

**Title of the project:** Education for complex Landscapes of Practice: Evaluating the role of social learning at the UHI's Integrated Land Use Conference

**Overview:** This project combined interview and survey data to evaluate the impact of an interprofessional learning event at the UHI. The data were analysed using the social learning theory 'Landscapes of Practice' which revealed that students increased their capabilities to understand and collaborate with other land use practitioners and reflect on their practice.

Internationally, integrated approaches to land management are regarded as crucial to addressing complex sustainability issues and achieving the Sustainable Development Goals (SDGs). Balancing the multiple objectives, values and approaches associated with multiple land-based practices such as agriculture, conservation, forestry, and game management, requires professionals to collaborate and communicate across the boundaries of their professions. However, emerging work realities contrast with current further and higher education routes that emphasise specialisation.

In preparing students for interprofessional practice, the UHI holds an annual three-day learning event, the '*Integrated Land Use Conference*' (ILUC) in the Cairngorms National Park. Since 2012, students from various sustainability related fields collaborate to address complex landscape-scale issues. Key stakeholders from the land-based industries, NGOs, education institutions, and government support students in gaining insights into land management issues through fieldwork, groupwork and conference talks. Post-event student surveys indicate a positive reception of the event, highlighting an increase in communication, problem solving and teamwork skills.

This project explored ILUC participants' perspectives of social learning drawing on qualitative methods and thematic analysis. The theoretical framework underpinning the analysis employs Etienne Wenger-Trayner's 'Landscapes of Practice' theory. The results highlight three interconnected learning outcomes: (i) knowledgeability of other land use practices; (ii) systems perspectives underpinning the concept of integrated land use; and (iii) reflexivity regarding their own practice. However, participants felt that learning outcomes could be maximised if ILUC participation is clearer linked to the respective programmes and modules. Overall, the ILUC allows future land use professionals to develop competences to navigate increasingly integrated landscapes and the associated complexities. By convening this event, the ILUC contributes to developing the boundary practice 'Integrated Land Management' which addresses a nexus of sustainability issues.