledge Exchange delivered by the FASS EC is known to have reached 84 staff and PhD students. Feedback on the workshops from staff who did not apply for KE Fellowships demonstrates that even in cases where KE Fellowships were not accessed, or where staff were already engaged in KE prior to the start of the project, further awareness raising and new insights were achieved:

> "I understood that there are small organisations who are looking for ideas and interested to engage. I was struck by the extent to which in some cases they were interested in the ideas for their own sake." Member of staff, LICA

> "I learnt some new things about engaging in the region and developing relationships across the university for mutual interest and external engagement (e.g. with LUMS)" Member of staff, PPR

A number of staff went on to pursue opportunities for public engagement and building towards KE activity in the future, such as Veronica Keller in English Language who engaged with public organisations through her work on metaphor in end of life care, reaching 100 health care professionals and 20 community actors.

4.1.3 Knowledge Exchange Support Activities

A number of further initiatives were developed to engage academic staff with external organisations and the public, these include:

- Public talks by staff
- Enterprise public debate – 2012 (attracted 100 members of the public)
- Start -up support for academic staff. 5 academics engaged with this service. Three set up businesses related to their research - see **Appendix 6** for Case Study on Dr Paul Iganski and H8hurts
- NGO in Residence scheme - The scheme was aimed at facilitating and strengthening relationships and projects between academics and NGOS/Charities. (See also *Enabling Student Engagement and Employability* for outputs and outcomes relating to teaching and student support provided)

4.1.4 Appointment of Professor Paul Coulton, LICA - Chair of Speculative and Game Design

In 2012, as part of an agreement with the then PVC, Professor Paul Coulton was appointed into a HEIF 5 funded post within Imagination in LICA. His work largely falls into what is known as Game Studies, an area of research that deals with the critical study of digital and non-digital games. More specifically, it focuses on game design, players and their role in society and culture.

Professor Coulton has undertaken numerous Knowledge Exchange activities whilst in post. An overview of his main activities and their outputs are detailed below.

- The ESPRC funded ***Creating and Exploring Digital Empathy*.** The aim of the project is to try and unlock the digital communication of empathy, believed to be a major omission from online communication and digital personhood as a whole.
- The AHRC funded ***COLD SUN*** project is a collaboration with Mudlark, a digital product agency in Sheffield, as part of the Creative Exchange programme in Imagination. Cold Sun is a response to the misunderstanding about the difference between climate change and weather. The aim of the game is to challenge the player to think adaptively, noticing weather changes around them in the real world.
- **'Taking the Artwork Home'** explores how digital technologies can facilitate engagement with the arts and unveil new curatorial strategies. This project uses Mobile Augmented Reality (MAR) to allow people to digitally curate their own art exhibitions from their own homes using content from the Peter Scott Gallery at Lancaster University, and juxtapose this with their own media.
- A **six month sabbatical in the BBC Research and Development** department exploring at the future of broadcasting.

- A project with the **National Trust** at Clumber Park, Nottinghamshire that seeks to challenge the perception that technology is instrumental in fueling such detachment. The project illustrates how the inclusion of values and critical philosophy opens up new possibilities for the use of materials and technologies to increase our connection to nature.
- Activity in LICA as part of the **Creative Exchange** programme, including *Dissemination Beyond Papers* event for early career academics on how to disseminate their research beyond traditional formats.

Paul Coulton's research featured a number of times in LICA's submission to the REF, ranked 7th for Art and Design in the UK.

4.1.5 New IDEAS

In 2012-2013 £141,645 of Faculty HEIF monies were used to part-fund the continuation of the New IDEAS project in Imagination. The aim of the project was to develop new tools and approaches for Knowledge Exchange that were innovative and suitable for use by non-Imagination staff across the University. A full report is available in **Appendix 7**. A summary of outputs and outcomes are detailed below.

There were 2 key deliverables in the New IDEAS bid:

1) Develop 2 toolkits with associated events

2) Help 3 academic groups in FASS new to KE develop and deliver their own KE workshops, preparing them for possible HEIF bid in addition to other sources of funding.

The original objectives for this project have been significantly exceeded. A summary of the outcomes are listed below.

- 34 'physical' knowledge exchange tools, including conversation enabling tools, workshop planning tools and documenting tools.
- 10 digital tools, centred around the creation of an open-source platform. Tools include suggestion tools, mapping tools and conference design tools.
- Indirect impact on several funding bids worth £8.7m
- Six new collaborations with national and international partners – potential for further research/funding, including Glasgow School of Art and their INDI Programme, Paris Les Atliers (Grand Ecole) the top design school in France, Audencia Nante, Business School (Grand Ecole) a top 5 business school in France, Koln International School of Design, Diede Gulpers Design, a KE designer in the medical field Cardiff Metropolitan University who are interested in digital tools as a branch of innovation design
- Work with over 2000 people through a range of events, workshops and activities
- Network of KE staff across all faculties established who are using the tools to further Knowledge Exchange practices.
- A range of related publications.

4.2 Enabling Student Engagement and Employability

A number of initiatives were introduced aimed at improving student experience and levels of graduate employability across the Faculty. These include:

- Embedding employability and engagement modules across the FASS curriculum
- Re-launching the Faculty Employability Forum and delivering a project funded by the Higher Education Academy to support academic staff in embedding employability into the curriculum.
- Working with the Richardson Institute Internship Programme to mount an Undergraduate Research Conference and increase internship numbers
- Delivering a dedicated FASS student Placement Scheme
- Supporting the development and delivery of a number of University internships in collaboration with the Careers Service
- Providing funds for UG knowledge exchange
- Offering a wealth and breadth of employability-focussed events for students

Information on the outputs and outcomes relating to these activities are provided below.

4.2.1 Embedding Employability and Student Engagement in the Undergraduate Curriculum

Since the commencement of HEIF5, Enterprise Centre staff supported efforts across the Faculty to embed employability into the curriculum and offer extra-curricular opportunities for the development of student knowledge and skills for the workplace, often through engagement with external organisations.

Prior to HEIF5, funds were used in LICA to pilot approaches to UG student work placements and enterprise activity within the creative sector. Placement and Enterprise modules were then developed for second and final year students across Music, Theatre, Art and Film studies and embedded within the curriculum in 2012. The then Enterprise and Placements Manager, situated within LICA, helped to develop and embed pedagogies, source placements and partners and provide guidance to students.

Now in their third year, the Placement Module has seen 70 students undertake placements in over 60 organisations. Furthermore, 108 students have engaged with community, business and public sector organisations through Creative Enterprise to undertake innovative, solution-focussed projects and to learn how to apply their creative skills in entrepreneurial ways to meet local needs and tackle social problems (see **Appendix 8** for Galloway's Society for the Blind case study). Students have worked with, or reached, in excess of 500 individuals and organisations within the Lancaster and Morecambe District through these projects.

In 2014 the LICA Enterprise and Placements Manager joined the staff in the FASS Enterprise Centre and became the Faculty Enterprise Partnerships Manager, utilising expertise developed whilst in LICA to work with academic staff and the Placement Officer to embed further employability and enterprise/ innovation modules which enable students to gain vital skills for employment and provide valuable outcomes for organisations (See **Appendix 9** the Criminology Innovation module outline and **Appendix 10** for the History Placement Module outline as examples of this type of activity).

4.2.2 Expansion of Extra-Curricular FASS Placements

In 2013 a Placement Officer joined the team with a remit to expand extra-curricular placement activity across FASS. At the start of the academic year the Placement Officer carried out a

review of placement activity within the Faculty in order to identify opportunities for growth and development. See **Appendix 11** for full report.

Although seven of the nine academic departments offered placements for students of some sort in 2012/13, student numbers on some were small and the variety of placements offered varied greatly. Some work on expanding the number of opportunities had taken place in 2012 via a small number of extra-curricular placements in LICA and a placement programme that ran from the EC in 2012. However, numbers were small with only 10 students being placed across seven organisations, due to limited staff capacity and the availability of placement opportunities amongst existing contacts.

The Placement Officer initially focussed upon broadening out the number and types of placement opportunities, developing links and opportunities with a range of organisations and opening these out to students from all subject areas and at all levels of study. In the first year of the Placement Scheme, 43 extracurricular placements for students were available of which 30 were paid (13 were Unite with Business placements worth £13,500 and 8 through the Santander Placements programme worth £24,000 and 9 supported via HEIF funds - all of which were for FASS students only) and 13 unpaid, with HEIF funds used to fully cover travel expenses for those students on these unpaid placements. All opportunities were over-subscribed. Placements included a range of organisations, with 57% in the private sector, 32% in charities, cooperatives and social enterprises, along with 9% internally within the university and 2% in local government. Lancaster University Friends Funds granted (c.£10k) to fund 9 paid opportunities (both fully funded and part funded) for students in third sector organisations in 2014/15.

The Placement officer also provided invaluable support to the department of History following the awarding of their KE Fellowship to run a pilot placement programme in the Heritage sector. In total, 17 placement opportunities were offered with 15 heritage organisations across Lancashire and Cumbria. For more details of the initiative, please see the KE Case Study in Appendix 3. Much of their work has led to ongoing collaborations that will be fulfilled through the new credit-bearing placement module, a significant outcome of the programme, to be offered in 2015/16.

FASS provided £14,000 towards the paid opportunities but generated £52,800 (approx.) of investment. Investment was sourced from Alumni & Friends Funding (£9,800), Santander (£14,500) and Placement Hosts (£14,500). 135 applications were received for the opportunities and 159 1:1 Placement appointments were provided to UG and PG students. In addition to placement opportunities, £2000 of travel bursary funds were also accessed by UG students undertaking unpaid placements and students on the History Heritage Placement module pilot. See **Appendix 12** for the 2014/15 report.

4.2.3 Faculty Employability Forum

The FASS Employability Forum existed prior to the launch of the FASS EC. However, it had recently experienced a hiatus in activity. The Placement Officer worked with Director of Knowledge Exchange to re-launch the Forum in 2013 and broaden membership to include staff active in developing student employability skills in each of the nine FASS departments, FASS Careers advisors and representatives from LUSU Involve and other areas of the University with a remit for employability.

Through the Employability Forum, the Faculty submitted a bid to the Higher Education Academy under their Strategic Enhancement Programme: Embedding Employability. The collaborative working group from DELC, LICA, Careers and the Faculty Office were awarded

£8,000 to develop a framework for embedding employability across the Faculty's UG subject areas. This toolkit provides guidance to enable staff to enhance learning opportunities for students, including making more explicit the language around employability and to enhance the extent to which students are able to develop an awareness of relevant employability skills, to acquire skills and to articulate the skills they have gained. It also includes an approach to embedding self-assessment into modules. Staff from across the Faculty took part in the workshop to develop the toolkit.

As a result of the HEA programme, a shell module for work-based learning has been produced. This shell module has been used and adapted by DELC, History, Sociology and PPR, who have introduced new placement modules for 2015/16 and 2016/17. It is also anticipated that English and Creative Writing will implement a placement module in 2017/17, with a pilot module being delivered in 2016. See **Appendix 13** for full project report.

The work through the forum has harnessed a shift in attitude towards employability within the Faculty, as interest and engagement in the development of the framework and the spate of new module proposals demonstrates. In addition, the increase in the involvement of Faculty staff with the student employability and engagement agendas has seen the creation of a satellite Careers office within the Faculty building, with the three dedicated Faculty Careers Advisors working on a rotational basis to deliver bespoke one to one information, advice and guidance in the Faculty. Having a Careers presence within the Faculty Office has ensured that the EC staff have a greater understanding of the services provided to FASS students and staff by Careers, and vice-versa, which has resulted in better sign-posting and a number of well-received collaborative activities, including reflection workshops for placement students and bespoke Careers events.

4.2.4 University Internships

FASS EC's Placement Officer worked in partnership with the Careers Service in 2014/15 to run a number of paid, short-term internship opportunities within the University as part of a commitment to supporting graduate employment outcomes. 9 students were placed within FASS, with the FASS Placement Officer playing a crucial role in developing the internships, selecting interns and supporting staff and graduates through the 8-12 weeks of delivery. Opportunities were provided in the Richardson Peace Institute (3 internships), DELC, LAEL, English and Creative Writing and the FASS Enterprise Centre. Details of the Internship opportunities can be found in **Appendix 14**. Outcomes include the development of employability skills for student interns often leading to graduates securing jobs outside of the University; the delivery of outputs of academic research projects; contribution to the development of skills of other students to enable them to complete academic projects and delivery of events for community participation work. Most internships delivered impact outside of the institution, as well as adding to capacity within it.

4.2.5 Undergraduate Knowledge Exchange Awards

The KE Awards for Undergraduates aimed to support students in developing new activities that develop their enterprise skills and provide opportunities for them to engage in live project work with external organisations. The awards were made specifically to:

- Promote student Knowledge Exchange to and with non-academic audiences
- Develop collaborations between FASS undergraduate students and a range of external organisations/stakeholders

- Support students in developing their networks and collaboration with the private and public sector and the wider community
- Provide collaborating organisations with opportunities to work with Undergraduate students in developing new practices and supporting new initiatives that provide benefits to the wider community
- Develop best practice approaches to undergraduate Knowledge Exchange activities in the Arts and Social Sciences

Colourful Soles: With the help of an award, a group of Theatre and Art students from Lancaster Institute for the Contemporary Arts was able to help Lancaster and District Homeless Action Service raise funds for their own theatre group to tour prisons.

Encounters 2014: A group of Theatre students used their award to develop a one day micro festival of public interventions which took place within Lancaster city centre, outdoors as well as within the premises of partner businesses, aimed at animating locations with performance pieces that utilising the concepts of generosity, gift giving, conversations and exchanges as tools for exploring social change and alternative economies.

4.2.6 Richardson Institute Internship Programme (RIIP)

As a result of a KE fellowships project in 2013, the Richardson Institute launched its Internship Programme for 2014/15. Through the programme advanced students from PPR subjects had the opportunity to undertake a number of non-credit bearing projects. Five teams of five students undertook a piece of action research that provided students with an opportunity to develop their analytical and research skills whilst also gaining experience of working under the guidelines of, and in some cases working with, external organisations (NGOs, think tanks, charities, faith based organisations)

FASS EC supported the Richardson Institute to curate the Undergraduate Research Conference as an opportunity for RIIP Interns to showcase the outcomes of their projects and to promote the Internship Programme to students outside of PPR. The Placement Officer developed, coordinated and promoted the event in collaboration with the Director for the RI and with support from the EC Coordinator, whilst the Enterprise Partnerships Officer was involved in working with the students to produce and present their research posters.

As a result, in 2015/16 the RIIP is making 100 internships available to students across the Faculty and is looking to expand its delivery team to include two further PGR Coordinators. FASS EC will play a central role in supporting the expansion of the Programme.

4.2.7 Careers Events, Workshops, Training, Mentoring and Open Days

A number of one-off employability events, workshops and training opportunities were offered over the duration of HEIF5. The production of the events involved a number of collaborating partners, including departments, the Careers Service and local employers. These events collectively attracted over 640 students. Brief details and outputs are available below:

- Enterprise Vision Competition – 2012
- 'What I wish I'd done: A graduate tells the truth about job-hunting'- November 2012
- Creative Career event - March 2013
- Dance Cuts Panel – March 2013
- PhDs and impact – February 2013

- Short Cuts: workshop for students interested in setting up media production companies – June 2013
- Journalism event –June 2013
- 'Wish You Were Here (Whitehall)' – October 2014 – careers event with Ruth Owen (Head of HMRC and FastStream students).
- Languages into employment event for DELC - February 2014
- Civil Service Fast-stream event - November 2014
- Development of Creative Enterprise Network for students wanting to become 'freelance' workers - 2014
- Sociology Future Talent - 2014
- Cross Faculty Careers Showcase – 2014
- Future Talent event for Sociology - 2014
- English Careers Event - February 2015
- Careers Beyond the University – March 2015
- Contribution to courses, including employability and skills development workshops for English and Creative Writing and Fine Art and talks on working in an NGO from the NGO in Residence.
- Enterprise in the Bar: Series of events designed to inculcate the entrepreneurial mind-set when finding employment and setting up businesses.
- Workshops and support for students on the Faculty Research Training Programme for PhD students.

4.3 Community and Business Engagement

4.3.1 Campus in the City

Campus in the City began as a one-off, two-part project: 'Christmas Talks at Lancaster Library' (12th, 13th and 14th December 2012) and 'Spring Talks at Lancaster Library' (5th, 12th and 19th March 2013). The talks evolved into Campus in The City (CITC), a university- wide project led by the FASS Enterprise Officer. Its aims were to enable the local community to engage with the work of academic staff and students and to provide staff and students with a chance to work with the public, to showcase their work and to achieve research impact.

The original Campus in The City took place in 2014 and ran for 11 weeks in a commercial unit in St Nicholas Arcade and at a cost of £25,819.77. Key outputs include:

- 54 events, 36 of which were delivered by FASS staff and students
- Collaborations with 18 external organisations
- 3384 visitors
- 27 mentions in the local and national press
- All four Faculties of the University took part, as well as the Students' Union

Campus in the City 2 ran in 2015 with 5 partners. Lancaster City Council provided the shop whilst Lancaster and Morecambe College renovated the space and The Dukes Theatre provided films for foreign language and science fiction film evenings. Lancaster Business Improvement District (BID) contributed financially (£1500) and hosted activities. Lancaster and District Chamber of Commerce helped promote the project and host events. The Alumni and Development Office at the University contributed £1226.87 to the budget. Through lessons learnt costs of CITC 2 were reduced to £17,856.79
CITC2 achieved the following outputs:

- 5756 visitors engaged through 62 different events.
- 21 mentions in the media, including the *Times Higher Education Supplement*

92% of visitors reported feeling more connected to the university having visited CITC. All external collaborators who responded to the survey said their objectives were met. 81% of the academic staff who responded felt their research had benefitted from being involved. Full reports for CITC 1 and 2 are available in **Appendices 15 and 16**.

4.3.2 One-off Events and Talks

- Social Enterprise Networking Event (with Shared Future) – September. 2011
- Chamber of Commerce New Members Networking Event –January 2012
- Lancaster and District Design Awards – October 2012 and September 2014
- 'Food Security: Is there a need to do something (more) in Lancaster and Morecambe? A collaborative event involving the local CVS, LEC and FASS EC. November 2012
- Best of Lancaster Networking Event – October 2013.
- Social Enterprise workshop (with Galloway's Society for the Blind) – July 2014
- Additive Manufacturing Community Mapping Event –2014.
- UK Community Partners Network North-West regional event, March 2015
- Compassionate capitalism in an Age of Austerity – June 2012
- Does the Past Have a Future?' - July 2014. Featuring Joseph Payne (Royal Mint Museum and Annabel Tiffin BBC North-West Tonight)

4.4 Media Relations

Due to a period of transition in the University's Central Services, FASS EC contracted an external PR firm, GDR, at the start of HEIF5 to provide specialist support to academic staff wanting to communicate their activities to the national and international media. GDR ensured that top news stories, featuring the expert opinion of academic staff and the outcomes of research of interest to the public, were made available (see **Appendix 15** for full overview). GDR also provided development support through workshops and one to one coaching. Key outputs are detailed below:

- The work or expert comments of 26 staff, across 8 of the 9 FASS departments, was featured in the media 330 times across over 140 different media outlets between 2013 and 2015.
- Dr Claire Hardaker's research on trolling received widespread coverage including the Guardian homepage, Sky News and BBC television. Her media appearances are noted in the 2013 REF Environment Statement for LAEL. Claire has also been supported by GDR through coaching and workshop activities.
- Professor Murray Saunders' research on school farms featured on BBC North West Tonight and the BBC homepage.
- Dr James Summers' comment on the political situation in Ukraine and the disappearance of the Malaysian aircraft across 9 different publications, including BBC World and Sky News as well as the online sites of the *Times, Financial Times and Telegraph.*

FASS EC also ran workshops acclimatising academics to working with the media. This has enabled them to raise awareness of their research amongst the public and has allowed them to develop a profile that helps significantly when applying for funding.

- Engaging the Media – November 2012
- Meet the PR Company –February 2013 and May 2013
- Podcasting Session – February 2013 and May 2013
- Blogging – May 2013
- Social Media – June 2013
- Press Training – May and October 2013

Due to developments centrally within the University, FASS now has a dedicated Press Officer. As such, the relationship with GDR will now be based on a project by project basis.

5. Conclusion

Since its inception, FASS Enterprise Centre has undertaken a wide-range of work to enhance the Faculty's research and teaching activities by supporting and encouraging its engagement with the broader external environment.

The FASS EC's original objective of engaging with 25% of staff and students within FASS has been greatly exceeded. As a result, the awareness of KE and impact-related activity has been raised within the Faculty and amongst local organisations collaborating on student and staff-led projects. Employability-enhancing activity has increased on an extra-curricular and in-curricular basis, through a highly successful placement scheme, employability events and the development of existing and new modules and degree programmes.

