

Strategic Support to Expedite
Embedding Public Engagement
with Research

**Co-Production and
Creativity: Ethos, typologies
and innovation in public
engagement practice**

Keele University
Final Report, December 2019

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Context

The UKRI Strategic Support to Expedite Embedding Public Engagement with Research (SEE-PER) call sought to help enrich and embed cultures within HEIs where excellent public engagement with research (PER) is supported, valued, rewarded and integrated within institutional policies and practices. The first year of this programme ran from October 2017 to October 2018. Two types of approach were funded:

'Embedding change' proposals that sought to enhance and embed an institution's approach to supporting PER, building on the learning from the Beacons for Public Engagement, RCUK PER Catalyst and Catalyst Seed Fund programmes:

- Birkbeck College, University of London, led by Professor Miriam Zukas
- Heriot-Watt University, led by Professor Gareth Pender
- Keele University, led by Professor David Amigoni
- London School of Hygiene and Tropical Medicine, led by Professor Dame Anne Mills
- NERC Centre for Ecology and Hydrology, led by Dr Nick Wells
- University of Lincoln, led by Professor Carenza Lewis
- University of St Andrews, led by Professor John Woollins

'Challenge' proposals which addressed a specific challenge in supporting PER effectively, and which expanded the existing knowledge base about 'what works' in effectively supporting PER:

- University of Brighton: developing an incubator model for finding and fostering community-university knowledge partnerships, led by Professor Tara Dean
- University College London: exploring how to make PER fundamental to the university's efforts to address global societal issues through cross-disciplinary research, led by Professor David Price
- University of Bath: examining the challenges associated with training and professional development for public engagement, led by Professor Jonathan Knight
- University of Southampton: tackling barriers to professional development in PER and developing a robust educational framework for such activity, led by Professor Simon Spearing
- STFC – Laboratories: investigating the take up and provision of PER training, led by Dr Neil Geddes

In May 2018, the SEE-PER projects were given the opportunity to apply for a second year of funding to embed and expand upon work done in the first phase. Ten of the twelve projects received funding to extend for a further 12 months, and the programme concluded at the end of 2019.

UKRI appointed the National Coordinating Centre for Public Engagement (NCCPE) to co-ordinate this work, ensuring learning was shared across the projects, and that evaluation was used strategically to inform and assess the value of the SEE-PER initiative.

Further learning from the SEE-PER initiative can be found in the 'Support Engagement' section of the NCCPE website.

At Keele, we recognise that public engagement is of singular importance to the legitimacy of universities that draw on public funds to conduct high-quality research, and Keele values public engagement as a central part of its research mission. The university's public engagement ethos is rooted in its inception in 1949, to be a Higher Education Institution (HEI) with a difference, an 'experiment' to link the university to its society through the provision of interdisciplinary, broad-based education and research in a campus setting. Our strong sense of place has been, and remains, a critical driver for much of our PER and indeed much of our research and innovation activity. This sense of place was reflected in the University's Strategic Plan (2015-2020), which emphasised its 'commitment to community' as an institution 'rooted in its locality'.¹ This Plan outlined a commitment to harnessing our resources and research for the benefit of wider society, aiming to maximise impact through the development of partnerships, the provision of a supportive environment for collaboration, and a commitment to 'engage with the public to enhance the understanding of the research we do'.² These commitments are embodied in a series of partnership- and sector-based 'Keele Deals': Keele Deal | Business (2017); Keele Deal | Culture (2019); Keele Deal | Health (2019).³ Through these Deals, Keele has outlined its commitment to working with partners, articulating shared ambitions for the benefit of the local area. Keele Deal | Inclusion will be launched in 2020.

From 2016 onwards, a series of targeted initiatives provided a boost to our support for PER. The University's Directorate of Engagement and Partnerships piloted an Impact Acceleration Fund (IAF), which provided £100,000 to support a range of engagement activities spanning disciplines.⁴ Half of the 17 awards supported projects with an explicit emphasis on PER. Also in 2016, the Faculty of Humanities and Social Sciences (HumSS) created two PER Fellow roles. These part-time posts recruited postgraduates to work with the Faculty's Research Development Manager to provide support for PER and impact through the creation of an Engaged Research Network, which led seminars, training and created resources dedicated to PER.⁵ The University affiliated to *The Conversation* (Professor David Amigoni, Pro Vice-Chancellor for Research and Enterprise, joined its editorial board in 2018) and held a series of workshops designed to support researchers writing for this online resource. Paul Manners, Director of the NCCPE, also visited, worked with the University Council and led a workshop on 'Shaping an Engaged University'. On 14 July 2016, Keele's Vice-Chancellor Professor Trevor McMillan signed the NCCPE's manifesto for public engagement.

These initiatives were positive but, crucially, disconnected. Although PER was central to Keele's missions and values, there was a lack of systematic *institutional* engagement with

¹ Keele University, *Strategic Plan 2015-2020* (Keele: 2015) p4
<https://www.keele.ac.uk/media/keeleuniversity/policyzone20/studentandacademicservices/Keele%20University%20Strategic%20Plan%202015-2020.pdf>

² *Ibid.*, 15.

³ Keele University, 'The Keele Deals' <https://www.keele.ac.uk/business/keeledeals/>

⁴ Impact Acceleration Fund (18 January 2016), Keele University
<https://www.keele.ac.uk/research/researchnews/2016/impactaccelerationfund.php>

⁵ 'Engaged Research Network' (15 February 2016), Keele Humanities and Social Sciences Research Blog <https://keelehumss.wordpress.com/2016/02/15/keele-engaged-research-network/>

this agenda. Training, leadership, support for and even understandings of what PER meant varied across the institution. For instance, while the Faculty of Humanities and Social Sciences offered a toolkit for PER activities (the PER Fellow roles were not renewed after 2016/17 due to a restructuring that changed job roles), the Faculty of Natural Sciences had a dedicated Engagement and Outreach Officer, and the Faculty of Medicine and Health Sciences had a PE Champion within one research institute, as well as established mechanisms for Patient and Public Involvement Engagement (PPIE) within another, with a dedicated Impact Accelerator Unit established in 2017 to support the implementation of health research in practice.⁶ Aside from the IAF, funds for PER tended to be limited to ring-fenced budgets in external awards and no monies were allocated in HEIF in 2016/17 for supporting PER.

A similar pattern existed in our PER activities; we were good, but disconnected. An audit conducted for RCUK in March 2017 identified autonomous centres of excellence that were doing outstanding, innovative PER, often using highly creative methodologies with an emphasis on co-production.⁷ The internationally renowned Community Animation and Social Innovation Centre (CASIC) - a transdisciplinary, community-based research centre established at Keele in 2014 by Professor Miheala Keleman in collaboration with the New Vic Theatre - developed 'cultural animation', an innovative methodology of knowledge co-production.⁸ Keele's long-standing PPIE Research User Group, comprising patients and members of the public, has worked in over 100 projects with more than 100 members, who bring their 'expertise by experience' to projects and co-create high quality primary care research. But there was often a lack of connection between these centres of excellence, which were operating principally on the commitment and enthusiasm of particular academics and professional staff (who were often on short term contracts).

The increasing - albeit disconnected - interest in PER within the University led Professor David Amigoni, Pro Vice-Chancellor for Research and Enterprise (PVC R&E) (and a strong advocate for and practitioner of PER) to establish the University's first Public Engagement Steering Group in March 2017, in response to RCUK's announcement of SEE-PER. The Steering Group included key individuals in University leadership and PER culture, including Heads of Partnership Development, Research Development Officers, a representative of the Pro Vice-Chancellor for Advancement and Global Engagement and three committed PER researchers. The group noted the centres of excellence and recent positive developments, which were reflected in our original self-assessment using the NCCPE's EDGE tool. This assessment also highlighted the need for development in several areas, particularly around recognition, opportunities and co-ordinated support for PER.⁹

⁶ <https://www.keele.ac.uk/pcsc/research/ppie/>

⁷ See Appendix One.

⁸ <https://www.keele.ac.uk/casic/>

⁹ NCCPE, EDGE tool, <https://www.publicengagement.ac.uk/support-engagement/strategy-and-planning/edge-tool/introducing-edge-tool>

Focus	Embryonic	Developing	Gripping	Embedding
Mission			✓	
Leadership			✓	
Communication			✓	
Support		✓		
Learning			✓	
Recognition	✓			
Staff		✓		
Students			✓	
Public		✓		

Figure 1: NCCPE EDGE Tool Self-Assessment Matrix, Keele University, July 2017

The Steering Group was unanimous in its enthusiasm for SEE-PER providing a mechanism to better connect our activities, develop our support and move the institution closer to 'embedding' on all fronts. The timing of the call and project coincided with the Research and Innovation Support and Excellence (RaISE) restructuring programme, also sponsored by the PVC R&E, but driven by the Directorate of Research, Innovation and Engagement. This restructure centralised professional support for research and innovation (which had previously been managed at Faculty level), resulting in one team responsible for supporting the development of research projects involving Keele and its external partners, a key objective of which was to ensure the integration of planning for engagement and impact into research development. SEE-PER represented a timely opportunity to work with ongoing strategic priorities and institutional changes to cohere our varied PER practices and embed support for these at an institutional level.

Short overall approach

Keele is a small, research-led university with a strong commitment to community. We started this project with a number of pockets of research-led public engagement excellence but without obvious coherent links between them, which it was our mission to foster. Our objective was to improve the visibility and connectedness of our PER. In the first year, we listened to publics, partners, professional services colleagues and researchers to understand their experiences of the barriers and enablers in this area.¹⁰ In the second year, we applied this learning to a range of activities, strategically co-ordinated with other university initiatives

¹⁰ We use the plural term 'publics' to denote the wide and complex range of stakeholders, people and groups involved in PER. See NCCPE, 'Who are the Public?' <https://www.publicengagement.ac.uk/about-engagement/who-are-public>

and driven by significant input from our PVC R&E, to promote and embed connected PER and raise its profile across the institution.

