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**KEF**

**CRAIG STOTT**

**THE OUTBACK**

# 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](mailto:S.DC.Morris@leedsbeckett.ac.uk)) and Dr Tina Conkar ([t.conkar@leedsbeckett.ac.uk](mailto:t.conkar@leedsbeckett.ac.uk)) by **21 February 2023**.

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

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<b>School:</b>	Architecture

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.

<b>Project Title:</b>	The Outback
<b>Project Date(s):</b>	Jan 2019 – Jun 2019
<b>URL Link to Project:</b>	<a href="https://leedsbeckett.wixsite.com/projectoffice/031-the-outback">https://leedsbeckett.wixsite.com/projectoffice/031-the-outback</a> <a href="https://www.regen.org.uk/wellbeing/the-outback-garden/">https://www.regen.org.uk/wellbeing/the-outback-garden/</a> <a href="https://www.facebook.com/outbackgarden/">https://www.facebook.com/outbackgarden/</a>
<b>Brief Description of Project</b> (250-1000 words max.) In the field below please give a brief outline of the project and what it entailed.	
<p>The project at The Outback 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 &amp; Wenger (1991), and means that everybody involved is learning through their involvement. For Project</p>	

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.

Halifax is a minster town in Calderdale, West Yorkshire. Halifax grew wealthy through woollen manufacture from the 15th century onward, but has experienced economic hardship in post-industrial times. The area of interest for the project is Park Ward – specifically the community kitchen and garden at The Outback, run by Halifax Opportunities Trust. The garden is packed full of edible produce including herbs, fruit and vegetables, and is open to all who wish to volunteer in its upkeep.

The Outback’s success led to the need for additional space, which formed the basis of this architecture live project. Students explored the potential to create a new community hub within the existing site boundary. Through careful assessment and observations, students proposed and designed a community building within the area of interest to provide an expanded array of services, being aware of the ecological principles of Halifax Opportunities Trust.

Students led two community consultation events, one with local adults and one with pupils from the on-site Children’s Centre. Findings and ideas from these drove individual student propositions culminating in a digital exhibition of the work.

The range of ideas within the student work enabled Halifax Opportunities Trust to understand exactly what they needed from an additional building, and the most appropriate location for it, leading to a completed new build in the summer of 2021.

<p><b>Organisations Engaged with:</b> Please list the names of any organisations engaged with, such as Schools or Community Groups.</p>	<p>Halifax Opportunities Trust</p>	<p><b>Total participants:</b> Please give an approximate figure for the number of people who engaged with your project.</p>	<p>45</p>
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<p><b>Knowledge Exchange Outcomes:</b> If relevant, in brief, please describe any knowledge exchange outcomes such as new approaches to working with a community.</p>	<p>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.</p> <p>Another key reference is Paolo 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’.</p> <p>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</p>
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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.

*“I really enjoyed it, and really enjoyed working with the young people and seeing what they came up with in terms of their plans for our building. How different each of them were. They all pursued a different avenue with it. I have to say I felt very much part of their design process, and felt my input influenced where they each ended up, which was great. I felt they really listened to us and what we wanted to achieve, and I think they very much took onboard The Outback and Halifax Opportunities Trust as a whole, and what’s important to us as a charity.”*  
Sarah Waddington, Halifax Opportunities Trust

**Images**

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































