

# How to support Public Engagement

Institutional support and co-ordination

This resource pack forms part of a suite of resources to support universities to embed leadership for public engagement. The full set of resources is accessible here:

<http://www.publicengagement.ac.uk/edge-tool>

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# Institutional support and co-ordination for Public Engagement: an introduction

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*"I've always been clear with staff that we will not do their Public Engagement for them. That's not Public Engagement, that's just communications. The UCL Public Engagement Unit are very much a support department, not a control department. We help staff and students to do the things they want to do, we don't tell people what to do." Steve Cross, Head of Public Engagement Unit, UCL*

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## Why does 'support' matter?

Although public engagement often happens spontaneously, and is driven by the interests and commitment of individual staff and students, there are important ways in which institutional support and co-ordination can enhance quality, improve efficiency and support innovation. The experiences of the Beacons for Public Engagement and other public engagement practitioners suggest that the following areas are critical to supporting high quality, effective public engagement.

There are five key areas that have proved to be critical in tackling this area:

### **INVESTMENT IN EXPERT SUPPORT.**

The goal is to not to have public engagement specialists running PE programmes on behalf of the university but instead to support all staff and students to embrace PE in their work. However investing in a small amount of specialist expertise and allocating formal responsibility to the delivery of some key functions can deliver efficiencies and increase the impact of your public engagement. These PE specialists often play a major role in co-ordinating networks and supporting collaboration with external partners.

### **EFFECTIVE NETWORKS AND CO-ORDINATION.**

Most universities have a large amount of public engagement activity happening in an organic way. Some co-ordination and active support for networking can help to ensure that the quality of that work is enhanced and expertise is shared. A flexible and collaborative approach to co-ordination creates ownership of engagement across the organisation and economies of scale, minimises duplication and supports innovative new ideas.

### **PROVIDING OPPORTUNITIES FOR STAFF AND STUDENTS TO GET INVOLVED.**

One of the key barriers to researchers, support staff and students getting involved in public engagement is a perceived lack of opportunities to get started. Support and co-ordination can help

ensure that there is a range of entry points, for instance through linking staff to external organisations who would like expert input to their activities, or through running an institution-wide programme of events and other engagement opportunities. Ongoing training and development opportunities allow people to continually improve the quality of their public engagement.

### **EVALUATION AND EVIDENCE GATHERING.**

Evaluation helps improve the quality, impact and value for money of your institution's public engagement. It can also demonstrate to funders and other stakeholders the impact of the activity being undertaken, and help to ensure that expertise and learning is networked across your institution.

### **BROKERAGE AND PARTNERSHIP WORKING.**

Public engagement relies on partnership and collaboration with a range of external organisations, many of whom are likely to find it difficult to approach the institution and to find the right people to work with. Working with external partners can also open up new sources of funding and lead to greater research impact. University research offices and public engagement or knowledge exchange specialists can help to broker such relationships by facilitating interaction between the university and the wider community.

## **What next?**

Use our self-assessment tool to explore what you've already achieved and what more you could do to develop effective 'support' for public engagement in your own institution.

# Self-assess your support for public engagement

We've created this simple tool to help you assess how your institution is currently performing in this area, and to begin to identify areas where you would like to see progress.

We have described four 'states' to describe an institution's progress towards embedding support for engagement:

- **Embryonic:** Institutional support for engagement is patchy or non-existent
- **Developing:** Some support has been put in place, but in a relatively unsystematic and non-strategic fashion
- **Gripping:** The institution is taking steps to develop more systematic and strategic support
- **Embedding:** The institution has put in place strategic and operational support for engagement

## Instructions for use

You can use the tool in numerous ways, for example:

- You could fill it in individually, relying on your own knowledge of your institution;
- You could use it as part of a workshop with colleagues and other stakeholders;
- Or you could invite a number of people to fill it in individually and then bring them together to compare their perspectives. Comparing different departments across an institution can be a powerful exercise.