Synopsis of year one

The NCCPE's definition of public engagement emphasises its dialogic nature: 'engagement is by definition a two-way process, involving interaction and listening, with a goal of generating mutual benefit.'¹¹ The first year of our SEE-PER project was dedicated to *listening* - listening to our researchers, partners, stakeholders, and professional services. The RCUK audit and preparatory work with our Steering Group demonstrated that co-production was central to some of our most innovative social research and centres of excellence. Our project set out to embed co-production as a creative and innovative mode to bring together our practices. Year one established the core team and governance structure, engaged with senior leaders and internal influencing bodies, provided resources to undertake benchmarking and consultation and began the embryonic stages of planning these activities.

Original Objectives and Project Plan

Our project began with the establishment of a core team - a Public Engagement (with Research) Fellow and a Project Manager - led by the Principal Investigator, our PVC R&E. We started in October 2017 with a set of seven aims, to be delivered through four phases.

Given the varied picture of thriving PER activity but lack of coherent institutional recognition and sporadic provision of training and resources, our Steering Group suggested an ambitious two-year programme (with internal funding to continue after the RCUK funded period). This aimed to accelerate creative approaches to co-produced PER, positioning Keele as a leading centre of expertise in these methods. These aims were distilled into seven key objectives:¹²

1. Accelerate the development of an institutional environment capable of effectively supporting PER, with a focus on distinctive approaches to co-created research evidence across Keele.
2. Move Keele decisively towards 'embedding' in measuring PER capacity and support - the strongest category in the NCCPE's EDGE tool.
3. Advance the development of methodologies for the co-creation of research and co-production of knowledge.
4. Work with Keele researchers, professional services, academic middle managers and senior leadership to build a PER leadership community.
5. Integrate enhanced PER into the wider culture change programme around research on which Keele is embarked, creating a more secure and better resourced link between research support and PER.
6. Share learning and practice from the project with wider academic networks.
7. Begin to position Keele as a leading centre of expertise in the use of novel and creative methods to co-production.

¹¹ NCCPE, 'What is Public Engagement?' <https://www.publicengagement.ac.uk/about-engagement/what-public-engagement>

¹² Keele University, RCUK - Strategic Support to Expedite Embedding Public Engagement with Research Proposal (July 2017).

Recognising that these would be challenging to catalyse in a short timeframe we proposed a phased approach. The first phase would be exploratory, involving mapping typologies of PER associated with our most successful practices, theorising the challenges of deploying these in different contexts, and consulting with stakeholders to develop institutional theories of change. The second phase would be dedicated to the design of work streams to introduce, orientate and embed co-production. The third phase would roll these out through training workshops for researchers, middle managers and leadership. We intended to dedicate the project's fourth phase to sharing best practice with other HEIs. The project plan intended to carry out the first two phases during the original funded period (October 2017-March 2018). Ultimately, these phases consumed year one of our SEE-PER project.

Year One Activities and Highlights

The project **formalised a governance structure**. The Public Engagement Steering Group has met bi-annually since its formation in March 2017 to address the strategic direction of PER within the institution, which has invariably focused on the work undertaken through SEE-PER. A distinct project Advisory Group with separate membership was established, to monitor and evaluate the project's progress. This group, consisting of two individuals from within the University and one from a partner organisation, acted as a source of counsel for the project. It provided supportive and critical evaluation of its development and a forum for reflecting on the implications of the project's [work for the needs of external partners and colleagues across the University].¹³

Project delivery began with a series of exploratory activities, to map in more detail the current PER picture, both institutionally and across the sector, and to inform our work packages. This included **desktop research and intelligence gathering** around PER strategies and activities at other HEIs. This fed into a formal presentation on current practices, which was utilised to articulate the project's objectives and approach to key stakeholders. This research also supported planning for our institutional PER Plan.

With support from the NCCPE, we undertook a **baseline survey** of staff attitudes to PER. Although the survey yielded a fairly low response rate at 2%, conversations with the NCCPE revealed that this was not out of line with other examples from across the sector. They confirmed the mixed picture that shaped our own EDGE tool self-assessment.

¹³ SEEK-PER Advisory Group, Terms of Reference (Updated version: 13 February 2019).

The overall EDGE response

	Focus	Embryonic	Developing	Gripping	Embedding
Purpose	Mission	1	9	23	2
	Leadership	3	6	16	0
	Communication	0	8	18	9
Process	Support	0	10	12	7
	Learning	4	12	8	11
	Recognition	9	15	5	1
People	Staff	1	19	6	7
	Students	3	20	5	4
	Public	4	17	5	2

Figure 2: EDGE tool assessment matrix, Engage survey, May 2018¹⁴

The survey revealed many passionate members of staff, with knowledge of and a desire to support the institution’s engagement strategy. It found a strong ethos of actively involving the public in the research process, but also found that this understanding of PER - as a two way process for mutual benefit - was not shared across the institution. Responses demonstrated that strategy was not being translated into effective processes that support and recognise engagement. Respondents articulated particular frustration about lack of reward and recognition and an appetite for more coordinated support and opportunities for PER.¹⁵

Over the first year, the project delivered a **sequenced series of six PER workshops**. These brought together researchers, external partners and professional services colleagues to share best practice in co-creation and PE methodologies, and to gather intelligence on understandings of PER, the full scope of our activities and people’s experiences of the barriers to PER. The first of these sessions, which took place on 3 November 2017, brought Keele’s ethos of co-production to the fore. Its intended outcome was to produce a plan with external partners and institutional leaders to operationalise the objectives outlined above.

This was a watershed moment for our project. It was attended by 39 people, comprised of co-investigators, PER researchers (including postgraduates), selected institutional leaders and 11 of our existing external partners, including representatives from local housing associations, city councils, arts and cultural organisations and Staffordshire University. The session introduced the project and the theories of change process, followed by an exploration of the priorities of those in attendance. Our external partners highlighted existing strong relationships between Keele and many organisations, and the valuable difference that these relationships make to local communities. They also shared the drivers of and challenges encountered by them in their PER work with us. Communication emerged as a critical issue. Many found the language used by academics and institutional bureaucracy a real challenge, and others expressed difficulties in maintaining contacts throughout project life cycles. Other key barriers identified during this workshop included complex HEI

¹⁴ NCCPE, Engage Survey Report, Keele University, 4 May 2018.

¹⁵ Ibid.

administrative procedures, the need to value the time and expertise of all partners equally and the pressing need to understand each other's' resource constraints.¹⁶

Language was a key focus of these discussions. There was a sense that even the invitation to attend the session lacked clarity, that the project's objectives were too dense, and that there may be a need to step back and address some more fundamental aspects of PER in more accessible terms. The workshop was filmed, and evidence of the discussions captured in notes and photographs.



Figure Three: Logic model produced collaboratively at Workshop 1, 3 November 2017

We continued to refine our plans in the consultative workshops that followed. Two of these (November and December 2017) brought together co-investigators to share findings, refine the theory of change model and begin to address an evaluation strategy. Local plans for PER produced here fed into our collective theory of change and logic model. Two interdisciplinary workshops held in February 2018 and attended by 30 people provided a further platform for colleagues to share best practice, ideas and learning. They allowed the project team to understand issues facing different disciplines and get a more granular sense of people's priorities. The engagement of a number of colleagues with limited PER experience at these events allowed us to better understand training and mentoring needs.¹⁷ The experiences articulated here fed into another workshop for Heads of School (May 2018), attended by 13 representatives from a range of disciplines. This session communicated the project's findings so far and aimed to ascertain Heads of Schools' perspectives on the changes needed to move towards embedding PER and secure their support for

¹⁶ Workshop Notes (3 November 2017).

¹⁷ Interdisciplinary Workshop Report (1 March 2018).

implementing these. Feedback from the workshop indicated that it was useful for opening up a dialogue, proposing workable solutions and focussing discussions.¹⁸

We drew on the learning from this exploratory phase and began the early stages of planning key work streams, which principally involved engagement with internal stakeholders. We coordinated with the Media and Communications (MAC) team at Keele to plan the provision of a dedicated online PER hub and with our Academic Development team to discuss embedding training into the University's programmes. The PVC R&E engaged extensively with Human Resources and the Academic Strategy Group (which was in the process of producing new Academic Role Expectations) to ensure that PER was recognised and rewarded.

Year One Key Outcomes

These extensive consultations resulted in the development of seven core outcomes for the project, **refining the original objectives** set out in the application.

1. PER is recognised as CORE business for the university
2. A more joined up approach to public engagement exists
3. Improved provision of effective and appropriate training for PER
4. Researchers involved in PER are able to develop clear, coherent and strategic plans for their work
5. Development of a career path linked to PER work
6. Increased and sustained engagement between partners/publics and the University
7. Improved scale, range and quality of PER activities at Keele, by putting in place more institutional platforms for PER.

These outcomes, co-produced with our internal and external stakeholders, embodied the ethos of our SEE-PER project and guided our second year of embedding activities. We also articulated a **definition of PER**, to drive our activity and aims for a joined up approach:

“At Keele, public engagement with research (PER) includes any knowledge-sharing and knowledge-creating activity that brings together researchers and members of the public. The foundation of any good PER activity is a two-way creative process of listening and interaction for mutual benefit of all those participating in the knowledge-sharing or knowledge-creation process.”

We **successfully engaged institutional leadership and management** at a range of levels with the project and with issues related to PER on a larger scale than ever before. The series of six workshops brought stakeholders together, for the first time, to think collectively about the challenges and enablers to embedding PER and the mechanisms needed to drive culture change. This was a distinct step change, as previously support for PER had been developed in isolation, at Faculty or department level. The active role of our PI meant that the project engaged with core University influencing bodies, including the University Leadership Group, University and Faculty Research Committees, Academic Staffing Group and the University Executive Committee. Our Vice-Chancellor, Professor Trevor McMillan, was a keynote speaker at NCCPE's Engage Conference 2017, where he situated our project

¹⁸ Heads of School Workshop Report (24 May 2018).

in the context of knowledge exchange in the HE sector through his role as Knowledge Exchange Champion at Research England, where he has key responsibility for the KEF Concordat, supporting our goal to locate our culture change project within wider institutional contexts. The university's first annual Impact Conference, organised by RaISE, foregrounded PER as a pathway to impact and included a plenary talk by Paul Manners delivered to 86 attendees.

