

Session 1: Themes (10:45 – 11:45)

Theme	Details
Well-being, Environment and Communities	<p>Kent: Professor Karen Jones, Professor of Environmental and Cultural History and Professor Julie Anderson, Professor of Modern History and Humanities Director of Research and Innovation</p> <p>A Park for Life</p> <p>Through community workshops, schools package, toolkit and collaborative forum, this IAA project applies academic research in creative ways to address questions which are imperative to creating sustainable urban futures, such as: How and why, if so, do parks function as sites of wellbeing? How do we make parks accessible for all in the community? What are the ‘intangible’ or heritage values of parks and why do they matter? How can green space help make our future cities resilient, inclusive and sustainable?</p>
	<p>Sussex: Dr Jill Kirby, Associate Professor of History and Alison Ramsey, Producer and PhD Research Student, hosted by Professor Flora Dennis, Professor of Cultural History (Art History)</p> <p>Menopause: New perspectives, new beginnings</p> <p>The project was a one-day event bringing together new arts and humanities research with practice-based activities to examine and demystify menopause. This included a rehearsed reading of ‘Come the Crones’ a short play by Cleo Heywood, a screening of ‘Menopause: the movie’ by Ali Ramsey and a craftivism workshop to reclaim negative words used about menopausal and older women, as well as academic papers on menopause ‘lit’, menopause in the media and menopause and Mass Observation amongst others.</p>
Heritage and Histories	<p>Kent: Dr Aparajita Mukhopadhyay, Lecturer 19th Century Imperial History and Dr Maria Ridda, Senior Lecturer in Postcolonial Literature</p> <p>Decolonising Streets and Schools: A Conversation</p> <p>This sees two PI’s in dialogue with one another based on the IAA projects below:</p> <p>‘Teaching Empire’</p> <p>History teachers participating in the workshop gain a deeper understanding of the British Empire especially themes such as race, class, and migration. The project will provide new teaching material, thus expanding resources that teachers use in classrooms. Alongside teachers, the resource pack informs students’ own insights about the British Empire.</p>

	<p>‘Decolonising Streets’</p> <p>The project will employ Canterbury as a case study to inform debates on colonial history. Building on our previous work on the decolonising of the space in the UK, the project will focus on two major outcomes: introducing curriculum development strategies on the relevance of colonialism to everyday life in two selected Canterbury schools; informing policy debates on the impact of contemporary acts of decolonisation.</p> <p>Reading: Professor Adrian R Bell, Associate Pro-Vice-Chancellor, Research, hosted by Professor Craig Lambert, Professor of History</p> <p>The People of 1381</p> <p>An innovative new research project working to produce the most comprehensive interpretation of the Peasants' Revolt to date. The revolt was one of the largest popular uprisings in medieval Europe and rocked the country in the summer of 1381. The project sheds new light on the complex economic, social and political dynamics of the rebellion, to enhance our understanding of its cultural impact.</p> <p>Central to the project is the creation of a database to provide the first overview of events, places and people involved. Judicial and manorial documents will be combined with records of central and local government, poll tax records and more, to reconstruct collective biographies of the people caught up in the rising.</p> <p>In addition to developing case studies of individual rebels and their victims, the project is a unique 'history from below', using an unparalleled set of medieval records to investigate the participation of social groups whose role has been little investigated, such as household servants, soldiers and women. It uses Geographic Information Systems to map the development and structure of the revolt, to identify differing levels of community protest and examine how these fitted together.</p>
Creative Practice	<p>Southampton: Dr Vanissa Wanick, Senior Lecturer in Interaction Design in conversation with Hayley Binstead and Ben Sansam, Board in the City CIC</p> <p>Exploring Impact Through Play: Co-Creation and Community Partnerships</p> <p>We will explore how game-making and role-play are being used as creative methods to support youth engagement, community dialogue, and participatory research. This includes the design of both board games and tabletop role-playing games (TTRPGs) as tools for exploring complex social issues and imagining alternative futures.</p> <p>The conversation will also reflect on emerging work with <i>Board in the City</i>, a Southampton-based community board game café, in partnership with Hayley and her team. Together, we are investigating how TTRPGs can surface values, foster emotional resilience, and support collaborative worldbuilding in informal public settings.</p> <p>These initiatives highlight the potential of playful, research-led methods to generate meaningful impact through creative practice and community collaboration.</p>