While the levels presented here assume that embedding engagement brings benefits to an institution, some may choose not to seek to embed it in all of the areas identified in the tool. In some instances, informal and emergent approaches may be preferred to formalised and embedded ones.

<b>SUPPORT</b>				
<b>FOCUS</b>	<b>EMBRYONIC</b>	<b>DEVELOPING</b>	<b>GRIPPING</b>	<b>EMBEDDING</b>
<b>Investment in expert support</b>	There are no staff members with responsibility for supporting and embedding PE on the campus. There may be individuals in a few departments with PE roles	There are some staff who are tasked with supporting and embedding PE; however, their appointments are temporary/not core funded and PE is only one of their responsibilities	Staff are employed in the institution with explicit responsibility for supporting and embedding PE. Some appointments are permanent but most are temporary/not core funded	The institution core funds staff members with expertise in public engagement, who take responsibility for supporting and embedding PE across the organisation
<b>Effective networks and co-ordination</b>	There is no attempt to co-ordinate public engagement activity or to network learning and expertise across the institution	There are some informal attempts being made to co-ordinate engagement activities, but there is no strategic plan for this work. Some self-forming networks exist, not supported by the institution	Oversight and co-ordination of PE has been formally allocated (e.g. to a working group or committee) but there is minimal support and resource to invest in activity. There are some subject or career-level specific networks of engaged staff	The institution has a strategic plan to focus its co-ordination, a body (or bodies) with formal responsibility for oversight of this plan, and resources available to assist the implementation and embedding of PE. There are a number of recognised and supported networks
<b>Opportunities for staff and students</b>	There are few if any opportunities for staff to get involved in public engagement. Staff find their own external opportunities	Several departments provide some opportunities for staff and student involvement, but there is no systematic support. Central brokerage may provide some details of external opportunities	The majority of departments have made some provision to facilitate opportunities for staff and students to get involved in public engagement activities	The institution actively facilitates and communicates opportunities to get involved, and provides practical support measures (e.g. brokerage; bursaries; fellowships; secondments). It also invests in institution-wide programmes that provide first steps
<b>Evaluation of activity</b>	There is no organized, institution-wide effort underway to evaluate the quantity and quality of public engagement activities taking place, nor any recognition of the value of formative evaluation	A few departments attempt to evaluate the number and quality of public engagement activities. There are no efforts across the institution. Evaluation is focussed on monitoring	A systematic effort to evaluate the number and quality of public engagement activities has been initiated. Summative evaluation is common	An ongoing, systematic effort is in place to evaluate the number and quality of public engagement activities that are taking place throughout the institution. Evaluation feedback is being used to inform future activity and strategy. Formative evaluation is an expected part of engagement activities
<b>Brokerage and partnership working</b>	There is little or no attempt made to facilitate public access to information, advice or expertise within the institution. There is little or no support for staff outreach e.g. access to training, writing grant proposals for outreach projects	Some basic 'signposting' is in place (e.g. web pages), to describe the institution's public engagement offer and facilitate contacts. There is some support for staff outreach	Effective 'signposting' is in place, and there are some attempts being made to broker partnerships with external organisations. The organisation has active 'front doors' which will respond to new requests from outside. Staff are supported to initiate their own outreach projects	The institution has invested in signposting to facilitate contact with the community, provides some dedicated brokerage and is taking a strategic approach to partnership development. It is involved in long-term partnerships with local community neighbours

# University College London's approach to embedding institutional support and co-ordination for Public Engagement

## Introduction

Support structures to embed public engagement within an institution can take many forms (e.g. through a centralised unit, a support department, a network of PE champions, or satellite staff). Each of these may be appropriate in certain contexts.

This section tells the story of how one institution – UCL – has gone about embedding practical support for public engagement. UCL chose to create a Public Engagement Unit as the most appropriate support mechanism to deliver its aims as a beacon project.

