**Knowledge co-creation connecting through interdisciplinary commercial/complex challenges.**

This presentation highlights the value of embedding interdisciplinary challenge based learning into the undergraduate student experience. It presents a blueprint for experiential learning in practice based on a case study from a post 92 university (University of Huddersfield), aiming to share good practice across the HE sector. A combination of complex and commercial design-led challenges are used to create knowledge exchanges and communities of practice for learning. The Innovative Creative Exchange (ICE) provided a dynamic and unique environment outside the traditional curriculum for students from different disciplines to co-create knowledge and build sustainable knowledge networks. It introduced positive disruptive parameters to impact on learning, placing students in time controlled environments, challenging students both creatively and technically. Students from the project will be participating in the presentation to share their experiences. It was found that by placing students in interdisciplinary challenge-based learning scenarios, skills associated with commercial awareness were developed such as problem solving, teamwork, self-awareness and interpersonal communication (resilience and confidence to work in unfamiliar environments). Stress and pressure were linked to positive learning values and there is a strong belief that this style of learning will benefit them in their careers, both in terms of skills but also in terms of their professional connections. Further to this students who undertook the challenge reported engaging with more opportunities for learning than they potentially would have done through developing a stronger sense of belonging and connectedness with their peers, the commercial sector and the university.