	<p>UCA: Dr Caroline Molloy, Programme Director Fine Art and Photography in conversation with Shannon Ghannam, Peter Marlow Foundation</p> <p>Collaboration and Creative Practices: enabling new ways of developing practice</p> <p>We will discuss the successes of our first collaboration with the Peter Marlow Foundation (PMF) in 2023/24, the Young Creatives 2 careers programme which supported young refugees from migrant backgrounds in Bexhill with professional mentoring and photography workshops. It included on-site visits to different UCA campuses to engage with creative practice activities and introduce them to an HE creative education. These interactions were well received and concluded with an exhibition alongside a sustainable fashion show at the De La Warr Pavillion in Bexhill during International Refugee Week.</p> <p>We will also discuss our current collaboration with PMF that aims to research best practice for archival research and develop a training programme to enable the activation and engagement with the PMF archive.</p>
<p>Citizenship, Societies and Inclusion</p>	<p>Reading: Dr Dominic Lees, Associate Professor in Filmmaking and Dr Mathilde Pavis, Co-Investigator, hosted by Dr Andrew Philip, Lecturer in Filmmaking and Knowledge Exchange Fellow</p> <p>Towards an ethical, consensual use of creative data in Generative AI</p> <p>Writers, artists, illustrators, designers, actors, musicians, and performers are the rights holders of data required by AI developers for their business expansion. In most cases, the interests of these rights holders are ignored and the ‘creative data’ is scraped from the internet and used without permission.</p> <p>This project brought together a Roundtable of representatives of rights holders, companies working in the GenAI field, and the collecting societies that administer royalty remuneration to creative artists. The meeting included representatives of over 125,000 authors, 8,000 directors, 37,000 songwriters and music publishers, 50,000 actors, as well as businesses responsible for marketing the creative output of 340,000 image makers, and 55,000 amateur filmmakers. Its purpose was to hear the positions of each side, creating mutual understanding that would lead towards the future establishment of an agreed framework for consent and compensation in the use of artists’ data by AI developers.</p> <p>In this discursive presentation, we will describe the findings and impact of this project, as an intervention in current debates around public policy on AI.</p>

Brighton: Vanessa Marr, Principal Lecturer, Art and Media hosted by Nicolette Fox, Knowledge Exchange Manager, Community Engagement and Jo Allen, Impact Manager

Craftivism with Unpaid Carers

An IAA Ignite community partnership project used 'craftivism' arts practice to amplify the voices of unpaid carers (an audience of over 9 million across the UK, with 90% of all care in the UK provided by unpaid family members). Their aim through 'craftivism'- craft plus activism - is to highlight the lack of agency and support for carers, alongside the importance of their experiences being valued and recognised.

The partnership between the University of Brighton (UoB) and the campaigning group We Care, invited Welsh carers to embroider dusters with their lived experiences. The project built on over a decade of arts practice through the Domestic Dusters collaborative led by Vanessa Marr, which focuses on hidden female domestic experiences voiced through collective and activist craft practice. The project, supported by Oxfam Cymru, culminated in an exhibition of over 100 dusters at the Welsh Senedd on the UN International Day of Care, raising awareness among MPs about carers' challenges.

This partnership project fostered a sense of community, empowered carers to share their stories, and brought their experiences to the forefront of political discussions.

Session 2: Themes (12:00 – 13:00)

Theme	Details
Well-being, Environment and Communities	<p>UCA: Dr Stephen Knott, Director Crafts Study Centre, in conversation with Pippa Hufton, Farnham Craft Town</p> <p>Working in a craft town: the role of the University for the Creative Arts and Crafts Study Centre in encouraging wellbeing and community engagement through craft</p> <p>This session will focus on two IAA-funded Crafts Study Centre (CSC) activities — ‘De-colonising craft collections: a roundtable’ and ‘Open event series’ — in the context of the broader relationship between the Crafts Study Centre and University for the Creative Arts in developing the profile, scope and achievements of the Farnham Craft Town partnership.</p> <p>The Crafts Study Centre/University for the Creative Arts have been key institutions in developing and expanding the Farnham Craft Town partnership. UCA has hosted events, run masterclasses and hosted the openings of Farnham Craft Months, and the CSC has run exhibitions, programmed lectures, exhibitions, tours and talks that complement the range of art trails, open studios, workshops and fairs. In the last two years the CSC has prioritised its relationship with the town in its programming throughout the year (and not just in the October Craft Month), in initiatives that have enhanced our relationship with communities: the collaboration with the New Ashgate Programme’s Rising Stars programme, events at the Farnham Maltings, Farnham Creatives Network open evening, work with adult education providers such as 318 Ceramics. The building of these relationships has led to future projects and a current funding bid to Arts Council England.</p>
	<p>Southampton: Professor Will May, Professor of Modern and Contemporary Literature in conversation with Dr Aiysha Jahan, Lecturer in Creative Writing, University of Cardiff</p> <p>Mentoring Across Borders: Supporting Creative Practice from the Solent to South Asia</p> <p>This session will consider two recent mentoring projects centred on creative writing. The first, Poetry Ambassadors (2020-22), worked with Winchester Poetry Festival and Artful Scribe to set up a new poetry mentoring scheme for young people in the Solent. Drawing on the hidden archival history of poetry of mentoring in the UK, it enabled researchers to uncover a new language for creative mentoring. The second, Write Beyond Borders (2023-24), was a digital mentoring project supported by the Arts Council and the AHRC which brought together established and emerging authors of South-Asian origin from the UK and South Asia, offering the opportunity for knowledge exchange, skills development, and creative collaboration. Our conversation will reflect on the importance of wider infrastructure to support mentoring schemes, consider the opportunities of online mentoring to overcome social, political, or national borders, and suggest the ways creative mentoring practice can open up dialogues between disparate groups and communities, drawing on a recently completed project Diverse Capacities (2023-24) which brought together local government officers with freelance creative practitioners.</p>