The section also draws on the experiences and approaches of other beacons and universities, and is informed by the NCCPE's [National Action Research programme](#).

We will explore in turn how the university tackled each of the following key challenges:

- Investment in expert support
- Effective networks and co-ordination
- Opportunities for staff and students
- Evaluation of activity
- Brokerage and partnerships working

## Investment in expert support

UCL has created a small Public Engagement Unit with three staff:

- A head of public engagement
- A public engagement coordinator
- An evaluation officer

The Unit provides the following key support services:

### ADVICE AND GUIDANCE

There is high demand from staff and students for expert advice. The Unit's website provides some basic information for staff, but Unit staff also invests significant time dealing with enquires about:

- Funding: offering advice on sources of funding; helping staff with bids, for instance helping with the completion of 'impact statements';
- Training and development: either running training or helping staff identify existing opportunities for professional development;

- Practice: advising on a range of methodologies, technologies, evaluation techniques and media for engagement, to support the development of competence in using them among staff and students.

## NETWORKING AND BROKERAGE

- Brokering relationships between individuals, groups and organisations, internally and externally (see **co-ordination** and **brokerage** below for more about this).

## CREATING OPPORTUNITIES

- By making it easy for staff and students to have practical experience of PE by ensuring that there are a range of opportunities to get started. See **opportunities** for more about this.

## EVALUATION AND EVIDENCE GATHERING

- The Unit has a part time evaluation officer who provides guidance to staff on how to evaluate their own projects, but also gathers insight and evidence to inform the strategic development of PE and to demonstrate impact and value for money. See **evaluation** below for more about this.

## INTERNAL CAPACITY BUILDING

Much of the Unit's work is dedicated to supporting the longer term strategic goal of embedding PE across UCL. You can find out more about this in **UCL's Story of Change**. Key focal points for their strategic work include:

- Recruiting and supporting engagement champions across the institution
- Ensuring that there are opportunities for staff development and CPD
- Tackling how PE is rewarded and recognised at UCL

### Other approaches

#### **The Centre for Social Justice and Community Action at Durham University**

Beacon North East focuses on PE that involves communities and academics in co-production of knowledge. To act as a catalyst, and to support staff to develop relevant skills, Durham University has established a Centre for Social Justice and Community Action (CSJCA). [Find out more](#).

#### **Supporting Public Engagement Funding Applications**

Read how the Edinburgh Beacon supports staff across its partnership to develop **funding applications** for PE

## University of Bristol Centre for Public Engagement

The University of Bristol has a core-funded [Centre for Public Engagement](#). Find out more about how it is funded and how it operates in this [case study](#).

## Other public engagement units

Explore the support offered by the other beacons for public engagement:

- **Edinburgh Beltane**
- [CUE East](#)
- **Beacon for Wales**
- **Manchester Beacon**
- **Beacon NE**

## Effective networks and co-ordination

The UCL PE Unit sees its role primarily as a ‘facilitating’ rather than trying to ‘deliver’ engagement: its goal is to enthuse and support staff and students across UCL to get involved in public engagement, not to run its own engagement activities. Networking and light-touch co-ordination are therefore central to its approach, to maximise interaction and involvement across the university. The Unit’s goal is to maintain a small central co-ordinating entity, and to maximise the integration of PE into other people’s roles and responsibilities. From the experience of the UCL PE Unit, embedding works best if responsibility is dispersed across the institution, with engagement ‘owned’ by many people in many different ways.

One good example is the way that the Unit has used committee and working groups to ‘network’ ownership of its public engagement work. Currently, for instance, it has established a working group of senior academics to lead on PE strategy development, ensuring that the resulting PE strategy will have input from senior champions from across the institution.

Another welcome outcome from working in this way has been catalysing interaction across different disciplines: the Unit brings staff together in novel configurations, through activities and networks that don’t follow normal institutional boundaries.