It is difficult to say exactly how far the activities of the FASS EC have contributed towards the University's four core priorities of improving student recruitment, student experience, positive graduate destinations, and impact in local communities at this early stage. However, we have witnessed the beginning of a change in culture and practice within the Faculty upon which we now need to build.

6. Next Steps

6.1 From the Enterprise Centre to the Engagement Team

Overall, we have made excellent progress in encouraging a wider culture of public and private sector engagement within the Faculty, developing a range of external linkages and partners and responding to growing student demand for more 'applied/practical' modules, placement opportunities and activities that have clear linkages to the wider societal context.

More recently, two shifts have occurred in the FASS approach: a growing emphasis on 'engagement' rather than 'enterprise' and a move to a more regional and national orientation. Regarding the enterprise-engagement shift, over time it became increasingly clear that, although there had been a number of successful enterprise related activities (particularly in LICA), 'enterprise' did not reflect the main focus of most FASS academics and students. Where FASS's strengths lie, as demonstrated by its range of REF impact case studies, are with engagement with policy and societal actors. This recognition, combined with the growing importance of impact, engagement and knowledge exchange activities within the HE sector, led us to rethink our core strategies. These included changing the role of the Associate Dean for Enterprise to an Associate Dean for Internationalisation and Engagement, reorganising the FASS Enterprise Centre and existing staff into a new FASS Engagement Team and creating a new FASS Engagement Committee (including the Engagement Team and representatives from all FASS departments) to help embed engagement and employability strategies directly into departments.

Secondly, building on the success of FASS's local level initiatives (examples include the Lancaster Campus in the City and Morecombe Bay initiative) we now want to expand these activities to start connecting with regional and national level policy actors and societal and policy organisations. For the reminder of the HEIF 5 period, the Faculty intends to continue with its core engagement, employability, knowledge exchange and impact activities, but to put more of an emphasis on engagement with policy actors, both regionally and nationally. This will lay the foundation for our potential plans for HEIF 6.

6.2 Student Employability and Engagement

6.2.1 Placement Scheme

The highly successful Placement Scheme will expand slightly to provide 40 student placements per year. In the coming year existing systems and processes will be refined and developed and improvements made to procedures for preparing students for placement and client liaison activities.

6.2.2 Employability Forum

Alongside the Placement Scheme, the FASS Engagement Team will continue to coordinate the Employability Forum, which will remain the focus for the discussion and development of curriculum-based employability activity and some additional extra-curricular, collaborative events. However, with the aforementioned engagement/employability culture change that has taken place within the Faculty, the terms of reference for the Forum should be reviewed and revised to reflect the maturation that has occurred as an outcome of the HEA project and collaborative working over the previous two years. The FASS Engagement Team will facilitate the work undertaken through the Forum, providing support in the form of personnel and

funds. This will include enabling best-practice sharing, developing resources and piloting employability and engagement activity with students, as well as supporting module development and matters related to the teaching and learning of employability education.

6.2.3 Embedding Modules into the Curriculum

We have seen a gradual uptake of employability, engagement and employability-related modules across the Faculty in the last four years. There are now a range of modules with employability either as a central focus or significant aspect of the learning outcomes. The appetite is growing for embedding further employability and engagement education within the faculty as the agenda increases nationally and within the University. This will undoubtedly remain a focus of FASS activities in the HEIF 6 period.

6.2.4 Richardson Institute Internship Programme

The RIIP programme is to be expanded across the Faculty for 2015-16, recruiting over 100 interns from across FASS departments. The team have accessed funds from the KE Fellowship scheme to cover the costs of two additional Coordinators. These PhD students will join the existing team to accommodate the increase in intern numbers. The FASS Engagement Team will continue to work with the RIIP to promote the programme, recruit staff, develop its training provision for UG interns and coordinate the end of year Conference. The RIIP programme is a very successful programme that deserves further support under HEIF 6.

6.2.5 Student Enterprise

The uptake of support for staff and student business start-up activity has been relatively low, compared to other Faculties. Where there is an appetite from departments for supporting student start-ups or student into freelance work, we will continue to work with them to embed this type of activity into the curriculum of specific subject areas or direct staff and students to the Enterprise Centre in RES who have a University-wide remit to promote student start-up activity.

6.3 Business, Community and Alumni Engagement

6.3.1 Campus in the City

Campus in the City enabled the University to showcase its work to the public of Lancaster, building links between the local community and the Faculty and Services at the University, thereby facilitating a closer relationship with this major stakeholder. Through the delivery of CITC2, the potential emerged for the initiative to become a University-wide resource. CITC3 will now be delivered with LU central funding and supported by the FASS Engagement Team.

6.3.2 Alumni Engagement

With the development of the LU Alumni Office, it is becoming increasingly clear that FASS engagement could be significantly enhanced by working more closely with the LU Alumni Office on a range of initiatives under HEIF 6. This is particularly true in the field of law (and other professional areas – social work) where interaction with alumni practitioners would be particularly useful and advantageous.

6.4 Academic Knowledge Exchange

6.4.1 From Knowledge Exchange Fellowships to Impact and Knowledge Exchange Grants

The KE Fellowships programme has been a resounding success, with some significant outputs and outcomes achieved, in terms of partnerships developed, resources created and further funding leveraged. A culture change has been affected with many staff new to KE delivering engagement and impact activity for the first time. In order to build on this success, in 2015-16 FASS initiated the Impact and Knowledge Exchange grants for staff and students in the Faculty with an enhanced focus upon increasing the amount of impact-related research taking place within the Faculty, particularly amongst staff new to KE. As discussed below, developing this would be a key plank of a FASS HEIF 6 strategy.

6.4.2 New Ideas

Since funding for New Ideas came to an end in 2013, the Ideas team in Imagination have delivered a wide range of KE impact work through a number of highly successful follow-on projects, including partnerships with local authorities in Lancashire and elsewhere in the UK and across Europe. It is hoped that Ideas will play an important role in developing FASS engagement strategies with the Engagement Team and plans for collaborative working between the FASS Engagement Team and Ideas are in development.

6.4.3 FASS Collaborative Policy Initiative

Though there is a great deal of uncertainty surrounding HEIF 6, if it follows a similar pattern to HEIF 5 we would suggest the following strategies for FASS. First, as mentioned above we would continue with our core HEIF activities of developing engagement activities, supporting employability modules and placements and funding impact and knowledge exchange projects and activities by FASS staff and students. In addition, we would also pursue a new FASS Collaborative Policy Initiative (CPI). Collaborative policy approaches have been used in a variety of countries and contexts[2] and this type of engagement and 'capacity building and enhancing activity' has been a concern of UK central and local government for some time[3] and mirrors a number of recent ESRC and LGA Initiatives including the 2013 Engaging Scottish Local Authorities project and the 2013 Local Government Knowledge Navigator.

Potentially, the new FASS CPI would have four main elements to it

- Regional Engagement Initiative
- Regional Impact and Knowledge Exchange Grants
- National Engagement Initiative
- National Impact and Knowledge Exchange Grants

Regional Engagement Initiative (REI)

[2] For further information on collaborative policy initiatives see: Brookes, E. (2012) *University Based Collaborative Policy Centres*, FASS Report. Booher D. And Innes, J. (2010) *Planning with Complexity: An Introduction to Collaborative Rationality for Public Policy*, London: Routledge.

[3] See: Boddy, M and Snape D. (1995) *The Role of Research in Local Government*, University of Bristol: Bristol. Percy-Smith, J and Sanderson, J. (2000) *Enhancing Research Capacity: the Implications of Research in Modern Local Government*, Local Government Authority: London. Grace, C. (2007) *A Strategic and Practical Partnership: The Research Councils of the UK and Local Government*, Cardiff Business School: Cardiff.

This element of the initiative will focus on creating a process of relationship and trust building with three to four regional local authorities: Lancashire, Blackburn and Darwen, Cumbria and Blackpool. During 2016 we intend to develop high level meetings that will bring together key FASS actors and main actors within the local authorities. At these meetings FASS will present a 'menu' of collaborative activities that FASS has to offer to help the LAs enhance their capacity for policy delivery[4]. In addition to discussing a range of possible interactions, these initial meetings will also explore frameworks for regular interaction with key FASS actors and the potential creation of a FASS-Northwest LA forum.

Regional Impact and Knowledge Exchange (RIKE) Grant Scheme

The FASS *Regional Impact and Knowledge Exchange Grant* Scheme would be used to support start up projects by FASS students and academics in cooperation with LA policy and societal actors that were focused on building linkages and research activities. A key innovation would be to allow LA and societal policy actors to apply for these funds directly (with an appropriate Lancaster University focus).

National Engagement Initiative

Pushing beyond the boundaries of our region, a FASS National Engagement Initiative could be developed and work towards 'lowering the organisational costs' of FASS academics and students interacting with national actors based in London.

National Impact and Knowledge Exchange Grant Scheme

Alongside of this would be the FASS *National Impact and Knowledge Exchange Grant* Scheme. This will be used to support start up projects and activities by FASS academics and students that are focused on building linkages and research activities with national policy and societal actors and organisations. Similar to the Regional grant scheme, national policy and societal actors will be able to apply for funds directly (with an appropriate Lancaster University focus).

[4] This 'menu' builds on the recommendations of the 'ingredients' for successful research and local government collaboration outlined in 'Collaboration in Action: Local Authorities that are making the most of research', Local Government Knowledge Navigator 2013.

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Appendix 1: FASS Knowledge Exchange Fellowships

Year	Name	Staff/PG	Department	Type of award	Summary of KE project	Budget Year 1	Budget Year 2
2011-12	Simon Bainbridge	Staff	English & CW	Full	Developing leadership vision through Wordsworth's work and landscape	£ 3,500.00	£ 6,000.00
2011-12	Eleanor Brooks	PGR	PPR	Quick start	Small scale scoping event; intended to find ways of appropriately introducing academics into an existing EU health network	£ 800.00	
2011-12	Paula Burkinshaw	PGR	Ed Res	Quick start	Focussed on developing 'Health Check' for senior leadership positions for women; integrates experience, PhD research and KE potential; clear plan	£ 4,750.00	
2011-12	Paul Farley	Staff	English & CW	Quick start	Supporting an event seeking to develop new local/regional network around Poetry Archive; links between Dept. and local networks with multifaceted benefits; clear range of partners	£ 3,290.00	
2011-12	Jonnet Middleton	PGR	HighWire	Quick start	Major event exposing the menders project to a much wider audience and engaging with new groups; sustainability (presumably) fostered through the networks engendered through this event	£ 4,150.00	
2011-12	Don Passey	staff	Ed Res	Full	This project is concerned with digital technologies and developing communities. The project will provide ideas about ways to support community developments through innovative learning practices, building digital leadership, enterprise and applications of technologies	£ 3,500.00	£ 6,000.00
2011-12	Murray Saunders	staff	Ed Res	Full	project aims to develop international network around health and wellbeing linked to food security as well as developing CPD aspect and deepening collaboration with the School Farms Network	£ 3,500.00	£ 5,600.00
2011-12	John Schad	staff	English & CW	Quick start	Workshop at South Oxhey Library involving the local writers group, 'Scribblers,' followed by a 'Literary Estate' event to be held at the Watford Palace Theatre. The creative writing produced will be published on the 'Our Oxhey' website and the evening event recorded as a podcast	£ 1,000.00	
2011-12	Martin Steven	staff	PPR	Quick start	Capacity building exercise for PPR, developing networks for engaging with external organisations for CPD and Placement opportunities	£ 1,318.00	
2011-12	Bron Szerszynski	staff	Sociology	Quick start		£ 1,877.00	£ 250.00
2012-13	Paula Burkinshaw	PGR	Ed Res	Full	Embedding gender in leadership mainstreaming - working with various organisations to look into 'missing women' at the top	£ 4,500.00	£ 4,500.00
2012-13	Cheryl Simmill-Binning	staff	Sociology	Full	Research Roadshow - a masterclass for practitioners and professionals. Working towards building a knowledge exchange platform online	£ 4,500.00	£ 4,500.00
2012-13	John Schad	staff	English & CW	Full	Nowhere Near London': a community-based play - play about South Oxhey estate performed by actors from estate. Performances at South Oxhey Library and Watford Palace Theatre	£ -	£ 4,500.00
2012-13	Daniela Sangiorgi	staff	LICA	Full	Exploring and informing the ways patients are represented and engaged within the practices of newly-established Clinical Commissioning Groups	£ 3,600.00	£ 4,500.00
2012-13	Stuart Kirby	staff	Law	Quick start	Turning Theory to Practice: Improving the implmentation of crime reduction projects by the police	£ 1,000.00	

2012-13	Mark McGlashan	PGR	LAEL	Quick start	Challenging Homophobia through children's literature - creating links between schools, publishers and NGOs to increase availability of LGBT literature	£ 3,000.00	
2012-13	Emile Devereaux	staff	LICA	Quick start	Developing entrepreneurial practices in media education - working with PG students to help them develop high quality works for public exhibition	£ 2,150.00	
2012-13	Stephen Royle	PGR	PPR	Quick start	Setup and development of Richardson Institute Internship Programme	£ 3,000.00	
2012-13	Jan Goss	PGR	PPR	Quick start	Time Out: An exploration of the effects of Mindfulness-Baed Emotional Development (MBED) on communication skills and leadership qualities	£ 3,000.00	
2013-14	Adam Fish	Staff	Sociology	Full	Capacity building - student film production on intenet freedom. Colloboartive project with several external organisations	£ 6,000.00	£ 3,000.00
2013-14	Mark McGlashan	PGR	LAEL	Full	Project with several organisations to commision new books on LGBT-inclusive children's literature	£ 5,000.00	£ 5,000.00
2013-14	Maggie Mort	staff	Sociology	Full	Evalauation of telecare services - working with LCC AGEUK and social workers	£ 3,300.00	£ 830.00
2013-14	Emmanuel Tsekleves	staff	LICA	Quick start	Co-design of health trail in Rylands Park establsihing/developing links with stakeholders	£ 3,000.00	
2013-14	Jeremiah Anderson	staff	PPR	Full	Quickstart - develop network of key partners to develop and promote Christian-Muslim relations utilising online training materials	£ 3,000.00	
2013-14	Jo Warin	staff	Ed Res	Quick start	Quickstart - Develop network of schools and staff for research access	£ 3,000.00	
2013-14	Rachel Keller	PGR	HighWire	Quick start	Quick start - Pilot project with a group of disadvantaged people designed to develop well-being, employability	£ 3,000.00	
2013-14	Aristotle Kallis	staff	History	Quick start	Quickstart - Develop a network with external organisations that hold relevant historical sources in order to develop student placement opportunities	£ 3,000.00	
2013-14	Anne Murphy	PGR	LAEL	Full	Collaborative research with large mutlinationals-developing programmes for professionals	£ 2,550.00	£ 5,300.00
2013-14	Charlotte Baker	staff	DELC	Full	Albinism in Africa - Develop a network of researchers and key non-academic stakeholders + 2 day workshop in West Africa	£ 805.00	£ 6,800.00
2013-14	Simon Mabon	staff	PPR	Full	Developing the Richardson Institute Internship Programme	£ 1,460.00	£ 6,540.00
2013-14	Claire Fitzpatrick	staff	Law	Full	Development of multi-agency workshops on children in care and care leavers in the Criminal JS + evaluationof a pilot programme	£ 3,545.00	£ 2,846.00
2013-14	Mark Butler	staff	Law	Full	Calibri (Body)	£ 560.00	£ 6,435.00
2013-14	Thomas Mills	staff	PPR	Quick start	Funding to stage a 'Witness Seminar' examining the role of Britain in Latin America	£ 2,650.00	
2013-14	John Schad	staff	English & CW	Full	Funding to support two associate lecturers developing links with University of Toronto and the cultural agents and communities in Toronto	£ 7,637.00	
2013-14	Andrew Quick	staff	LICA	Full	Stories of War - working with External stakeholders (British Legion, University of the Third Age) to collect stories and memories of war and conflict. Develop a production 'Stories of War' and an interactive web-site involving the Dukes and Imitating the Dog.	£ 2,550.00	£ 5,000.00
2013-14	Catherine Spooner	staff	English & CW	Full	Funding for a one day workshop on 'Creative and Critical Intervention Young Adult Gothic Fiction' with additional follow-up workshops in schools		£ 5,325.00

2013-14	Lynne Pearce	staff	English & CW	Full	Devolving English Literature:the project seeks to introduce a selection of North-West writers to the region's secondary schools (years 7-9). It will involve the production of information packs/on-line resources that will make the research represented by Postcolonial Manchester accessible for schools/ teachers.	£ 2,090.00	£ 5,894.00
2013-14	Anderson Jeremiah	staff	PPR	Full	Christianity and Citizenship in India - establish a network of researhers and poliitical activists in India, three day research symposium and workshop in Bangalore. Develop student placement opportunities for Lancaster students		£ 4,750.00
2013-14	Marije Michel	staff	LAEL	Full	Develop KE Events with a range of language learning companies - aimed developing longer term relationships for collaborative research	£ 4,300.00	
2013-14	Alison Findlay	staff	English & CW	Full	Funding to cover the costs of production of Midsummer's Night Dream at Lancaster Castle - work with the partner organisation ofLancaster Castle - links between the Castle and HE and FE institutions, schools and the general public would be strengthened	£ 5,500.00	
2013-14	Mathew Johnson	staff	PPR	Full	Funding to develop cross-cultural working group promoting well-being in precarious circumstances. This will bring together communities from Ashington in th UK and Aboriginal groups in Brisbane> Outcomes to be captured on film and edited for dissemination	£ 5,000.00	£ 7,000.00

Appendix 2: Charlotte Baker KEF Case Study (DELC)

Albinism in Africa - Develop a network of researchers and key non-academic stakeholders and a two day workshop in West Africa

Funding Type: Full. Amount Awarded: £7,605

Aims: Enhancing Contemporary Understandings of Albinism in sub-Saharan Africa

Objectives:

- To bring together researchers and stakeholders in productive discussion about albinism in Africa in the 21st century
- To raise the profile of the Albinism in Africa website amongst key stakeholders in West Africa
- To develop an existing research group into a more inclusive network involving a range of non-academic partners

Collaborating partners:
University of Douala; Ministry of Health, Cameroon; Standing Voice, NGO; European Society for Pigment Cell Research; Génespoir, France; Association mondiale pour la défense des intérêts et la solidarité des albinos, Cameroon; Association of Handicapped Albino Youths of Cameroon and Africa; Ecran Total, Cameroon; The Albinism Association of Malawi; Zambia Albino Association ; Association Nationale des Albinos du Niger ; SOS Albinos, Mali ; SOS Albinos, Burundi ; Association Nationale des Albinos du Niger ; Association Nationale des Albinos Centrafrique ; SOS Enfants vulnérables sans frontiers, Democratic Republic of Congo ; Albino Association of Zambia

Outputs:

- Scoping visit to Cameroon to meet with the Dean of the Faculty of Medicine at the University of Douala, the Ministry of Health, and various albinism associations
- Wellcome Trust International Small Grant of £9,830
- Second scoping visit by Robert Aquaron to Cameroon
- University of Douala and Cameroon Ministry of Health agree to match my funding from the FASS KE Fellowship and Wellcome Trust grant. The European Society for Pigment Cell Research agreed to contribute 500 euros
- Press release gaining interest from a number of media outlets
- Development of a website, gaining 283,708 hits from 80 different countries
- The 'First International Workshop on Albinism in Sub-Saharan Africa' will be held in Cameroon from 24-25 July 2015 upwards of 400 attendees

Outcomes:

- Large scale Wellcome Trust Collaborative Grant bid.
- Profile raising for member of staff, resulting in further possible collaborations.
- Skills development in writing web content, event organisations and partner liaison for a FASS Graduate Intern.
- Development of information, and access to information, to enable those with Albinism, and those working with people who have it, to challenge misconceptions.

Appendix 3: Aristotle Kallis

Heritage Sector Pilot Placement Scheme

Funding Type: Quick Start. Amount Awarded: £3,000

Aims: to bring together local/regional history/heritage stakeholders and seek ways in which the Department can facilitate and enhance their activities.

Objectives:

- Developing collaborative partnerships with external private, public, third sector organisations and community based organisations;
- Supporting students in developing enterprise activity;
- Work based student projects and placements.