The key outcomes of our first year activities were about **learning**. We established a clearer understanding of the state and practices of PER and the perspectives of our researchers and partners, realising that in some areas we were not as far along on the EDGE tool as initially anticipated and that for some plans (i.e. around training) we would need to begin at a more basic level. We applied this learning to the development of those seven objectives, for instance, prioritising reward and recognition, and the processes for achieving these were in embryonic stages. We were delighted with the opportunity to continue this intensive work with the extension of the SEE-PER programme for another year.

Introduction

The co-produced objectives outlined above drove our year 2 activity. They embodied the ethos of co-creation that shaped our SEE-PER application and remained explicitly aligned to the original funding call. Our objectives spoke directly to the call's aims of embedding PER by clarifying its purpose, increasing awareness and motivation, consolidating incentives and developing sustainable support, as well as its emphasis on the development of distinctive approaches appropriate to specific institutional contexts and priorities.¹⁹

Our objectives and the specific activities through which these were operationalised were distinctively Keele and related to institutional priorities and ongoing developments. The project was inextricably linked to the centralised approach to research development through the RaISE restructure, and our SEE-PER activities included dedicated training for the RaISE team (see below). During the project period, Keele also prioritised the development of three challenge-led research institutes, intended to function as hubs to stimulate collaboration and debate.²⁰ This intersected with our SEE-PER objectives, particularly around increasing engagement with external partners, providing additional platforms for PER and consolidating a coherent approach. The project team has worked directly with these new institutional agendas (particularly with the Institute for Social Inclusion). As well as aligning with our institutional aims, SEE-PER has also shaped our institutional priorities, enhancing the visibility of PER and its centrality to the university's strategic mission (see below).

Project Inputs

Our project benefitted from a range of resources, and requirements varied throughout its lifecycle, with additional input needed around key deliverables and when plans came up against personnel change. Regular reflection on our needs, the ability to react to these and amend our project plans was critical, and we often benefited from expertise and input that we had not originally anticipated. Ultimately, large scale culture change projects require a range of resources and sustained input. This can be challenging to forecast, source and

¹⁹ RCUK, SEE-PER Call guidance (Version 3: June 2016).

²⁰ These include the Institute for Social Inclusion, Institute for Sustainable Futures, Institute for Global Health: <https://www.keele.ac.uk/research/>

manage, but the varied pool of resources and expertise on which the project drew have undoubtedly supported our 'embedding' goals.

UKRI Funding

This enhanced our capacity to understand Keele's PER landscape and to deliver a plan to enhance this, principally through funding two dedicated posts. The exploratory activities undertaken in year one were critical to the evolution of a theory of change that was built on a thorough understanding of our strengths, opportunities and challenges. Without this funding we would not have had the resources to commit to such a detailed assessment. The project benefited from the skills, expertise and networks of both individuals who occupied the PER Fellow role – Dr Jackie Reynolds, from October 2017, and Dr Lotika Singha from April 2018 to March 2019. The funding also enabled the delivery of an extensive programme of events (including externally sourced training), the development of new web pages and the production of case study videos. It allowed the team to draw on external expertise at key points where we lacked internal capacity to deliver within short timescales.

In mid-January 2019, it became clear that the university would not be able to fund a permanent PER Officer post and that the PER fellow would leave the project at the end of the UKRI funded period (March 2019). This had significant implications for the delivery of outputs planned up until the end of the project (September 2019). At the same time, we had an underspend on our directly allocated costs. During year 2, we revised our planned expenditure with support from UKRI and NCCPE. This flexibility was critical, allowing us to deliver feasible outcomes in line with the learning and findings from our year one work, integrated into the workload of other professional services colleagues.

Contribution of our Pro Vice-Chancellor for Research and Enterprise

A distinctive feature of our project has been the active involvement of our PI, the PVC R&E, in driving and delivering all of its elements. Particularly given the personnel changes we experienced, he has provided an essential anchor to ensure its stability, and will do so beyond the project's life cycle. The PVC R&E has persistently championed the project, both its wider ethos and specific activities (including attending all workshops and training sessions), ensuring attention from critical high level stakeholders within and beyond our institution. The unique nature of this was evident from SEE-PER programme meetings, which brought together representatives from all funded projects. Our PVC R&E's presence was keenly felt and appreciated at these meetings, and this was often articulated by those present.

University Resources

The project has benefitted from a range of university resources. Following our successful bid for additional UKRI funding in July 2018 for the continuation of SEE-PER from October 2018, Keele provided additional funds to support the PER Fellow for the interim period. The project team leveraged additional resources for the delivery of specific outcomes and for reactive support for PER. For instance, the university supported a team from the Faculty of Natural Sciences to display a major installation at the Royal Society's Summer Festival in

July 2018.²¹ The institution has provided logistical support for various aspects of the project, including the handling of project finances by our Research Accounting staff, events support and the use of facilities.

Staff Time and Expertise

The project has benefited considerably from the time and expertise of our researchers and professional services colleagues. Co-Investigators have attended workshops, shared their experiential and theoretical knowledge, and PER development plans produced for their areas acted as blueprints for the institutional plan. Researchers and postgraduates participated in workshops and the baseline survey, which formed the backbone of our project.

The team has been supported by input from a range of professional services staff, and we became aware of the scale of colleagues with skills in these areas which we had not originally anticipated. When it became clear that the university was not able to fund a permanent PER Officer, the team abandoned its work on a business case for this. Instead, responsibility for the management of SEE-PER and delivery of specific activities was taken up by colleagues in the university's Partnership Development Team. The Development Manager for Arts and Public Engagement, who had been involved in aspects of the project for its duration and particularly in planning our festival of ideas (see below), took on the planning of the festival's second iteration. The Engagement, Partnerships and Impact Development Officer (EPIDO) for Humanities and Social Sciences assumed responsibility for the project and delivery of key activities. The EPIDO had been involved in SEE-PER as project manager between April and November 2018, when the post-holder left the university. After joining Keele in February 2019, the new post-holder undertook an extensive period of handover with the PER Fellow, to ensure the delivery of activities with support from the Partnership Development Officer (Natural Sciences). With this wider leveraging of expertise to support SEE-PER specifically and PER more broadly, the university's NHS Partnerships Manager was also brought onto the university's Public Engagement Steering Group, ensuring representation from each Faculty.

We aimed to connect our activities to the ongoing RaISE restructure. Collaboration with colleagues in Research Development was critical for several of our objectives, including fostering a more joined up approach to PER, improving the scale and quality of these activities and supporting researchers to develop their PER plans. To progress on this front, it is essential that professional services colleagues working in research development are equipped to support researchers to build PER into projects, and that there are opportunities for communication with partnership development colleagues with expertise in impact and engagement. The above mentioned colleagues in Partnership Development have worked extensively with other colleagues in RaISE to move towards achieving this, partly through mechanisms afforded by the RaISE restructure and through the delivery of a workshop on embedding PER into grant writing (see below). The time and expertise of other teams within the university have also benefited the delivery of specific initiatives. We worked with our colleagues in Academic Development to deliver training and MAC on the development of

²¹ Progressive Prosthetics - how can we design prosthetic hands that move and feel like real human hands? *The Royal Society* <https://royalsociety.org/science-events-and-lectures/2018/summer-science-exhibition/exhibits/progressive-prosthetics/>

new PER web pages and case study videos. This expertise added considerable value to our project, but also brought challenges, requiring a longer lead time for fitting activities into busy schedules and working against competing pressures and demands.

Steering and Advisory Group

The groups that comprise our governance structure provided time, expertise and guidance to driving our project from its inception. Steering Group members have shared ideas and experience and championed our work and participated in key initiatives. The Advisory Group has provided guidance on our progress, and we are particularly grateful for the time of our external Advisory Group representative from the Beth Johnson Foundation. The Advisory Group's investment in PER activity at Keele is indicated by the presence of two members as co-investigators in projects submitted to a recently launched pilot funding scheme to support collaborative research with our external partners (see below).

External Partner time

The project has benefited immensely from the time and perspectives our partners, particularly in the development of refined objectives arising from our first project workshop. The project has also utilised community facilities – the separate Steering Group delivering the festival of ideas has been held at various venues outside of the university, with the festival itself held at the historic Spode pottery site (Spode Works) in the heart of Stoke-on-Trent. Another co-produced event based on legacy work from the City of Culture 2021 bid (2016-2018), 'Making a Difference: Working Together to better understand the impact of the arts', was held at the Potteries Museum and Art Gallery in March 2018. The museum is a popular community hub and 103 people attended. Keele and our PI were heavily involved in this bid and legacy work, with our PVC R&E chairing the city's Cultural Forum which emerged as a result.

PER Resources and the NCCPE/SEE-PER Support Network

Learning and resources from across the sector have supported our project. The team consulted strategic plans and PER web pages from other institutions in developing our own.²² The NCCPE's EDGE tool guided the exploratory phase of our project, helping us prioritise areas of concern and evaluate our progress. Learnings from the final reports of previous RCUK funded PER initiatives – the Beacons for Public Engagement (2008)²³ and Public Engagement with Research Catalysts (2012)²⁴ – provided insights for our project

²² The project team drew particularly on: Keri Facer and Bryony Enright, 'Creating Living Knowledge: The Connected Communities Programme, community-university relationship and the participatory turn in the production of knowledge' (January 2016) https://connected-communities.org/wp-content/uploads/2016/04/Creating-Living-Knowledge.Final_.pdf; NCCPE, 'Attributes Framework for Public Engagement for university staff and students' (December 2010) https://www.publicengagement.ac.uk/sites/default/files/publication/an_attributes_framework_for_public_engagement_december_2010_0_0.pdf; NCCPE, 'Embedding Public Engagement in Higher Education' (September 2011) https://www.publicengagement.ac.uk/sites/default/files/publication/action_research_report_0.pdf;

²³ NCCPE, Beacons for Public Engagement <https://www.publicengagement.ac.uk/nccpe-projects-and-services/completed-projects/beacons-public-engagement>

²⁴ NCCPE, Catalysts for Public Engagement with Research <https://www.publicengagement.ac.uk/nccpe-projects-and-services/completed-projects/catalysts-public-engagement-with-research>

planning and informed the development of our logic model. These resources helped us to articulate the value of our proposed activity to stakeholders.