## Other approaches

### Co-ordination & Networks at the Edinburgh Beltane

Find out more about how Edinburgh Beltane **supports networks** and coordinates activity across the different partners involved in the Edinburgh Beacon.

### Co-ordinating and supporting public engagement at Beacon NE

Beacon North East has developed a range of systems and support networks for public engagement, including:

- Developing a network of experienced academic staff able to give support and advice on a range of public engagement topics

- Providing workshops, seminars and forums that highlight and discuss examples of public engagement
- Providing resources and information about public engagement. **Find out more.**

## Opportunities for staff and students

To inform its PE strategy, UCL conducted a survey with staff and students to explore the barriers that were preventing staff and students getting involved in PE activities. The survey revealed that for most people it was not a lack of support from management that was holding back their PE activities, but simply knowing where to start. This emphasised how important it was for the Unit to focus on providing staff and students with opportunities to begin to develop their skills and experience. They do this in a variety of ways:

### Promoting existing schemes

Linking staff and students to existing national, regional and local PE schemes such as ‘Researchers in Residence’, ‘I’m a Scientist Get Me Out Of Here’ and others.

### Bright Club

The Unit set up Bright Club as a novel way to introduce staff to the experience of engaging with the public: it combines research, entertainment, comedy and music, with researchers being trained to deliver a short stand-up comedy set about their research to a live public audience. Performing at Bright Club has been a very positive first activity for many, leading them on to try other forms of engagement. **Find out more.**

### Offering small bursaries

The Unit has offered a range of grants to support public engagement project such as the Beacon Bursaries scheme, which provides grants of up to £1,500 to support public engagement activities. These can be bid for through a very straightforward application procedure. Larger grants, such as the Innovation Seed grant scheme, have been used as a starting point to build a long term relationship with a particular staff group or subject area, and to help to create networks. Key to the funding approach is the fact that the Unit sees itself as an active partner right through the project process:

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*“We don't just hand you the money, we help you to ensure that your activities are as effective as possible.” Steve Cross*

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### Public engagement mentors

The Unit has just established an experimental mentor scheme. In the first year, it is planned to recruit six mentors, two from each School (UCL has three Schools, containing all academic departments), to take the lead in building capacity for effective public engagement in their Schools and Faculties. Mentors will be academics (Lecturer grade or above) with an understanding of the

culture of their School and the ability to encourage public engagement amongst their colleagues. Mentors will be awarded a grant of £10,000 and will be expected to use the funds allocated to them to create programmes of activities (which may include training, projects, networking, one-to-one mentoring etc). Access more information about the scheme [here](#).

## Other approaches

### Beacon for Wales funding schemes

The Beacon for Wales has run a number of funding rounds to encourage staff to get involved in public engagement. Evaluation has shown that the act of applying – even for unsuccessful candidates – led to positive outcomes in terms of learning and networking. [Find out more](#).

### Professional Development in Public Engagement: Opportunities for involvement at Edinburgh Beltane

This **case study** illustrates how the University of Edinburgh supports a variety of routes for staff and students to gain experience in public engagement.

### University of Bristol's Centre for Public Engagement

The CPE runs an extensive public events programme to provide a range of development opportunities for staff: [Find out more](#).

### Beacon North East Fellowships scheme

The Universities of Newcastle and Durham have created a Fellowship Programme which offers awards which pay for approximately three months of a Fellows' time (full-time or spread over a longer period) to undertake a public engagement project. Find out more.

## Evaluation of activity

From the outset, the PE Unit at UCL has invested significantly in evaluation and evidence gathering. Their goal is to ensure that insight, intelligence and evidence are used:

- To improve quality
- To inform strategic developments
- To demonstrate impact and value for money

One of their first activities was to commission a **baseline survey**, to identify the barriers preventing staff and students getting involved. The findings have helped to shape their operations. The Unit now employs a part time evaluation specialist, working three days a week for the Unit. Gemma Moore plays two roles: formally evaluating the beacon project, and also supporting staff to plan how they can evaluate their own PE activities and projects.