Collaborating partners:

- Archival organisations from Liverpool, Manchester and Lancashire.
- Blackburn with Darwen Unitary Authority
- English Heritage
- National Trust (more than 10 individual heritage teams under the aegis of the organisation)
- Greater Manchester Museum Service
- Cumbria County Museum Service
- Lancaster and Liverpool Maritime Museums
- Military Museums: Imperial War Museum North in Manchester; Kings Own Royal Regiment Museum in Lancaster; Fusiliers Museum in Bury; Lancashire Infantry Museum in Preston.
- Independent Heritage Organisations: Astley Hall Museum and Art Gallery; Lytham Hall; Lakelands Arts Trust; Brantwood; Manchester Museum of Science and Industry; Harris Museum and Library; Dove Cottage and Wordsworth Museum

Outputs:

- Two workshops in Lancaster involving 36 heritage organisations
- 17 students placed with 15 heritage organisations across Lancashire and Cumbria

Outcomes:

- One collaborative PhD award,
- Archival work carried out by History dissertation students
- Further research capacity by individual members of staff (Sam Riches, Corinna Peniston Bird, Ian Gregory) in the context of other research projects
- Students gaining vital experience of the Heritage sector and knowledge and skills valuable for future careers. *"All in all, my time spent at the Wigan Archives was excellent and I feel I gained some unbeatable first-hand experience in a very real archive environment"*
- Development and enhancement of organisational practices, including: expansion, completion or creation of high quality online resources that helped organisations improve their visibility and reach new audiences; organisation and development or expansion of specific outreach events, especially related to WW1 and other anniversary occasions.
- Ongoing collaborations
- The development of the History Placement Module which will be offered in 2015/16.

Appendix 4: Simon Mabon KEF Case Study (PPR)

Richardson Institute Internship Programme

Funding Type: Full. Amount Awarded: £8,000

Aims: Develop and expand the Richardson Institute Internship Programme to provide opportunities for students across FASS.

Objectives:

- House 100 UG and PG students from across FASS in academic year 2014/15 with a view to expanding further by 2016.
- Instil a culture of knowledge exchange, contemporary research and external networking across the RI, PPR and FASS.
- Develop student research, analytical and reporting skills throughout the programme in preparation for the job market.
- Publish research on a periodic basis using external organisations and RI website.
- Increase marketability of PPR Department/FASS to prospective students.
- Increase marketability of RI for peace and conflict research and training.
- Use RIIP reports to contribute to RI research projects, KE and academic output.

Collaborating partners:
Institute for Strategic Dialogue; International Alert; Theos; Radicalisation Research; Maslaha; The Ministry of Defence; PPR academics; An Najah University, Palestine

Outputs:

- Production of 13 reports for external organisations, also to be published on the RI website.
- Continued development of the Richardson Institute Internship Programme, where opportunities were expanded from 30 to 60 interns
- First Undergraduate Research Conference at the University of Lancaster in May, which saw RI interns presenting their research. The event was well attended by staffand students.
- Trip to An Najah University in Nablus, Palestine to identify the nature of ties between LU and AN
- Developing links and exploring collaborative funding bids with key figures at the University.
- The RI has also created a podcast series, where academics and practitioners are provided with opportunities to discuss their research. At present, the 7 podcasts have been played over 500 times.
- Creation of a new website and expansion of social media presence.

Outcomes:

- Establishment of an the RIIP at AN University in Palastine
- Development of skills that are vital for increasing the employability of our students, as well as improving the academic skillset of interns
- Interns gained valuable research experience that has led on to placements with high profile organisations, several offers of employment and numerous graduate level positions.
- Consolidation of the RIIP and expansion of the programme, both within FASS and internationally.
- Erasmus+ bid (to be submitted in September) in collaboration with An Najah University.
- Bid for £50,000 to the Joseph Roundtree Charitable Trust, in collaboration with the external organisations. This will feed into a Horizon 2020 bid to be submitted in early 2016.

Appendix 5: KE Fellowship Case Study: Maggie Mort and Celia Roberts (Sociology)

Re-designing care: co-producing evidence in complex, dynamic organisational and use settings: the case of home telecare for older people in Lancashire

Funding Type: Full. Amount Awarded: £4,130

Aims: To undertake an evaluation of Telecare services (remote care brought about through the use of information and communication technologies) in order to develop knowledge about how this phenomenon is practiced and how it changes under certain conditions. The work enabled the researchers to build on the EU-funded work in the EFORTT project by implementing the resulting Ethical Framework for Telecare.

Objectives:

- Prepare materials for use in LCC training events based on data from EFORTT project
- Meet regularly with council managers, social workers, telecare workers and providers
- Observe and participate in meetings and training events in which knowledge transfer is taking place
- Comment on LCC documents relating to service recommissioning
- Visit other authorities and promote exchange of experience around telecare/assistive technology through a telecare summit.

Collaborating partners:

Lancashire County Council; AGE UK; North Lanarkshire Council; University of Strathclyde; Lancaster University Continuing Learning Group; ESRC North West Doctoral Training Centre.

Outputs:

- Commenting on the LCC's Interim Telecare Improvement Plan
- Making detailed comments on the subsequent LCC Telecare Commission Strategy
- Preparing an application for an ESRC NWDTC CASE studentship award (successful)
- Employing an assistant to draw up materials for training sessions at LCC
- Participant observation at LCC telecare training sessions
- Making visits to North Lanarkshire Council to explore alternative models of provision
- Organisation and hosting of a one-day Telecare Summit in Lancaster city centre, with participation from LCC, North Lanarkshire and Age UK as well as researchers from Lancaster and Strathclyde Universities.

Outcomes:

- The on-going work with LCC featured in the REF 2014 Impact Case Study, which was well received (Sociology gaining 2nd place nationally).
- Recommendations for the LCC Telecare Commission Strategy built into the final Strategy – e.g. the LCC now insists that telecare is provided in an ethical way and that a telecare users' group be set up.
- Valuable data has been obtained towards the PhD student's thesis
- The telecare summit provided practitioners with an opportunity to further their understanding of ways to continue provide n ethical service in light of significant funding cuts. In particular, representatives from North Lanarkshire Council and LCC shared ideas which enabled LCC to adopt alternative, successful practices
- Ongoing collaborations with project partners, through further research and student placements.

Appendix 6: Staff Enterprise Case Study – Dr Paul Iganski (Law)

H8hurts

Dr Paul Igansk , launched his own company with the support of the FASS Enterprise Office. The company, H8hurts, which offers research, consultancy, training, and public engagement for interventions with hate crime victims and offenders, has recently successfully completed its first full year of trading and now employs a part-time researcher.

Dr Iganski received advice and support from the FASS EC, including help to set up a limited company. The company has since completed commissions for NGOs in Lancashire — the Preston & Western Lancashire Racial Equality Council, and Smile Mediation in Burnley — and for the Northern Ireland Association for the Care & Resettlement of Offenders.

On Knowledge Exchange: "The new world of universities where knowledge exchange is increasingly recognised and supported offers exciting opportunities to blur the boundary between scholarship and enterprise. Arguably, in many ways, scholars are intellectual entrepreneurs and it can be a logical step into enterprise activity. By selectively choosing commissions which fit strategically with my scholarly interests I have been able to engage in impact activity and produce scholarly outputs informed by the work."

On the help received:

"Support is essential. The Lancaster University rules governing outside professional activities provide an enabling framework for enterprise activity. And support from the FASS Enterprise Office has been absolutely invaluable in establishing the company." Reports from H8hurts commissioned projects can be viewed at: H8hurts.com.

New IDEAS FASS HEIF Project Final Report

Leon Cruickshank February 2014

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1. Key Deliverables in the New IDEAS proposal

New IDEAS is a project to develop new tools and approaches for KE that were both innovative and suitable for use by non-ImaginationLancaster staff across the University.

There were 2 key deliverables in the New IDEAS bid:

1) Develop 2 toolkits with associated events
2) Help 3 academic groups in FASS new to KE develop and deliver their own KE workshops, preparing them for possible HEIF bid in addition to other sources of funding.

We have exceeded both of these, with the generation of 38 tools in total. Many of these were the result of an active co-design of tools and approaches with an emerging community of KE professionals across the University. The continued strengthening of this community through monthly KE 'breakfast club' meetings and on-going co-design activities are two major success areas for the project. Both are unique across the University.

2. Headline Outcomes

Measure	Value	Notes
Budget	**£128,557** **£13,088** **£141,645**	Over 18 months 3 month extension Total
Income Generated (Direct)	**£560**	Sales of Hexagon tool (with no publicity)
Impact: Indirect contribution to income	**£8.7 million**	Through inclusion directly or indirectly in successful funding from HEFCI, AHRC, EU
Follow on Funding	**£98,000** **£150,000** **£1.3 million**	Impact2020 (HEIF) Future Parks (NESTA) in preparation Leapfrog (AHRC) under review
New Collaborations	**6**	Details below
Activities Delivered	**72**	Details below
Tools Generated	**46**	Details Below
Tools freely available to public	**4**	Two free to download, one for sale, one online guide
Academic Papers	**6**	3 Journal papers, 3 conference presentations
Number of participants	**1996**	To February 1st 2014
Unique Web Visitors to NewIDEAS content	**1901**	As of February 1st 2014

3. Aims and relationship to FASS KE Strategy

New IDEAS is a project designed to build a more active community of innovative KE development within FASS and across the University. It sought to achieve this through a programme of KE co-design events drawing together 12 of the best KE practitioners from across all 4 University faculties. This group formed the basis of a community that not only collaborated to create excellent, innovative KE tools but continues to meet and exchange experiences and practice. This represents a major shift in culture across the University and has the potential for long term impact on the innovation and effectiveness of KE across the University.

This fits with 2 of the key KPIs in the FASS Enterprise and Employability Report:

1. Build on current practice to establish FASS as a leader of innovation in knowledge exchange, institutionally, nationally and internationally.

2. Develop and implement KE activities that utilise staff experience, abilities and research activity in addition to the physical resources in the Faculty

4. Activity Undertaken

New IDEAS activity started on two parallel tracks. The first of these focused in physical tool design. These are physical artefacts or files that can be downloaded and printed by users. We have a degree of expertise in this. The second was a longer term development of a robust digital infrastructure and platform through which new digital tools can be created and distributed.

Physical Tools

A major component of this activity strand was a programme of 3 co-design workshops that brought together the leading innovators in KE development and delivery from across the University. Over 3 workshops and one dissemination session we co-developed a range of new tools and approaches. This not only resulted in some excellent new tools; it also built a core community who were active KE designers. The collaborative nature of the projects also helped to knit the group together to a point where we can be open and honest about success and failure and so make the emerging community both stronger and more productive. The physical tools to come from New IDEAS includes;

1. Creative Conversations comic strip cards,
2. Conversation Pro-formers,
3. Networking tool and design/innovation policy categorisation tool,
4. Hexagons v1,
5. T-shirt Proformas,
6. Digital Timer,
7. Hexagons v2,
8. 'Paper Plane Tool',
9. Picture frame,
10. Timeline tools,
11. Planning tools,
12. Presentation tools,
13. Voting mechanism,
14. Challenge Pyramid,
15. Joining pro-forma,
16. KE Cracker,
17. Miniature hexagon cards,
18. Assumption Challenging Layers Pro formas,
19. Large connecting islands (for hexagons),

20. Proto-tools,
21. Action points tool and stickers,
22. Interactive exhibition as a backdrop,
23. Documenting Tools Pro-forma,
24. Workshop Planning Tool,
25. Scenario Comic,
26. KE Series Planning Tool,
27. KE scenario tool,
28. Hexagon Toolbox,
29. Timeline tool and stickers,
30. Exhibition, Laser Cutter,
31. Agenda setting tool,
32. Project Timeline
33. 'Zoner' public space tool
34. Commenter public space tool

Digital Tools

New IDEAS builds on years of experience within ImaignationLancaster in designing and facilitating collaborative events and workshops. The expertise within ImaginationLancaster is not static, but constantly experimenting and growing. Prior to New IDEAS, the costs and risks of using computers and digital technologies in workshops and designed KE processes were so significant as to discourage experimentation. To make tap into the power of digital technologies, New IDEAS set out to create a stable software platform with using digital tools could be created.

By focusing on creating a platform first, the costs of creating digital tools have been substantially reduced. The platform allows tools to be prototyped quickly and iteratively developed into fully-functional software applications. Perhaps more importantly, the platform provides interoperability between digital tools by defining a common language for storing and manipulating data. The products of one tool can be used as input for another, enabling more complex ideas to be built up across many tools.

Our software platform provides secure and reliable storage for data. The greatly reduces the costs of making digital tools and at the same time makes them far more reliable. Everything that happens during the use of a digital tool can be recorded, benefiting the people using them, but also providing valuable research data for the New IDEAS team. As more people make use of the digital tools over time, the body of research data on their use will become an increasingly more important resource for understanding tools and tool design.

Technical Design

The New IDEAS digital tool platform has been implemented using the latest web database and technologies. We are using open source frameworks wherever possible to ensure the platform is stable, secure and easy to maintain. Tools themselves are distributed using the latest standards in clientside web technologies – HTML5 and Javascript. The result is that we can push mobile apps to any modern web-enabled device; mobile phone, tablet, laptop, TV, all without the hassle and time cost of installing software. This is a powerful capability; a pallet of interdependent digital tools can be deployed to anyone's mobile phone in seconds giving them instant access to a collaborative activity.

Our digital tools have been used to do things that would not be possible for physical tools, both in scale and function. At a recent event our platform allowed two groups of third people to collaborate with one another, and then allowed us to combine the outputs of both groups into a single visualisation. The same tools that supported this session could just as easily have supported two, three or 4 times the number of participants. Web and mobile technologies are improving at an exceedingly rapid pace and our

platform is positioned to take advantage all the possibilities opening up in this space.

The digital tools to come from New IDEAS include;

1. Suggestion tool v1
2. Mapping tool v1
3. Ideation session tool
4. Twitter suggestion tool,
5. Suggestion tool v2
6. Mapping tool v2
7. Combined ideation tool
8. Presentation Tool
9. Collective Intelligence Google tool
10. Conference Design tool

5. Future Morecambe (FM)

New IDEAS was not involved in Future Morecambe but as this is a FASS HEIF project that crossed over with the PROUD INTERREG project lead by Leon Cruickshank it is worth documenting the activity here. HEIF funded a review of on-going FM activity at the starting point for any PROUD involvement in FM. This involved contracting Valerie Carr an experienced community focused designer at a total cost of £1260 in addition to 2 days of the PROUD Design Mangers Time, giving a total expenditure of £1564. The remit of this review was to:

a) **Discover whether any projects or initiatives had progressed and to what extent**
b) **Ascertain what support any individuals or groups might need to help them progress projects**
c) **Determine what help they might want from Future Morecambe**

Valerie Carr's conclusion was

"Future Morecambe seems to have lost momentum and support from some of the people who were initially enthusiastic. It is not clear where any future involvement should now focus in Morecambe, although it is obvious that there would not be support for further events or meetings unless something constructive in terms of specific project support was definitely available". **The full report is included in appendix 1 starting on page 19 below.**

PROUD did not have the funding or remit to undertake new, remedial activity to rectify this situation, indeed with emotions running high its doubtful that anything less than very substantial direct funding of projects could have overcome the 'toxic' response to FM from participants.

PROUD adopted the position that we would make ourselves available to people looking for support but would not push this side of things. We did not receive any requests for help, despite unsubstantiated claims later on in the project. In May 2013 we were approached by Kevin Goodall who is looking to run some events in Morecambe we had a very productive meeting and supplied him with tools and advice.

6. Impact

Arguably the largest impact of the New IDEAS project is to pull together and energise a community of innovative KE professionals into a community of practice that continues to exchange experience today. In addition to this there have been a number of more tangible impacts where New IDEAS activities have contributed to further funding either directly or indirectly.

The activities of New IDEAS have been described in a number of successful funding applications.

a) Brief Encounters Network: Exploring New Forms of Online Collaborative Design (AHC £40,000)

b) London FUSION connecting creative industries and the digital sector in London (EU €2.6 million)

c) DeEP: Design in European Policies: Evaluating and Sharing Design Innovation Policies for European Growth, (EU £1 million)

d) Lancaster Catalyst Program (HEFCI £5.1million)

We are also at the start of the process of selling our hexagon tool. At the moment this is for sale on the University web site store. We have just had our first unsolicited sale from this. We expect this will increase as we start to market the tool actively. The hexagons can be purchased here http://imagination.lancaster.ac.uk/hexagons

Publications

New IDEAS is distinctive in that it seeks to develop new thinking and research on KE and translate this into practice disseminated across the University. As a result there have been a number of strong academic outcomes that reflect on and guide the project. These publications include:

New Design Processes for Knowledge Exchange Tools for the New IDEAS Project The Creative Exchange, Interactive Knowledge Exchange conference, Lancaster University 2013

Co-Design: Fundamental Issues and Guidelines for Designers: Swedish Design Research Journal no 2, 2013. page 48-57.

Innovation through the Design of Knowledge Exchange and the Design of Knowledge Exchange Design – DMI Conference Leading Innovation Through Design, Boston 2012

Design and SMEs: the trigger of creative ecosystems. International Journal of Entrepreneurial Behavior and Research, 18 (4),

Designing Creative Frameworks: Design Thinking as an Engine for New Facilitation Approaches, International Journal of Arts and Technology, 5(1). pp 73-85

Understanding Design Interventions in Democratic Innovation: a Toolkit Approach. Design Research Journal, 2(10). pp33-38

New Collaborations

New IDEAS activity have stimulated new collaborations and new partnerships for further funding. These include:

Glasgow School of Art and their INDI Programme (the only other institution to come close to Lancaster in terms of innovation in KE)

Paris Les Atliers (Grand Ecole) the top design school in France

Audencia Nante, Business School (Grand Ecole) a top 5 business school in France

Koln International School of Design

Diede Gulpers Design, a KE designer in the medical field

Cardiff Metropolitan University who are interested in digital tools as a branch of innovation design.

These new partners are added to existing contacts to form potential collaborators fro a Horizon 2020 bid in 2014 with a likely 2015 start date. HEIF directly funded the development of these relationships.

7. Activities in 3 month Extension (November – January 2014)

New Ideas received funding for a 3 month extension (from November 2013 – January 2014). Rather than initiating a new programme of work that would not be sustainable beyond the 3 month extension (as initially proposed) this period saw the development of a significant piece of digital infrastructure a new online approach to toolbox articulation (both co-funded by the Creative Exchange project). It also saw the delivery of 10 workshops and other activities (almost one a week).

The work undertaken by Ideas throughout the 21 months it has been funded by the faculty contributed to 3 funding applications written in the extension period. Impact202 is a £98,000 project funded directly by the central university to promote high impact research. Leapfrog is a £1.3million proposal for the Connected Communities call in the AHRC. Its focus is the co-design of tools and toolboxes for new forms of consultation. This collaboration includes Glasgow School of Art. City and County councils were very strong partners in this bid. They valued their contribution (and the savings the project would enable them to make) at £720,000.

The New Parks project is a £150,000 NESTA project that is a compliment of Leapfrog, its currently under development.

In addition to these strategic developments Ideas has developed and facilitated 10 activities and events in the 3 month extension period. These are detailed in the appendix below. Highlights include the delivery of the high profile N8 workshop on new funding models for research. Drawing 25 participants from the arts and humanities across the leading research universities in the North) this established an agenda for the overhaul of funding approaches used by bodies such as AHRC.

Ideas also developed new tools for a Design Jam, a collaboration between Imagination, The Work Foundation and the Management school. Similarly, Ideas has played a significant role in the development of the detailed planning for the LCCP (Lancaster China Catalyst Programme), running a series of events and activities as well as contributing directly to the details of the business support and development component of this major university wide project.

8. Conclusion

New Ideas has had significant impact in 3 key areas during the lifetime of this 21 month project.

1) It has developed a pallet of almost 50 new tools and techniques for innovative knowledge exchange. These have been used by every faculty in the university and will form the basis of a platform of KE tools in the future.
2) The project has worked directly with 2000 people through a range of events, workshops and activities. This is in addition to the 1901 unique views of the Ideas website. This footprint has been further enhanced by 6 research publications that draw on New Ideas activities and findings. These include conference presentations but also 3 journal publications in top 10 design research journals. Ideas has achieved something very difficult, to be relevant in a very pragmatic

manner to time-poor people both inside and outside the university while at the same time producing excellent research.

3) The £142,000 invested in New Ideas has resulted in a significant (even dramatic) return. Building directly on project activities, there is £98,000 of follow on funding from the central university (with a possible £1.3 more to come from the AHRC / NESTA). Ideas also directly contributed to the development and successful biding of £8.7 million in funding from HEFCI, EU and AHRC. **If current bids under review are successful each £1 invested by the faculty in Ideas resulted in £71 in additional funding**. Even without funding under review the additionally is £1 for £61

Of course this sort of statistical manipulation is selective and only useful sometimes. The real impact of Ideas is held in the first two points above and in the development of new, highly skilled innovation co-designers and programmers. This and the fruits of the collaboration they enable has helped Lancaster build a reputation of excellence in innovative KE that is recognised nationally and internationally. This bodes well for the coming years with an increasing emphasis on research engaging with outside agencies both in EU and RCUK funding. Similarly its very likely that 25% of academics will have to be cited as impact case studies in the coming REF. Ideas has developed tools, infrastructure and expertise in facilitating this and will be employing these in non-faculty funded projects.