The nature of the SEE-PER funding, which sought to develop insights on PER for the sector, and the subsequent structured input from the NCCPE has been an incredibly useful resource, guiding our project plans, enhancing our understanding of best practice and challenges around PER and supporting our evaluation work. This input has involved regular, structured meetings that bring together all SEE-PER projects, paired interviews with other institutions and regular interim reports. These opportunities to share knowledge and the reflections and networks arising from this structure have been invaluable.

Assumptions and context

We made several assumptions in developing this project. Aside from our assumption about the institution's ability to fund a permanent position, these were largely accurate, although our exploratory activities revealed a much more nuanced picture.

Our main assumptions included:

- Buy in for this work already existed at several levels (from the institution, staff and publics).
- Co-production and co-design are good things to do, with lots of activity already happening.
- Resources and timeframe were realistic for the delivery of our goals and activities.

Participation in our year one workshops confirmed that **buy in for this work** existed at several levels, both internally and externally. This has been reaffirmed over the course of the project through the depth of responses received to our baseline survey, attendance at key events and interest in a range of other initiatives, such as our call for PER Champions and training workshops (see below). What we did not anticipate was the extensive work involved in managing and coordinating this buy-in from various stakeholders, which dominated the project team's work in its early phases.

Prior to the commencement of this project, it was clear that many Keele researchers had a long standing commitment to PER using innovative methodologies. The RCUK audit identified seven centres of excellence. The baseline survey and responses to workshops confirmed many examples of and investment in co-production. But the survey also revealed that this was not universal. A range of definitions existed, with some colleagues tending towards an emphasis on outreach. This did not change our assumption that co-production was a good thing to do and that this should drive long term goals for our PER culture. But we realised that to achieve this, we needed to do some more basic work to develop a coherent understanding of PER and put in place support, training and mechanisms for achieving this.

The area in which our expectations diverged most from our assumptions was in relation to resources and timeframe. Our plans were ambitious and delivering these within the project timescales proved challenging. This was compounded by the financial constraints facing our institution. Ensuring our project remained on course required regular reflection and flexibility. However, as mentioned above, we also became aware of the breadth of existing PER expertise within our professional services teams. Workshops had a higher than anticipated uptake from this group, where enthusiasm really stood out. This learning was reinforced

when the need for expansion of the project team became more pertinent with the end of the PER Fellow post.

Activities and outputs

Support

Our Engage survey found that ‘there is evidence that strategic direction and leadership of engagement is a particular strength, but that this is not always backed up with effective mechanisms and processes that support these intentions’.²⁵ Our exploratory phase also revealed varied understandings of PER across some sectors of the university. We identified a need for a **dedicated training programme**, starting at a more basic level than originally anticipated.

Year 1’s **six sequenced workshops** supported this, articulating the meaning and value of PER on a scale that had not been seen before. SEE-PER also facilitated the delivery of a **set of bespoke training workshops** in July 2019 by an external trainer. One of these was aimed at researchers and postgraduates beginning or thinking about PER, including interactive sessions on engagement planning, understanding audiences and evaluating activities. A second session was designed for researchers with some experience of PER looking to develop their leadership skills. This explored best practice across the sector, focusing on PER as a pathway to impact and its role in grant applications and the REF. In July 2019, we funded a **bespoke NCCPE workshop on Engagement, Impact and Grant Writing** for 13 colleagues in RaISE. The session provided guidance on building PER into project development, with an emphasis on costing and evaluation, to help ensure these teams are equipped to support researchers in developing their plans.

We also worked to establish ‘**in house**’ **training and support mechanisms**, delivering a session on Planning PER at Keele’s Researcher Summer School. This was attended by 18 researchers, mostly postgraduates, and we will repeat this annually. At our annual impact conference (June 2019), the Partnership Development team trialled a ‘surgery’ style workshop on engagement and impact, which brought together professional services colleagues for researchers to troubleshoot problems and share concerns. Around 40 people attended and feedback suggested an appetite for this forum. The Partnership Development team now lead on a series of monthly engagement and impact drop in sessions.

SEE-PER coincided with changes to our institutional provision for researcher development, including a new MA in Higher Education Practice (MA HEP). The project team and PI engaged with our Academic Developers to ensure that PER was embedded into this programme. These discussions were embryonic in year 1, and developed over year 2 with valuable input from the SEE-PER network. The University of Lincoln and University of Southampton created bespoke and intensive training courses. Following discussions at SEE-PER programme meetings, they generously shared their materials and learning with our PER fellow and Academic Development team, enabling them to adapt and **build these into a module for the MA HEP**, which ran for the first time in October 2019.

We also established a **network of PER Champions**. In March 2019, the PER Fellow and PI drafted a role description, and met with Deans for Research from each of our three faculties

²⁵ NCCPE, Engage Survey Report: Keele University (4 May 2019).

to outline this plan and gather their perspectives on how the champions might operate within their areas. The role description was amended based on this feedback. The positions adopted exemplify the challenges of cohering approaches. The Faculty of Health and Medical Sciences, for instance, were keen to appoint Champions based on their existing knowledge of good practice in PPIE. The Faculty of Humanities and Social Sciences preferred an open call, and initially the Faculty of Natural Sciences wanted to integrate this role into their existing Outreach Officer post. When this became vacant, the Faculty of Natural Sciences also opted for an open call. The Partnership Development Team coordinated this process, selecting two champions per Faculty from the expressions of interest received. The Champions network formally began with an initial meeting at the end of our project period, during which the champions, Partnership Development colleagues and the PVC R&E outlined key areas of activity. The champions receive a workload allocation for this role, which relates directly to another set of activities around reward and recognition.

Reward and Recognition

The NCCPE's Engage Survey identified reward and recognition as an area that demanded attention. It found that 'staff do not see engagement being valued by the institution either formally or informally' and a significant number of respondents to the survey cited lack of recognition as a barrier to PER.²⁶ Tackling this emerged as a project priority.

Activity in this area clustered around two fronts – the development of **an award for PER** and the integration of **PER within Academic Role Expectations (AREs)**. The AREs comprise a set of exemplars to help define academic roles and a framework for indicating and supporting performance at a range of levels, grouped under the categories Education, Research and Leadership. Their development coincided with our project period, and our PI was well placed to engage with this as the PVC R&E. One of the PVC's roles, along with the Head of Research Strategy Delivery, was to draft criteria on engagement to be integrated into these AREs. Making the argument for these role expectations in a forum such as Senate often depended on a shared view that public engagement was neither adequately recognised nor rewarded - and that this was a route to restitution. The output of this activity is a set of AREs that contain a substantive element dedicated to 'engagement, knowledge exchange and impact' embedded in the 'research' category.²⁷ At all levels, from Lecturer to Professor, these AREs demonstrate the value that the institution places on engagement activities, which we hope will provide a tool for recognising work in these areas.

In 2018 Keele introduced a new set of Excellence Awards, designed to recognise achievements aligned to the university's strategic priorities and it was agreed that a PER Excellence Award would replace the Research Award. In 2018/2019, following an open competition for which five nominations were received, we awarded the first Keele Excellence Award for PER to Dr Lisa Dikomitis for her outstanding research on the GCRF (AHRC/MRC-funded) SOLACE project, improving health outcomes in the Philippines using sophisticated techniques of public engagement.²⁸ The 2020 Awards, including a PER category, are

²⁶ NCCPE, Engage Survey Report: Keele University (4 May 2019).

²⁷ Keele University, 'Academic Role Expectations – Education and Research' (October 2018)

<https://www.keele.ac.uk/intranet/hr/policiesproceduresandguidelines/>

²⁸ SOLACE, <https://solace-research.com/about/about-2/>

currently open for nominations (closing 31 January 2020). Winners receive £1000 towards engagement activities.

Communication

Our planned activities included the development of **a new online PER hub**, which would simultaneously act as a space for resources for researchers, to celebrate our PER activity and an online entry point for publics to engage with the institution. Year 1 supported this, with research on and the collation of online resources from across the sector and with early engagement with our MAC team. To ease the pressures of competing demands and busy schedules, we used SEE-PER funds for external support to develop content.

At the same time, we became aware of activity to develop existing Business Gateway pages, which act as the online entry point for companies interacting with the university and business support programmes.²⁹ The Partnership Development team was keen to expand their remit, and re-develop these pages to reflect the broader range of external engagement taking place. This provided an opportunity to embed our PER web page development into existing infrastructure, and to prioritise PER alongside a range of external engagement. The team engaged in these discussions and paused our activity to meet the timescales of this wider project.

A range of factors including staffing changes meant that this wider project would not be completed during the SEE-PER period. We therefore decided to develop our dedicated PER pages aimed towards an internal audience, focusing on resources, support, the university's definition of PER and highlighting some case studies. The new PER web pages, embedded in our core research pages, are the output of this activity, and the project team remains in close discussions about the integration of information about PER into the wider partnership gateway, the development of which remains ongoing.³⁰ In order to better recognise and support understandings of PER, we took the opportunity to redirect some of our year 1 underspend to the production of **three case study videos**, one for each of our research faculties.³¹ The videos showcase three individual projects and examples of engagement, with a strong emphasis on the mutual benefits of PER, including reflections from our researchers and the publics with which they have collaborated.