Gemma's approach to evaluating the impact and effectiveness of the UCL-led Beacon for Public Engagement programme is formative and ongoing: although there is a six month reporting

framework, with summary reports submitted, much of the value of her input is day-to-day, feeding insights back to the team. Underpinning her work is an **evaluation framework** which builds on the five core aims set for the Unit, and which Gemma generated with expert input from evaluation and public engagement specialists from UCL's academic staff. The evaluation framework: 'tries to break down what these aims really mean, and what are the indicators that we should be looking for, and the kind of questions we need to ask to understand if, and how, our activities have met these aims'.

The framework acts as a guide for the evaluation of the overall UCL-led Beacon for Public Engagement programme. Not every project is evaluated against the whole framework, and it serves more as a menu to pick from, helping staff and students to focus on the key outcomes intended for a project, and the best ways to gather evidence to assess whether they are being achieved. You can view a range of project evaluations **here**.

Evaluation is used consistently to learn from programme and project activities and to help shape the strategic activity of the Unit. In 2009, to inform their support for early career researchers, the Unit hosted an intern who conducted qualitative research with researchers, and the subsequent report has significantly shaped their approach. You can access the report **here**.

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*"I see my role as that of a critical friend and a repository, sharing knowledge, and acting as a broker as well, linking people to each other." **Gemma Moore***

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You can access a fuller account of the **[Unit's evaluation work](#)**.

### Resources

- The unit has produced an **evaluation guide** to support staff across UCL;
- A **short guide** to evaluating public events;

### Other approaches

CUE East, the beacon at UEA, also conducted a baseline survey. You can read a full account of how they went about it **[here](#)**.

The '**[How to do it](#)**' area of our site contains practical guidance on how to evaluate public engagement activities.

RCUK have also produced a useful overview: **Practical Guidelines to Evaluation**

## Brokerage and Partnership Working

Finding ways to cultivate purposeful partnerships between universities and external organisations is another critical function that needs support. Universities are often hard to penetrate, with no obvious 'front door' for enquiries, and limited mechanisms to network staff and students with potential external collaborators.

A significant proportion of the UCL Unit's time is spent brokering such relationships. A review of the UCL PE Units operations (UCL-led BPE Six Month Review March 2010) found that its activities involved 96 partner organisations, providing expertise in engagement, strong local networks, opportunities for engagement and access to audiences.

### Other approaches

#### **NCCPE research**

In 2009 the NCCPE commissioned market research to explore how community organisations in Bristol and the surrounding area viewed engagement with their local universities. The research revealed 'a high level of enthusiasm for engagement mixed with uncertainty over what is on offer and how to engage with HE'.

Key findings included:

- For many respondents, a central point of contact for public engagement would help them find out information about public engagement and make contact with the right individuals.
- Organisations often did not know where to find out information about public engagement e.g. what is available, and who to contact. Some respondents reported that contact details and information relating to public engagement on university websites was often difficult to find.
- In all cases, collaboration between the universities and the organisations was ad hoc. All respondents expressed a desire to have a structured and formal partnership between their organisation and the university.
- Some respondents emphasised the importance of developing a reciprocal relationship.

They did not always want to be the first to make initial contact, but would like universities to share the responsibility for developing and sustaining the relationship.

The research concluded that 'partnership models used to develop and sustain partnerships between universities and business might offer valuable insight'.

#### **CUPP helpdesk**

The University of Brighton has developed a pioneering approach to brokerage with its communities. The Community University Partnership Programme was established in 2003, and its helpdesk supports members of the community and community groups to carry out their own research and/or access University expertise. It is both a virtual desk - providing the connections to the range of University expertise, and an actual one - there is a helpdesk manager who can help

members of the community and groups to navigate and negotiate within the University. [CUPP Helpdesk case study](#).

