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CRAIG STOTT

CATCH

KNOWLEDGE EXCHANGE FRAMEWORK DATA COLLECTION

February 2023

The University's Research & Enterprise Service has requested information on knowledge exchange and engagement with the public and communities. Please complete the form below and return it to Professor Simon Morris (S.DC.Morris@leedsbeckett.ac.uk) and Dr Tina Conkar (t.conkar@leedsbeckett.ac.uk) by **21 February 2023**.

Many thanks for your support with information gathering for this submission.

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Please use the template below to detail information on all projects you have undertaken since 1 January 2019 that involved public and community engagement. Please use one form per project.

Project Title:	CATCH
Project Date(s):	Oct 2019 – Jan 2020
URL Link to Project:	https://catchleeds.co.uk/
Brief Description of Project (250-1000 words max.)	
In the field below please give a brief outline of the project and what it entailed.	
<p>The project at CATCH is an example of an architecture live project. The concept of live project learning can be applied to most academic disciplines. Learning is facilitated through an external collaborator requiring specialist input which is provided by students who in turn gain the knowledge required to complete the task via its undertaking. Within architectural education this differs from the vast majority of conventional curriculum where specifically planned sequences of instructions are delivered by an instructor using hypothetical examples. The differential experience of utilising real world issues rather than notional scenarios generates additional learning opportunities, which are irreplicable in typical classroom situations.</p> <p>Consequently you end up with a tripartite relationship between external collaborator, the students, and tutor. That arrangement is known as a Situated Learning Environment, a phrase coined by Lave & Wenger (1991), and means that everybody involved is learning through their involvement. For Project Office, those collaborators are always like-minded communities, organisations or individuals, and generally they represent a philanthropic non-profit organisation in need of architectural input.</p>	

CATCH stands for 'Community Action To Create Hope'. It is a registered charity based in Harehills, Leeds. CATCH have been engaging with adults and young people from diverse backgrounds for over 10 years. Through listening and responding to their needs over this period, they have developed into a charity that is run by the community, for the community.

CATCH also run one of the largest youth clubs in Leeds, with a membership of over 1000 young people from a mixture of backgrounds. Open 7 days a week, 52 weeks a year and welcome all young people aged 8 to 17 years old. They were recognised as the 'Best Place for Children and Young People' in the 2018 Child Friendly Leeds Awards.

CATCH recognise the importance of providing young people with a safe haven to spend their free time and offer a range of targeted and universal provisions including sports, arts, mentoring and community outreach work.

The charity is completely run by committed volunteers who dedicate their spare time to CATCH. Volunteers come from a range of backgrounds and ages and the volunteer programme is particularly unique, actively encouraging young people from the age of 13 to volunteer. This facet to the volunteer programme aims to encourage young people to become a productive part of society whilst gaining specific skills that will put them in good stead for their futures and working life.

CATCH is based at the Ark, a modular building which has its own unique story having been re-located from Wakefield to Leeds and transformed into a community space through goodwill and volunteers. It is now used for a range of functions, including youth sessions, meetings, educational classes, weddings, conferences and community café.

Due to the amazing work done by CATCH, they are outgrown the Ark. Situated on a steeply sloping site with little additional outside space, undergraduate architecture students were tasked with expanding the Ark's current provision.

Working in small groups, undergraduate Architecture students undertook two community consultation sessions with CATCH young people, one to garner initial ideas and one to demonstrate their proposals and gain feedback. A number of students also volunteered at CATCH to gain a better understanding of their routines, processes and amazing services.

The designed feasibility studies helped CATCH understand the range of potential options available to them, and helped steer their move to creating new space through a temporary and moveable structure which provides the additional space required without hampering flexibility. This outcome was a direct result of the student work and engagement.

<p>Organisations Engaged with: Please list the names of any organisations engaged with, such as Schools or Community Groups.</p>	<p>CATCH, Leeds</p>	<p>Total participants: Please give an approximate figure for the number of people who engaged with your project.</p>	<p>40</p>
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Knowledge Exchange Outcomes:

If relevant, in brief, please describe any knowledge exchange outcomes such as new approaches to working with a community.

The skills and knowledge external collaborators develop through participation in the architecture live project is of benefit to their non-profit organisation, which can begin to empower that group. It's that empowerment that begins to generate the potential for systemic change. When undertaken in Project Office's manner, it could be said that architecture live projects are a form of Participatory Design, which has its history entrenched in the US Civil Rights movement of the 1960s and 70s.

Another key reference is Paulo Freire's Pedagogy of the Oppressed, where he asserts that dialogue and concretisation of lived experience can articulate a basis of understanding which allows real change to take place. Freire argues the necessary lived experience only comes from non-formal education, i.e. one without a curriculum, in order to provide the liberation of 'true education'.

To achieve this, Project Office embed students in the non-profit organisations' community of place, and whilst there is a brief to deliver an architectural solution to the collaborators needs, that is informed through a series of community engagements, workshops and co-design workshops which generates a sense of pride, interest and value for everyone involved, subsequently generating learning, skill derivation, and ultimately empowerment of this diverse collective.

Quotes

In the field below please include any relevant quotes that you would like to share which evidence the knowledge exchange and engagement your project received.

"Having the opportunity to work on a live project whilst in university was a real privilege. It gave me an insight into the interactive capabilities that architects have at their disposal when it comes to collaborating with the communities, they operate in. With the project starting at the beginning of the academic year, it was ideally positioned to re-engage our creative thinking and teamwork skills, something that definitely takes a back seat during the break between years. The live projects initiative is also a fantastic tool for establishing connections between the university and the wider community."

Johan Visser, BA3 Student

"Working with the students is a great opportunity for our young people to see people who look like them in higher education, that isn't something many of ours experience and so it is really inspirational. As for the architecture I'm loving the enthusiasm and ideas so can't wait to see what they come up with and how we can use those ideas moving forward."

Ash Razzaq, CATCH CEO

Images

In the field below please include any relevant images you would like to share.



