Another strand of activity focused around the development of an **institutional plan for PER**. In year 1, co-investigators produced plans for PER in their areas, which were brought together to form a blueprint for an institution wide plan. Considerable input from our Steering Group developed a document that sets out our approach and journey so far, including progress made under SEE-PER and our future objectives. Although this has been drafted and consulted upon, the absence of a dedicated PER Fellow after March 2019 has impacted on our capacity to finalise it. Its production and dissemination remains a priority, and this work continues beyond the project period.

Opportunities

²⁹ Keele University, Business Gateway <https://www.keele.ac.uk/business/>

³⁰ <https://www.keele.ac.uk/research/publicengagement/>

³¹ <https://www.keele.ac.uk/research/publicengagement/casestudies/>

Increased engagement between our publics and university and improving the scale and quality of PER through the evolution of institutional platforms for it were two of our objectives. At the same time, legacy work from Stoke's City of Culture 2021 bid identified a gap in the absence of an annual arts of ideas festival in the city. SEE-PER presented a unique opportunity to meet this need, and £8000 of our SEE-PER funding resourced our inaugural Festival of Ideas, *Stoking Curiosity*, held on 17 and 18 November 2018.

In July 2018, the project team invited representatives from Keele and Staffordshire universities, partner organisations and members of the community to form a Steering Group, to develop a mission for a public engagement festival to be HEI-led but co-produced by a university-community partnership. The group selected 'Stoking Curiosity' as the event's title, reflecting its intention to embed connections between the two universities and the local communities across Stoke-on-Trent and Staffordshire and its emphasis on audience participation.

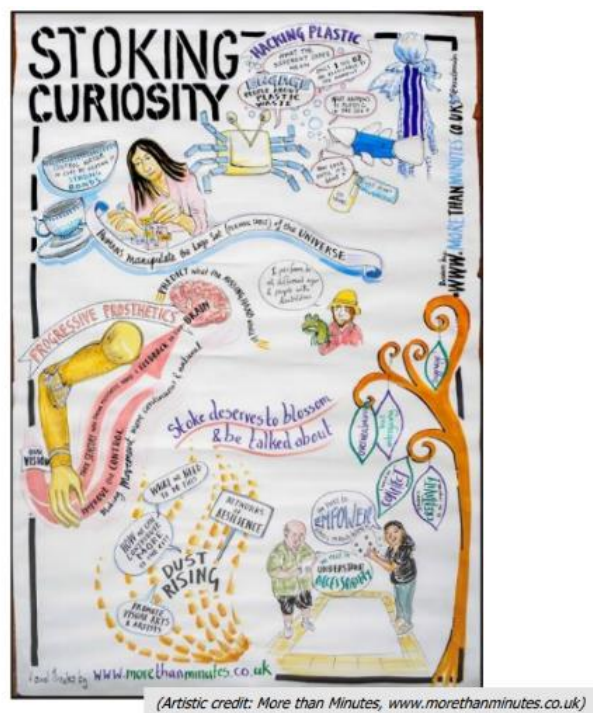


Figure Four: Artistic Minutes, *Stoking Curiosity* (November 2018)³²

A two-day festival was planned with a range of objectives for its various audiences, including to provide a platform for PER as well as opportunities to engage, nurture ideas and build networks. The call for proposals simply asked, 'what are you curious about' and 'what makes your proposal exciting'. Forty-three activities were selected out of fifty-six proposals against criteria including 'an element of curiosity' and 'intention for audience participation'. They formed the city's first festival of ideas - a two-day event, which brought together a range of presenters from the two universities and other organisations with an audience of 300 people.³³ Organisation of this was driven in large part by our PER Fellow, with approximately

³² Penny Vincent and Lotika Singha, 'Stoking Curiosity 2018 Evaluation Report' https://www.keele.ac.uk/discover/artskeele/stokingcuriosity/stokingcuriosity2018/Stoking%20Curiosity%202018%20Evaluation%20Report_Full%20Version.pdf

³³ Ibid.

250 hours committed to its design, delivery and evaluation. We recruited volunteers from Keele and Staffordshire University as well as lay volunteers. The PER Fellow was supported by members of Staffordshire University's Creative Communities Unit and Keele's Development Manager for Arts and Public Engagement, who returned from maternity leave shortly before the festival took place and assumed responsibility for coordinating the festival in 2019.

Outcomes and impact

These activities have had considerable impact during the project lifecycle, delivering outcomes against all of our objectives and intersecting with ongoing institutional change to enhance our PER culture. The visibility of PER was enhanced as a result of our extensive engagement and workshops with stakeholders, our training and the production of new materials to aid our PER communications. The development of new institutional platforms and support mechanisms, are creating a more joined up approach to PER, with activity and training on a greater, more coherent scale than before.

One of the benefits of the programme and structured support has been insights into evaluation and evidence of change. The project team have benefitted from the NCCPE's insights on this and those from our fellow SEE-PER institutions, although finding time to implement these insights has been a challenge. The structured support from the NCCPE (including extensive work by the group to develop a bank of indicators for evidencing culture change) and our logic model provided us with useful insights into evaluation mechanisms. But the personnel changes experienced by our project and the absence of a dedicated PER Fellow for a portion of it meant that our capacity to implement new mechanisms for data collection and analysis was limited. We prioritised data collection (around new events, for instance) and made use of materials already being collected. We have learnt that systematic evaluation requires dedicated capacity, and although we found this challenging it is an area that we will continue to develop in the post-project period. This is a significant consideration for other HEIs embarking on such culture change initiatives.

The NCCPE's EDGE tool shaped the evolution of our priorities and has also been a tool for our evaluation. In December 2019 our Advisory Group and Steering Group worked with us to repeat this self-assessment exercise, reflecting considerable progress across key areas:

Focus	Embryonic	Developing	Gripping	Embedding
Mission				✓
Leadership				✓
Communication			✓	
Support			✓	
Learning			✓	
Recognition			✓	

Staff			✓	
Students			✓	
Public			✓	

Figure Five: EDGE Tool Self-Assessment, Keele University, December 2019

The Groups felt that the university had moved to embedding status for the areas of mission and leadership, evidenced in the greater prominence accorded to PER in institutional strategies (see below) and the development of our PER plan. In 2017, our PVC R&E was a key champion of PER. This is now reflected across the institution's Senior Leadership, particularly through our Vice Chancellor's role as KEF Champion and the significant involvement of our Executive and Faculty Deans in new research institutes and the development of our Keele Deals. Our assessments of Support, Staff and Public have moved from developing to gripping, with enhanced institutional resources and oversight for supporting PER (through the work of colleagues in Partnership Development, the establishment of our network of PER Champions and new training sessions); new structured opportunities through *Stoking Curiosity* and greater investment in assessing community needs through the Keele Deals and activities of our Institutes, in particular a new funding scheme launched by the Institute for Social Inclusion (KISI). The Steering Group recognised the substantial progress made under recognition, but also recognised continued areas for improvement, as these processes for recognition, which are in their infancy, are implemented and begin to be utilised. The Group also recognised progress made in other areas which remain 'gripping', such as supporting professional development through the inclusion of public engagement in the MA HEP and movement towards enhanced communication of PER through new web pages. But more extensive work is needed to move towards embedding in these areas, where support still varies across different departments, reflecting the way in which culture change around PER remains explicitly linked to wider research cultures across differing areas of the institution. Whilst we continue to provide opportunities for students to engage, with more training aimed towards postgraduates and some dedicated programmes,³⁴ more work is needed to ensure that all students have the opportunity to engage and are supported to do so.

Below we take each of our objectives in turn to consider the impact of our project period on these.

PER is recognised as CORE business for the university

PER is now a greater priority in Keele's mission and strategies. Keele's Strategic Plan (2015-2020) emphasised a commitment to developing impact from our research and a

³⁴ For example, the Keele Research and Innovation Support Programme provides structured opportunities for students to engage with businesses
<https://www.keele.ac.uk/business/keeledeals/newkeeledeal/priorities/keeleresearchandinnovationsupportprogrammekrisp/>

commitment to 'engage the public to enhance the understanding of the research we do'.³⁵ This singular and brief reference to public engagement was not embedded in the core of this mission, and appeared quite far removed from the emphasis on co-production that characterised the pockets of PER excellence identified at the beginning of our project. In contrast, the strategic vision set out in the University's *Our Future* plan (May 2019) foregrounds public engagement in articulating Keele's sense of purpose. It outlines a commitment to ensuring that our research creates 'impact through our teaching, public engagement and the partnerships we form'.³⁶ This positions public engagement as core university business alongside our research, teaching and partnerships; a considerable shift from the 2015 document. The *Our Future* plan lays the groundwork for a refreshed university research strategy, the drafting of which will commence in early 2020, and this will feature a strong emphasis on PER. The additional capacity enabled by SEE-PER has also allowed us to begin drafting a PER Plan for the university, work on which is ongoing.

Reflecting this prioritisation, Keele has invested in an additional role to support PER. Although financial challenges precluded the creation of a central PER role, one additional post has been created in the Partnership Development team to support the Faculty of Natural Sciences. In 2017, this Faculty was supported by one Partnership Development Officer, to promote and develop opportunities for exploiting the university's intellectual assets, particularly across collaborative research, contract research and consultancy. This role was heavily oriented towards business engagement, with a strong focus on managing the institution's Knowledge Transfer Partnerships.³⁷ Since 2018, this role was increasingly responding to the need for support around impact and PER. In 2019, a new full time permanent role was created: the Faculty is now supported by a Partnership Development Officer and an Engagement and Impact Development Officer. The latter supports 'engagement and impact in research development', working with fellow members of the partnership team 'on the interface between more intensive approaches to engagement which are encompassed by this role and lighter touch public engagement for wider audiences (for example, events and festivals)'.³⁸ The post-holder is a member of the Public Engagement Steering Group, has played an active role in the delivery of aspects of SEE-PER towards the end of the project and will continue to play a key role in cross-institutional and Faculty based PER support.

