ekos

Economic and Social Development

Manchester Beacon
connecting people, place &
knowledge

Final Report of the Manchester Beacon for Public Engagement

Report for Manchester Beacon Partners
January 2012

Contents

Executive Summary

The Manchester Beacon is a partnership between the University of Manchester (UoM), Manchester Metropolitan University (MMU), the University of Salford (UoS), the Museum of Science and Industry (MOSI), and (for the first three years) Manchester: Knowledge Capital (M:KC). There was North West Regional Development Agency (NWDA) funding up to March 2010.

Aim
To reach out, listen to, learn from and collaborate with our local populations, and particularly with excluded, disenfranchised neighbourhoods to mobilise social capital and cultural entitlement.

Objectives

Priority 1 : Behaviour Change
Objective 1: Public engagement is encouraged, valued and supported
Strong evidence of progress

Priority 2: Levels of Engagement
Objective 2: Change perceptions and improve accessibility
Objective 3: Increasing the relevance of institution activity and connectivity with communities
Objective 4: Improve the opportunities for sustainable two-way learning
Some evidence of progress

Priority 3: Partnerships and Collaboration
Objective 5: Develop deeper partnership working across the Beacon partners and with the community
Strong evidence of improved partnership working

Approach *Connecting, Coordinating and Catalysing*
The approach taken was to change the way public engagement (PE) was supported and the type of PE delivered. It involved building trust by reaching out and listening, before building capacity and empowering others to deliver quality long lasting engagement.

Governance
The Manchester Beacon was led by a Steering Board with representation from the core partners. A number of working groups progressed areas of importance including communications and evaluation.

Recommendations
- Ensure continued priority is given to embedding PE.
- Use learning to inform future measurement of progress.
- Find ways to maintain relationships across partners and with communities.

Manchester Beacon Objectives

The Manchester Beacon objectives were focused on changing the culture of public engagement (PE) within the partner institutions, and making PE part of everyday life.

As described in the original bid document, the Manchester Beacon aimed to:

"Reach out, listen to, learn from and collaborate with our local populations, and particularly with excluded, disenfranchised neighbourhoods to mobilise social capital and cultural entitlement".

Five objectives were articulated for the Manchester Beacon, grouped into three priorities:

- **Priority 1 Behaviour Change**:

  o *Objective 1: Public engagement is encouraged, valued and supported* to establish internal systems and processes to embed PE as a routine part of staff roles and responsibilities.

- **Priority 2 Levels of Engagement**:

  o *Objective 2*: *Change perceptions and improve accessibility* to improve the depth of understanding within local communities of what universities have to offer.
  o *Objective 3*: *Increasing the relevance of institution activity and connectivity with communities* to improve the connectivity and engagement between academia and the general public so that activity is seen as important and relevant.
  o *Objective 4*: *Improve the opportunities for sustainable two–way learning* to foster sustainable ways of joint work between research and communities, including the co-creation of research increasing community involvement in institution activity.

- **Priority 3 Partnerships and Collaboration**:

  o Objective 5: *Develop deeper partnerships working across the Beacon partners and with the community* - a cross-cutting objective focusing on the collaborative approach and added value through collective working between partners.

Approach to Change

The Manchester Beacon took the approach that this initiative was about changing the way PE was undertaken.

> *"Our aim is not just to do public engagement, but to embed it, to deliver something of value on both sides and not just doing more."*
> Professor Dame Nancy Rothwell, January 2010 (Principle Investigator of the Manchester Beacon)

This was linked with the ambition to involve and engage communities in Manchester in genuine collaborative partnerships, and *"embrace the diverse benefits of two-way public engagement"*.

The approach taken was to listen, innovate, embed, and disseminate & evaluate.
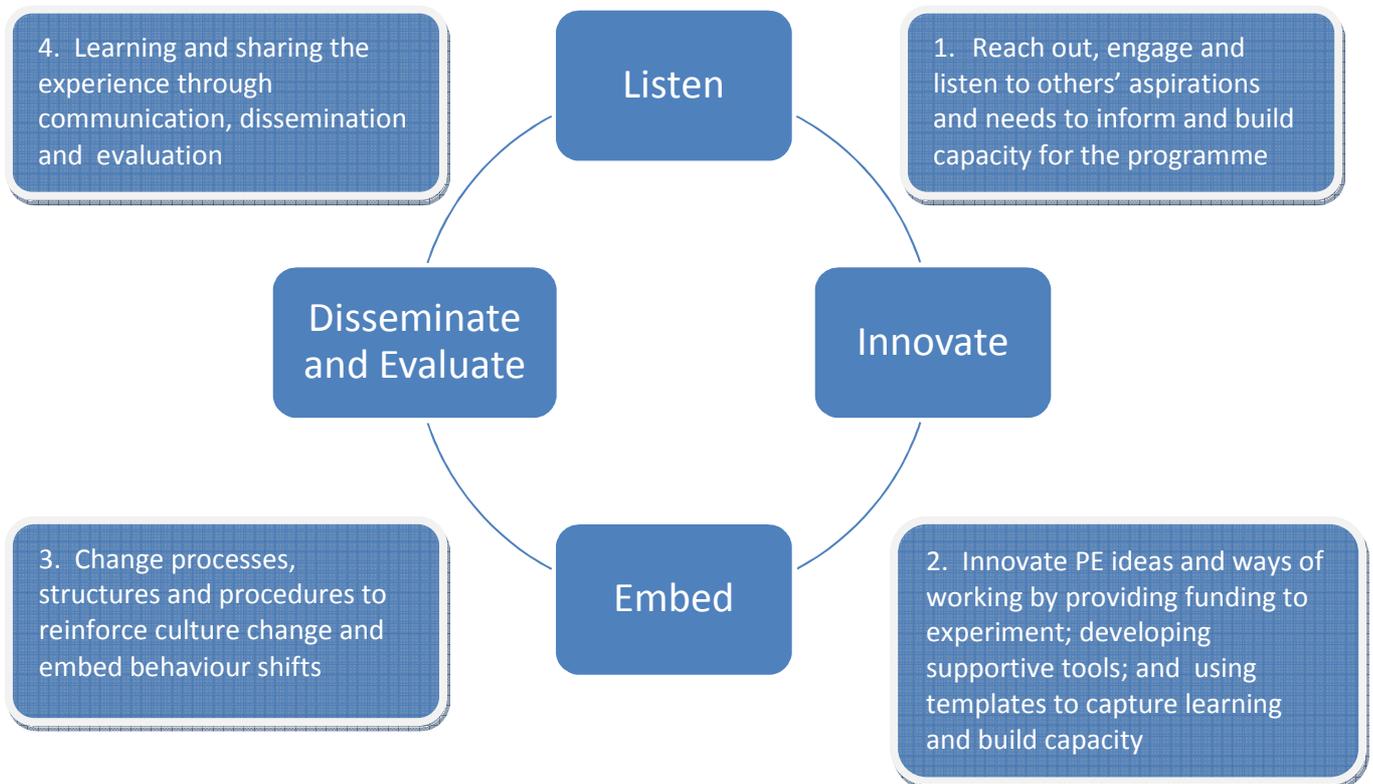
4. Learning and sharing the experience through communication, dissemination and evaluation