8. A list of New IDEAS Events and Activities

Activity Number	Date	Event	Location	Who	No. of Attendees	Tools	Impact Notes	Supporting Material Available
1	20 April 2012	Brief Encounters 1	City University London	ImaginationLancaster, Northumbria University, City University London, Partners in Industry	19	Creative Conversations comic strip cards and large pro-forma to place on cards and discus. Both developed for the workshop by NI.	Comic tool was successful and acted as inspiration for further tools from NI.	Imagination blog, graphics, Brief Encounters Website http://briefencountersnetwork.com/
2	10 May 2012	DEEP Workshop	Milan	Leon Cruickshank	18	Networking tool and design/innovation policy categorisation tool	Project was initiated in a successful manner and we established an interactive mode for further meetings.	Photos, blog
3	12 May 2012	Healthcare Interfaces Workshop	Imagination Lancaster	Roger Whitham, Daniela Sangiorgi, Valerie Carr, Kate Mason (LUMS), Martin Springer plus external representatives	17		Workshop developed in part by New IDEAS team; Mapping tools, Card pro-formas.	Photos

				from local healthcare trusts and authorities				
4	08 June 2012	Brief Encounters 2	Imagination Lancaster	ImaginationLancaster, Northumbria University, City University London, Partners in Industry	20	Hexagons, T-shirt Pro-formas and Digital Timer.	Whole workshop planned and implemented by New IDEAS team. First real trial of hexagon tool.	Blog Post on Imagination & Brief Encounters Website
5	11 June 2012	PROUD design team planning days. (2 Day Event)	The Storey Creative Industries Centre	PROUD design team	5	Hexagons	The PROUD design team came together for the first time for 2 days of familiarisation, co-design process planning which also used the hexagon tool throughout to help them identify objectives and target audience for the co-design process and events.	Photos
6	20 June 2012	City Park Strategic Workshop	The Storey Creative Industries Centre	Ranged from Senior Managers and officers from county and city councils from all services, from organisations such as the Duchy of Lancaster representative and county and city councillors	24	Hexagons to allow participants to identify what were involved in improving the area, what mattered to them, the barriers to this and finally solutions.	The purpose of the workshop was to explore the contrasting, overlapping strategic goals of policy makers and opinion shapers in Lancaster, and how the City Park project (before it became Beyond the Castle) could advance the strategic aims of the sectors to make a positive contribution to the economic, cultural and social wellbeing of the city. The workshop facilitation was based around using the Hexagon tool	Photos

7	30 June 2012	Future Morecambe	The Platform Morecambe	Event open to all local people.	45	New IDEAS developed the 'Paper Plane Tool' for the exchange of ideas between a large group of people.	We were responsible for delivery, rather than marketing for this event. We had planned for larger numbers than attended. We learned how few people know how to fold a paper aeroplane, and also that out plane design needed refinement.	Photos
8	11 July 2012	RCUK/TSB Internet of Things Research Road-mapping workshop	Imago at Burleigh Court, Leicestershire	Roger Whitham, Rachel Cooper	25	Timeline tools, Pro-formas, Documentation	Workshop developed in part by New IDEAS team; Timeline tools, Preformats, Documentation. Fed into the roadmap report.	Photos, Event Report, Wider Report from process
9	08 August 2012	DMI Conference - Proceedings	MASSART, Boston, USA	International thought leaders in Design Management and Innovation	300		Published paper called 'Innovation Through the Design of Knowledge Exchange and The Design of Knowledge Exchange Design'. Available online. Selected as the free example paper for DMI	Proceedings
10	08 August 2012	DMI Conference - Conference Paper Presentation	MASSART, Boston, USA	International thought leaders in Design Management and Innovation	40		Presentation at conference about research into KE Tool Design at ImaginationLancaster and New IDEAS Project.	Presentation
11	20 September 2012	Co-design tools testing	Park beyond the castle	Members of the public	10		Testing of co-design tools with landscape designer from the PROUD design team to improve the tools to be used at a public co-design workshop the following weekend (attended by 28 people who signed in)	Photos

12	27 September 2012	CX Lab - Public Service Innovation & Design	MediaCityUK	ImaginationLancaster, CX Partner Companies	29	Planning tools, Preformats, Presentation tools	Workshop and KE process developed in part by New IDEAS team. Planning tools, Preformats, Presentation tools.	Photos, Project Proposals - CX Website
13	11 October 2012	Beyond the Castle Visioning Workshop	Imagination Lancaster	PROUD design team and volunteers, local residents	18	Voting mechanism, Hexagons	The Visioning Workshop analysed the 1000s of ideas generated during the Beyond the Castle co-design challenge New IDEAS designed a process that enabled participants to make sense of the data and vote for their favourite ideas	Photos
14	14 November 2012	New IDEAS Lab 1 Co-Design of knowledge exchange tools	Imagination Lancaster	New IDEAs	12	Challenge Pyramid, Hexagons and joining pro-forma	A programme of co-design of KE tools with the most innovative KE practitioners across the University	Report
15	14 November 2012	Cracker Gift Card	Lancaster University	New IDEAS	24	KE Cracker and miniature hexagon cards.	A networking tool and conversation starter to get Ideas KE academics and professionals to talk about their activities in Ideas with their colleagues across the University.	Report
16	21 November 2012	New IDEAS Lab 2 Co-Design of knowledge exchange tools	Imagination Lancaster	New IDEAS	12	Assumption Challenging Layers Pro-formas	A programme of co-design of KE tools with the most innovative KE practitioners across the University	Report

17	26 November 2012	Catalyst Tools for Change event planning	Imagination Lancaster	ErinmaOchu, Catalyst, New IDEAS	3		The start of a series of activities to research how we can provide '2nd order' tools to help people design their own innovative KE events	Transcript
18	28 November 2012	Catalyst Serendipity Café	Midland Hotel, Morecambe	Erinma Ochu, Catalyst researchers, academics, community groups, people who have worked with Catalyst previously	70	Hexagons and large connecting islands	Presentation about what the New IDEAS project is to large group of 70, containing many people from outside the University, followed by a demonstration of using the hexagons to connect ideas together in large groups. Familiarised other members of Catalyst with hexagon tool and New IDEAS to create demand for further guidance and tools from New IDEAS.	Photos
19	05 December 2012	New IDEAS Lab 3 Co-Design of knowledge exchange tools	Imagination Lancaster	New IDEAs	12	Proto-tools	A programme of co-design of KE tools with the most innovative KE practitioners across the University	Report
20	05 December 2012	New IDEAS Lab 3	Imagination Lancaster	New IDEAS	12	Digital Tool	Digital tools demo	Report
21	05 January 2013	Individual meetings with KE Practitioners and Academic	All Faculties	Meetings with all New IDEAS Tool Design KE Professionals and Academics	12		Meetings over the course of a month to discuss individual KE tool design needs to shape second order KE design.	Notes

		s						
22	14 January 2013	Lancaster PROUD partner meeting. 2 Day Event	Imagination Lancaster	PROUD partners and guests	20	Action points tool and stickers	Meeting Action Point tool - New IDEAS helped to design a 2-day partner meeting into highly productive interactive sessions, which achieved the objectives of the partner leading the session. The impact of this was clear at the recent PROUD Luxembourg partner meeting in May where the lead partner and others had taken this approach on board and designed the meeting in a similar format, which evidences the effectiveness of this new approach. All partners are very keen on taking this approach forwards for future events and meetings.	Photos
23	14 January 2013	Vice Chancellor's Beyond the Castle Reception	Imagination Lancaster	PROUD partners and guests from City and County Councils	41	Interactive exhibition as a backdrop	Helped create mini Beyond the Castle exhibition, badge design and photography	Photos
24	22 January 2013	Lancaster University	CX	CX PhD students	7	Documenting Tools Pro-forma	To be adapted to documenting PHD student's work.	
25	04 February 2013	DEEP Workshop	Imagination Lancaster	Consortium partners from 4 countries / 7 institutions	17	Photography	This built on the previous DeEP event	Photos, blog

26	14 February 2013	Open Planning	Newcastle upon Tyne	CX, members of open planning project, Liverpool University representations, companies and academics, PHD students	10	Hexagons	Use of New IDEAS Hexagon requested. Familiarisation with the tool.	Photos, blog
27	18 February 2013	Imagination Deep Dive - Taught MA module	Imagination Lancaster	ImaginationLancaster staff and students	16	Digital Tool	Digital tools used for ideation and mapping.	Photos, Screenshots
28	24 February 2013	Catalyst Event Planning Meeting	Lancaster University	Catalyst and New IDEAS	6	Workshop Planning Tool	The start of a series of activities to research how we can provide '2nd order' tools to help people design their own innovative KE events	
29	25 February 2013	FST Workshop	Imagination Lancaster	FST	14	Scenario Comic, Hexagons, Digital Tool, KE Series Planning Tool	Guidance, Tools and Venue from New IDEAS requested by KE professionals in FST to kick off their KE meeting series	Report
30	26 February 2013	Workshop with The Gild	Imagination Lancaster	ImaginationLancaster Staff, Senior Management from The Gild	10	Digital Tool	Digital tools used for ideation, mapping and documentation	Screenshots
31	26 February 2013	Lecture: Design of Knowledge	Dundee	Leon Cruickshank, open presentation	40		Promotion of the new research area and practice of the design of knowledge exchange	Photos, blog

		Exchange						
32	26 February 2013	Dundee Workshop	Dundee	Leon Cruickshank, Students at Dundee	15	KE scenario tool	This started a transformation process for 15 academics PhD students who were recruited into KE projects but were inexperienced and wanted to design KE.	Photos, blog
33	28 February 2013	Cyber Security Workshop	LEC	Dee Hennessey, Nick King	20	Pro formats and value cards	Using pro-formers and 'value cards' to determine opportunities and challenges in cyber security	Blog
34	19 March 2013	Calling all Masters of Co-design	Capital D Eindhoven	Designers	21	Hexagon cards	Hexagon cards used to explore co-design	Report, Photos
35	22 March 2013	Highwire Business Feedback Session	Imagination Lancaster	Paul Coulton, HighWire staff and representatives from businesses involved in HighWire	9	Digital Tool	Digital tools test for ideation and mapping.	
36	01 April 2013	Hexagon Cards Toolbox Hand-out	Imagination Lancaster	PROUD Partners, KE Professionals and Academics	40	Hexagon Toolbox	Dissemination of tools	Photos
37	09 April 2013	Catalyst Event	Imagination Lancaster	Jen Southern	14	Timeline tool and stickers, hexagon tool	Guidance, Tools and Venue from New IDEAS requested by Catalyst	Photos

38	09 April 2013	KE Forum Science Park Event	Imagination Lancaster	Colin McLaughlin	7	Hexagon tools, digital tool	Digital tools tested for ideation and mapping	Feedback card
39	11 April 2013	KE Breakfast Meeting 2	Health & Medicine	Breakfast club with KE professionals and academics hosted by Karen Wright in Health	12	Scenario comic	Introduction of Scenario Comic to group	notes
40	17 April 2013	Student Planning	Imagination Lancaster	CX PHD students	6	Hexagons	Use of New IDEAS Hexagon requested	Video & Quote
41	19 April 2013	London Fusion Workshop Planning	London Fusion	New IDEAS guidance and tools requested by London Fusion Project	3	Workshop Planning Tool	London Fusion project sought advice from New IDEAS team on how to plan workshops and used the New IDEAS workshop-planning tool for their own planning activities.	Notes
42	22 April 2013	Laser Cutting Master class	Imagination Lancaster	PROUD, Imagination, HighWire, External designers	22	Exhibition, Laser Cutter	Materials research for tools development	Photos
43	23 April 2013	Catalyst Pop Up Cafe	Lancaster City Centre	Debbie Stubbs, Catalyst, academic and community groups	62	Hexagons	Following this event, there were 2 separate requests by people who had attended the event to buy the Hexagon Cards.	Emails requesting cards
44	29 April 2013	Unique Kidz Co	Carnforth	Charity for specialist services for disabled		Hexagon cards	Requested Hexagon Cards following seeing them at the Catalyst event.	Awaiting documentation

				children				
45	08 May 2013	EPSRC Impact Accelerator Event	LICA	Industry Partners and Academics	60	Digital tool	Digital tools used with all participants for ideation, mapping and comparison	Report? Blog. Photos.
46	15 May 2013	Evaluating the fundamentals of co-design	TechnoPort, Luxembourg	PROUD Partner Meeting, Luxembourg	20	Hexagons	Leon led a hyperinteractive workshop around the 9 principles of co-design, which made full use of the Hexagon tool to good effect.	Photos
47	16 May 2013	Co-Design Scenarios Masterclass, Luxembourg	TechnoPort, Luxembourg	Business and designers from across Europe	23	Scenario comic	The masterclass used the New IDEAS Scenario tool and based a full 3-hour masterclass on exploring 'what's the best and the worst that could happen using a co-design approach?'	Report, Photos
48	22 May 2013	Navigating Co-design	Imagination Lancaster	Lee Jung-Joo & Mari from Aalto University	10	Hexagons	Use of Hexagon Tool and guidance from New IDEAS requested by Researchers from Aalton University in Finland.	Photos
49	23 May 2013	Glasgow School of Art Event	Forres, Scotland	Leon Cruickshank	12	Agenda setting tool	Design research workshop using hexagon and agenda setting tools	Photos
50	28 May 2013	Catalyst Project Event	Lancaster University	Maria Ferrario, CUGs & researchers	18	Hexagons	Hexagon Tool requested by Catalyst	Catalyst Blog Post: http://catalystresearch.wordpress.com/2013/05/30/20-example-rep-of-cug-peer-support-newtwork-

								access-asd/
51	28 May 2013	KE Breakfast Meeting 3	LUMS	Breakfast club with KE professionals and academics hosted by Kim Ashby in LUMS.	9		The third meeting aiming to unite academics and professionals working in KE across the University	
52	12 June 2013		FASS	Joe Buglass		Hexagons		
53	02 July 2013	Kevin Goodall	Morecambe	Morecambe residents	Min 100		Leon and Gemma are meeting with Kevin Goodall on the 2nd July 2013. Kevin saw some of the processes used by PROUD on the Beyond The Castle project, which I thought were very inspiring and engaging. . We will listen to his plan and provide him with New IDEAS tools, such as the Scenario Tool, hexagons etc. to help him design and deliver his own co-design process for Morecambe.	
54	03 July 2013	TV Production Course	FASS	Charlotte Stuart, Students, Graduates	20	Hexagons and Scenario Comic	Tools requested to be used in this 3-day course. Hexagon Cards and Scenario Comic.	
55	26 September 2013	CX KE Conference	LICA	CX, People interested in KE	80	Toolkit	Conference Paper on Designing KE Tools	Toolkit documentation, proceedings, photos
56	27 September 2013	CX KE Showcase	BBC	CX, Creative sector companies, KE academics,	80	Toolkit		Toolkit documentation, photos

				Venture capitalists				
57	10 December 2013	CX Lab - Making the Digital Physical	MediaCityUK	ImaginationLancaster, CX Partner Companies	35		Workshop and KE process developed in part by New IDEAS team. Planning tools, Preformats, Presentation tools.	Photos, Project Proposals - CX Website
58	31 May 2013	Presentation to EU commission	Lille	Nicole Skirde-Vural	1		The hexagon tools were presented by Point de contact INTERREG B NWE au Luxembourg to Eva Martine head of communications INTERREG	Text feedback (to come)
59	01 July 2013	INTEREEG Workshop	Lille	Nicole Skirde-Vural	20		Point de contact INTERREG B NWE au Luxembourg	Report (to be supplied)
60	01 March 2013	RCA Workshop	RCA, London	Rachel Cooper, Researchers	20?	Hexagons	Hexagon tool used as a central part of the workshop	
61	On-going	Tool categorisation tool/ performer	Imagination Lancaster		4	Documenting Tools Pro Forma		
62	TBC	KE Breakfast Meeting 4	LEC	Breakfast club with KE professionals and academics hosted by Martin Gilmore in LEC				

Appendix 8: LICA201 Placement Module Case Study

LICA UG Creative Enterprise Case Study: Galloway's Society for the Blind

Overview: A group of six Fine Art students worked with blind and partially sighted members of Galloway's Society for the Blind in Morecambe to create a series of tactile art works and mount an exhibition of predominantly 3D art work at Morecambe library.

Objectives:

1. To make art more accessible to blind and visually impaired people
2. To challenge the notion that art is purely visual
3. To promote understanding and awareness about visual impairments

Outputs: Three workshops with 18 participants; an exhibition at Morecambe Library attracting 41 passing visitors; partnerships developed with Morecambe Library, Galloway's and Clarke's Shoes and O2 Think Big who sponsored the project.

Outcomes: The students gained experience of working with visually impaired people and building partnerships with a charity and commercial organisation and through the opportunity acquired project management and enterprise skills. They helped Galloways to raise awareness of its work by siting the exhibition in the public domain and through publicity in the local press and social media outlets.

They succeeded in helping to change perceptions of what visually impaired people could achieve, as the comment from this visitor to the exhibition demonstrates: "It's amazing to experience how losing your sight does not stop people from being able to enjoy and create art, despite art being considered a visual experience.'

Appendix 9: Criminology Innovation Module

Module Mnemonic:	**CRIM301**
Course Title:	Criminology Innovation
Credit Weighting:	30
Term/s Running:	1-20
Convenor/s:	Sarah Kingston
Course Description:	This module enables Criminology students to develop skills and knowledge that are highly valued by employers by solving problems for stakeholders to services relating to criminal justice, crime prevention or dealing with the effects of crime. Students will gain an understanding of the process of developing and practicing enterprise and innovation skills via a series of interactive lectures and the delivery and evaluation of a live project. Examples of projects could include (but are not limited to), engaging the public in crime prevention and supporting rehabilitation services through advocacy campaigns. Stakeholders students work with could include organisations such as the police, probation services, and those within the voluntary sector supporting ex-offenders and victims of crime.
Indicative Syllabus	Topics studied will include: • Key issues faced by private, public sector and voluntary organisations within the criminal justice system, crime prevention, rehabilitation and victim support • The innovation process: identifying problems, spotting opportunities and delivering change • Undertaking market research to develop new ways of working • Developing projects in partnership with professional bodies and organisations • Planning and managing a project into delivery - tools and techniques • Costing projects and budgeting • Understanding logistical issues in mounting successful projects • Evaluating the impact of interventions using qualitative and quantitative approaches
Pre-requisites:	Pre-requisites CRIM102, CRIM 204 and CRIM 205. Remember to take into account the University rule on 100% coursework assessment – four full units over the second and third years. Make sure you are not exceeding the limit by enrolling for this option.
Assessment Structure:	30% Individual Innovation Case Study 40% Group Project Proposal 30% Individual Evaluation and Reflection

Appendix 9: Criminology Innovation Module

Suggested Readings:	Donghue, J (2014) *Transforming Criminal Justice? Problem-solving and Court Specialisation,* London: Routledge Fisher, A. & Kirby, S. (2014) Implementing the citizen focus agenda: a case study in police leadership, International Journal of Leadership in Public Services, 10 (3), 142-156. Kirby, S. (2013) Effective Policing: Implementation in Theory and Practice, Basingstoke:. Palgrave MacMillan Newburn, T (2012) Criminology, Abingdon: Routledge. Sadler, P. (2003) Strategic Management, London: Kogan Page **Websites** Center for Problem-Oriented Policing, www.popcenter.org Center for Justice Innovation: http://www.justiceinnovation.org/
Other information	For some organisations, such as the police and those working with young people and vulnerable adults, you may be required to undertake a DBS check or be subject to a vetting process. **Due to the limited places available, registration can only be made through applying via the course convenor.**

Appendix 10: History Placement Module

Module Mnemonic:	**HIST299**
Course Title:	From Education to Employment: History Work Placement Module
Credit Weighting:	15
Term/s Running:	1-20
Convenor/s:	Sam Riches
Course Description:	The opportunity to undertake work placements is becoming increasingly important for students, especially in relation to their employability, and the History Department has a high level of demand for placements in the history and heritage sector. Existing placement providers comprise: • Astley Hall Museum & Gallery (Chorley Borough Council) • Lakeland Arts (Blackwell, The Jetty and other sites) • Fusilier Museum, Bury • Harris Museum & Art Gallery, Preston • Keswick Museum & Art Gallery • Lancashire Archives (2 projects) • Liverpool City Council • National Trust (Sizergh and Gawthorpe Hall) • Norton Priory Trust, Runcorn • Tullie House Museum and Art Gallery Trust, Carlisle (2 projects) • Wigan Archives & Local Studies • Museum of Wigan Life • Greater Manchester Museums Group Projects could include: • Visitor Experience Analysis • Collection and Learning Resources Development • Improving Collections Description • Collections Engagement • Collections Retrospective Documentation
Indicative Syllabus	The syllabus for the module will cover three key strands.