Heritage and Histories	<p>Brighton: Dr Catherine Kelly, Senior Lecturer, Business and Law hosted by Jo Allen, Impact Manager</p> <p>Communicating Coastal Environmental Challenges across the Life Cycle</p> <p>Using creative arts methods, media and engagement practices this project worked with Fabrica a local contemporary arts organisation and gallery space to explore connections with elders about their histories, values and memories in relation to the environment and landscape. This project centred around a co-created artist residency project situated in the Living Coast UNESCO Biosphere region in Sussex. Working with varied groups of young people and elders audiences involved explored place-attachment, value and meaning in relation to the Biosphere's coastal environment. The project fulfilled ambitions for both the research team and the external partner around piloting engagement practices and generating intergenerational connections in relation to a global challenge area. The intergenerational focus played a role in understanding how local communities respond to and understand their local environments past and present to connect with the subject matter in a more meaningful way.</p>
	<p>Brighton: Mark Wells, Senior Lecturer, Art and Media hosted by Stuart Hedley, Knowledge Exchange Manager</p> <p>Changing Chalk Partnership</p> <p>The Changing Chalk partnership (CCP), connects nature, people & heritage around the South Downs. Led by the National Trust, it aims to restore lost landscapes & habitats, enliven history & local cultures & provide new outdoor experiences. The Sussex Downs & towns have a rich shared heritage but more than 80% of its rare chalk grassland has been lost, 12% of its archaeological sites are under threat & 55% of its schools have pupils living in socio-economic deprivation. The project delivered a set of discovery workshops, a roundtable event and wider community activities designed to bring the CCP to a new audience. It created a framework for undertaking further work to inform the objectives & direction of the overall CCP project engaging key stakeholders with the ongoing plans. The project considered the impact digital technology has on our sense of the world around us including our histories and heritage spaces. Using shared experiences of the South Downs and storytelling and narrative techniques the team produced a prototype framework to show how technology influences lives and creates a connection to natural space through placemaking and belonging.</p>

Creative Practice	<p>Kent: Dr Margherita Laera, Senior Lecturer in Drama and Theatre and Director of Research & Innovation in conversation with Dan Horton, Harris Academy</p> <p>Performing International Plays</p> <p>Performing International Plays provides enrichment workshops, teacher CPDs and learning resources on contemporary plays from around the world. The project empowers and supports educators in their effort to diversify the Drama and Languages curriculum, making sure the content they deliver, speaks to and represents all students in our multicultural classrooms.</p>
	<p>Reading: Dr Olena Khlystova, Lecturer in Management and Organisational Behaviour, Henley Business School and Dr Anna De Amicis, Lecturer in Management and Media, Henley Business School</p> <p>Surviving the Soundscape: Assessing the Resilience of the UK Music Industry in Times of Disruption</p> <p>This project aims to investigate the resilience strategies of the music industry representative faced with the COVID-19 pandemic. Building on our previous research on organisational resilience and the creative industries, this research explores lessons learned from the UK experience in responding to the pandemic to prepare for future crises. We do so by conducting interviews with the music industry representatives to learn about their COVID-19 resilience strategies.</p>
Citizenship, Societies and Inclusion	<p>Sussex: Prof Pollyanna Ruiz, Professor of Media and Cultural Studies hosted by Professor Ben Highmore, Professor of Cultural Studies</p> <p>Whose Streets? Mapping Places, Mapping Protest</p> <p>This project searched for memories of anti-racist and anti-fascist protest through a week-long Mapping Places, Mapping Protests event held at Brighton Museum and Art Gallery as part of Brighton festival. It looked at how the people of Brighton and Hove responded to threats from the far right in the past, and how we can oppose them in the future. Given the swing to the right in the UK, Europe and America the need for such understandings has seldom been more pressing.</p>
	<p>Sussex: Dr Karis Jade Petty, Assistant Professor in Anthropology, Anne-Fay Townsend, Business Partnerships Manager (Social Science and Humanities), Maisie Farnham, Research Assistant and Iris Keppler, Coordinator and Inclusion Consultant, hosted by Professor Ben Highmore, Professor of Cultural Studies</p> <p>Inclusive Wakehurst: Pathways to Participation through the Arts</p> <p>This project is based on research investigating how the arts can be used to support access to and enjoyment of heritage sites and outdoor landscapes. The pilot research project was partnered with Wakehurst Kew Gardens. The arts from this pilot were showcased as Nature Unseen in Brighton Festival: https://fabrica.org.uk/exhibitions/festival-of-ideas-nature-unseen.</p>