### **Funding to catalyse partnership working**

The Manchester beacon used seed corn funding to support five knowledge exchange pilot projects, designed to promote partnership working and learning between cultural assets, community groups, and arts and humanities researchers/staff. Find out more (cultural connectivity case study)

### **Engagement Fora**

The University of Bristol regularly host half day fora on topics that bring together university researchers and representatives from external organisations and networks, to explore how participants might be able to add value to each other's work through partnership and engagement. Recent topics have included Sustainability, Creativity and Connectivity and Digital Media.

### **Resources**

The NCCPE has published a selection of guides to support people wanting to develop their partnership work. These include:

- [Working in partnership](#)
- [Working with community groups](#)
- [Working with science centres](#)

Please let us know if there are other guides you would find helpful, or would like to contribute.

# Issues and considerations

The following issues are worth keeping in mind when seeking to develop this area.

## DON'T RUSH TO ORGANISATIONAL SOLUTIONS

The NCCPE Action Research programme concluded that before deciding on organisational support for public engagement (PE), universities should start by clarifying their purposes around engagement. And before investing in support systems, they should think strategically about how best to achieve their ends:

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*“Having gained some clarity about “what the university is for?” and how engagement contributes to this, attention needs to focus down on strategic organisational questions. It is important to understand the location of public engagement, what support is needed to broker it, what theory of change will underpin the process of embedding, and how to preserve an interface with potential “users” / “engagers” that can respond to their needs. Too often universities rush to operational solutions such as building PE into workload management schemes or appointing strategic management posts without thinking these things through.”* **Action Research Draft Report, 2010**

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## EMBRACE EMERGENCE

The NCCPE’s Action Research project also confirmed what UCL and the other Beacons have found:

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*“Discussions about the change processes necessary to embed PE in universities and the organisational systems needed to support good public engagement were remarkably consistent in that they highlighted the need for flexibility and responsiveness.”* **Action Research Draft Report, 2010**

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The most effective support for PE is therefore achieved through facilitating rather than controlling. There are risks in having overly prescriptive plans or targets, and great benefits to be gained from being able to respond quickly and flexibly to emerging opportunities. This way of working may challenge accepted practice at your institution.

## PUBLIC ENGAGEMENT CAN BE CHALLENGING

The point of engagement is to encourage everyone who participates to get involved and speak up: it can be unruly, the outcomes aren't predictable, and people may disagree with the ideas or views put forward by researchers. Staff and students with strong inter-personal skills and the ability to empathise with people from different backgrounds are unlikely to face any serious issues but this is an area where some people may need support.

### **AN ENGAGEMENT OFFICE OR UNIT SHOULD NOT BECOME A GHETTO OR AN EMPIRE**

A key role is to act as an advocate for PE in every strategy and policy, and to build an extensive network of supporters and champions in every department: it is important to resist the temptation to build a larger central team and to centralise control.

### **PUBLIC ENGAGEMENT ACTIVITIES DON'T NECESSARILY FIT THE INSTITUTIONAL MOULD**

There are a number of practical considerations and challenges to running PE which can cause friction with the system. For instance, if you need to pay travel expenses or process payments quickly, your university may not be able to keep up; room-booking, catering, security, rubbish collection, cleaning schedules may all need to be adapted. It helps if these differences can be accepted as necessary, rather than treated as aberrations from the norm.

### **CLARITY OF REMIT**

A PE unit can be seen to be treading on the toes of other established functions – e.g. PR and Communications or Student Recruitment. It is important to spend time working through how the work intersects, to build understanding of differing needs, potential, methods and applications, and to plan for how skills and intelligence can be shared.

### **THINK ABOUT ALL YOUR STAFF AND STUDENTS**

It's easy to focus on academic staff, but more productive to think about everyone as a potential engager: administrators, caterers, technicians, managers, gardeners, students. Any support structures for engagement should benefit any staff or student.