Appendix 10: History Placement Module

	Weeks 11-12: Preparation for Placement • Self-assessment of students' skills, attributes and preferences; • Employability skills in practice: self management, communication skills in practice, problem solving and team working; • Guidance on completing the Learning Agreement - which must be submitted and signed off before the placement commences • Guidance on assessment - role of the Learning Agreement, preparing a portfolio and writing reflectively. Weeks 12-19: Work Placement Activity Students will typically spend 30 - 40 hours over a period of up to 10 weeks with their host organisation in the Lent term. This may take the form of a 'block' placement running over several days Week 20: Review/Debrief: 2 hours The review/debrief seminar will provide formative feedback to students on the content and structure of their academic work, especially the portfolio, and further guidance on the reflective report.
Pre-requisites:	Pre-requisites HIST100
Assessment Structure:	Portfolio due in Week 20 (60%) Reflective report (2750 words) due in Week 21 (40%)
Suggested Readings:	Atkinson, D. (2002) *Art in Education: Identity and Practice*, Dordrecht: Kluwer Academic Arts Council of England (2010) Achieving Great Art for Everyone, London: Arts Council Corsane, G (2004) *Heritage, Museums, and Galleries: An Introductory Reader*, London: Routledge Dalton, P. (2001) *The Gendering of Art Education: Modernism, Identity and Critical Feminism,* Buckingham: Open University Press Diggle, K. (1994) *Arts Marketing*, London: Rhinegold Fanthome, C (2004) Work Placements: A Survival Guide for Students, Palgrave Harding, A (1997) *Curating the Contemporary Art Museum and*

Appendix 10: History Placement Module

	Beyond, London: Academy Group Hewison, R. (1987) *The Heritage Industry: Britain in a Climate of Decline*, London: Methuen Hewison, R. (1995) *Culture and Consensus: England and Art Politics Since 1940*, London: Methuen Hewison, R. (2014) *Cultural Capital: The Rise and Fall of Creative Britain*, London: Verso Hickman, R. (ed.) (2008) *Research in Art and Design Education* [e-resource], Bristol; Chicago: Intellect Marstine, J. (ed.) (2006) *New Museum Theory and Practice: An Introduction*, Oxford: Blackwell McClellan, A. M. (2003) *Art and its Publics*: *Museum Studies at the Millennium,* MA: Blackwell Pollock, G. and Zemans, J. (eds.) (2007) *Museums After Modernism: Strategies of Engagement*, Oxford: Blackwell Putnam, J. (2001) *Art and Artefact*: *The Museum as Medium*, London: Thames and Hudson Samuel, R. (2012) *Theatres of Memory: Past and Present in Contemporary Culture*, London: Verso Sorensen, MLS and Carmen, J. (eds) (2009) *Heritage Studies: Methods and Approaches*, London: Routledge Wright, P. (2009) *On Living in an Old Country: The National Past in Contemporary Britain*, Oxford: Oxford University Press
Other information	The student will normally work closely with identified member(s) of staff in the museum, art gallery, archive or other organisation and will maintain contact with the Module Convenor throughout the placement period. The Module Convenor will ensure that a Health and Safety assesment is carried out and documented appropriately by the placement provider, and also that relevant insurance cover is in place. The Convenor will provide feedback on the Learning Agreement - which must be signed off by the placement provider, student and Module Convenor before the placement starts - and will also advise the students on plans for the portfolio and reflective report. The Module Convenor will usually arrange to visit the student on-site during the placement, and will always conduct a site visit with any new potential placement provider in advance of the Learning Agreement being drawn up.

Appendix 11

FASS Placements Mapping **October 2013**

Introduction

Following the appointment of Placements Officer in October 2013, a series of discussions were held with Heads of Department and Careers Tutors to ascertain current work placement activity across the faculty amongst both undergraduate and postgraduate students. Additionally, in the broader context of engagement with external organisations, colleagues were asked to comment on how/if opportunities for students to engage with placements could be increased.

Overview

Below is an overview of current placement activity across the faculty by type and department, along with summary of placement type:

	In curriular placement				Extra curricular placement					Lancaster Award	
Department	15 Credit Module	30 Credit Module	LUSU Schools Volunteering	Study Abroad	Departmental run placement Scheme	Unite Placement	Santander Placement	Careers Placement	Independent Placement	Submitted 2013	Registered 2014
DELC	x	x	x	✓	x	*No data by department however, FASS were underrepresented compared with other faculties out of a total of 331 placements*	None	No data	No data	No data	24
English and Creative Writing	x	x	✓	x	x		None	No data	No data	15	43
History	x	x	✓	x	x		None	No data	No data	8	37
Law	x	✓	x	x	✓		None	No data	No data	17	83
LICA	x	✓	✓	x	x		None	No data	No data	7	24
Linguistics & English Language	x	x	✓	✓	x		None	No data	No data	10	38
PPR	x	x	✓	✓	✓		None	No data	No data	10	56
Sociology	x	x	x	x	x		None	No data	No data	4	24
Educational Research	x	x	✓	x	x		None	No data	No data	5	11

15 & 30 Credit Modules: A module designed with specific disciplines in mind and includes preparation and post-placement activity.

LUSU Schools Volunteering: LUSU run, incorporating 11 hours preparation, interview, 30 hours placement and 9 hours tutor and peer support plus presentation.

Departmental placement schemes: Non-credit bearing placements prearranged by department staff. These include the Law LCC Scheme and The Richardson Peace Institute Internships.

Lancaster Award: Successful achievement of this award partly depends on students' completion of a period of work experience/work placement.

Study/work Abroad: Erasmus and non-Erasmus year abroad.

Unite Placement: ERDF funded placement (£1500 for 140 hours work). Free to the organisation, strict criteria applies.

Santander Placement: A placement scheme open to final year students. Part funded by Santander (£1500) and match funded by participating SME. Students are paid £1000 a month for a 3 month placement over the summer.

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Careers Placement: These placements are advertised on TARGETconnect to all students. Currently no data is being gathered to indicate how many FASS students engage with these opportunities.

Independent Placements: When students arrange their own placement. Currently no data is being gathered to indicate how many FASS students arrange their own placement.

Appendix 11

Departmental Summaries

Department of European Languages and Culture(DELC)

DELC UG programmes all have a work/study abroad option in Year 2. The general feeling within DELC appears to be that with the year abroad element of its UG programme, there is little capacity to introduce a credit bearing module designed specifically with a placement in mind. Therefore, there are currently no credit bearing modules for placements. The department are, however, interested in students doing more to access work experience within the UK but during their own time. With the exception of the links through DELC Alumni, there are very few industry relationships that can be exploited to grow this. Careers tutors and Careers have already had a discussion about how they can make students more aware of the opportunities that are already in existence for this type of placement such as those offered though TARGETconnect. Currently, some UG students do schools volunteering as an extra-curricular option, organised through LUSU and there are plans to raise awareness of this activity working alongside LUSU over the next year. There is currently good engagement with the Lancaster Award but the department would be keen to grow this.

Areas for development

- → Interested in a bank of generic extracurricular FASS placements for UG and PG
- → Identify key DELC Alumni in graduate level positions within industry to build links with a view to taking on placement students

English and Creative Writing

The department are actively engaged in the promotion of placement activities and are interested in growing their students' employability prospects. Currently the department run ENGL376, a UG half unit for schools volunteering run in collaboration with LUSU. E.CW 200: Beyond Undergraduate English and Creative Writing did exist but is now a rolling programme of non-credit bearing activities offered to second and third year students in English and Creative Writing. This programme aims to introduce students to and/or enhance their existing knowledge of careers, employability and graduate research possibilities and is organised in conjunction with Careers. In order to broaden credit bearing placement opportunities beyond the teaching profession, there is interest in developing an UG placement module however there are concerns about protecting the academic integrity of the UG degree programmes. Additionally, there could be scope for introducing a placement element into ENGL301 dissertation module. Currently there are very few industry links that could be explored.

Areas for development

- → Scope for developing a placement as part of dissertation module ENGL301
- → Interested in developing a new UG 15 credit academic placement module
- → Identify key English and Creative Writing Alumni in graduate level positions within industry to build links with a view to taking on placement students

Appendix 11

History

The department of History, by their own admission, currently do little to promote work placements with UG and PG students. They do not currently have either a schools volunteering module, a placement module or a departmental placement scheme for UG students but do offer an MA module HIST491: Historical Consultancy Project. This module is designed to give students an opportunity to work with an organisation outside/within the University or a school (LUSU supported), providing the experience of designing and executing a small-scale historical research project in conjunction with their client. Encouragingly, they are very keen to explore a number of new options with support from Careers and the Placements Officer. The department have a number of good links with local museum and heritage organisations and would be willing to share these in order to explore placement possibilities. The department recognise that encouraging History students to engage with employability activities can be problematic and it was suggested that communicating any new opportunities through the History Society could be advantageous.

Areas for development

- → Interested in developing a new UG 15 credit work placement module
- → Very keen to introduce a schools volunteering module
- → Interested in a bank of generic extracurricular FASS placements for UG and PG
- → Work with History Society to decide the best methods to communicate any offer to students

Law

The department encourage all students to identify placement, internships and pupillage opportunities from day one at the University due to the highly competitive nature of these opportunities and the sector more generally. It is made very clear that the onus is on the student to generate and organise their own placements. The department website offers the students a timetable of where they can find placement opportunities and when they should be looking to start to research and apply for them, in addition to an impressive schedule of bespoke Law events held by Careers with input from a number of external speakers. The department also offer a very limited number of non-credit bearing placements (x12 students) in conjunction with Lancashire County Council. These placements offer one week of experience in several fields per student, running during the Summer Vacation. Criminology also offers 8 UG students the opportunity to work alongside Lancashire Constabulary as part of their 30 credit CRIM380: Police Project (dissertation module). Despite their good engagement with placement activity, the department is also interested in pursuing opportunities for non-law work placements in order to broaden Law students' horizons beyond a traditional career in Law due to the over saturation of Law graduates and the subsequently very competitive job market.

Areas for development

- → Scope for providing a travel expenses fund to encourage students to take advantage of placements in big cities
- → Interested in a bank of generic extracurricular FASS placements for UG and PG

Appendix 11

LICA

LICA promotes the benefits of work experience/placements to their students via a number of means. For UG students, there is the opportunity to take the 30 credit LICA201 Work Placement module which allows students to undertake either a schools placement (through LUSU) or a work placement in a cultural or media-based organisation. Additionally, the creative enterprise module LICA301 provides students with an opportunity to develop an understanding of where creative entrepreneurs add value to social, political, environmental, economic and cultural contexts within 21st Century Britain via the production and circulation of creative work, events and projects. For MA students, the LICA414 Creative Industries Placement provides a real-world placement experience with an organisation in the cultural and creative industries relevant to the students chosen pathway. The department are interested in the support that could be offered to the students before a placement – for example, preparing for their placement workshops run by Careers, drop-ins etc. Additionally, they consider that access to central support from the Faculty whilst they are on placement could be an advantage as would any assistance with reflective practice. However, whilst the department recognise that this 'scaffolding' is needed to get the most value out of work placements, there is a feeling that the best person to do this is within the department itself.

Areas for development

- → Interested in a bank of generic extracurricular FASS placements for UG and PG
- → Possible support for students before, during and after extracurricular placements

Linguistics and English Language

Currently the Linguistics and English Language department provide opportunities for UG students to do a schools volunteering placement as part of a 15 credit module. Additionally, the department are also developing an internal internships opportunity where two students will work on action research over the Summer Vacation. There is interest in the possibility of developing non-credit bearing activity, with the help of Careers, to prepare students for the collection of data for their dissertation which is often done through an Independent Placement over the Summer Vacation. This could include, for example, how to find a placement, preparing for a placement and etiquette in the workplace. There is a feeling that students are not overly motivated to engage in opportunities to find work experience and therefore there are no immediate plans to develop a work placement module. However, the department feel that there could be interest in a generic bank of placements if promoted to the students in the correct way – for example, making explicit to them the benefits of engaging in such an activity.

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Areas for development

- → Interested in a bank of generic extracurricular FASS placements for UG and PG
- → Potential to develop LING317 Linguistics in the Workplace module to include more explicit employability information/input

Politics, Philosophy and Religious Studies (PPR)

PPR offer UG students the opportunity to take PPR390 PPR in Education, a 15 credit schools volunteering module designed to allow students to gain experience of educational environments, to develop transferable skills, and to reflect on the role and communication of their own discipline. Additionally, The Richardson Peace Institute provides a number of non-credit bearing placements to PPR students over the Summer Vacation. Around five teams of five students undertake a piece of action research that provides students with an opportunity to develop their analytical and research skills whilst also gaining experience of working under the guidelines of, and in some cases working with, external organisations (NGOs, think tanks, charities, faith based organisations). The department are particularly interested in growing their network of external contacts particularly in local government, NGOs and political organisations so that placement opportunities can be developed. They would also be keen to access some support for students in organising their own placements and reflecting on them afterwards. The department feel that there are already a lot of opportunities already available through other agencies within the University and perhaps more work needs to be done in making the students aware of them.

Areas for development

- → Interested in a bank of generic extracurricular FASS placements for UG and PG
- → Particularly interested in growing links with local government, NGOs and political organisations

Sociology

Other than placements that are a part of the social work degree, the Department of Sociology do not currently provide any other opportunities for UG and PG students to go on a placement. The department are very keen, however, to develop placement provision and with the help of their newly appointed Project Officer, they plan to look into introducing the LUSU schools volunteering module and possibly another placement module. Additionally, they are working closely with Careers to develop some bespoke activities, some of which could include the promotion of the benefits of placements, preparing for placements etc.

Appendix 11

Areas for development

- → Keen to develop a schools volunteering module
- → Definite scope to develop an UG work placement module
- → Interested in a bank of generic extracurricular FASS placements for UG and PG

Educational Research

Within the department of Educational Research there is an issue emerging for PGT students and where they will access their teaching opportunities from now that there is no UG teaching. The department recognise that this could be an issue and for the first time this year they will have to provide support to PGT students in identifying/generating work placement opportunities.

Area for development

- → Scope for helping to find placements for PGT students

Additional Findings

Careers

Having met with all the Careers Officers and Lancaster Award Manager, there is a desire to work closely with the FASS Placements Officer to increase FASS students' engagement in placements and other careers and employability related activity. There was no data available to ascertain to what extent students already engage with careers activity but with the launch of the new Careers portal, TARGETconnect, the faculty will be able to monitor more closely *who* accesses *what* types of activity and from which *departments.* This may help to shape future events or methods of communication in order to reach more FASS students. A number of paid placements are readily available on TARGETconnect and the Careers team run workshops that prepare students for embarking upon placements. As per previous comments, there is currently no data that illustrates how many FASS students are successful in securing these types of placements or how this compares with the engagement of students from other faculties.

Unite Placements

No data is available to establish the extent to which FASS students engage with these types of paid placements within SMEs in the North West. There is anecdotal evidence (provided by the Unite Project Manager) to suggest that a disproportionately low number of FASS student were involved in the last cycle of funding. Unite have ring-fenced 6-12 placements for current FASS students and unemployed FASS graduates in 2013/14 with placements commencing no later than mid-December.

Santander Scheme

There were no FASS students who took part in this scheme during 2012/13. Following a meeting with the Project Manager, for the forthcoming year up to 8 placements have been ring-fenced for FASS students.

LUSU

LUSU currently runs the schools volunteering module across a number of departments within the faculty on both UG and PG programmes, reaching approximately 200-250 students (LUSU are working to provide the exact figures). Additionally, they provide volunteering placements in a number of community organisations and are in discussion with a number of departments to grow this in order to provide a more varied choice of options beyond teaching. LUSU also advertises paid and unpaid work placements through TARGETconnect from a wide range of community, charity and SME organisations. There is currently no data available around how many FASS students access the voluntary or TARGETconnect placements.

Recommendations

It is clear that there are many opportunities to grow placement activity across the faculty with both UG and PG students. The type and level of support that the individual departments require in order to do this varies but there are common themes that have emerged throughout the meetings with Heads of Department and Careers Tutors. A number of recommendations have been made that the faculty might want to consider in order to grow placement opportunities based upon the feedback from these meetings, current practice in other faculties, in addition to considering how the faculty 'offer' might dovetail with opportunities that already exist across the University. It is worth considering the terminology that is being used in the sector currently around placements so that the faculty's future opportunities are communicated concisely and in parity with the University. Definitions of placement types used by the University taken from NCUB:

Sandwich placements: By sandwich placement we mean a placement that forms an integral part of a sandwich course, whether organised by the institution or the student. Sandwich placements may be of any length but typically are for 12 months in between academic years and may be formally assessed. Sandwich placements are typically paid as full- or part-time employment.

Undergraduate internships: By undergraduate internship we mean a placement with an employing organisation aimed at developing a student's skills, competencies, industrial or commercial understanding, or career development. Internships may be any length, paid or unpaid but are not full-or part-time employment.

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Graduate internships: By graduate internship we mean a placement with an employing organisation aimed at developing a graduate's skills, competencies, industrial or commercial understanding, or career development. Graduate internships may be any length, paid or unpaid but are not full-or part-time employment.

Work experience: By work experience we mean direct experience of working in or observing an employing organisation as a paid employee or unpaid volunteer for the purpose of gaining work related skills, knowledge or competencies and career development.

Work placement: By work placement we mean a placement with an employing organisation aimed at developing a student's or graduate's skills, competencies, industrial or commercial understanding, or career development. Work placements may be any length, paid or unpaid but are not full-or part-time employment

Work-based learning: By work-based learning we mean a placement that forms an necessary part of the course and is assessed and/or accredited via assignments, practicum or project work. Periods of work-based learning may be of any length and are typically not paid as full- or part-time employment.

Work-related learning: By work related learning we mean any learning opportunity provided for the purpose of increasing students'/graduates' understanding of the world of work. Work-related learning may be undertaken in a real or simulated setting.

Appendix 11

Faculty of Arts and Social Sciences
Placements Report | October 2015

Faculty overview of 2014/15

- 33 extracurricular paid placements generated for FASS UG and PG students, hosts as follows:
  - 21% NGOs
  - 12% 3rd Sector (other)
  - 9% Arts/cultural
  - 6 % HE
  - 24% Museums and Heritage

  Not for profit organisations - 72%
  - 9% Publishing
  - 9% News and Media

  SMEs – 18%

  £52,800 (approx.) invested into paid opportunities, funding sourced from:
  - £9,800 Alumni & Friends Funding
  - £14,000 HEIF
  - £14,500 Santander
  - £14,500 Placement Hosts

  135 applications received, 79 interviews held
  159 1:1 Placement appointments provided to UG and PG students
- Successful pilot of History Heritage Placement Module with 11 UG students
- 5 FASS work experience events (Sociology Future Talent, English & Creative Writing Careers Day, Cross Faculty Careers Showcase, Faststream: Careers in the Civil Service & RIIP Poster Exhibition)
- £2000 travel bursary funds accessed by UG students undertaking unpaid placements and History Heritage Placement module pilot students
- Developments with three UG modules and one PGT module with an embedded placement
- Richardson Institute Internship Programme developed to include a dissemination event and enhanced workshops including research posters and employability
- Completion of Higher Education Academy Strategy Enhancement Programme (SEP) looking at embedding employability into the curriculum in the arts and social sciences. The FASS Student Employability Forum will take forward actions and recommendation that have emerged as a result of participation in the programme.

Embedded Placement Modules

Departments are increasingly introducing modules that have employability and placements embedded into them with the support of the Placement Officer and Engagement Manager, significant developments in 2014/15 have included:

- Following a feasibility study funded by a HEIF Knowledge Exchange award, a pilot placement module was delivered with the Placement Officer, Department of History and eight museums and heritage organisations during Lent term 2013/14 to the summer term 2014/15. 11 students successfully completed their placements and credit-bearing work placements module (HIST299 *From Education to Employment*) is due to come on stream in 2015-16
- Developments with a new Criminology Innovation module to bridge the gaps left by the Police placement module have been successful. CRIM301 *Criminology Innovation*, convened by Sarah Kingston, is due to come on stream in 2015-16. Developed by Stuart

Kirkby, the Engagement Manager and the Lancashire Police Crime Commission, it is envisaged that students will work on live projects as part of the module
- DELC MA module DELC422 *Translating in a Professional Context* approved and due to come on stream in 2015/16
- The Sociology Department has started to develop a dissertation placement module, work is ongoing with the department, the Placement Officer and Engagement Manager resulting in SOCL361 *Research Project by Placement* due to come on stream in 2016/17.