Workshop 1: Practices (14:00 – 15:00)

Practice	Details
Ethics and Responsible Innovation	<p>Brighton: Jo Allen, Impact Manager and Dr Tom Ainsworth, Principal Lecturer in Sustainable Design</p> <p>Reframing Ethics and Responsibility in Research Impact and Engagement</p> <p>Debates about the role of ethics in research impact and engagement are increasingly prominent across the sector. Two key areas are currently in focus:</p> <ol style="list-style-type: none"> 1. Whether existing infrastructure, systems, and processes are fit for purpose in reviewing and supporting impact requirements and partnership practices 2. What constitutes good ethical practice in impact delivery, including equitable partnerships, responsibility, and attribution <p>This workshop provides an opportunity to pause and reconsider whether we're still asking the right questions when designing for impact. It builds on sector-wide discussions, acknowledging how research practices and agendas have evolved over the past decade as we've grown more proficient in building and evidencing impact.</p> <p>Through a series of interactive rapid rundown activities based on focused prompts, the workshop will draw on the diverse experiences of participants to identify examples of best practice, as well as the limitations of current assessment approaches. Outcomes will support reframing and refining ongoing discussions about ethics, responsibility, and innovation in impact practice.</p>
Building and Sustaining Relationships	<p>Reading: Dr Tim Penn, Lecturer in Roman and Late Antique Material Culture</p> <p>Heritage for offline socialisation and wellbeing in a digital world</p> <p>When we think of ancient entertainment, we are often inclined to think of Roman "Gladiators", or the ancient Greek Olympics. But what did people do in the everyday? How did everyone, from the richest to the poorest in society, spend their time? One key answer is: 'playing boardgames.' Based on current research at the University of Reading, the Department of Classics and Outreach colleagues have been collaborating on Reading Ancient Games in Schools (RAGS) Project. A growing body of evidence demonstrates that boardgames were an integral part of social life in the ancient world. Our RAGS project works with young people to explore the games the Romans played and the social role that the games played for the Romans. This provides a hook to discuss the positive impact that playing offline games can have for mental health and loneliness in today's always online world.</p> <p>Key question: How can heritage studies be leveraged to achieve a meaningful impact on wellbeing?</p>

Enhancing Outputs and Outcomes	<p>Sussex: Dr Tanya Kant, Associate Professor in Media and Cultural Studies (Digital Media), Jo Sutherland, Magenta Associates and Jules Munns, AndAlso Improv</p> <p>White paper, Podcast, Mapping? Working with partners on effective impact outputs</p> <p>This workshop will explore how academics can most effectively collaborate with industry partners and community organisations to build effective impact outputs from project get-go. Drawing on two IAA/KE projects (one based in the UK's PR and communications sector, one based in improvisation for traditionally marginalised communities) we will explore best practice uses of speaking to project partner needs, co-designing research with non-academic stakeholders and designing diverse project outputs for diverse audiences.</p>
Effective Evaluation	<p>Southampton: Dr Alison Porter, Associate Professor in Applied Linguistics, Project Lead: Digital Empowerment in Language Teaching.</p> <p>Planning and Evaluating Impact: Using knowledge mobilisation frameworks as a tool for understanding impact</p> <p>Impact tends to be viewed through a lens of evidence-based changes in practice and policy. Processes underpinning successful impact tend to involve complex, contextually-situated, dynamic interactions with local communities (Durrant et al., 2023).</p> <p>This workshop will draw on Durrant's understanding of processes of knowledge mobilisation as iterative and relational to unpack how, as Arts and Humanities researchers, we can foster long-term, collaboration to ensure that impact becomes integrated and therefore sustainable. Using the work of Digital Empowerment in Language Teaching as an exemplar we will explore and critique the relational, integrative and contextually-situated nature of knowledge mobilisation. Participants will then collaborate to discuss and plan ways to embed systematic approaches to impact in their own projects. We will end the session with by reflecting on the value of research knowledge in supporting local change.</p>

