ENGAGING WITH impact
SHARE YOUR IDEAS
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Welcome to Engage 2015.
We hope that you really enjoy it.

This year’s Engage is tackling the theme ‘Engaging with Impact’ and there are lots of opportunities to explore this intriguing topic throughout the two days.

For those of you who joined us last year, you will find that this year’s Engage is quite different in content and style. Drawing on feedback from delegates, and keen to find different ways of engaging, we have opened up our plenary sessions to offer more opportunity for table discussions and debate, and to allow for more in depth engagement with the conference theme.

We are delighted to welcome our plenary contributors who will be sharing their experiences and insights. We are particularly delighted to be joined by colleagues from outside higher education, who will be sharing their perspectives, and challenging us to change. Our opening plenary introduces representatives from the team behind mitochondrial DNA replacement. This is a story of purposeful engagement over a long period involving researchers, charities, clinicians, research brokers, funders, ethicists, media experts, and patients – and teases out how engaging with impact is often a long term commitment to mutually beneficial relationships. Done well, the results are extraordinary. Our second plenary opens up how funders and leaders can galvanise supportive cultures for engagement and impact, providing fertile ground for these types of project.

Our opening plenary on day two will include table hosts, each with a relevant story about responsible research. They will be joined by plenary contributors bringing a range of perspectives on engaged research – from India, Europe and the UK, across all research disciplines including community engagement, the arts and humanities, and responsible research and innovation.

Engage will close with a look at different visions for the future of public engagement with research. In the light of the comprehensive spending review, the session will challenge us to consider what kind of future we envisage for engaged research and how we might realise it.

We are pleased to introduce our ‘Timeout’ sessions which offer opportunities to reflect together on topics of mutual interest. With a host of options and some great formats including role play, scenario debate, and for those keen on walking, Engage’s first walking workshop, we think there should be something for everyone.

‘Ideas to share’ offers delegates an opportunity to explore new ways of thinking, be inspired by stories of change, contribute to work underway, and find out about resources and training.

With a little more time to engage, our workshops cover data visualisation, measuring impact, stories from across the Commonwealth, to name a few. The Research Excellence Framework (a way that university research is assessed) has provided a unique opportunity to explore how universities have made sense of the impact of their research, and the role of public engagement in that process and we will be exploring this as we lift the lid on the REF.

Engage enthusiasts will be pleased to know we are hosting the fabulous Poster Party with over 30 people and teams keen to share their work – including the launch of Research for All – the new international journal we’ve been working on with the UCL Institute of Education; an update on what our Engage 2014 competition winners the CAER Heritage Project have been up to; and great ideas for developing more effective engagement. Celebrate and network in style with nibbles and drinks – encouraging constructive and inspiring conversations from across the world.

We look forward to welcoming you to Engage in Bristol and hope you take the opportunity to enjoy our wonderful city. Minutes away is the Arnolfini, the NCCPE’s new home and the harbourside is a great place for a stroll, a drink or an evening meal.

The NCCPE team are wearing blue badges so do ask if we can help and don’t forget to tell us how we can make Engage work for you by participating in our various evaluation opportunities – not least our post event questionnaire: you know you want to – after all, it is engaging with impact!
## DAY ONE SCHEDULE

### Ideas to share: 12.20–12.50

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### Lunch 12.50–1.50

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### Plenary 1: 10.00–12.15

**Three parent babies?**

**Contributors:** Prof Doug Turnbull and the wider team involved in the project

**Session Chairs:** Matthew Hill, BBC and Sophie Duncan, NCCPE

### Plenary 2: 3.00–4.30

**Fuelling change**

**Contributors:** Steven Hill (HEFCE); Clare Matterson (Wellcome Trust); Joe Ferns (Big Lottery Fund); Joy Carter (University of Winchester) **Session Chair:** Paul Manners, NCCPE

### Poster party: 4.30–6.00

Our poster party has become something of a feature at Engage – a really relaxed, informal space for people to mingle, share practice and make new connections over drinks and nibbles.
### DAY TWO SCHEDULE

**Plenary 3: 9.15–11.15**
Responsible research – from geo-engineering to community arts

**Contributors:** Rajesh Tandon (PRIA, India); Richard Owen (University of Exeter); Keri Facer (University of Bristol); Henk Mulder (University of Groningen, Netherlands)