Extracurricular FASS Placement Opportunities

- The FASS Placement Scheme offered 33 opportunities in 18 organisations for UG and PG students with good representation of departments as follows:

    - History – 36%
    - English & Creative Writing 24%
    - PPR – 15%
    - Law – 9%
    - LAEL – 6%
    - LICA 6%

    The majority of students who undertook placements were in their UG 3rd Year (67%) and UG 2nd Year (21%) and the rest made up of UG 1st Year (3%), PGT (6%) and PGR (3%). Placement hosts this year included the BBC, The Conversation, RedR, Carnegie Publishing and The Dukes.
- The Richardson Institute offered 64 UG research internship opportunities in 2014/1, largely to 2nd and 3rd year PPR UG students. Project hosts included the MOD, Maslaha, the Institute for Strategic Dialogue and Radicalisation Research. The scheme culminated in a well-attended poster exhibition in the LICA building with participating students presenting their research to peers and staff.

2015/16 and beyond

- Embedded placement modules – of the new modules on offer, HIST299 is oversubscribed, CRIM301 has 9 students enrolled and DELC422 has 4 MA students signed up. Overall, there is an increase in students undertaking modules with a work experience/placement element in 2015/16
- Extracurricular FASS Placement opportunities – the FASS Placement Scheme has a HEIF funded financial commitment of £20-£30k, in addition to Santander match funded internships allocation and additional funds for FASS to manage the pilot of a Santander non-match funded option for very small SMEs and non for profit organisations (£10K). Approximately40 opportunities will be available in summer 2016. The Richardson Institute Internship Programme – so far 107 students from across the Faculty have signed up for the scheme this year working on 17 projects.

Numbers of students engaging in placement opportunities 2012/13 – 2015/16

Embedded Placement Modules		Academic Year			
		2012/13	2013/14	2014/15	2015/16
CRIM380	Criminology Dissertation (Police Placement)	-	7	3	0
CRIM301	Criminology Innovation				9
DELC310	Year Abroad	96	70	61	58
DELC422	Translating in a Professional Context	0	0	0	4
ENG376	Schools Volunteering	21	15	7	17
HIST000	History Heritage Placement Module			17 (pilot)	12
LICA201	Placement Module (incl. Schools)	31	21	18	17
LICA301	Creative Enterprise	38	39	31	44
LING301	Dissertation Placement	0	0	1	0
LING319	Schools Volunteering	0	0	5	11
PPR390	PPR In Education (Schools Placement)	15	19	14	14
SWK275	Social Work Placement 1	50	25	37	33
SWK373	Social Work Placement 2	0	45	31	36
	Subtotal	251	241	225	255
Extracurricular Scheme/Initiative Placements		Academic Year			
		2012/13	2013/14	2014/15	2015/16
Richardson Institute Internship Programme		25	50	64	107
FASS Placement Scheme			43	33	40*
	Subtotal	25	93	97	147
Total number of embedded and extracurricular FASS placement opportunities		**276**	**334**	**322**	**402**

**indicative for 2015/16 based on current funding levels.*

K Dunbavan | 26.10.15

Appendix 13

Embedding Employability: Strategic Enhancement Programme

Faculty of Arts and Social Sciences

Project title: Developing a flexible framework for embedding work based learning modules into the curriculum

Contacts:

Frank Dawes, Director, Lancaster Institute for the Contemporary Arts and Module leader for *LICA 201 Work Placement*

Olga Gomez, Senior Teaching Fellow, European Languages and Cultures and Module leader for *DELC216: Professional Contexts for Modern Languages*

Kate Dunbavan, Placements Officer, Faculty of Arts and Social Sciences

Sarah Fox, Careers Education & Guidance Manager, Lancaster University

Charlotte Stuart, Enterprise Partnerships Manager, Faculty of Arts and Social Sciences

July 2015

1. Introduction

The aim of the project was to develop and test a toolkit which provides guidance to staff on a process for adapting and implementing a faculty based 'shell' work based learning module. The project focused on the different ways in which this module can be integrated into the curriculum recognising that a one size fixes all approach is not appropriate given the wide variety of departments in the Faculty of Arts and Social Sciences at Lancaster.

2. Enhancing student learning experience

From a student perspective the project was intended provide specific guidance on how to support students in assessing their own employability skills, developing them further during the work placement module, evaluating this effectively and subsequently being able to articulate these skills to future employers.

3. Approach and activities developed:

We set up a working group to work through the HEA *Defining and developing your approach to employability: A framework for higher education institutions (*2013).

We identified as good practice that our main way of addressing employability is by means of a limited number of work placement and enterprise modules and specific learning outcomes that relate to application of skills and emotional intelligence, personal development, reflective and independent learning and report writing. We also have a faculty wide Placements Officer and organise events which include professional bodies.

We identified the following gaps:

- Employability has been defined in our institution, but how it is to be addressed and embedded is not explicit. The 2020 Lancaster University Strategy document mentions engagement as an overarching strategic goal and also DELHE statistics. It became one of our goals to explore ways of expanding notions of measuring employability.

- In the process of implementing strategy, we felt there were gaps in how colleagues are made aware and students are supported. We committed to work on setting up processes for ensuring and measuring the development of employability across the faculty.

- We are actively seeking the support of our faculty colleagues by disseminating our work through the FASS Employability Forum. We plan to meet up with some of the members of the university that can move policy forward and also support the course approval process.

One issue to consider in the development of our project was the promotion of skills profiling for students. The Students Union also has a very active programme of employer engagement and we need work with them as key stakeholders while working on developing an embedded and academic employability programme.

We already have a model "shell" course to be reworked by individual subjects/ departments in generic, subject-specific needs and individually validated by the faculty teaching committee. To achieve parity, and robust preparation for academic reflective practice, some indicative work on academic reflection can be shared/discussed as part of the workshop we envisaged as part of the project. This way we would ensure the development of a variety of innovative assessments and to collate and build understanding of needs of relevant professional bodies. This process might see us reviewing the membership of the Faculty Employability Forum and its terms of reference so as to develop a faculty wide placement preparation programme. We discussed the workshop for academic staff as part of the project being the first of many such sessions.

Following on from this, several employability skills models were reviewed in order to identify 'common' skills across these. Using Cole and Tibby's (2013) HEA document 'Defining and developing your approach to employability' we identified employability models developed by Dacre, Pool and Sewell (2010) and the CBI and NUS framework (2011). In addition we referred to the Lancaster University's skills bank which is used by Careers to highlight the employability skills graduates need to develop. We also considered Jones and Warnock's (2014) competency framework for student work based learning and the Institute of Director's 2007 survey of employability skills. The skills and competencies identified in these models were mapped onto an employability skills matrix in order to identify commonly occurring skills (see appendix 1).

The next phase of the project was to run a workshop with employers and recent alumni (2014) in March 2015 which was designed to interrogate in two stages firstly what employers looked for in graduates, and secondly, if the skills included in our matrix were the type of skills employers were looking for in graduates. In small groups that fed back to the larger group of 25 (that included the project team), we discussed with employers the skills that graduates they had employed lacked, what they were looking for and finally, to check if they agreed or disagreed with the matrix we had developed. Employer satisfaction was generally high except perhaps in business and customer awareness, a finding similar to that reported in the CBI/Pearson Education and Skills survey (2014).

The workshop allowed us to confirm that the skills identified in the previous mapping exercise were the skills employers were looking for. Our discussions with local employers brought up the fluidity of the language of skills that we use. Different groups had different approaches to the 'hierarchy' of skills and the process by which students may work with these.

Some employers also discussed the need for 'Business Studies' related teaching, a notion that is problematic for thinking through Employability in a Faculty of Arts and Social

Sciences. Subsequent discussions allowed us to elaborate a 'Professional Contexts' approach to embedding Employability into our subject disciplines. Such an approach would support students to explore, as part of their reflective work placement reports, the financial, business and policy context of the placements that our students undertake which are specific to a variety of subjects and careers in Arts and Social Sciences (such as archival work, translation, advocacy for NGOs, creative enterprise, and literary broadcast, and media industry). We returned to these insights in our staff workshop.

As a preparation for the academic workshop, a further mapping exercise of the generic skills identified in QAA's benchmark statements for all subject disciplines in the Faculty of Arts and Social Sciences (FASS) was completed covering the following subjects:

Art & Design	Criminology	Drama	English
History	Film, Media and Cultural studies	Languages	Law
Linguistics	Philosophy	Politics	Sociology
Theology and Religious studies			

The resulting generic skills matrix identified the commonly occurring skills across the subject areas in FASS (see appendix 2). Many of these generic skills were congruent with the employability skills however there were some which were not recognised as employability skills these included skills such as: Formulating arguments and Information search/retrieval. The most commonly occurring generic skills which were congruent with the employability skills were mapped onto the employability skills matrix to identify the common employability skills. The employability skills that featured most prominently across all subject areas in the faculty were:

1. Communication skills (verbal and written)
2. Problem-solving
3. Team-work
4. Self-management
5. Computer literacy/IT skills

Two skills that were common across the majority of employability skills models but were given little or no importance in the subject benchmarks were:

- Business/Commercial awareness
- Numeracy

4. The emergence of a set of threshold employability skills

A faculty 'employability' workshop was held on April 28th with staff across all departments in the FASS where a discussion took place to identify a set of 'threshold' employability skills that could be considered to be common across all subjects and departments in the faculty. This resulted in an emerging model of employability threshold skills which could be considered to be applicable across all departments in FASS and other related skills which could be considered to be more relevant for specific subjects.

Employability - threshold skills

1. Communication skills (verbal and written)
2. Problem-solving
3. Team-work
4. Self-management
5. Computer literacy/IT skills
6. Business/Commercial awareness
7. Numeracy

Other related skills:

8. Adaptability/flexibility
9. Ability to work independently
10. Decision making
11. Planning and organising
12. Initiative taking
13. Creativity
14. Leadership skills
15. Self-awareness
16. Analytical/evaluation skills
17. Networking
18. Cultural sensitivity

5. Using the threshold skills within a work based learning module

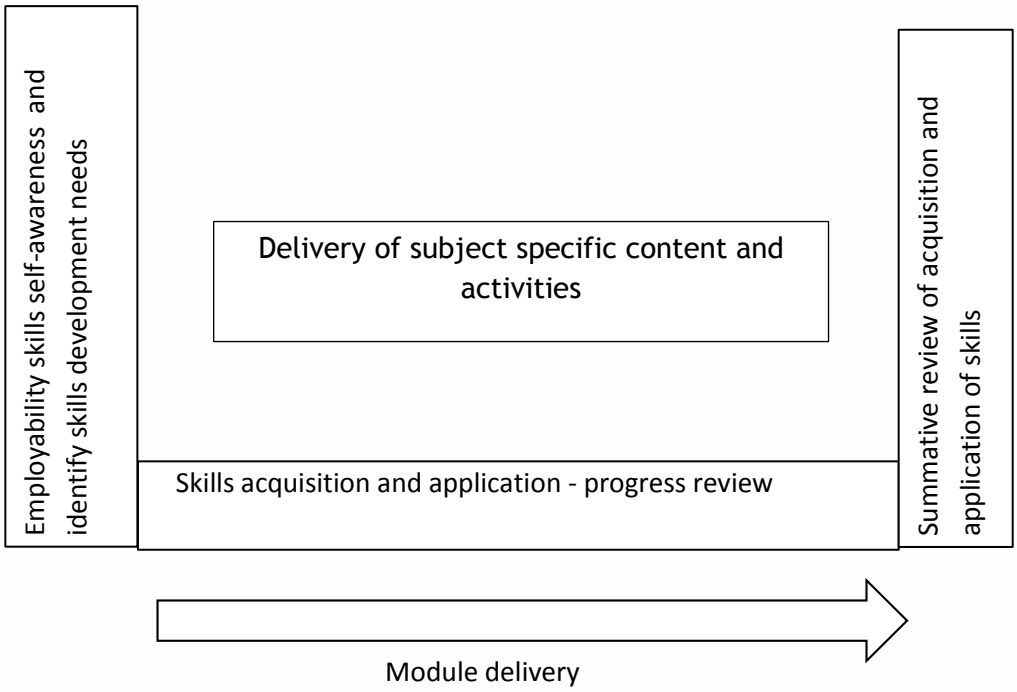
We have adapted the 'capability envelope' identified by Stephenson and Yorke (1998) and Stephenson (2001) to provide a framework for the faculty 'shell' work based learning module. This is designed to take students through a three phase process:

- Awareness raising– raise student awareness of employability skills, complete a self-audit of these, using different approaches such as workshop(s), self-assessment diagnostic tool(s)
- Acquisition of skills – student identifies a range of skills that they aim/want to develop on placement and develop strategies for acquiring these.
- Application – application of skill(s) to placement activities

Within the work based learning module this involves:

1. An initial employability skills assessment stage, where students are supported in reflecting on their employability skills and identifying areas where they plan to develop these.
2. A series of subject related learning activities relevant to their appropriate subject discipline
3. A progress review stage running in parallel to (2) which is designed to enable students to reflect on their progress in acquiring their skills and identifying how these skills have been applied knowledge and their need to adjust their planned activities due to changes in work placement activity. Opportunities will exist for students to be supported in this process by various stakeholders including academics, the Careers Service and employers collaborating in the work placement modules. This will be captured through a range of methods such as learning journals, critical incident diaries, blogs, vlogs and other tools that can be used for on-going reflection.
4. A final review or demonstration stage in which students are expected to reflect upon what has been learned in the previous stages and demonstrate what they can now do as a result. This can be done through a variety of ways such as: reflective reports which integrate competency based frameworks, presentations with evidence from learning logs and/or blogs, external reports from employers.

This is illustrated below:



6. Staff workshop

As the project came to a close, we gathered some academic staff who had some interest in teaching and learning and employability. They were asked to work with the matrix of Employability skills we have developed in order to discuss the processes by which students might engage in development activities. This threw up similar discussions as the employers along the lines of how to order and engage with the development of skills over successive years of a degree programme. What, for example, would be a first year level of problem solving or a final year one? This emphasised our interest in individual students' 'ordering' of skills via self-assessment and articulating their personal development via a variety of narrative forms. One process worked particularly well at this workshop. Academics were asked to choose one or two of the generic skills identified in QAA's benchmark statements and explore and discuss ways in which they might be embedded in their subject discipline. Having already worked with the matrix earlier in the session this exercise was very productive and a good model for further workshops.

7. Developing resources

We have developed the following resources:

- Employability 'threshold skills model for Arts and Social Sciences students
- Employability skills self-assessment tool (See appendix 3)
- Faculty of Arts and Social Sciences work-placement 'shell module'
- An emerging knowledge-bank of strategies for embedding skills into the curriculum (from the academic staff workshop)

8. Impact

The HEA's Impact Assessment Framework (2013) identifies that institutions should use the following generic levels of impact to report on the effectiveness of changes:

- Raised awareness – has the project changed participants' views towards the role and importance of work based learning?
- Increased understanding – has the project improved academic staff's understanding of work based learning?
- Changed practice and/or policy – has the project had an impact on department's involvement with work based learning?

The table below identifies the scale of impact that this project has had in the Faculty of Arts and Sciences and provides details of the impact indicators:

Level of impact	**Scale of impact**	**Impact indicators**
Raising awareness	Across the Faculty of Arts and Social Sciences	Raised awareness of the employability within departments across FASS Evidence - attendance at workshops and faculty employability forum
	Beyond the university	Employers attendance at workshops
Increasing understanding	Across FASS	Increased understanding of the role of work placement and the different approaches available Evidence - attendance at employability forum/workshop; new module developments
	Beyond the university	Increased understanding from employers of what placement students can do. Evidence - student placement activity with employers
Changes in practice and/or policy	Structural	Faculty placement coordinator role established within FASS
	Structural in relation to the degree schemes	New work placement modules approved for 2015-16 in History and European Languages and Cultures English and Sociology are planning to develop modules in the next academic year
	Cultural	Increased understanding of the importance of improving the employability of FASS students.

	Systems/Processes	Guidance to academic staff on the employability skills students should reflect on. Self-assessment skills audit tool for students Guidance on how to embed reflection into the work placement experience

9. Lessons learned

- We were slightly ambitious in planning to present a finished version of guidance framework to workshop 3 in June 2015.
- Involvement in an external network (such as the HEA strategic enhancement programme) can accelerate internal processes and supports staff engagement. With the help of the project, we have new work based learning modules for the academic year 2015/6.
- The final workshop has been invaluable in surfacing the different ways in which departments in the faculty embed skills into the curriculum. We plan to develop a knowledge bank of these activities in order to share best practice.
- Mapping employability skills to the QAA benchmarks makes for a powerful catalyst to academic thinking through of employability.
- The elaboration of a 'Professional Contexts' approach to embedding Employability works well with our subject disciplines. Such an approach would support students to explore, as part of their reflective work placement reports, the financial, business and policy context of the placements that they undertake that are specific to a variety of subjects and careers in Arts and Social Sciences (such as archival work, translation, advocacy for NGOs, creative enterprise, and literary broadcast, and media industry)

10. Next steps

- It has become apparent that the Faculty Employability Forum's primary focus on information sharing on new developments has been sped up by this project.
- The autumn 2015 Forum will be used to present the guidance framework developed so far.

- While the work done in the Forum up to now was invaluable, we foresee the Forum's future direction as working more closely with the teaching and learning staff in the Faculty.

- We also foresee the Forum being mobilised more to explore the embedding of skills into our specific disciplines and the development of subject-specific versions of careers activities, so that we are developing activities tailored to our specific academic needs.

11. Key messages

- The process of self-evaluation, self-reflection is essential for students to make meaning of their personal skills journey towards employability and works well with humanities subjects.

- A 'Professional Contexts' approach would support students to explore, as part of their reflective work placement reports, the financial, business and policy context of the placements that they undertake that are specific to a variety of subjects and careers in Arts and Social Sciences and thus bring a more nuanced view of 'business/ customer awareness'.

- Space must be made for academics across subjects for thinking through the curriculum and to engage together in staff development activity, best practice sharing and feedback on progress made. The QAA benchmarks proved helpful here.

- Working across departments has enabled examples of good practice to emerge in how to develop and embed skills within the curriculum.

- Developing students' employability skills is an important issue for HEI's - embedding work based learning modules within the curriculum provides an important opportunity for students to develop, and articulate their development, of these skills.

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Appendix 1**: Employability Skills Map**

Skill/Behaviour	**IoD (2007)**	**CBI/ NUS (2011)**	**Dacre Pool & Sewell (2010)**	**Lancaster University Skills Bank**	**Warnock and Jones (2014)**
Verbal communication	X	X	X	X	X
Written Communication	X	X	X	X	X
Problem solving	X	X		X	
Teamwork, co-operation with others	X	X	X	X	X
Business & customer awareness	X	X	X	X	X
Planning and organising			X	X	
Application of numeracy	X	X	X	X	
Computer/ IT Literacy	X	X	X	X	
Flexibility/ Adaptability			X	X	
Postive 'can do' attitude	X	X			
Decision making skills	X		X	X	
Imagination/ Creativity			X		
Influencing/ Negotiating skills	X				
Initiative taking / Self-confidence	X		X	X	
Identifying and working on opportunities			X		
Leadership skills	X			X	X
Self-management and professionalism			X	X	X
Self-awareness of own skills and abilities				X	
Ability to meet deadlines	X				
Ability to work independently	X		X		
Networking skills	X			X	
Cultural sensitivity				X	

Appendix 2: **Generic Skills from subject benchmark statements**

Skills	**Art & Design**	**Criminology**	**Drama**	**English**	**History**	**Film, Media/ Cultural**	**Languages**	**Law**	**Linguistics**	**Philosophy**	**Politics**	**Sociology**	**Theology**
Communication skills	X	X	X	X	X	X	X		X		X	X	X
Problem solving skills		X			X		X	x	X		X		X
Teamwork	X	X	X	X	X	X	X		X		X	X	X
Self-management / Planning /organising	X	X	X	X	X	X	X	X	X	X	X	X	
Computer/ IT literacy		X			X	X	X	X	X		X	X	X
Flexibility / Adaptability	X					X	X			X			X
Decision making skills													
Imagination / Creativity			X	X	X	X	X			X			
Analytical/Evaluation Skills	X	X	X	X	X		X	X			X		X
Working independently	X		X	X		X	X	X	X	X	X		X
Information search / retrieval	X	X	X		X	X	X	X	X	X	X	X	X
Formulating Problems/Arguments		X	X		X	X	X		X	X			
Cultural sensitivity				X			X		X		X		
Empathy/mediating skills							X						X
Numeracy/Statistics		X										X	

Appendix 3 **Threshold Skills – Self audit**

The skills in this audit have been identified as the key skills that students in a Faculty of Arts and Social Sciences should be developing through their degree programme in order to meet expectations of employers. These provide the core skills that underpin your learning in different contexts enabling you to adapt and apply what you have learned to skills to different situations.

We all possess a range of skills we are skilled in some areas and may lack skills in others the self-audit is designed to help you to reflect on the skills you do possess and identify areas where you want to improve. The evidence you provide to demonstrate how you have applied these skills will help you demonstrate in your CV and in job application forms the skills that you possess.