### **WHAT DOES IT ALL COST?**

If an institution decides that PE is important, then it obviously needs to consider some central funding. Experience suggests that the main central cost is staff, who should be few in number as their role is to support others to deliver PE as part of their salaried duties, or by volunteers such as students. Some dedicated funds to support external events, publicity, staff development,

networking and evaluation is also critical. Other managers should be encouraged to establish a budget line to ensure PE can be supported when opportunities arise.

### **Further reading**

The NCCPE set up an action research project in 2009 to examine some of the strategic challenges involved in embedding public engagement in the university sector. You can find out more about some of the other issues identified through this process by accessing the draft final report.

## Links and further reading

<p><b>UCL Baseline survey</b></p>	<p><b>Establishing a baseline for public engagement: Guiding your strategy</b>  A survey of over 700 staff conducted in 2008, to inform UCL’s PE strategy development.</p>
<p><b>Study of involvement of early career researchers in PE</b></p>	<p><b>Early Career Researchers and Public Engagement at UCL: A qualitative study</b>  A report of a qualitative research project to investigate the involvement of Early Career Researchers in public engagement at UCL. Specifically, the report aims to respond to the following questions:</p> <ul style="list-style-type: none"> <li>• Are Early Career Researchers involved in public engagement? If not, why?</li> <li>• What are the perceived or encountered barriers to involvement?</li> <li>• Do participants have suggestions for promotion of public engagement?</li> <li>• How might public engagement fit into a research career?</li> </ul> <p>A sample of 17 semi-structured interviews of Early Career Researchers, drawn from various UCL faculties, revealed a largely positive view of public engagement.</p>
<p><b>UCL evaluation framework</b></p>	<p><b>An evaluation framework</b> has been developed for the evaluation of UCL’s public engagement programme as part of the Beacons for Public Engagement initiative. The framework provides a structure and a skeleton for the appraisal of the programme and projects undertaken. Some key points about the UCL led Beacon for Public Engagement Evaluation Framework are as follows:</p> <ul style="list-style-type: none"> <li>• The framework is based on the strategic aims of the Beacon programme</li> <li>• The framework uses a qualitative approach that allows for plurality and diversity</li> <li>• It is crucial to assess and measure what is important rather than what is easy to measure</li> <li>• The framework Identifies examples of measures, indicators and methods that signal whether elements and activities have been successfully achieved</li> <li>• Measuring impacts of public engagement is complex as they are often multi-layers and hard to assess</li> <li>• The framework develops potential indicators to provide proxies for impact - these indicators are evolving</li> </ul>

<b>Guide to evaluating public engagement</b>	<b>This toolkit</b> provides a guide to encourage those running public engagement activities to think through and choose the most appropriate methods and techniques to evaluate the delivery and impact of their activities.
<b>Evaluating Your Public Events.</b>	<b>This toolkit</b> offers guidance on public events and how you can measure their success.
<b>Introductory Guide to Running Public Events</b>	<b>Putting on a public event: an introductory guide</b> Written by the UCL Public Engagement Unit in February 2010
<b>Public engagement mentors</b>	<b>Public engagement mentor scheme: guidance notes</b> A scheme to generate engagement champions across UCL's schools.
<b>Public engagement bursaries</b>	From <b>this page</b> you can access: <ul style="list-style-type: none"> <li>• Beacon Bursary Application form</li> <li>• Bursary guidance notes</li> <li>• Sample form</li> <li>• Project learning form</li> </ul>

## Contacts

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<b>Hilary Jackson:</b> Public Engagement Coordinator at UCL	<a href="mailto:hilary.jackson@ucl.ac.uk">hilary.jackson@ucl.ac.uk</a> 0207 679 2489	Funding, supporting networks and individual projects.
<b>Gemma Moore:</b> Public engagement evaluation officer at UCL	<a href="mailto:gemma.moore@ucl.ac.uk">gemma.moore@ucl.ac.uk</a> 0207 679 4112	Evaluation plans and methods, public engagement case studies.



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