Listen

1. Reach out, engage and listen to others' aspirations and needs to inform and build capacity for the programme

Disseminate and Evaluate

Innovate

3. Change processes, structures and procedures to reinforce culture change and embed behaviour shifts

Embed

2. Innovate PE ideas and ways of working by providing funding to experiment; developing supportive tools; and using templates to capture learning and build capacity

Figure 1: Manchester Beacon's approach to culture change

The focus of the Manchester Beacon in Year 1, was to reach out, engage and listen to others' aspirations and needs to help inform and build capacity for the programme. The initiative then looked to innovate in both the delivery of PE and ideas to embed culture change by ensuring new ways of working were tried. Small amounts of 'seed' funding allowed a certain amount of experimentation, and the development of supportive tools and templates to capture good practice, built capability and visibly demonstrated commitment to PE within the culture.

To support culture change to take place and embed behaviour shifts, processes, relevant structures and procedures needed to be changed to reinforce the overall strategic priority for PE.

The final stage involved learning and sharing the experience gained through effective communication and a strong drive to disseminate the outputs, together with a plan to evaluate at both a project and programme level, to understand what was working well and to identify areas for further improvement.

"One thing I have picked up from the Beacon is the value of capturing peoples' stories and coming back and sharing that." (Recipient of Development Award)

In many ways the approach of the Manchester Beacon can be said to be inviting the outside in (opening dialogue and gaining different perspectives to challenge current thinking on PE), and then encouraging the inside out (encouraging and supporting proactive engagement and using this to initiate and drive internal change).

This approach has been time consuming and resulted in slower than expected start to delivery but led to building capacity and delivering not just more, but better quality PE. The Beacon team was recognised for helping stimulate ideas and sharing learning. The appointment of senior champions through the initiative was an effective way of promoting PE and the role of the Beacon has legitimised PE activity through valuing it more strongly, and by also allowing time and space for the developing of relationships.

Governance

" Organisations are more likely to commit to ongoing change if the initiative is seen to have added value to their brand and becomes part of their longer term goals."
Beacon Creative Director

The Manchester Beacon was deliberately not set up as a centre, but retained responsibility within each of the partner's institutions. This meant responsibility for activity was never remote from the institution and could last beyond the lifetime of the funding. It also brought some challenges in that sometimes there was a lack of recognition of the Beacon as responsible for some of the activity which it funded and drove forward.

The overall governance and direction was led by the Steering Board with senior representation from each of the core partners. It was a positive forum, driving the initiative forward and maintaining commitment and momentum. Having senior champions on all groups kept the focus at a high level within the institutions.

A number of working groups were also established to help progress areas of importance and drive forward particular strands of activity. These working groups comprised Operations, Recognition, Communications, and Evaluation & Impact. They met quarterly, involving senior staff and those responsible for progressing activity and sharing learning.

A project team was established with representation from across the partners. They were responsible for the day-to-day management and operation. The team included a creative director, a project manager from each of the partners, and a full-time administrator. A matrix-management system was used. Line management responsibility for the project managers continued to reside in their own institution/organisation whilst they met regularly as a team.

Impact and Recommendations

"We are moving the implicit to the explicit."
Senior champion

Priority 1 - Behaviour Change

The Manchester Beacon has been instrumental in influencing change. There was already good PE activity underway, but the Manchester Beacon brought focus, highlighted good practice, and helped make connections (both internally and externally).

Objective 1: Public engagement is encouraged, valued and supported

HOW HAS IT IMPROVED?
- o PE as a priority is now appearing strongly in strategies across the partners.
- o Senior staff now have PE as part of their job roles.
- o PE is in HR processes, such as promotions criteria and performance appraisal, however, it is not universally applied.
- o The increased visibility and raised profile supported by senior champions has been extremely important.
- o Celebration and recognition of PE has also helped to support activity.