A more joined up approach to public engagement exists

This project brought together co-investigators from our centres of PER excellence for the first time, through our Steering Group and workshops, and their PER plans for their area have been distilled into a draft PER plan for the institution, which will articulate co-produced, joined up objectives for our future PER culture and activity. Our network of PER champions supports this joined up approach. The network benefits from the insights of six individuals

³⁵ Keele University, *Strategic Plan 2015-2020* (Keele: 2015) p15
<https://www.keele.ac.uk/media/keeleuniversity/policyzone20/studentandacademicservices/Keele%20University%20Strategic%20Plan%202015-2020.pdf>

³⁶ Keele University, *Our Future: Strategic Vision* (Keele: 2019) p10
<https://www.keele.ac.uk/discover/strategicplanandmission/Our%20Future%20Strategic%20Vision%20Brochure.pdf>

³⁷ Keele University, Partnership Development Officer (Natural Sciences) Job Description (June 2017).

³⁸ Keele University, Engagement and Impact Development Officer (Natural Sciences) Job Description (August 2019).

from across three faculties, who work across the institution to provide support based not on their disciplinary background but on their PER expertise.

Over this period, communication between our professional services colleagues has enhanced. This was partially facilitated by aspects of the RaISE restructure, which brings key people into one team and provides a weekly forum where the development of projects is discussed. The exploratory phase of SEE-PER shed light on the range of roles in which PER expertise existed and has facilitated more frequent communication between these. This expertise is now brought together to provide joined up support for PER and impact in a monthly drop in session (three of these have been held to date), in which Engagement and Partnerships Officers, Research Development Managers, Business Development Managers, the Arts and Public Engagement Development Manager, an Outreach Officer and representative from MAC come together to provide holistic support on PER and project development. A more coherent approach to supporting PER was also fostered by the bespoke NCCPE workshop ran for these colleagues, which has resulted in the development of rates cards for PER that, once finalised, will be used across these teams.

Improved provision of effective and appropriate training for PER

Prior to SEE-PER, provision of support and training for PER had been largely restricted to sporadic School or Faculty level initiatives. During the project, we delivered six workshops to consult with our stakeholders, which disseminated consistent messages about our PER approach, and four dedicated training sessions.

Feedback from these sessions indicates that they were effective at articulating a shared understanding of PER, its benefits and how to achieve it. 18 researchers, mostly postgraduates, attended the Researcher Summer School session delivered by the project team and PI, which set out the scope and meaning of PER and provided attendees with some practical tools for PER planning. The Academic Development team collected feedback, which indicated that half would do something differently in their research as a result of the session. One attendee commented, 'this was a concept that was not familiar with me before the session. I now know public does not mean just the general public.' Others reported, 'it got me thinking about public engagement possibilities in my research', 'really stimulated my thinking on the possibility and value of public research' and 'made me think about research in a way I had not considered.'³⁹ Positive feedback was also received from the MA HEP sessions, which saw a high level of engagement and contributions from attendees, recognising the value of the sessions being grounded in attendees' personal practice.⁴⁰ The project team received similarly positive feedback from researchers who attended the externally delivered PER workshops. Attendees reported better understandings of what PER means, how it related to their research, ideas about how to approach stakeholders and a better sense of possibilities for measuring engagement activities. Others highlighted the benefit of discussions around managing PER in controversial research topics and on PER in the humanities. Comments about areas that might be explored in more detail

³⁹ Keele University Academic Development, Researcher Summer School Workshop Feedback (13 August 2019).

⁴⁰ Email Feedback, Academic Developer, 12 November 2019.

are informing our plans for future training and sessions at our Celebrating Impact Conference 2020.⁴¹

Researchers involved in PER are able to develop clear, coherent strategic plans for their work

This is a long term objective, which we have not collected systematic evidence about during the project period. We hope that the enhanced training and support mechanisms that have arisen from SEE-PER will support this and the five submissions to our 2018/19 Keele Excellence Award in PER suggests that colleagues are able to articulate their PER achievements and their strategic plans for developing these. There is emerging evidence that our researchers are being better supported to develop these plans, or are making more effective use of support for this. Between March and April 2019, the Engagement Partnerships and Impact Development Officer for Humanities and Social Sciences received and responded to just one query from a researcher in that Faculty about their PER plans. In October and November 2019, the EPIDO responded to eight queries from researchers ranging from how to present PER in a pathways to impact statement, advice on an Arts Council grant, a public event, evaluation ideas and early stage project planning. We plan to continue to collect deep dives of data on the inquiries responded to and support provided by our engagement professionals to inform our understanding of whether the mechanisms put in place are supporting these objectives.

Development of a career path linked to PER work

Prior to this project, support for and management of academic career pathways was guided principally by a set of promotions criteria, which made minimal reference to PER. For instance, within the criteria guiding promotions to Senior Lecturer, engagement features only briefly under the broad category of 'external visibility', which lists collaboration with research users alongside things like participation in research collaborations and editorship of journal⁴² At no level did these criteria fully recognise or provide scope to reward the kinds of innovative PER activity identified in our RCUK audit. By contrast, the new AREs emphasise Engagement, Knowledge Exchange and Impact at all levels. This includes a more extensive elaboration of examples, including engagement with a broader range of publics, placing greater emphasis on collaboration.⁴³ In addition, these AREs have fed directly into the revision of these promotions criteria which is currently taking place. PER as a critical aspect of an academic career pathway is also reflected in our new Academic Leaders Programme. During 2018/19, University Executive Committee approved the development of this programme, which builds on the Senior Research Team Leaders programme delivered by Advance HE. 'Enabling effective public engagement' has been prioritised as an element of the scheme's core training programme.⁴⁴ As well as this presence of PER in mechanisms intended to support career development, evidence from the Vitae Careers in Online

⁴¹ Workshop Evaluations, 8 and 9 July 2019.

⁴² Keele University, Senior Lecturer, Senior Teaching Fellow and Senior Research Fellow Promotions Procedure

<https://www.keele.ac.uk/intranet/hr/policiesproceduresandguidelines/rewardpromotions/seniorlecturerseniorteachingfellow/>

⁴³ Keele University, 'Academic Role Expectations – Education and Research' (October 2018)

<https://www.keele.ac.uk/intranet/hr/policiesproceduresandguidelines/>

⁴⁴ Keele University, Academic Leaders Programme: Research Element, October 2019.

Research Survey (2019) indicates that 70% of researchers surveyed felt that the institution recognises and values the contributions they make to PER.⁴⁵

Increased and sustained engagement between partners/publics and the university

Our project activities, including those delivered in the exploratory phase, helped support this sustained engagement, bringing together external and internal stakeholders to discuss our approach to PER. *Stoking Curiosity*, a key output from our project, has also supported this goal, connecting our researchers with 300 community members during the project period and supporting networking with other organisations.

This engagement continues to be an institutional priority, exemplified by the most recent Keele Deals. Our emphasis on this through SEE-PER complements various other initiatives within the university, such as the work of the Keele Institute for Social Inclusion (KISI), launched in June 2018.⁴⁶ The SEE-PER PI and the project manager were closely involved in the Institute's launch where PER was emphasised. The EPIDO, who took over the day-to-day running of SEE-PER after the departure of our PER fellow, continues to work closely with KISI particularly supporting its partnerships. In 2019, KISI launched a pilot funding scheme, the KISI Active Partnership Programme (KAPP).⁴⁷ This offers funding (up to £5000) for external members to propose innovative, collaborative projects that address particular aspects of social inclusion. This scheme, where external partners are the lead applicant working with a Keele collaborator, embodies the emphasis on co-production that has been championed by SEE-PER and our communications, and driven by colleagues also involved in the establishment of this scheme. In November 2019, the Institute made three awards to support collaborative research projects led by a local housing association, Community Interest Company and a charity. This pilot represents considerable institutional investment in PER and the ethos of co-production.

Improved scale, range and quality of PER activities at Keele, by putting in place more institutional platforms for PER

SEE-PER has facilitated the development of *Stoking Curiosity*, a major new institutional platform for PER. In 2018, 10 of the events presented by university academics came from Keele researchers.⁴⁸ In 2019, this increased to 21, indicating an increase in the number of Keele academics utilising the institutional platform.⁴⁹ The quality of these activities is indicated by their presence in other platforms. In 2018 Biomedical Engineers from Keele's Institute of Science, Technology and Medicine, delivered an event on 'The Art and Science of Prosthetics', which also featured at the Royal Society's Summer Science Exhibition.⁵⁰ The 'Emergency Poet', a mobile, poetic first aid service, was showcased at the 2018 Festival and was one of three projects submitted by the University to Wellcome's call for 25 trailblazers in

⁴⁵ Vitae Careers in Research Online Survey (2019).

⁴⁶ <https://www.keele.ac.uk/socialinclusion/>

⁴⁷ <https://www.keele.ac.uk/socialinclusion/kisiactivepartnershipprogramme/>

⁴⁸ Vincent and Singha, *Stoking Curiosity 2018 Evaluation Report*.

⁴⁹ Update from Arts and Public Engagement Development Manager, 2 December 2019.

⁵⁰ <https://royalsociety.org/science-events-and-lectures/2018/summer-science-exhibition/exhibits/progressive-prosthetics/>

Public Engagement.⁵¹ In 2019, the Arts Council Funding sourced by the Festival supported existing and new collaborations between researchers and artists. It facilitated Creative Community Walks resulting from an existing academic/artist collaboration for new audiences, and funded three mini commissions between artists and Keele scientists delivering a 'shot of science', which will be used in future engagement activities and pint of science festivals.⁵² Partnerships made and showcased via this festival are also expanding: a Community Interest Company who participated in 2019 have also been awarded a grant under the KISI's KAPP Funding 2019/20. The Partnership and Research Development teams are beginning to see *Stoking Curiosity* utilised as an opportunity for our researchers' engagement planning, featuring in pathways to impact statements in funding applications.