**Session Chair:** Sophie Duncan, NCCPE

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**Lunch**
12.45–1.45

**Timeout 2**
1.45–2.45

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<td>Mapping impact together: Alternative forms of ‘impact’ in co-produced research</td>
<td>Producers, predators, and parasites: The ecosystem of engagement</td>
<td>What is to be done?: Drawing cultural democracy</td>
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**Plenary 4: 3.00–4.30**
The future of engaging with impact

**Contributors:** Erinma Ochu (Squirrel Nation); Angie Hart (University of Brighton); Imran Khan (British Science Association)

**Session Chairs:** Steve Cross, with Sophie Duncan and Paul Manners, NCCPE

Tea and coffee will be available during the plenaries and in the foyers outside all sessions.
ENGAGING WITH day one
**Plenary 1:**
10.00–12.15

**Three parent babies?**

**Contributors:** Prof Doug Turnbull and the wider team involved in the project

**Session Chairs:** Matthew Hill, BBC and Sophie Duncan, NCCPE – Kings Room

Tampering with human DNA is illegal but earlier in 2015 parliament voted to allow mitochondrial replacement — effectively combining the embryos of three parents — to allow mothers with a rare genetic condition to bear healthy children. The origins of this hugely significant decision lie in curiosity-driven science begun many years ago at Newcastle University — but the outcome was informed by a deeply engaged process of dialogue and consultation that ran in parallel with the research. This session will tell the story of the science and the engagement that animated it. What can it tell us about how to conduct excellent research that is ethically and socially engaged?

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**Ideas to share: 12.20–12.50**

**1. Introducing responsible research and innovation into academic curricula — sharing and exchanging good practices as part of the EnRRICH project. Nicola Buckley (University of Cambridge) – Kings Room**

The European Commission research funding programme makes reference to the concept of Responsible Research and Innovation (RRI) — an umbrella term including the policy agendas: public engagement, ethics, open access, gender and science education. This session will offer an opportunity to reflect on teaching practices that can engage students with concepts of RRI, through engaged research processes. We invite attendees to reflect and share experiences of developing public engagement through the curriculum with students and to unpick concepts within RRI. Our goal is to gather and share information about good practices and gaps for development, through EC-funded EnRRICH project [Enhancing Responsible Research and Innovation in Curricula in Higher Education].

**2. Experts, citizens and changemakers: Bringing together students, universities and communities for meaningful engagement and impact. Aranee Manoharan (Kingston University London) – Lancaster Room**

Public engagement is often understood as how academic research engages with wider society. At Kingston University, however, we have broadened this understanding so that our work engages and impacts not only the university and the communities we serve but our student population as well — enabling them to become experts, citizens and changemakers.

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**3. From social theory to social practice: Understanding and evaluating public engagement events as knowledge spaces. Andy Gibson (University of the West of England) – Merchant 1**

We have suggested that at the core of successful public engagement is the dynamic interaction of different forms of knowledge, notably lay vs professional. We have developed a four dimensional theoretical framework for understanding these interactions. In this session we explore the practical utility of the theoretical framework for mapping and evaluating public engagement in research.

**4. Culture change without the cash. Jo Heaton-Marriott (University of Central Lancashire) – Merchant 5**

We are used to hearing about great initiatives to embed public engagement, from appointing engagement fellows, through to setting up award schemes and flagship events. But so much of this good practice has developed in universities that have been part of major engagement funding programmes and it can be difficult to see how to replicate this if you don’t have a budget. In this session, Jo Heaton, Head of Communications and Engagement at the University of Central Lancashire, will discuss how UCLan funded, encouraged and developed a culture of engagement, through the identification and nurturing of existing activities.
Day One Session Information

5. Supporting engagement brokers: Leadership & change. PE Academy team, Michael Hinton (Babraham Institute) and Charlotte Haigh (University of Leeds) – College 1
Are you an engagement broker? Do you inspire and support others to engage with the public?
Are you committed to high quality public engagement within your institution? Would you like support with your professional development?

If so join us for this session, introduced by delegates of the first Public Engagement Academy, a year–long programme run by the NCCPE that introduces participants to a wealth of techniques and approaches, and allows them to connect with a growing network of professionals working in this area. Find out more about how to get involved and what difference it can make to your own practice.