HOW HAS THE MANCHESTER BEACON INFLUENCED THAT CHANGE?
- o It helped bring focus, helped highlight good practice and connected practitioners.
- o It helped develop a positive environment, encouraging and empowering staff to undertake more innovative PE.
- o Events and projects allowed time and space for people to connect and develop trust and relationships.
- o Catalytic in stimulating new collaborations and new approaches.
- o Ensured continued visible and vocal senior support and champions.

> *"It's about cultural change and it's about changing perceptions. Obviously, you cannot change institutions from one day to the other but I think that the change has started ..."* (Learning Journey participant)

WHAT IS STILL TO BE DONE?
- o The HR systems and processes are still to be embedded and consistently applied.
- o Widen access to ensure all staff (academic and non academic) are included.

Priority 2 - Levels of Engagement

The Manchester Beacon was felt to have facilitated many connections, helping link internal and external communities and 'networking networks'. This has led to opening dialogue and a better understanding of needs and aspirations.

The use of new media and web information and the establishment of an on-line forum has helped access wider communities. The Beacon also provided good PE examples and inspired staff to engage, as well as helping build staff capacity to deliver.

Objective 2: Change perceptions and improve accessibility

HOW HAS IT IMPROVED?
- More open approaches by the institutions and more community awareness.
- Physical changes have helped to encourage more openness.
- Discussion is taking place to overcome the practical challenges of opening access to some facilities.
- Participation from the community has increased.
- The image of the universities has improved within the communities.

> "We are not as guarded to one another. We are open with our knowledge because we both recognise the need for mutually beneficial growth."
> (University participant)

HOW HAS THE MANCHESTER BEACON INFLUENCED THAT CHANGE?
- The Beacon acted as a connector and a conduit for enquiries as well as highlighting good practice.
- The innovative use of the web and new media helped access wider communities, who previously had not been engaged.
- 'Networking the networks' accessed a wider audience.
- Events allowed and facilitated space and time for people to meet, connect and identify opportunities.

WHAT IS STILL TO BE DONE?
- Identify opportunities for ensuring connections are continued.
- To broaden the impact and widen activity beyond these committed PE enthusiasts.
- Actively engage communities in new university site designs.

Objective 3: Increasing the relevance of institution activity and connectivity with communities

HOW HAS IT IMPROVED?
- Increase in activity involving the community (including some focus on conducting research locally).
- Increased understanding of needs and priorities from all concerned.
- Engagement has proved to be most successful when there is a win/win situation eg. legal advice centres, health clinic providing community services.
- Visible change in the number of events taking place in the community, rather than expecting communities to come into universities to engage.

HOW HAS THE MANCHESTER BEACON INFLUENCED THAT CHANGE?
- Helped initiate new connections and new areas of activity.
- A small amount of funding can allow experimentation and trying something new.
- Listen and to better understand the needs and wants of communities.

> "I also think the university … has to see itself as part of the community and not outside (as it does)."
> (Community participant)

- o Highlighted good practice and widely publicised where this has been successful.
- o External stakeholders believe the universities are committed to improving relationships and connections with the community.

WHAT IS STILL TO BE DONE?
- o Opportunities to continue those activities should be actively explored.
- o Good practice continues to be shared and highlighted.

Objective 4: Improve the opportunities for sustainable two–way learning

HOW HAS IT IMPROVED?
- o Examples of community individuals building on the relationships and experience and becoming involved in university structures eg. ethics committees.

> *"Connections with the community can also help universities improve and change."*
> (Community participant)

HOW HAS THE MANCHESTER BEACON INFLUENCED THAT CHANGE?
- o Stimulated this type of collaborative activity.
- o Communities have reported that they feel that staff are more willing to listen and that the input of communities is valued.

WHAT IS STILL TO BE DONE?
- o Building capacity and capability in communities to ensure longer term and deeper collaboration.
- o Academic staff need to build a project with mutual benefit from the start.

- • **Priority 3 - Partnerships and Collaboration**

The Manchester Beacon approach has provided time, space and encouragement to exchange knowledge and create resources through culture change groups, peer networks and creative learning partnerships. Champions are consolidating their learning into everyday practice and getting new people involved. The Beacon team has brokered partnerships and linked networks across strategic, operational and PE practitioner levels.

Objective 5: Develop deeper partnerships working across the Beacon partners and with the community

HOW HAS IT IMPROVED?
- o Opportunity for multi-partner longer term positive collaboration.
- o Involvement of cultural partners brought enriched learning to the programme.
- o Engagement with the community is a core part of strategies and actions in all institutions.

HOW HAS THE MANCHESTER BEACON INFLUENCED THAT CHANGE?
- o Vehicle for this positive partnership to be built upon.
- o Different partners brought diverse experiences and perspectives (eg. MOSI).
- o Approach has been used in other community engagement activities.
- o Community partnerships and relationships were positive and would continue.

WHAT IS STILL TO BE DONE?
- o Explore opportunities for continued partnership working.
- o Find ways to maintain connections across partners and with communities.
- o Develop a long term repository for the good practice and learning from the initiative.
- o The learning and value of the universities and other Beacon institutions should be fed into future plans for the Greater Manchester region.

Key Learning

Approach
- *Connecting, coordinating* and *catalysing* was successful. Being more open, listening and willing to learn from external inputs, has produced better quality and longer lasting results.
- Find ways to empower people to take on responsibility and 'do it for themselves', as well as connecting networks and allowing time and space for people to connect.
- Using social media helps stimulate wider participation, and engage different audiences.
- When engaging with the community, look at where mutual benefits could be generated.

Senior Support
- Sustained senior support will help with any resistance to change from staff.
- Ensure senior support through working groups to reinforce the change efforts.

Supportive environment
- Broker partnerships and networks across strategic, operational and practitioner levels to help create and sustain a culture that is proactively supportive of PE.
- Encourage people to reflect on their 'journey' - helping them to realise what could be done differently and also recognising and celebrating achievements whilst valuing contributions that helped along the way.