Self-assess yourself using the following scale:

1	I don't know
2	I have not started to develop this
3	I have some experience but need help
4	I have quite wide experience and are able to do this
5	I have wide experience of this and able to help others

Skill	**1**	**2**	**3**	**4**	**5**	**Evidence to justify your rating – you may use another sheet to do this.**
COMMUNICATION SKILLS - I produce clear written work in a range of styles/formats (essays, reports, dissertations) - I speak clearly and confidently to a variety of audiences						
PROBLEM SOLVING - I am able to identify the key components of a problem - I am able to identify options - I am able to plan and implement appropriate solutions to problems						

TEAM WORK - I work confidently in group situations - I contribute my own ideas in group situations - I listen to views of others - I accept and learn from constructive feedback - I provide constructive feedback to others - I work co-operatively to achieve team goals (e.g. work to agreed plans)						

SELF MANAGEMENT - I am able to plan and manage my time effectively - I prioritise and schedule tasks/activities - I set realistic personal goals						
NUMERACY - I am able to process and manipulate numerical data - I understand data that is presented in a number of ways (graphs, charts, spreadsheets)						
IT SKILLS - I use software to produce written work - I use software to produce presentations, graphs and tables - I keep up to date with and use digital media to enhance work within and outside university						

ORGANISATIONAL AWARENESS - I understand the wider environment within which organisations operate (e.g. how specific govt policy can affect organisations, how the social and economic environment influences organisations) - I to understand how organisations operate – e.g. the different departments and functions within organisations						

What to do with your results?

Where you have a score of 3 or less reflect on what you can do to improve each skill this can be outside of your degree or integrated into your academic work and work placement. Use the table below to put together an initial plan.

Skill	Action(s) to be taken

Appendix 14: FASS Graduate Interns 2014/15

Contact		Dept	Opportunity	Candidate
Jamie	Eastman	LICA	Supporting the Marketing and Communications Manager	Chris Kirby
Elena	Semino	(Linguistics and English Language)	Metaphor in End-of-Life Care (MELC) Coordinator	Lorna Holden
Simon	Mabon	Politics, Philosophy &	The Richardson Institute Internship Programme (RIIP) Coordinator	Jacob Glenholmes
Simon	Mabon	Politics, Philosophy &	The Richardson Institute Internship Programme (RIIP) Coordinator	Paul Mortimer
Simon	Mabon	Politics, Philosophy &	The Richardson Institute Internship Programme (RIIP) Coordinator	Paul Tanner
Charlotte	Baker	FASS	Web Coordinator (Albinism in Africa)	Tom Bright
Julia	Gillen	FASS	The Literacy Research Centre Project Coordinator	Cael Rooney
Graham	Mort	FASS	Writing for Liberty Centre for Transcultural Writing and Research (CTWR)Project Coordinator	Hannah Barlow
Lindsey	King	FASS	Web Coordinator (FASS-Enterprise Centre)	Phil Robertson

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Supported by donations from alumni and friends of the University through the Lancaster University Friends Programme

Foreword: Prof. Chris May

The FASS Enterprise Centre has been working to develop the engagement and knowledge exchange strategy for the Faculty of Arts and Social Sciences. The recruitment of Joe Buglass to work with me to push this project forward was a real game changer. When Joe came to me with the idea for Campus in the City I could immediately see how great it could be but also how time consuming it would be to make it work. Joe spent much of the six months prior to launching CITC working hard to make it a success.
This project has demonstrated the wide interest in Lancaster in what the Faculty's researchers work on, and as importantly delivered real value to the community alongside the local businesses who benefitted from the project's ability to draw extra people into St.Nicholas' Arcade. I am very glad that the FASS Enterprise Centre has been able to establish Campus in the City as a viable method of engagement but its success is a real testament to Joe's energy and determination. I hope you find the report interesting and it whets your appetite for the return of CITC in 2015.

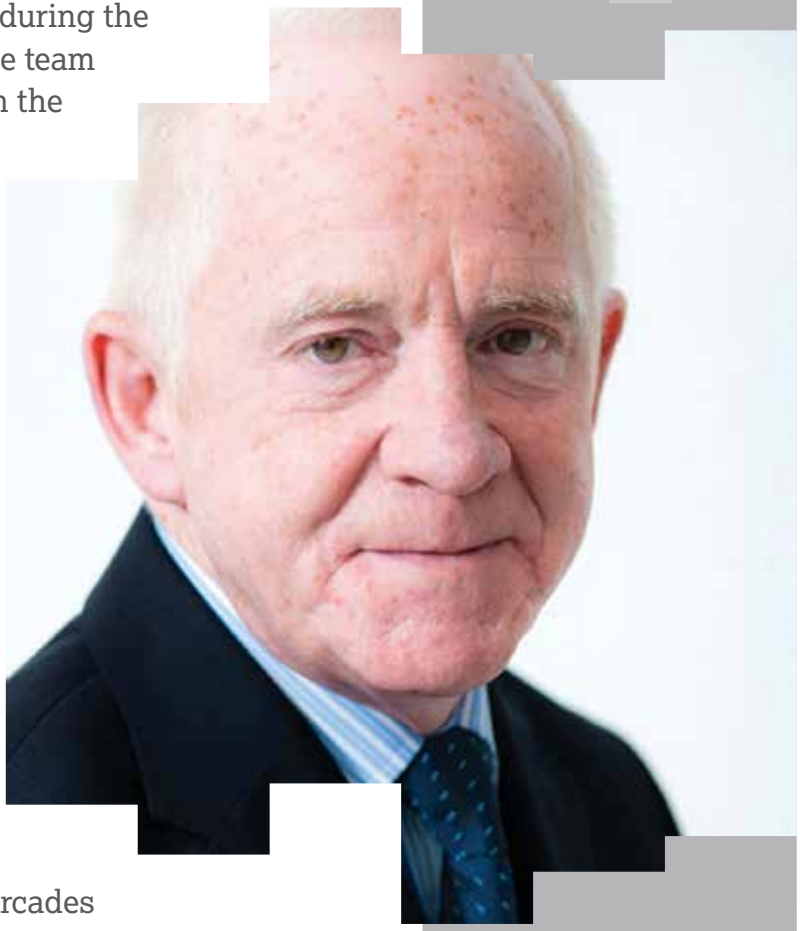
Christopher May, Professor of Political Economy

FASS Associate Dean: External Relations & Enterprise

Foreword: Jerry North

We were happy to see a recently vacated unit in the centre put to excellent use by Lancaster University during the early part of 2014 as Campus in the City. The team transformed what would have been a 'blot'on the vibrancy of the Ashton Walk Mall into a hub of varied activity during their period of occupancy. This helped maintain and even augment on occasion the visitor numbers to this area of the centre and prompted an increased interest in the unit from other potential users.

Based upon our experience of this very successful first time experiment we have been happy to maintain our dialogue with the team at FASS and look forward to more successful partnerships in the future.



Jerry North, Centre Manager of St Nicolas Arcades

www.stnicholasarcades.co.uk

Introduction and our aims

"We will play a wider role of engagement as a civic leader – contributing and leading culturally, socially, intellectually and economically"

- Lancaster University's Strategy document

The Faculty of Arts and Social Sciences Enterprise Centre (FASS EC) exists to encourage and assist academics and students to be innovative and enterprising in how they carry out research and how they use that research to create impact.

Campus In The City was an 11 week FASS EC project that was a first for Lancaster University in its 50 year history. Funded by the Higher Education Innovation Fund (HEIF) and the Alumni Office's Friends Programme, CITC was designed to take research and activities from campus and put them into a retail unit in a city centre shopping arcade.

Its aims were to:

- Show the public what goes on at the University and its relevence to their every day lives
- Build closer links with the local community
- Help the business community by occupying an empty commercial space with activities that would increase Arcade footfall.
- Provide academics and students with a chance to engage with the public directly

Over the 11 weeks (5th Feb – 19th April) there were 35 events all designed to help achieve the University goal of actively communicating with local businesses and communities. 23 of these events involved collaborations with external (usually local) groups and organisations.

CITC Fact: By the final day **3384** people had visited CITC.

Programme of events

Week 1

Meet The Racing Car - Wednesday
FemFest (Part 1) - Thursday
FemFest (Part 2) - Friday
Adult Relationships in Childrens Literature - Saturday

Week 2

WWI - Wednesday
WWI - Thursday
WWI - Friday
WWI - Saturday

Week 3

Colourful Soles - Wednesday
Chile 40 years on - Wednesday
Colourful Soles - Thursday
Colourful Soles - Friday
Adult Relationships in Childrens Literature - Saturday

Week 4

Babylab - Wednesday
Metaphors In End Of Life Care - Thursday
L and M College Employability Event - Friday
Philosophy Session - Friday
SOLO - FASS PG Entrepreneurs exhibition - Saturday

Week 5

Think You Know About Breastfeeding - Wednesday
Think You Know About Breastfeeding - Thursday
Think You Know About Breastfeeding - Friday
Think You Know About Breastfeeding - Saturday

Programme of events

Week 6

Making Better Humans - Wednesday
Ecelctic Art - Wednesday
Making Better Humans - Thursday
Making Better Humans - Friday
Insolvency - CPD - Friday
Troubled Families Brentwood - Friday
Business Ideas Generation - Saturday

Week 7

Guatamala Talk - Wednesday
Philosophy Drop in - Friday
Write For Life Event - Saturday

Week 8

Bipolar Awareness Event - Wednesday
Bipolar Awareness Event - Thursday
The Lancashire Witches: Then and Now - Friday
Philosophy Drop in - Friday
Lakeland Website - Saturday

Week 9

Room Temperature Exhibition - Thursday
Room Temperature Exhibition - Friday
Meet The Racing Car - Saturday

Week 10

Business Ideas Generation Session - Wednesday
Animal Care - Friday
Philosophy Drop in Session - Friday

Week 11

Business Ideas Generation - Monday
Lancaster and WW1: Mobilisation and Casualites - Tuesday
Messages Back: Capturing the experience and aspirations of the people of Lancaster - Wednesday
Business Ideas Generation - Thursday
Spanish Taster Session - Thursday

Event highlights

CITC was an opportunity to provide academics and students with a chance to engage with the public directly

Lancaster and the First World War: The King's Own, Casualties and Westfield War Memorial Village then and now - 12th February – 15th February

"I have to say CITC has been fantastic for me! I've met people who grew up on the village that I've never met before and that's after placing advertisements in the local places"

- Martin Purdy PhD on the Westfield War Memorial Village

A collaboration between the History Department, the King's Own Regimental Museum, and the Lancaster Military Heritage Group. The event exhibited a unique online map highlighting the homes of local WW1 casualties to demonstrate the impact of the war on Lancaster. Martin Purdy (History PhD) gathered visitor's memories of the Westfield War Memorial Village.

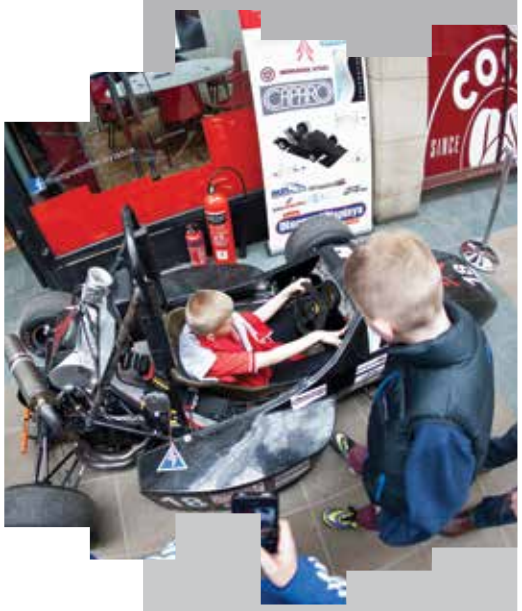
CITC Fact: 593 visitors attended this event over 4 days.

Meet The Racing Car - 5th April

"We wanted to show the car to the public and stress it was students who built it. We also took the opportunity to let people know about our local sponsors, and that TV presenter James May is our patron. It was also a great opportunity to tell people about engineering at the University and how they can get involved"

- Anita Crompton (Lancaster Racing Team Member)

The Lancaster Racing Team (from the Engineering Department) brought down their racing car allowing the public to sit in it and find out more about engineering in general at the university.



CITC Fact: 767 visitors attended this event in a single day.

Business feedback

CITC helped the business community by occupying an empty commercial space with activities that would increase Arcade footfall and heighten visibility

CITC sought to add value to the neighbouring businesses in the Arcades by increasing footfall.

We used a local independent coffee house Vincenzo's for all our catering needs.

Helen Driver and Elvin Kacani - Manageress and Owner of Vincenzo's Coffee House respectively
www.vincenzoscoffeehouse.co.uk

"We've definitely noticed an increase in footfall since CITC has been here. Its nice to see new faces come in and we hope CITC definitely continues in the future. It causes interest! People come in and see the flyers and want to know what's going on. It's nice to have something different in the centre"

Matthew Wallis - Manager of GNC Lancaster
www.gnc.co.uk

"I wish CITC was more permanent! It's really helped local businesses and helped us massively being located across from it. We fully support CITC"

Mohammad Ansari - Owner of Dress II Impress

"After it opened next door to me I saw a big difference in the number of students coming into the shop. CITC has given me an increase in business"

If you're a local business and want to explore the possibilities of working with FASS EC contact FASS Enterprise Officer Joe Buglass on 01524 510808 or j.buglass@lancs.ac.uk

Community feedback

CITC gave the public an insight in to what goes on at the University and its relevence to their everyday lives

"A lot of people within Lancaster just see it [the university] as just something up the road and they've got absolutely no idea of what goes on there. I think it's a really good idea that Campus In The City can bring things down here of interest that people can look at"

- Christine Nightingale

"What they do at Campus In the City could actually be of benefit to the community"

- Marcus Forrester

"What I've got out of it I suppose is encouragement. It's good to see something like this happening in Lancaster"

- Janet Regan

CITC Fact: 228 visitors voted for us to stay…only **13** voted for us to go!

In the press

The Higher Education

Total readership of 95,000

The Higher Education

Reaching an average monthly audience of 767,000

Mail Online

World's biggest online newspaper, reaching in excess of 100 million people

Insider News

Subscription newsletter reaching 120,000 businesses across North West

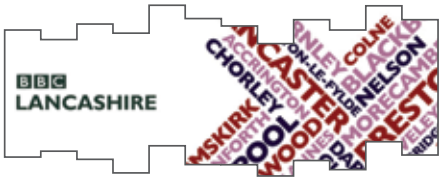
Lancashire Evening Post

Reaching a total readership of 91,000

FE Community

BBC Radio Lancashire

News story on 'Campus in the City'



In the press

Lancashire Evening Post

Witches cleared in retrial 400 years late

Pendle dozen were 'fitted up' say jurors at Lancaster

lep.co.uk

Reaching an online audience of 283,000 across the UK

Witches cleared in re-trial 400 years late

BBC Radio Lancashire

Interview with Professor Elizabeth Shove, reaching prime breakfast audience

Graham Liver

Click Green

Leading green energy and environmental news site

Dressing down in the office helps save the environment, says research

BBC Radio Lancashire

Interview with Dr Stephen Pumfrey on drivetime show

Gary Hickson

Lancashire Telegraph

News 3

TRIAL

Guilty of witchcraft? You can be the judge

PEOPLE are being given the chance to be jurors at a re-trial of the Pendle Witches.

The statue of 'witch' Alice Nutter at Roughlee

Lancashire Telegraph

Telegraph

PENDLE

Were the Pendle witches guilty of witchcraft? You can be the judge

The Citizen

Were the Pendle witches guilty of witchcraft? You can be the judge

PEOPLE are being given the chance to be jurors at a re-trial of the Pendle Witches.

The chance to deliver the verdict on the 1612 trial of the witches is just one of a full day of events looking at the story.

With special thanks

- The community of Lancaster
- The academics and students who got involved in CITC
- The staff of Vincenzo's Coffee House
- The staff of St Nicholas Arcades
- The Alumni and Development Office

FASS EC is always interested in opportunities to engage with local organisations and groups. If you have an idea or would like to explore possibilities please don't hesitate to contact us.

Contact FASS Enterprise Officer Joe Buglass
01524 10808 • j.buglass@lancs.ac.uk

Appendix 16

Campus In The City (CITC) Report 2014/15

Campus In The City (CITC) is a university- wide project led by the Faculty of Arts and Social Sciences Enterprise Centre (FASS EC). Its aims are to:

- Enable the local community to see what happens on campus on an everyday basis and engage with the research and other activities taking place
- Provide academics and students with a chance to work with the public, to showcase their work and other activities, achieve research impact, (the demonstrable contribution research makes to society and the economy), and to evidence that impact.

The project was designed with Lancaster University's engagement strategy in mind and CITC Project Manager Joseph Buglass was awarded a Staff Award For Outstanding Contribution for his work on the project.
CITC 2 was a partnership project with the following organisations:

- **Lancaster and Morecambe College**: who renovated the CITC shop space providing their Construction students with critical real life experience and ran events in the space.
- **The Dukes Theatre:** who kindly provided staff members and films for foreign language and science fiction film evenings
- **Lancaster Business Improvement District (BID):** who contributed to CITC financially (£1500) and occupied the shop every Monday
- **Lancaster and District Chamber of Commerce:** who helped market the project and ran events in the shop
- **Lancaster City Council:** who gave us 5 Cheapside, the CITC base, rent-free

The Alumni and Development Office generously contributed £1226.87 to the CITC budget.

All Faculties of the University took part in this year's CITC as did the Students' Union (LUSU) which reflects the growing popularity and appreciation of the project across campus. The ISS Innovations Team took part, internet was provided by LUNS and multiple student societies ran events in the CITC space. FASS had 18 events, the other three Faculties organised eight events, LUSU and students worked on 18 events, and another 18 events were collaborations between local external organisations and FASS.

The expansion and development of Campus In The City

The original Campus In The City took place in 2014 and ran for 11 weeks in a commercial unit in St Nicholas Arcade (the sole project partner). The event was widely considered a success with 3384 visitors to the shop, 30 events run and 228 people voting for CITC to be repeated. The project garnered widespread media attention from local to national press and radio, featuring in the media over 27 times.

Campus In The City 2 in 2015 expanded upon the successes of 2014, this time with 5 partners. Despite only running for 10 weeks, this year's CITC saw 5756 visitors engaged through 62 different events. 428 people voted across three different polls regarding CITC's future and again the project caught the attention of the media 21 times, including being featured in the *Times Higher Education Supplement* twice.

Recently other universities have expressed an interest in the CITC model and possibilities of joint working.

The total cost of the first CITC was £25,819.77. Through lessons learnt we managed to reduce the costs of CITC 2 to £17,856.79 (this doesn't include the salaries of the two staff members involved in organising CITC one of whom was part time). Lower business rates, no rent and help with marketing from our partners contributed to savings on the second CITC project.

Appendix 16

Lancaster Feedback

5756 visitors engaged with CITC 2 events.

428 people voted across the three 'Vote Campus in the City' polls, which asked questions about their feelings about the project.

- 92% of voters felt more connected to the university having visited CITC
- 94% of voters would like to see Campus in the City in Lancaster on a full-time basis
- 99% of voters want CITC repeated in 2016

Public Feedback

"It brings life to Lancaster"

"Integrating the uni to the community takes time, but it's a must. I always feel proud of the uni every time I pass the campus in the city space. Please continue this project"

Academic Feedback

- 81% of the academics who responded to the survey said they felt their research had benefitted from CITC*
- 94% of academics who responded to our survey said they would participate in CITC if it was repeated in 2016

"CITC is vital to our impact projects and data, providing very strong evidence we will be mobilising in the next REF. It also allows us to provide partners with expertise and public exposure which cements external relationships. Vital!"

"Engaging with the public allows me to understand and/or anticipate some of their responses to my work. It also helps remind me that while research is academic, my aims for publishing are both in the professional sphere to a general audience and of publishing my critical writing to an academic one. My research becomes more inclusive when I put faces to readers"

"Having a location in the centre of town greatly increase access to hard to reach social groups"

"A great project which I hope to be involved with in the future"

"I very much hope it happens again next year! Even better a permanent presence in Lancaster would be wonderful"

Feedback from External Organisations

100% of those external collaborators who responded to the survey said they would participate again if CITC was repeated in the future.