Sustainability

SEE-PER has had a profound impact on the visibility of and support for PER at Keele. This momentum will continue to be sustained beyond the funded period by a range of ongoing activities, including our Steering Group, the finalisation of our PER plan, continued work to consolidate our in house training offer and the network of Champions instituted at the end of our project period. We are beginning to see the implementation of our initiatives around reward and recognition, with for example, AREs feeding into new promotions criteria. These have been revised by our Academic Strategy Group, with considerable input from our project PI the PVC R&E, and approved by the University Executive Committee. They are currently undergoing the final stages of consultation. Once implemented, this will ensure that that the enhanced recognition for PER outlined in AREs is operationalised and fully embedded in our promotions at all levels.

Several examples demonstrate the ongoing impact of our SEE-PER activities. In addition to the university level training mechanisms that the project established, we are seeing new opportunities arising across departments. One of our Academic Developers, who delivered the MA HEP session on PER with support from the project team, delivered a session for the new MSc in Research methods in November 2019 for 12 PhD students in Pharmacy and Bioengineering, which drew directly on the resources shared through SEE-PER. The Partnership Development Team also delivered material on PER as part of a session on research methods for postgraduates in the social sciences in November 2019. Our network of PER Champions have begun to contribute to and initiate new opportunities for support in their areas. One participated in a workshop for the Law School on impact and PER through media engagement. Another, based in the School of Social, Global and Political Studies, has proposed to run sessions on PER at the School's Away Day in 2020, with support from the Director of Research and contributions from professional services.

We are working to ensure the sustainability of new opportunities for PER and collaboration that emerged during the project period. In November 2019, we ran the second iteration of *Stoking Curiosity*, which expanded with 700 visitors and over 98 activities. This was supported by a range of external funding sources, including support from Higher Horizons+ (which enabled us to invite local schools to the events), Stoke-on-Trent Council, ArtsKeele

⁵¹ Emergency Poet <https://emergencypoet.com/>; Keele University, 'Emergency Poet opens literary pharmacy to support mental wellbeing' (2 October 2019)

<https://www.keele.ac.uk/discover/news/2019/october/emergency-poet/literary-pharmacy.php>

⁵² Update from Arts and Public Engagement Development Manager, 2 December 2019.

and Arts Council England, and we are looking to ensure the sustainability of the festival on an annual basis. A crucial legacy of our project is Keele's successful bid to UKRI's Enhancing Place Based Partnerships in Public Engagement Programme. This project will see the development of the university's fourth civic agreement, Keele Deal | Inclusion, through an extensive process of PER with a range of stakeholders. This project provides us with an opportunity to put our SEE-PER learning into practice and embed PER within the university's civic mission. It will support the development of inclusive engagement mechanisms across our broader portfolio of place-based research, learning which will support our own activities and wider PER networks in the sector. We have already begun to share our SEE-PER learning with wider networks, principally through our PVC R&E, who has shared our project and its findings across various platforms and events.

The wider lessons learnt from the SEE-PER programme are already having an impact on other areas of the university. The Engagement, Partnerships and Impact Development Officer has been brought into a new Steering Group, the remit of which is to develop a revised evaluation framework for our business and external engagement across a portfolio of projects managed by the Partnership Development Team. The project team continue to develop a feasible and sustainable evaluation mechanisms, which will provide evidence of long term impacts and inform our plans for continued development in key areas. Given the lack of dedicated PER position to manage this, we will focus on analysis of existing data sets, including grant capture information, the Careers in Research Online Survey, the annual RaISE Survey, evaluation of specific events (including training and *Stoking Curiosity*) and other data from our new initiatives (such as number and quality of applications for the PER Excellence award, and the use of AREs in appraisals and promotions). We will continue to work with our logic model and theory of change, and the bank of indicators developed collectively by SEE-PER projects.

Final thoughts

Our experience of the SEE-PER project has been one defined by learning – about our institution, best practices in PER and the challenges we face. Keele has benefitted from the project activities and outcomes, which will shape our ongoing work in this area and have helped provide momentum for the continuation of this work. Our project team members have benefitted from the network and shared learnings arising from our interactions with fellow SEE-PER intuitions and the NCCPE. The structured nature of the programme and input from the NCCPE has been invaluable, a defining element of our SEE-PER experience that we recommend be maintained in any other such funding initiatives. The intensive reporting attached to this funding has proved challenging at times, particularly in the final phase of our project in the absence of a dedicated PER Fellow. The principle of regular reporting has been beneficial and well supported, encouraging consistent and deep reflections on our evaluation plans and guided through programme meetings, but there may be value in exploring the impact of less intensive reporting mechanisms on project teams.

The flexibility of the SEE-PER funding has been a vital asset for our project. Culture change is a lengthy process. Within the time it takes to make progress, landscapes shift, personnel change and new challenges and opportunities emerge. Taking stock of these shifting facets regularly and having the opportunity to adjust our plans and spend has been critical for our

work, allowing us to deliver *realistic* activities that remain in line with our project objectives and the SEE-PER funding call's goals.

These questions of resource must be a key consideration for any HEI addressing these challenges. Culture change requires investment and, crucially, capacity. But having an accurate sense of the resources already available to support this is important. Throughout the duration of our project, we became aware of a greater wealth of skills and expertise in this area (from both our researchers and professional services colleagues) than we had anticipated. The value of listening, scoping and understanding is perhaps the most important take home message from our project. SEE-PER allowed us to indulge in an extensive period of exploration, consultation and reflection, which ensured our objectives and plans were tailored to the needs and agendas and our institution and that they addressed the most pressing of those needs and helped secure the buy in of those we needed to engage.

Reflections from senior leadership

Professor David Amigoni, Pro Vice-Chancellor for Research and Enterprise

The SEE-PER funding has presented Keele with an opportunity to implement a programme of transformative integration in research, PER and impact management. It has enabled us to move rapidly on an important, research-led agenda that the Vice-Chancellor and I had agreed (in 2016) was strategically important for the University's sense of itself and its civic mission. This sense of urgency had led to our making contact with NCCPE in 2016 and signing the Manifesto in 2017. The SEE-PER funding has enabled us to move quickly from being an institution which believed in PER, doing so from the perspective of siloed excellence and uncoordinated enthusiasm: to one in which PER is integrated into the research management system and backed by a programme of reward, recognition and support. SEE-PER has enabled us to further capitalise on the introduction of a new research management system and the integration of our research support, development and impact management into a central RaISE team, in which partnership and engagement support is key. I have consistently argued to every audience that I encounter that PER is emphatically *not* 'at the fluffy end' of our delivery priorities. Proof of this is the recent award of £4.6m for an NIHR project entitled ECLIPSE and investigating the social impact of a neglected tropical disease, cutaneous leishmaniasis on three continents. Innovative, sophisticated and culturally sensitive public engagement is at the heart of this international research project, run by Dr Lisa Dikomistis (winner of our first PER excellence award, 2018); and Dr Helen Price, a member of one of SEEK-PER's original Centres of Excellence (CAEP, Parasitology).

As our report states, we have been privileged to work with two outstanding PER Fellows (DI) as part of the developing PER team -- Dr Jackie Reynolds and Dr Lotika Singha -- at various stages of the two years of this project where practice enhancement was the chief focus. Both were accomplished academic researchers who had learned excellent public engagement abilities. They combined rigorous research skills (vital to the desk research and academic engagement) with well-developed public engagement capabilities of listening and accessible presentation and facilitation which developed trust and brought partners on board. When Dr Reynolds left her post to become a full-time impact officer at Staffordshire University (so the project has built HE capacity in the local area), Dr Singha went on to take the lead in

developing the whole project and especially 'Stoking Curiosity', our city-wide PER platform. Dr Singha demonstrated excellent community engagement skills in developing the festival, making it a genuinely open forum, embracing high-quality research and community interest, with co-production at its heart. The ethos of co-production was of course at the centre of our original bid.

One of the sadnesses of our project has been our inability to retain the services of our excellent PER Fellow because of the financial challenges with which the whole HE sector has presently to work. However, I am proud to lead a very resourceful project/ Partnership and Engagement team who work efficiently, energetically and creatively in a resource-constrained environment. Dr Gemma Scott and Dr Kat Mycock (EPIDOs, DA) have continued to deliver the project by embedding PER in Keele's research culture. We aspired to realise integration and the work of these colleagues makes this aspiration a reality: researcher colleagues (of all career stages from PhD to professor) meet Drs Scott and Mycock in the course of bid writing that involves PER; participating in a training event to enhance PER skills; guiding a discussion of improvements to a REF impact case study (where they have developed powerful and respected expertise). Researchers and publics at events such as an exhibition will see the co-produced curatorial work of academics, community or sector partners and the Arts and Public Engagement Manager, Kerry Jones: and will see the connections between research and the pleasures of curiosity-led display and exploration. This excellent team is truly embedding PER in Keele's research culture as a pathway to impact which is already making a difference to the more effective delivery of real impact through our research.

I am confident that PER will have a secure future at Keele, even though it is clear that higher education will face some challenging times ahead. We have been keen to learn from the experience of institutions who found it a challenge to maintain the momentum that the earlier Beacon and Catalyst projects provided: for instance, Professor Sheena Cruikshank (University of Manchester) came and spoke to our Steering Group in June 2018. While we are reassured that institutions can come back even more powerfully to their commitments to PER after a lull in organisational performance, the trick for us as a smaller, research-led institution will be to avoid the lull. We can do that by ensuring that PER and its strategic importance continue to figure prominently in our communications; and that reward and recognition is inscribed in our procedures through academic role expectations and promotions, in which engagement modes of different kinds -- but prominently including PER -- are categorised along with career-stage appropriate performance indicators. Resourcing will remain a challenge but it can be met by a number of factors. 1. Ensuring the research projects are designed and costed with public engagement figuring in them. 2. Ensuring that small envelopes of seed-corn funding are available at school level to enable engagement projects to be developed (this could be achieved, for example, by the strategic allocation of a proportion of research overheads that the school brings back into its accounts.) 3. Ensuring that Heads of School -- perhaps the most important and influential layer of leadership in the university -- understand the value of PER. We can ensure that this value is conveyed and understood through the work of our Research Leaders Network which we established in September 2019 to ensure that all aspects of the research culture as experienced at school level were discussed and, increasingly, embedded through strategic, targeted discussion. We will bring our PER Champions to a meeting in the near future to meet with Heads of School and School Directors of Research. Above all I am confident of the future of PER at

Keele because I am both grateful and delighted at the fact that we have been funded in UKRI's pathfinder scheme supporting place-based public engagement. The scale of the challenge of place-(re)making in North and South Staffordshire is great: we are excited at the prospect of developing a PER project focused around the delivery of our next Keele Deal| Inclusion. This will further embed the work we have achieved over the last two years.