Small resource
- A small amount of focused resource can help drive the initiative forward and allow experimentation.

Champions
- Creating champions and pockets of good practice allows change to spread 'like a virus'.

Time
- Culture change takes time. It can be slow and random (i.e. non linear), and cumulative (the pay-off of one or several interventions may take six months or more).
- For long term embedding, the pace of change must be right for the institution, and not dictated by external timescales.

Recognition

- Financial gain is not necessarily a major motivator for PE, so a system reinforced by reward structures and visibly supporting endeavour is required.

Reinforce the Message

- Keep reinforcing the message, to ensure continued drive and to showcase the real positive benefits high quality PE.

Sustainability

Individual policy statements in the Beacon's participating institutions highlight a clear understanding of the needs and benefits of wider PE. The importance of this concept is seen in its inclusion within central mission statements and the establishment of tangible targets to demonstrate progress.

The University of Manchester

The University of Manchester places public engagement, and specifically *'to advance public engagement with science, technology and the human heritage more generally'* as a key pillar of its social responsibility commitment in its Strategic Plan[1] to 2015 (recently updated in its Strategic Vision 2020[2]). This encompasses raising awareness of the benefits of higher education through outreach activities, and enriching the cultural lives and scientific understanding of the local community, particularly disadvantaged groups. The Manchester Beacon of Public Engagement is cited as a lead project in this area.

This commitment is also in evidence in the University's Research Strategy[3], albeit in a less direct way. The University recognises that its work *'must have an impact beyond academia and yield economic, social and cultural benefits whenever the opportunity arises'*.

The University of Salford

The University of Salford places engagement at the centre of its vision *('Salford is an enterprising University which transforms individuals and communities through excellent teaching, research, innovation and engagement')* and mission *('… by 2017 to be an outstanding University renowned for the quality of its engagement, humanity, global reach and leadership in education, research, innovation.')* in its current Strategic Plan[4].

More specifically, its goal 'Transforming Engagement' is to substantially extend the University's engagement and influence with government at all levels, agencies, industry, professional bodies, schools, colleges, persons of influence, alumni and the community for transformation and social good.

---

1 Advancing the Manchester 2015 Agenda: Strategic Plan of the University of Manchester, 2011/2012 edition
2 University of Manchester Strategic Vision 2020 http://documents.manchester.ac.uk/display.aspx?DocID=11953
3 University of Manchester Research Strategy, May 2011
4 University of Salford Strategic Plan 2009/10 – 2017/18

Manchester Metropolitan University

The Manchester Metropolitan University (MMU) Strategic Plan[5] similarly places strong emphasis on its impact in the region, with a vision to be *'a University whose expertise, research and other resources support the social and economic development of the region'*. It also has a Public Engagement Plan, currently being updated[6].

Museum of Science and Industry (MOSI)

MOSI has public engagement highlighted as a priority in the Museum Vision 2030 and the Business Plan 2011-2016.

---

5 Institutional Strategic Plan 2007-2020 http://www.mmu.ac.uk/about/strategic-plan/
6 http://www.mmu.ac.uk/policy/pdf/policy_ref_public_engagement_strategy.pdf

Appendix A: List of Manchester Beacon Projects

Name	Start Date	End Date	Categorisation	Description	Project Legacy
Culture Change	Feb 2008	Feb 2012	Embed	Series of culture change workshops and working groups aimed at keeping relevant senior managers engaged in the culture change agenda and to bring in perspectives.	The Breakfast Club – a self funded communications forum to share practice and learning around public, community, cultural engagement and social responsibility.
Mapping Creativity	April 2008	June 2009	Listen, Innovate, Disseminate	A creative project to increase connectivity and creative engagement of key stakeholders, including communities, staff and networks.	Ongoing legacies include Manchester's Social Media Café set up by one of the pilot projects See: http://socialmediamanchester.net
Networking programme	June 2008	Dec 2011	Listen	A series of internal and public networking events to encourage new connections and broker partners, access and community audiences.	The project lead has gone on to win a National Teaching Award that recognises her innovative approach to engage the public in microbiology
Community Leadership	Dec 2008	June 2009	Listen, Innovate	A leadership programme to develop the leadership skills of local BAME residents.	Participants have gone on to run a youth leadership programme, secure additional funding, set up a social enterprise, undertake further studies in higher education. Learning was shared with The University of Brighton and a successful AHRC Connected Communities bid.
Professional Development	June 2009	Dec 2009	Listen	Three training events were run to establish the training needs and approaches required to support professional development in PE.	National early career researcher training and train the trainer resources were developed in partnership with Vitae.
Comixed	Oct 2009	Dec 2012	Listen, Innovate, Disseminate	An innovative deliberative public engagement event aimed at fostering knowledge exchange around 21st century challenges.	See: www.comixedmcr.wordpress.com
Communication Videos	March 2010	June 2010	Embed, Disseminate	Ten short videos to demonstrate the different types and benefits of PE.	Clips from the videos are used in internal training videos, embedded in websites and used in internal and external promotional campaigns.