100% of those external collaborators who responded to the survey said their objectives were met

"Good site, well presented, with appropriate equipment and facilities, and excellent support from staff"

***some correspondents used CITC purely for public engagement rather than trying to benefit their research**

Appendix 17: FASS Staff Media Relations Overview

Staff Name	Department	Outlet	Date
Alison Findlay	English and CW	BBC Radio 4 Today Programme	23/04/2013
Alison Findlay		BBC Radio 4 Today Programme twitter feed mention	
Alison Findlay		BBC Radio 2 Jeremy Vine	23/04/2014
Alison Findlay and Liz Oakley Brown	English	Lancaster Guardian	27/11/2014
Alison Findlay and Liz Oakley Brown		John Gillimore - BBC Radio Lancashire	27/11/2014
Alison Findlay and Liz Oakley Brown		The Conversation	27/11/2014
Alison Findlay and Liz Oakley Brown		The List	27/11/2014
Alison Findlay and Liz Oakley Brown		The Bay	27/11/2014
Alison Findlay and Liz Oakley Brown		Morecambe Visotor	27/11/2014
Alison Findlay and Liz Oakley Brown		News North West	27/11/2014
Murray Saunders		BBC News online homepage	Apr-13
Murray Saunders		ITV Granada Early Evening news	20/02/2013
Murray Saunders		ITV Granada Late Evening News	20/02/2013
Murray Saunders		ITV online	20/02/2013
Murray Saunders		London Wired	04/04/2013
Murray Saunders		International Publication?	04/04/2013
Murray Saunders		Glasgow Wired	04/05/2015
Murray Saunders		Freenewspos.com	14/05/2013
Robert Crawshaw	DELC	Federation of Leaders in Special Education	13/05/2013
Robert Crawshaw		Eleven Plus Exams	13/05/2013
Robert Crawshaw		Local UK News	14/05/2013
Robert Crawshaw		Just Brakes (Guardian Professional)	05/05/2013
Daniel Johnson		Radio Merseyside Drive time	27/11/2013
Jonathan Culpeper	Linguistics	Daily Express Newspaper	30/10/2013
Jonathan Culpeper		Mail online	29/10/2013
Don Passey	Ed res	Edge Magazine on Leadership and Management	May June 2013

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Don Passey		Huffington Post	15/05/2013
Don Passey		Children Young People Now magazine	07/02/2013
Don Passey		Teach Secondary Magazine	Jun-13
Birgit Smith	DELC	The Independent newspaper	11/10/2013
Birgit Smith		The Guardian Online	14/05/2014
Alison Mackay	Linguistics	The Guardian	02/10/2013
Mark McGlashan		The Daily Telegraph Newspaper	11/07/2013
Mark McGlashan		The Telegraph online	18/07/2013
Paul Baker	Linguistics	The Big Issue	Jul-13
Malcolm Tight	Ed res	The Times Higher Education	30/10/2014
Malcolm Tight	Ed Res	Guardian PG Supplement	13/01/2015
Amanda Holt	Criminology	The Times Newspaper	13/11/2013
Amanda Holt		BBC Radio Scotland	09/07/2014
Amanda Holt		The Daily Telegraph Newspaper	08/07/2014
Sarah Kingston	Criminology	BBC Radio5 Live Phil Williams	21/10/2014
Sarah Kingston		BBC Radio Ulster Evening Extra	22/10/2014
Sarah Kingston	Law	Belfast Telegraph	21/10/2014
Sarah Kingston		Ballymena Times	21/10/2014
Sarah Kingston		Coleraine Times	21/10/2014
Sarah Kingston		BBC Radio Ulster	22/10/2014
Sarah Kingston		BBC Radio 5 Live	22/10/2015
Sarah Kingston		The Times	01/12/2014
Sarah Kingston		Wales Online	01/12/2014
Sarah Kingston		BT.com	01/12/2014
Sarah Kingston		South Wales Argus	01/12/2014
Sarah Kingston		Cosmopolitan	01/12/2014

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Sarah Kingston		Daily Post Wales	01/12/2014
Sarah Kingston		South Wales Echo	01/12/2014
Sarah Kingston		Bradford Telegraph and Argus	01/12/2014
Sarah Kingston		Daily Mail (Online and print)	22/05/2015
Sarah Kingston		Metro	22/05/2015
Sarah Kingston		Metro online	22/05/2015
Sarah Kingston		Mirror online	22/05/2015
Sarah Kingston		Daily Express online	22/05/2015
Sarah Kingston		Daily Star (print and online)	22/05/2015
Sarah Kingston		Bustle	22/05/2015
Sarah Kingston		Times (online and print)	22/05/2015
Sarah Kingston		The Sun (print)	22/05/2015
Sarah Kingston		Televisa Mexica	12/06/2015
Sarah Kingston		RT UK	12/06/2015
Elizabeth Shove	DEMAND centre	Mail online	31/03/2014
Catherine Spooner	English	BBC Breakfast	26/04/2014
Catherine Spooner		The Province	12/07/2015
Claire Hardaker	Linguistics	Sky News	
Claire Hardaker		The Observer Newspaper	04/08/2013
Claire Hardaker		The Times Newspaper	11/09/2013
Claire Hardaker		Financial Times onilne	02/08/2013
Claire Hardaker		The Guardian Online	01/07/2013
Claire Hardaker		The Independent Online	27/06/2013
Claire Hardaker		The Huffington Post Internet Newsletter	08/01/2013
Claire Hardaker		Mail online	27/06/2013
Claire Hardaker		The Independent Online	13/09/2013
Claire Hardaker		ABC 10 News	08/01/2012
Claire Hardaker		The Australian Magazine	13/07/2013
Claire Hardaker		The Japan Times	
Claire Hardaker		South China Morning Post	02/08/2013

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Claire Hardaker		The Guardian Online	06/10/2014
Claire Hardaker		The Huffington Post Online	07/10/2014
Claire Hardaker		The Telegraph online	19/10/2014
Claire Hardaker		BBC programme: Blurred Lines: The New Battle of the Sexes	08/05/2014
Claire Hardaker		The New York Times Online	14/08/2014
Claire Hardaker		BBC Sport Online	23/01/2014
Claire Hardaker		Huffington Post Online (tech)	30/01/2014
Claire Hardaker		Channel 4: The Virgin Killer	13/04/2014
Claire Hardaker		The Guardian Online	20/08/2014
Claire Hardaker		The Telegraph online	22/08/2014
Claire Hardaker		LBC Radio	07/10/2014
Claire Hardaker		The Conversation	
Robbie Love		BBC World Service	26/08/2014
Robbie Love		Sky News	26/08/2014
Robbie Love		Voice of Russia Radio Programme	26/08/2014
Robbie Love		Sky News Radio and Online	26/08/2014
Robbie Love		BBC Radio 4 six o clock news	26/08/2014
Robbie Love		Yahoo News	
Robbie Love		Classic Fm Radio online	26/08/2014
Robbie Love		the Bay Radio Online	26/08/2014
Robbie Love		Heart Radio	26/08/2014
Robbie Love		Leading Britain's Conversation	26/08/2014
Robbie Love		Today FM	
Claire Dembry & Robbie Love		BBC London Drivetime	29/08/2014
Tony McEnery	Linguistics	The Daily Telegraph Newspaper	
Tony McEnery		The Times Newspaper	26/08/2014
Tony McEnery		ITV Online	26/08/2014
Tony McEnery		The Telegraph online	26/08/2014
Tony McEnery		The Times online	26/08/2014
Tony McEnery		The Guardian Online	26/08/2014
Tony McEnery		The Guardian Online	26/08/2014

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Tony McEnery		Daily mail Newspaper	26/08/2014
Tony McEnery		Mail online	26/08/2014
Tony McEnery		the Independent online	26/08/2014
Tony McEnery		Metro Newspaper	25/08/2014
Tony McEnery		Metro Online	25/08/2014
Tony McEnery		Express online	27/08/2014
Tony McEnery		Daily Express Newspaper	27/08/2014
Tony McEnery		The mirror Newspaper	26/08/2014
Tony McEnery		Mirror Online	25/08/2014
Tony McEnery		Daily Star	26/08/2014
Tony McEnery		Wales Online	26/08/2014
Tony McEnery		Capital Radio Network	26/08/2014
Tony McEnery		Magic Radio	26/08/2014
Tony McEnery		China Times	26/08/2014
Tony McEnery		IOL Lifestyle (Australia) online	27/08/2014
Tony McEnery		The Financial Express (India)	28/08/2014
Tony McEnery		The Times of India	27/08/2014
Tony McEnery		Deccan Chronicle (South India)	26/08/2014
Tony McEnery		Phys Org	28/08/2014
Tony McEnery		Business Standard (india)	28/08/2014
Tony McEnery		Bangalore Mirror	26/08/2014
Tony McEnery		The Student Guide	29/08/2014
Tony McEnery	Linguistics	Daily Mail Online	16/12/2014
James Summers	Law	BBC News online (world page)	18/07/2014
James Summers		Financial Times onilne	18/07/2014
James Summers		The Telegraph online	21/07/2014
James Summers		The Telegraph online	20/03/2014
James Summers		BBC News online (world page)	
James Summers		Mail online	20/03/2014
James Summers		Mirror Online	19/07/2014
James Summers		Express online	07/03/2014
James Summers		Correio Braziliense	30/07/2014

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James Summers		SkyNews Lunchtime	06/03/2014
James Summers		Financial Times onilne	18/03/2014
James Summers		Daily Star Online	06/03/2014
James Summers		Mail Online	20/03/2014
James Summers		BBC News (world) online	18/07/2014
James Summers		Financial Times onilne	18/07/2014
Elena Semino	Linguistics	The Independent	24/10/2013
Elena Semino		The guardian	11/12/2013
Mark Butler	Law	Employment Law Newsletter Vol 19-11	01/09/2014
Mark Butler		Employment Law Newsletter Volume 19-07	01/05/2014
Mark Butler		Employment Law Newsletter Vol 18-9	01/07/2013
Mark Butler		Employment Law Newsletter Vol 18-16	Apr-13
Mark Butler		worklab.co.uk	06/11/2014
Mark Butler		Diginomica	06/04/2015
Mark Butler		HR Magazine	22/04/2015
Chris May Corinna Penitson Bird	History, PPR	Lancaster Evening Post	31/07/2014
Andrew Jotischky	History	The Daily Telegraph Newspaper	09/01/2014
Andrew Jotischky		The Telegraph online	
Andrew Jotischky		The Times Newspaper	09/01/2014
John Schad	English and CW	The List	01/10/2014
John Schad		Oxford Times	09/10/2014
John Schad		Oxfordshire Guardian	09/10/2014
John Schad		Visit Oxfordshire	09/10/2014
John Schad		This is Oxfordshire	09/10/2014
John Schad		Ocelot (entertainment magazine)	09/10/2014
John Schad		Oxford Times	03/06/2015
S Clune/C Coulton/N Dunn	LICA	LEP	16/10/2014

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S Clune/C Coulton/N Dunn		Lancaster Guardian	
S Clune/C Coulton/N Dunn		Morecambe Visitor	
S Clune/C Coulton/N Dunn		UK News	
S Clune/C Coulton/N Dunn		News North West	
Corinna Peniston-Bird	History	Lancaster Guardian	22/10/2014
Corinna Pensiston-Bird and Ian Gregory	History	Lancaster Guardian	18/04/2015
Terry Eagleton	English	Lancaster Guardian	27/10/2014
Terry Eagleton		LEP	27/10/2014
Terry Eagleton		John Gillimore - BBC Radio Lancashire	27/10/2014
Terry Eagleton		Morecambe Visitor	27/10/2014
Terry Eagleton		News North West	27/10/2014
Terry Eagleton		Silo Breaker	27/10/2014
Paul Ashwin	Ed Res	`THE	30/10/2014
Paul Ashwin		THE	26/02/2015
Kate Horsley	English	Chester Chronicle	03.11.2014
		LEP	03.11.2014
Joe Buglass and Lindsey King	FASS	Lancaster Guardian	05/02/2015
Joe Buglass and Lindsey King		LEP	12/02/2015
Joe Buglass and Lindsey King		THE	26/02/2015
Joe Buglass and Lindsey King		Lancaster Guardian	19/03/2015
Joe Buglass and Lindsey King		THE	30/04/2015
Joe Buglass and Lindsey King		Lancaster Guardian	23/04/2015
Siobhan Weare	Law	The London Economic	25/02/2015
Jenn Ashworth	English	Lancaster Guardian	26/02/2015
Jenn Ashworth		John Gillimore - BBC Radio Lancashire	26/02/2015
Jenn Ashworth		Westmorland Gazette	26/02/2015

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Jenn Ashworth		Lancashire Telegraph	26/02/2015
Jenn Ashworth		Lancaster Guardian	16/12/2014
Jenn Ashworth		Graham Liver - BBC Radio Lancashire	17/12/2014
Jenn Ashworth		LEP	09/12/2014
Jenn Ashworth		Morecambe Visitor	16/12/2014
Jenn Ashworth		The Bay	19/12/2014
Jenn Ashworth		The Conversation	19/12/2014
Jenn Ashworth		Virtual Lancaster	19/12/2014
Emmanuel Tsekleves	LICA	Reuters	05/11/2014
Emmanuel Tsekleves		Daily Mirror (print and online)	19/11/2014
Emmanuel Tsekleves		The Times	19/11/2014
Emmanuel Tsekleves		Channel 9 News Australia	19/11/2014
Emmanuel Tsekleves		News Corp Australia	19/11/2014
Emmanuel Tsekleves		Herald Sun Australia	19/11/2014
Emmanuel Tsekleves		The Australian	19/11/2014
Emmanuel Tsekleves		The Advertiser, Adelaide	19/11/2014
Emmanuel Tsekleves		Daily Telegraph Sydney	19/11/2014
Emmanuel Tsekleves		Weekly Times Australia	19/11/2014
Emmanuel Tsekleves		Geelong Advertiser	19/11/2014
Emmanuel Tsekleves		Cairns Post	19/11/2014
Emmanuel Tsekleves		Courier Mail	19/11/2014
Emmanuel Tsekleves		Sky News Australia	20/11/2014
Emmanuel Tsekleves		Yahoo News Australia	20/11/2014
Emmanuel Tsekleves		Perth Now	20/11/2014
Emmanuel Tsekleves		Mercury, Tasmainia	20/11/2014
Emmanuel Tsekleves		news.com.au	20/11/2014
Emmanuel Tsekleves		The Herald Soctland	20/11/2014
Emmanuel Tsekleves		Irish Examiner	20/11/2014
Emmanuel Tsekleves		Talk Talk website	20/11/2014
Emmanuel Tsekleves		The Scotsman	20/11/2014
Emmanuel Tsekleves		Yahoo News UK	20/11/2014
Emmanuel Tsekleves		Medical News Today	20/11/2014

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Emmanuel Tsekleves		Times of Malta	20/11/2014
Emmanuel Tsekleves		Education Technology	07/04/2015
Emmanuel Tsekleves		Hays Journal	08/05/2015
Emmanuel Tsekleves		Guardian online	04/06/2015
Emmanuel Tsekleves		Personnel Today	04/06/2015
Emmanuel Tsekleves		Daily Telegraph (print)	08/06/2015
Emmanuel Tsekleves		Daily Mirror (print)	08/06/2015
Emmanuel Tsekleves		Diginomica/Occupational Health	08/07/2015
David Sugarman / Juan Garces	Law	Lancaster Guardian	06/11/2014
David Sugarman / Juan Garces		John Gillimore - BBC Radio Lancashire	06/11/2014
David Sugarman / Juan Garces		Morecambe Visitor	06/11/2014
David Sugarman / Juan Garces		The Conversation	06/11/2014
David Sugarman / Juan Garces		UK News	06/11/2014
David Sugarman / Juan Garces		News North West	06/11/2014
Chris May	FASS	Independent on Sunday	24/11/2014
Chris May		Daily Telegraph University 2016 supplement	07/02/2015
Chris May		Daily Telegraph x 2	09/03/2015
Chris May		Independent (online)	03/07/2015
Chris May		Daily Telegraph	05/07/2015
Amanda Potts	Linguistics	Daily Mail Online	27/11/2014
Amanda Potts		Yahoo News UK	27/11/2014
Amanda Potts		The Guardian	27/11/2014
Amanda Potts			
James Sweeney	Law	Independent	04/12/2014
James Sweeney		Epoch Times	09/07/2015
Claire Fitzpatrick	Law	Wales Online	28/12/2014
Claire Fitzpatrick		Care Appointments	28/12/2014
Claire Fitzpatrick		Western Mail	28/12/2014

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Claire Fitzpatrick		Community Care	12/01/2015
Claire Fitzpatrick			
Amanda Cahill-Ripley	Law	BBC Worldwide	11/12/2014
Ben Mayfield	Law	The Guardian	04/02/2015
Matthew Johnson	PPR	Hexham Courant	13/02/2015
Matthew Johnson		Newcastle Chronicle	28.02.2015
Matthew Johnson		Independent on Sunday	09/03/2015
Matthew Johnson		Lomdon Economic	26/03/2015
Matthew Johnson		BBC The One Show	11/06/2015
Matthew Johnson		Newcastle Journal	24/04/2015
Matthew Johnson		Newcastle Journal	30/04/2015
Matthew Johnson		Hexham Courant	30/04/2015
Matthew Johnson		Newcastle Journal	22/06/2015
Matthew Johnson		News Post Leader	22/06/2015
Matthew Johnson		Independent on Sunday (print)	15/07/2015
Matthew Johnson		AlJazeera online	
Matthew Johnson		BBC Look North	15/07/2015
Matthew Johnson		BBC Radio Newcastle x 2	
Matthew Johnson		Sun on Sunday	
Lisa Atkinson	FASS	University Business	01/03/2015
Lisa Atkinson		Third Sector Magazine	01/03/2015
Kate Dunbavan	FASS	Third Sector	01/03/2015
Simon Mabon and Kate Dunbavan	PPR/FASS	Lancaster Guardian	23/04/2015
Emily Spiers	DELC	LEP	02/03/2015
Emily Spiers		Westmorland Gazette	02/03/2015
Emily Spiers		Lancaster Guardian	27/02/2015

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Emily Spiers		The Conversation	02/03/2015
Emily Spiers		News North West	02/03/2015
Emily Spiers		Virtual Lancaster	02/03/2015
Emily Spiers		Lancashire Telegraph	10/03/2015
Emily Spiers		Lancaster Guardian	10/03/2015
Emily Spiers		Morecambe Visitor	10/03/2015
Emily Spiers		Lancaster Guardian	20/03/2015
Emma Rose and Stephen Lonsdale	LICA	Lancaster Guardian	09/03/2015
Emma Rose and Stephen Lonsdale		Sally Naden - BBC Lancashire - live broadcast	12/03/2015
Charlotte Stuart	FASS	Lancaster Guardian	13/03/2015
Charlotte Stuart		Morecambe Visitor	13/03/2015
Panos Athanasopoulos	Linguistics	Daily Mail Online	20/03/2015
Simon Bainbridge	English	The Times (print and online)	23/03/2015
Simon Bainbridge		BBC World Service interview	29/03/2015
Simon Bainbridge		Culture 24	31/03/2015
Simon Bainbridge		BBC Radio Cumbria interview	15/04/2015
Simon Bainbridge		Landlove Magazine	18/05/2015
Simon Bainbridge		BBC Radio Lancashire	29/07/2015
Simon Bainbridge		About Manchester	26/07/2015
Stuart Kirby	Law	Independent (print and online)	27/03/2015
Phil Robertson	FASS	Lancaster Guardian	03/04/2015
Mark Garnett	PPR	Graduate Recruiter	01/04/2015
Birgit Smith	DELC	Daily Telegraph UCAS supplement	
Will Smith	English	Lancaster Guairdian	24/06/2015

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Will Smith	English	BBC Radio Cumbria - interview	01/07/2015
Deborah Sutton	History	Independent (print)	25/06/2015
Uta Papen	Linguistics	LEP	25/06/2015
Paul Coulton	LICA	BBC Radio Lancashire	12/07/2015
Paul Coulton		ITV1 Borders News	16/07/2015
Paul Coulton		Premier.org.uk	03/07/2015
Paul Coulton			09/07/2015
Paul Coulton		ITV.com	16/07/2015
Sam Riches	History	BBC Radio Lancashire	15/07/2015
Sam Riches		Methodist Recorder	17/07/2015
Simon Mabon	PPR	BBC Radio Lancashire	23/07/2015
Simon Mabon		Malaysian insider	28/07/2015
Linda Woodhead	PPR	BBC Radio 4 - Today	22/07/2015
Linda Woodhead		Spectator	16/07/2015
Linda Woodhead		Deccan Chromicle	22/07/2015
Shuruq Naguib	PPR	Al Jazeera	29/07/2015
Matthew Francis	PPR	In Daily	07/07/2015
Matthew Francis		Epoch Times	07/07/2015
Matthew Francis		Sunday Post	05/07/2015
Debra Ferreday	Sociology	The Raw Story	06/07/2015
Andrew Lacey	English	Guardian	22/07/2015
Marije Michel	Linguistics	Deutsche Welle	23/07/2015

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Sylvia Walby	Sociology	European Commission	27/07/2015
Ibrar Bhatt	Ed Res	BusinessTech and The Conversation	24/07/2015
John Mackenzie	History	BBC	28/07/2015