Talking points

1. Culture Change

Professor David Amigoni, Pro Vice-Chancellor for Research and Enterprise

As we acknowledge frequently in this report, culture change is a slow business. This UKRI SEE-PER funding, on the other hand, had to be spent rapidly: albeit that we had the luxury of an additional year that we had not expected at the start! The old adage that 'culture eats strategy for breakfast' suggests itself as a cautionary tale, and I want here to reflect on this. In one sense, this entire report has been about our impacts and activities so we'll not simply repeat these at this point. The understanding of cultures -- along with good PER -- requires skills of listening, observation and reflection and this is an important consideration in response to the question of culture change.

So to begin with, an anecdote. One of the consequences of workshops in which we sought feedback about the enablers and barriers to successful PER is that one had the opportunity to get inside the academic motivations, rituals, behaviours and passions that create a culture of research and engagement. In one workshop we listened to a colleague who had been instrumental in developing and successfully operating one of the university's leading outreach and engagement units, based on research excellence. The colleague was justly proud of what had been achieved, the passion and enthusiasm for this excellent engagement practice was there for all to see. However, the colleague also mourned what was felt to be in danger of being lost which was bound up with expectations of disciplinary independence and financial autonomy. Siloed isolation was implicitly seen as a necessary condition of academic autonomy. For all its sympathy-inspiring capacity for excellence, what we were also exposed to was a culture that might, in its hunger for a version of the academic past, eat a strategy for cohesion and connectedness for breakfast.

The point is not to assume that culture and strategy are antithetical. Strategy can become culture -- with transformative potential -- if steps are taken to change the support mechanisms, win acceptance of them, and then to work on embedding. To conclude this anecdote: one of our new PER Champions now looks after this same outstanding facility (and I'm delighted to report on its continued excellence). The PER Champion meets with other PER Champions from across our Faculties, regularly. The Champions share common problems along with common aspirations. The fact that they come from very different disciplinary and intellectual backgrounds creates opportunities for exciting, and creative, discussions. Common problems are shared, discussed and resolved by diverse routes. The UKRI funding that enabled this original workshop to take place has now been spent. But it staged a workshop which enabled this 'take' on engagement culture to be heard and acted on. It has resulted in the careful steps towards embedded change that we are putting in place, for the long term.

2. Challenges

The Higher Education sector as a whole and many individual institutions are facing acute financial challenges, compounded by political uncertainty, issues around student recruitment and, in some cases, a challenging set of financial results. Our principal challenge during this project has been about resources, both in relation to finance and capacity.

The UKRI funding secured through SEE-PER resourced dedicated capacity to drive activity, in the form of a 0.8FTE PER Fellow and a 0.2 FTE project manager. This was necessary for the exploratory phase of our project, for planning and delivering specific embedding activities. Without this, we would not have had the capacity to undertake this culture change initiative. Part way through the first year, our original PER Fellow left the role in order to take up a permanent post at a neighbouring institution. Replacement and handover of this role was reasonably smooth, but inevitably involved a change of pace. Towards the end of 2018, it became clear that the university would not be in a position to support this post beyond the UKRI funded period (March 2019). This represented a real challenge, not only in terms of delivering activities up to the project end date (September 2019), but also for ensuring sustainability of the project's momentum. Instead of a separate post, responsibility for the delivery of SEE-PER was assumed by permanent members of the university's Partnership Development Team.

At times, this presented a considerable challenge in terms of workload and capacity. Responsibility for implementing SEE-PER deliverables now rested with professional services colleagues with varied responsibilities and workloads. This has meant slower progress on some of our planned activities. Some outcomes, such as the launch of our institutional PER Plan, will now happen beyond the project period. Despite these challenges, overall this approach has had a positive impact on our embedding goals. Not only has responsibility for specific deliverables been taken on by staff in permanent roles, but the broader responsibility for supporting PER has been embedded into these roles and the infrastructure in which they sit. Culture change initiatives undoubtedly require extensive resource and capacity, but attributing responsibility for these changes into isolated, short-term posts puts the embedding process at risk. The need to integrate PER into the roles and remit of existing staff, and provide them with adequate resources and training to act on this remit, has proved a valuable lesson for our SEE-PER project.

3. Successes

One of our project's major successes has been the development of an entirely new platform for PER: a local annual festival of ideas. The first *Stoking Curiosity* was held on 16 and 17 November 2018 within the historic Spode Works factory regeneration area in Stoke-on-Trent. It was led by Keele University and Staffordshire University as a key aspect of our SEE-PER work, co-produced with input from local organisations, Stoke-on-Trent City Council and local residents. The festival, initially funded by SEE-PER, is now established as an annual event. Its second iteration took place on 22 and 23 November 2019, with external funding secured to ensure its sustainability.

This success is a critical example of the importance of aligning culture change activities with institutional aims and the wider local, regional and global engagement contexts in which these operate. A festival of ideas - and the lack of any such platform within the city - was first referenced in consultations on Stoke-on-Trent's cultural strategy, a key piece of legacy work



Evaluation on the first festival, driven substantively by our SEE-PER funded Fellow, found the process of co-producing the festival to involve 'positive and trusting collaborative preparation'. Feedback from researchers suggested that they valued this institutional platform for engagement, in what one described as a 'long awaited chance to meet people and show them what we're doing at Keele, work kind of hidden away on the hill', emphasising the importance of the festival's location in the heart of Stoke-on-Trent. For some researchers participating, it was their first PER experience, and it provided others with an opportunity to develop their work, test and create new ideas through audience interaction. In visitor feedback, words like 'different', 'think', 'ideas' and 'opportunity' occurred most commonly, often emphasising the connections forged through attending and the event's capacity to illuminate the cultural potential of the site and city.⁵³



Figure Eight: Stoke Sings Workshop. Stoking Curiosity 2019. Photo Credit: Jenny Harper

⁵³ Penny Vincent and Lotika Singha, 'Stoking Curiosity 2018 Evaluation Report' https://www.keele.ac.uk/discover/artskeele/stokingcuriosity/stokingcuriosity2018/Stoking%20Curiosity%202018%20Evaluation%20Report_Full%20Version.pdf

We learnt valuable lessons about the logistics, promotion and programming of the event across two years, but feel proud of its success and achievements. Both the site and activities have ‘stoked’ people’s curiosities and enthusiasm, with new connections formed and a resounding sense of connectedness emerging between academic and community led activities. A unique, sustainable platform for enhancing PER has been embedded within our institution and within the cultural life of the city. As a test of a festival of ideas to connect local HEIs with the richly divergent communities of Stoke-on-Trent, *Stoking Curiosity* has been a success, and one that we look forward to delivering and building upon in the future.

Appendix One

Centres of expertise in PER at Keele (March 2017)	Hub Summary	Lead academic(s) who were co-investigators for the SEEK-PER project
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<p>Community Animation and Social Innovation Centre (CASIC)</p>	<p>A partnership with New Vic Borderlines, CASIC has developed innovative and dynamic methods of engagement with a diverse range of communities to support practical change by generating a range of creative solutions. Funded under the cross-council Connected Communities programme, and undertaking part of its legacy evaluation, CASIC now deploys its methods internationally, including post-disaster and post-conflict zones.</p>	<p>Professor Mihaela Kelemen, Dr Emma Surman</p>
<p>Keele Policing Academic Collaboration (KPAC)</p>	<p>KPAC, has been developed and constituted as a co-produced centre, with some of its initial HEFCE-funded research specifically addressing the challenges of co-creating effective evidence-based practice in a policing environment. KPAC works with policing organisations and related communities of interest regionally, nationally and internationally through knowledge exchange, collaborative and contract research and CPD in a range of areas relating to crime, justice, community safety and leadership</p>	<p>Professor Clifford Stott, Dr Tony Kearon</p>
<p>Late-life creativity (LiveAge)</p>	<p>The Live Age Festival originated in multi-disciplinary research into ageing, drama and culture and is funded by the New Dynamics of Ageing programme (the largest ever funded research programme into ageing) Live Age aims to celebrate creativity among older people</p>	<p>Professor Miriam Bernard, Dr Jackie Reynolds</p>
<p>Institute of Science and Technology in Medicine (Make Keele)</p>	<p>Make Keele is an initiative that aims to engage people of all ages with technology. Events are open to everyone, and provide people with tools and advice to help them get started with digital making, and learn the basics of coding. Make Keele is active in the local community, taking part in local festivals and teaming up with non-profit organisations to offer joined digital making events</p>	<p>Dr Dimitra Blana</p>

<p>Institute for Primary Care and Health Sciences (iPCHS)</p>	<p>Our PPIE strategy (led by Dziedzic) aligns with that of NIHR Involve, its infrastructure including a lay Knowledge Broker, and Research Users Group (100 members involved in over 60 local, national and international projects)</p>	<p>Professor Krysia Dziedzic</p>
<p>Physics and Astrophysics (Stardome)</p>	<p>"The Stardome" is a school outreach project that won the 2015 THE award for widening participation and outreach. It is a portable planetarium, part-funded by a startup grant from the STFC that is taken into schools, and had engaged approximately 25,000 children in the 5 years leading up to 2017, with cutting-edge astrophysics research</p>	<p>Professor Rob Jeffries</p>
<p>Centre for Applied Parasitology and Entomology (CAEP)</p>	<p>CAEP undertake a significant and varied programme of public engagement, including work with local communities and schools, and policy engagement at the national and international level. CAEP works both locally and with international research collaborators in low and/or middle income countries</p>	<p>Dr Helen Price</p>