Website Phase Two	June 2010	Aug 2010	Disseminate	Delivery of enhancements to the Beacon website to aid dissemination. www.manchesterbeacon.org	Led to further phases, including Website phase three and four to integrate project learning, case studies and publications.
Supporting and Recognising PE	Sep 2010	Dec 2010	Embed	Aimed at supporting project managers and researchers to embed evaluation through mentoring and the production of an evaluation guide.	The evaluation guide has been used by Beacon and non-Beacon universities, HE STEM and cultural and public sector organisations including the BBC. http://www.manchesterbeacon.org/about/
MMU Fellowship Awards	Nov 2008	Dec 2009	Listen, Innovate, embed	Funding of 6 "two-way" engagement projects to address real needs identified by local communities.	Many of the awardees have gone on to embed PE within their department and to champion PE in their institution.
Manchester Science Festival Community Awards 2009/ 2010	Apr 2009	Nov 2010	Innovate	9 Science engagement awards designed to promote partnership working between university researchers/staff and community groups to deliver PE activities at the Manchester Science Festival 2009/ 2010.	A number of awardees have been recognised nationally and disseminated internationally including at Dakar conference on Community-University Partnerships.
Cultural Awards	Nov 2009	April 2010	Innovate	5 Knowledge exchange pilot projects designed to promote partnership working between cultural venues, community groups, and arts and humanities researchers.	Lessons learned went on to inform a cultural engagement programme at the Whitworth Art Gallery funded by Paul Hamlyn Foundation; and a JISC funded project between MOSI and The University of Manchester.
UoM Development Awards	July 2009	Dec 2009	Embed	To address key institutional culture change priorities – 5 development awards or 'quick win' projects.	A number of awardees have gone on to champion and embed PE at departmental and research institute level.
Early Career Researcher Awards	Dec 2009	Nov 2010	Embed	Five seed grants which provided opportunities for early career researchers to communicate their research in an local communities.	Led to the development of early career research training modules, levering in £8K from Vitae.
Simon Fellowship	June 2011	June 2012	Embed	Partnership project between MOSI and the Faculty of Engineering and Physical Sciences at The University of Manchester to develop PE.	Relationship with MOSI continues beyond the Beacon project.

Training and development	Jan 2010	June 2012	Embed	Development, production and delivery of training and train the trainer resources in collaboration with regional and national partners.	A training group is set up at The University of Manchester.
Faculty Seed Awards	June 2011	June 2012	Embed, Disseminate	11 awards aimed at supporting and embedding PE at departmental level includes training, mentoring and recognition activities.	Several awardees have levered in additional funding internally to continue the work beyond the initial project timeline.
Recognition Awards	June 2011	April 2011	Embed, Disseminate	12 awards were aimed at recognising contributions to making a difference to Greater Manchester.	Lessons learned, guidance and application packs have been shared and adopted by the Manchester Histories Festival 2012.
Web Phase Four	Feb 2011	Feb 2012	Disseminate	Upgrade to existing website to include case studies, project and publication pages.	Website to continue beyond Beacon project.
Knowledge Organisation	Feb 2008	Feb 2012	Disseminate	Organisation of Beacon contacts, content and presentations for sharing across the partnership and more widely.	All of the Beacons' legacy is available online at www.mancheserbeacon.org
Operations	Feb 2008	Feb 2012	Embed	Day to day running and operations of the Beacon office and programme.	Report made available.

Appendix B – Case studies

CASE STUDY 1 - Modelling culture change: a team approach

OVERVIEW

The Manchester Beacon was facilitated by a team comprising a director and four project managers, one from each partner. They were supported by an administrator, external evaluators and a range of professional project co-ordinators and creative documenters who charted the work of the Beacon through new and digital media. This case study looks at how they set about changing the habits of three major, well established higher education institutions. Each project manager and institution worked with different characteristics, with cross-cutting methods underpinning the programme across all the partners.

WHAT HAPPENED

> *"You bring people to the table; you facilitate the discussion, and keep an eye on what happens next."* Project manager

The approach was to facilitate change rather than to be a team delivering events or projects. To *connect, coordinate* and *catalyse* the Director worked with several change theory models which she slowly modelled and developed in the team, who in turn modelled the approach they hoped their colleagues could follow, using the following techniques:

Networking & Partnerships
- *Networking*: networking needs structure and facilitation with space to celebrate, discuss and debate differences and similarities. This can be done in one-off events, in a series of activities, or online.
- *Partnership*: by networking and enabling different disciplines to come together and find reasons to collaborate.

<u>Risk Taking</u>

The Manchester Beacon supported and facilitated experimentation by:

- *Offering small seed funds*: usually between £250 and £2,500.
- *Creating open-ended opportunities*: clear objectives were set but there was no prescription around what would happen, with whom, how, or what outcomes might take place. This facilitated creative thinking and enabled smoother partnership working according to strengths and need.
- *Supporting reflective practice*: being explicit that the programme was about learning as much as doing, which encouraged people to ask questions and see 'what if?'.
- *Experienced support*: activity was punctuated with training; professional development; mentoring; coaching; critical friends; guidance packs and experienced partners who could back up new practice with expertise in public engagement, community outreach, and public events programmes.

<u>People-Centred</u>

The Manchester Beacon focused on working with people, getting to know individuals and working with them to create a contagious ripple-effect of support and advocacy around public engagement.

> *"Success depends on perspective and flexibility; just because the door doesn't get opened the first time, things can take time. HEIs move at different speeds and you need them to allow that."* Project manager

- *Layers and levels*: bringing people together across different parts of institutional hierarchies.
- *Difference and similarity*: Recognising that different people, organisations and institutions do things differently and with different setting clear objectives helped prioritise when differences might otherwise seem like obstacles. Dissemination events helped celebrate the different ways in which people found success, and highlighted similarities around ambition and aspiration.
- *Ripple effect*: project managers started work by identifying those already demonstrating an interest in public engagement. Over time these people became champions for their faculty, instigated change in operational areas, and made changes in policy at senior management level.
- *Plain English*: was advocated as a shared language to help eliminate barriers between universities, the public, community groups and partner organisations.