Workshop 2: Practices (15:15 – 16:15)

Practice	Details
Ethics and Responsible Innovation	<p>Kent: The University of Kent Team</p> <p>Contested Impact A roundtable discussion on the topic of Contested Impact which reflects on precarity and the political landscape of impact in the context of three areas: Decoloniality, Equality and Diversity, Climate and Biodiversity Crisis.</p>
Building and Sustaining Relationships	<p>Brighton: Nicolette Fox, Knowledge Exchange Manager, Community Engagement and Jo Allen, Impact Manager</p> <p>Building and Sustaining community partnerships through the Ignite programme</p> <p>Ignite is a community-university seed-funding programme, developed through a pilot programme funded by UKRI during 2018-19. See the Ignite web page for examples of previous projects and links to films. Ignite projects take a cohort approach to develop innovative partnership programmes where co-creation, co-produced outcomes, mutual benefits and equality of partnership are central to the ethos and project design. Marginalisation, social justice and social deprivation are key features of many of the projects as well as a focus on sustaining projects long term and creating a legacy for project storylines and outcomes. Ignite is a programme built on over 25 years of good practice developed through the University's Community-University Partnership Programme (CUPP). The Ignite programme provides seed-funding, a focused support programme, training for research staff and their partners, a series of events and activities (including social learning spaces where the cohort come together to share learning and good practice and navigate challenges) and a suite of opportunities for creative evaluation and knowledge exchange (eg films, podcasts and digital case studies).</p> <p>This workshop will share learning from this model and Brighton's previous experience with developing meaningful community-university partnerships. The workshop will be interactive and provide space for discussion to enable participants to reflect on their own approaches or outcomes in this area.</p>

Enhancing Outputs and Outcomes	<p>Southampton: Dr Erin Johnson-Williams, Lecturer in Music Education and Social Justice and Project Lead, AHRC Hub for Public Engagement with Music Research</p> <p>Enhancing Outputs and Outcomes: Public Engagement and Social Justice</p> <p>Impact outputs can take multiple forms from policy engagement to development of resources and toolkits to organisational change and more, all of which support impactful outcomes. This workshop will explore both best practice and challenges in building effective impact outputs and how to use and translate them into outcomes that have meaningful impact.</p> <p>Drawing on the experience of setting up and leading the AHRC Hub for Public Engagement with Music Research (hosted by the Faculty of Arts and Humanities at the University of Southampton), Erin will explore the challenges of setting up outcomes-based research plans, and pathways to embedding social justice and public engagement perspectives into research project designs. Time will be allocated for group activities to brainstorm how co-creation and outcomes-led approaches can pioneer new and innovative research methodologies around social justice, by foregrounding a range of participant voices. Space for reflections on enhancing research impact in the current funding landscape will be given before the close of the session.</p>
Effective Evaluation	<p>UCA: Professor Victoria Kelley, Doctoral College and Dr Abby Whittall, Research and Innovation (convenors), Dr Lilian Sanchez-Moreno, Centre for Sustainable Design and Lauren Newport-Quinn, GAIN</p> <p>This workshop's focus will be on planning and evaluating impact in circular and iterative processes of exchange; how can impact evaluation support, rather than just measure, impact? And how can external impact processes reinforce skills capacity within the university?</p> <p>Workshop activities will be structured around two case studies:</p> <ul style="list-style-type: none"> • The Centre for Sustainable Design's Product Circularity for Cricket projects, which engage regional and international partners — a Surrey re-use scheme, and circular design workshops with Indian cricket gear manufacturers — engaging also MA/MSc students in the Business School for the Creative Industries. • Practice-led Discoveries in Commercialisation of the Virtual Production Studio at UCA (GAIN project, School of Games and Creative Technology). This used a practical production case study — filming a scene from the sci-fi TV pilot FAULTS — to test how UCA's Virtual Production Studio can support visually ambitious, cost-sensitive television projects. Collaborating with Ligatura Films and Sunbelt Rentals, the project fostered new models of industry-academia co-production and gathered critical insights into asset reuse, creative flexibility, and cost efficiency within Virtual Production (VP).