<u>Community-Oriented</u>

- *Getting to know you*: Listening to one another and respecting each other's areas of expertise was key.
- *Two-way*: Advocate a genuine two-way approach in which the public and communities were partners as well as beneficiaries.
- *Decision making*: from the outset the public and communities were involved in decision making.

- *Networking and dissemination*: at all Manchester Beacon events, community members were invited to speak about their experiences alongside academics or researchers.

LEARNING FROM THE PROCESS
What worked well?
- Focusing on slow transformation and organisational change.
- Supporting top-down and bottom-up development.
- Working with support colleagues as much as academics and researchers.
- Including communities as equal partners in the process, as well as beneficiaries.
- Initiating and nurturing inter-disciplinary and external partnerships.
- Create an environment which supported risk taking and reflection.
- Offering catalysts to work on new ideas and support this with bespoke professional development.

What could be done differently?
- Be aware the prospect of one person trying to influence organisational change can be overwhelming and focus on starting small, growing outwards one step at a time.
- The team made efforts to communicate across each university in every possible way, it never quite reached everyone. A dedicated communications officer could have assisted further with internal advocacy and dissemination.
- Allow more time for the development of partnerships and project planning; people often reported needing longer than one term to work through the new partnership seed fund process.

WHAT NEXT?
- Ensuring the lessons of Manchester Beacon are disseminated as widely as possible to help inform the work of others.
- For the remaining project managers, and their colleagues, to continue growing the seeds that have been sown and developing the legacies and sustainability of those involved in the Manchester Beacon programme.
- National funding bodies have a responsibility to build on this work, look at what has worked, and continue to develop this learning.

CONTACT
www.manchesterbeacon.org

CASE STUDY 2: Public engagement change champion

OVERVIEW

Professor Jo Verran is Head of Science Communication and Public Engagement at Manchester Metropolitan University (MMU). In 2009 she was at the start of a tentative public engagement journey; today she is an award winning science communication practitioner spreading a contagious enthusiasm for public engagement throughout her faculty.

WHAT HAPPENED

The launch of the Public Engagement Fellowships at MMU created a catalyst for microbiologist Jo Verran to fulfil her idea about using books to stimulate interest in microbiology. With the support of MMU's Beacon project manager, she created the 'Bad Bugs Book Club'.

Over two years the book club received the Beacon's support and grew in popularity which led to Jo being seen as a public engagement champion in her faculty. She was asked to co-ordinate the faculty's first Science & Engineering Communications Group which was to act as an incubation space for new ideas and activity around public engagement.

The Bad Bugs Book Club has since been a regular contributor to Manchester Science Festival, and other local and national campaigns, and been a contributing factor to Jo's nominations and awards in public engagement.

Jo's success was recognised by her appointment as Head of Science Communication and Public Engagement within her faculty- the first such appointment. Jo works with the Dean to co-ordinate and promote public engagement to staff, students and the public, building on the success of the Manchester Beacon.

LEARNING FROM THE PROCESS
What worked well?
- Building progress steadily, working from small events to larger events to large scale projects and faculty wide development.
- Working with external partners to reach new audiences and build capacity.
- Sharing enthusiasm with like-minded colleagues.
- Understanding and advocating for the value of recognition.
- Embedding the work strategically.

What could be done differently?
- Increased understanding of how to recognise and measure the benefits of public engagement, and where to publish this evidence.
- Increased understanding and recognition across the faculty of the time public engagement can take.

IMPACT

- Increased confidence in running and promoting public engagement activity.
- Better resources for public engagement within faculty.
- Increased networks and partnerships.
- New technical and social media skills.
- Identified opportunities to secure funds and take steps towards sustainability of work throughout the faculty.
- Higher visibility of public engagement work among the faculty and the wider institution.

POLICY RECOMMENDATIONS

- Provide examples of the different formats recognition can take.
- Advocate for qualitative impact measures as well as quantitative.

WHAT NEXT?

- Develop usage of social media and online applications and systems to disseminate and grow the work of Bad Bugs Book Club.
- Embed the work of the Beacon ensuring continued recognition for, and enthusiasm in, public engagement especially in early career researchers.

CONTACT

http://www.hsri.mmu.ac.uk/microbiology/education_and_communication/bad_bugs_book_club.asp

CASE STUDY 3: Growing a training support structure for public engagement

OVERVIEW

Dee-Ann Johnson is involved with researcher development at The University of Manchester. Over the past three years she has grown her interest in public engagement from a curiosity to an embedded, faculty-wide role which stretches out across the university. She now trains academics and researchers in public engagement locally and nationally.

WHAT HAPPENED

Dee-Ann Johnson is Communications Officer within the Researcher Development Team, Faculty of Engineering & Physical Sciences at The University of Manchester. In 2009 she successfully applied for a Beacon Development Award to investigate the role of mentoring in public engagement. She produced a number of videos which she uses as training resources. Following on from this she took the lead for public engagement in her team. She began to encourage early career researchers to enter public engagement competitions but noticed that many needed further training and support created one-hour bite-sized training sessions, the first step in providing a programme of public engagement training.

> *"I did an award on mentoring but what I was able to do was shape the Faculty Team's training programme for public engagement."* Dee-Ann Johnson

Dee-Ann began to realise that researchers not only need training but also opportunities to deliver public engagement activities. Therefore, she became a key member of a newly formed group co-ordinating the University's events for the Manchester Science Festival.

She also worked with fellow trainers on how to support early career researchers across the whole university. A contest was run based on an idea originally run by Queen Mary, University of London, called 'Junk the Jargon'. Early career researchers were invited to pitch their research topic in three minutes to a public audience and to a panel, both voting for their own a winner. The scheme ran faculty-wide heats and a university-wide final.

FACTS AND FIGURES
- 6 training modules developed
- 11 Videos produced
- 286 staff and student participated in Faculty Lay Summary Competition, Junk the Jargon and the 'Images of Research' photography competition
- Collaborated with all 4 faculties at Manchester and provided training across 10 higher education institutions.

Dee-Ann's practical endeavours started to join up strategically as her growing knowledge and experience in supporting public engagement across the faculty was recognised, and she was invited to contribute to faculty strategic planning.

LEARNING FROM THE PROCESS

What worked well?

- Linking training support with opportunities to do public engagement.
- Working collaboratively to develop training both internally and with organisations such as Vitae and the Manchester Beacon.
- Adapting successful models of public engagement with opportunities to engage, for example the Junk the Jargon competition.
- Opportunity through the Beacon Awards to pilot and develop new approaches.
- Providing a variety of platforms for students and staff to find support and take up opportunities.
- Taking a strategic approach to delivery and raising the profile within the faculty and university.

IMPACT

- Increased public engagement skills amongst early career researchers.
- Increased awareness of other public engagement opportunities (within and external to the University).
- Increased networking of researchers (and academics) with an interest in public engagement.
- Increased public awareness about research at the University.

POLICY RECOMMENDATIONS

- Embed public engagement training within core training programmes for early career researchers and academic staff.
- Important to provide opportunities to do public engagement as well as training.
- Activities can be sustained if mentoring is built into the training programme so lessons and experience are shared.

WHAT NEXT?

- Continuing to embed training for public engagement within the faculty's researcher training programmes including the introduction of mentoring.
- Developing case studies for a new public engagement section of the University's website.
- Continuing to provide opportunities for researchers to showcase their research.
- Development of a cross-faculty public engagement training network to share skills and knowledge.

CONTACT

Dee-Ann Johnson, The University of Manchester
Dee-Ann.Johnson@manchester.ac.uk
Twitter: @epsgrads
http://www.eps.manchester.ac.uk/science-for-all/
https://sites.google.com/site/junkthejargon/

CASE STUDY 4: Creating evaluation support for public engagement

OVERVIEW

The Manchester Beacon programme had a complex evaluation framework. It was identified that the evaluators needed consistent information for analysis but it also became apparent that everyone involved had varying levels of existing evaluation knowledge. Support was required in ways that were robust, accessible, complimented other evaluation requirements of other funders, and were reflective and realistic. Therefore, the emphasis moved from a series of fixed evaluation templates to a shared ethos, underpinned by a published evaluation guide.

WHAT HAPPENED

> *"The work done on evaluation has opened my eyes to the importance and professional ways we should be approaching evaluation."* Senior manager

After the first year of the Manchester Beacon programme, it emerged some community groups felt 'over evaluated' and that members of the Beacon team were unclear when or what evaluation methods to use. The Beacon Evaluation and Impact Group identified the need for support on what systems to use for different contexts so ensuring consistency of data across the programme.

At first an agreed set of templates were collated into one document, with clear indications of when these should be used. It was then realised that it was often community partners and public engagement practitioners who would gather information so the brief changed to become outward-facing to support partners and practitioners across their projects.

The original templates were adapted and an evaluation guide was produced in plain English, and written to be relevant to external partners. It presented a 'bottom line' of Manchester Beacon's requirements and translated this need into an ethos rather than a prescriptive framework. It gave a series of example templates, ideas about creative consultation and other sources of guidance.

A draft guide was piloted by partners involved in Beacon community projects before being rolled out across all the

FACTS AND FIGURES
• 450 published guidance packs distributed.
• Over 50 digital copies downloaded from the author's own website.
• Tested by 8 community groups; 3 universities and 1 museum.
• Supported by 6 podcasts.

subsequent Beacon projects; other public engagement practitioners and champions across the partnership; and to other external organisations including other Beacon programmes and organisations such as the BBC and the Manchester Science Festival.

LEARNING FROM THE PROCESS

What worked well?

- Being clear about aims and objectives.
- Creating a flexible approach that could be adapted and work alongside other evaluation requirements.
- Taking a people-centred approach.
- Providing examples of feedback forms and creative consultation tools.
- Offering complimentary support such as evaluation training, mentoring and podcasts.

What could be done differently?

- Provide the evaluation guide as close to the start of a programme as possible.
- Have a clear brief from the outset.

IMPACT

- Practical advice encouraged and inspired practitioners to carry out evaluation often using more creative and accessible data collection tools.
- Developed a greater understanding of how evaluation can assess and improve the value of work as copies of the guide have been passed on between peers, and throughout full teams or departments.
- Helped to plan and embed evaluation from the outset.
- Provided a format for reporting to funders.
- Become part of induction processes in external organisations (eg BBC).
- Helped tutors advocate the case for and practicalities of evaluation to students.
- Helped collate public and community feedback about the work of public engagement practitioners and improve two-way learning.

POLICY RECOMMENDATIONS

- Establish evaluation as part of a culture of reflection and improvement by providing practical advice.
- Plan to embed evaluation from the outset by including a request for evaluation plans within funding applications or strategic commissioning processes.

WHAT NEXT?

- The University of Manchester is looking at how evaluation can be embedded as a criterion of funded activity within its social responsibility work.
- HE STEM in the North West are creating evaluation training which supports the development of evaluation strategies and action plans, using the pack as reference material.

CONTACT

Suzanne Spicer, Social Responsibility Manager, The University of Manchester
suzanne.spicer@manchester.ac.uk

CASE STUDY 5: Bringing the outside in

OVERVIEW
Early consultation by the Manchester Beacon demonstrated the need to bring the public into the universities to change perceptions and assumptions, and to improve two-way learning. The Beacon supported both local communities and university partners in achieving this in ways which could be genuinely valued. One approach was to use consultation, training and mentoring. Anthony Kollie, one of the participants of this programme, went on to work on the University of Manchester's Ethics Committee.

WHAT HAPPENED
At the outset of the Manchester Beacon, stakeholders were asked to identify the objectives for the programme. Responding to this, the Beacon team began to support universities in how they might bring the public's input in, as well as take university activity out.

The Council of Ethnic Minority Voluntary Sector Organisations (CEMVO) was commissioned to consult community members in the universities' five most deprived neighbouring wards, to identify interested groups and individuals, and assess their training and support needs.

Manchester Beacon organised a team of trainers to develop leadership training based on CEMVO's findings under an umbrella programme called 'Step Up' (http://www.publicengagement.ac.uk/how/case-studies/step-up). It was a bespoke leadership development programme designed to support and mentor leaders from the BAME communities.

Anthony Kollie was one of the participants of the Step Up programme. He then took advantage of a follow-up mentoring and coaching scheme enabling participants to step up into governance roles in universities (and other organisations). He joined the University of Manchester's Ethics Committee and was mentored by a member of the committee. He received further training on the role, how to assess applications, and went on to attend meetings.

> *"I said I would like to work on the ethics committee of the University of Manchester and then I was also given a mentor who was already on the ethics committee and it has helped me to grow in confidence. I never thought that I would one day sit with professors to discuss research proposals."* Anthony Kollie

Increased confidence has led Anthony to begin a PhD in community engagement.

LEARNING FROM THE PROCESS
What worked well?
- Understanding by universities of how they could benefit as well as what they could offer.
- Building activity upon a demonstrated need.

- Devising a development programme in consultation with community members to meet their needs as well as those of the universities.
- Ensuring community members feel confident and valued in their contributions.

IMPACT
- Improved career options.
- Wider, and sustained, network of contacts.
- Altered belief in the usefulness of universities within communities.
- Achieved unexpected increases in self-confidence and value of universities within communities.
- Personal portfolio of community engagement, professional development, leadership and partnership working permanently available online.

POLICY RECOMMENDATIONS
- Universities need to identify other ways for communities to be embedded into systems and processes.
- Universities need to support community members becoming involved in their processes.
- Sustainable relationship building needs to be planned into public engagement activity from the outset.

WHAT NEXT?
As a result of his increased familiarity with universities, and increased self-confidence, Anthony submitted a successful PhD proposal and has begun his PhD research into community engagement.

CONTACT
www.manchesterbeacon.org

Case study 6: Making the most of culture & creativity

OVERVIEW
The Manchester Beacon and partners from across Greater Manchester supported a range of innovative creative and cultural initiatives to help a wide a range people from within universities to share and learn from people outside.

WHAT HAPPENED
The Manchester Beacon had a clear cultural and creative approach from the start by inviting MOSI (Museum of Science & Industry) to be a core partner and appointing a creative director to lead the programme. This echoed the creative and cultural personality of the cities of Manchester and Salford. The universities also had creative and cultural organisations and programmes of their own, and were able to maximise on the relationship with MOSI.

Across the institutions, a range of techniques were developed, some which were specific to that institution, some shared across the partnership.

MOSI played a vital role, acting as a catalyst and platform for academics, researchers and cultural organisations interested in working together. This was achieved in various ways including:

- *Culture Awards*: small seed fund awards to support three-way partnerships between university staff, community groups and cultural organisations.
- *Community Science Awards*: small seed fund awards to support partnerships between university staff and community groups, to explore and create science activity as part of the Manchester Science Festival.
- *Manchester Science Festival*: working closely alongside the Festival Director based at MOSI to develop the Festival as a platform to support new opportunities for university staff and to facilitate partnerships.
- *University secondment*: being seconded to the Faculty of Engineering & Physical Sciences at The University of Manchester to work with research groups to increase awareness in public engagement.

LEARNING FROM THE PROCESS
What worked well?
- Nurturing innovation and risk-taking by offering small seed funds based on experimentation and reflective practice supported with training, mentoring and networking.
- Encouraging researchers and academics to be innovative with the ways in which they could translate their work into accessible formats.
- Providing opportunities for practitioners to turn their ideas and events by partnering up with festivals, and cultural venues.

What could be done differently?

- Work closely with university finance systems to ensure freelance practitioners and small community groups or charities are not expected to subsidise university-initiated work.

IMPACT

- Increased public communication skills and awareness.
- Increased confidence in planning and translating research into accessible event and project formats.
- Made new contacts and networks.
- Some success in securing follow-up funding.
- Portfolio of evidence of public engagement work through learning journeys, books, and participant feedback.
- Additional data and new lines of thought for research.
- Providing bigger context to detailed work.
- Community members feeling their knowledge and experiences are significant to contemporary life and culture.

POLICY RECOMMENDATIONS

- Encourage researchers and academics to explore interdisciplinary collaborations.
- Support and facilitate networking across different subject areas and with external creative or cultural partners.
- Support and encourage practitioners to 'plug-in' to existing cultural programmes and venues in their local area.

WHAT NEXT?

- Some of the partnerships are now working through larger projects after submitting successful funding applications based on these pilot projects.
- The model of using creative activity as a conduit to translate complex research ideas is embedded in several initiatives or faculties with new opportunities to build on this emerging regularly.

CONTACT

Suzanne Spicer, Social Responsibility Manager, The University of Manchester
suzanne.spicer@manchester.ac.uk