6. In for the long game? Community organisations, universities and mutual impact. Ceri Davies (Community Works) – College 5
This session will provide an opportunity to develop your understanding of how university researchers and community organisations can effectively co–work to maximise impact. Building on Cupp’s extensive experience of developing community university partnerships you will also get to hear about our intensive course that will be running in April 2016. This session is particularly aimed at university researchers, administrators and community partners.

7. Supporting public engagement with research – your role as a change agent. Ed Stevens, University of Bath – Hanover Room
Do you support public engagement with research in your institution? Come to this session to explore your role, and the skills and competencies needed to create a supportive environment for public engagement within your institution. Do you have what it takes to be a change agent?

Lunch: 12.50–1.50

Timeout 1: 1.50–2.50
Choose from one of eight sessions

1. New evidence on public engagement by researchers. Rachel Hillman (Wellcome Trust) – Kings Room
What does new research into factors that affect public engagement by researchers across the UK tell us about how the sector is changing? Led by the Wellcome Trust, on behalf of the top 15 UK funders of publicly–funded research, it explores researchers’ understandings of, participation in and attitudes to communications and public engagement and the extent to which these have changed over time. Building on an earlier study by the Royal Society in 2006, Survey of Factors Affecting Science Communication, the research also includes, for the first time, a survey of PE staff. Come and hear about the results and discuss the implications.

2. Co–producing futures through experimental methodology: Power, performance and perspective. Helen Thomas (University of Bristol) – Lancaster Room
This interactive session will be hosted by a panel of individuals from the Productive Margins: Regulating for Engagement research programme’s academic/community forum. The session will focus on co–production as both an innovative and problematic methodology. There will a unique opportunity to experiment, mould and interrogate some of the co–productive methods Productive Margins has employed in attempting to create meaningful and enduring research collaborations which value the diversity of skills and expertise across its partnership.

3. Engagement, impact and values – do we need a socially responsible agenda for impact? Richard Bond (University of the West of England) – Merchant 1
The academic community is being asked to take responsibility (and credit) for the consequences of its work through the impact ‘agenda’, and engagement is the means by which this can be achieved. The REF assesses impact on the assumption that case study narratives can be assessed objectively for reach and significance. But in reality, impact from research is likely to comprise complex scenarios of positive and negative effects where judgements are more about personal values. Rather than looking to make impact for impact’s sake, should we be considering what social benefits we want to generate from research?

4. Designing our own lives: A more impactful citizen science. Saffron Woodcraft (University College London) – Merchant 5
Our session will explore ways of doing imaginative and impactful citizen science research. With the involvement of the researched community as citizen scientists throughout (from design to undertaking to
evaluation] we will present findings from our recent project which is looking into prosperity in east London. Using citizen science at the heart of our project, our research has been designed not only to garner a deeper understanding of local issues but as a catalyst for positively impacting upon them. Members of our team (academics, citizen scientists and public engagement experts) will share their experience of working with each other at this session in order to elucidate for others, and evaluate for themselves, how to undertake more impactful citizen science.

5. Equality in public engagement: Are we kidding ourselves? Sarah Anderson and Heather Rea (Beltane Public Engagement Network) – College 1

‘Public Understanding of Science’ and the deficit model are long, long gone; dialogue techniques, workshops and high–quality evaluation are staying. But are we kidding ourselves that everyone involved engagement activities has equal status? Don’t the engagers – well–educated, well–paid university professionals – still patronise and take advantage, however unintentionally, of those they recruit? If so, how can we get better (can we)? Tell us at this Cabaret of Dangerous Ideas [and tell us how to make this event better, too!]. No holds barred!

6. ‘Researchers on the telly is this public engagement?’ Danielle Moore–Chick (Arts and Humanities Research Council) – College 5

Here is time and space to ponder, discuss, perhaps argue, maybe reshape how you think about broadcast as a public engagement tool. Broadcaster Matt Pick and Researcher Dr Kent Fedorowich will present a case study on the ‘World War One at Home Project’ looking at how researchers advised the BBC both nationally and within regions of BBC coverage of 100 stories of peoples’ experiences in the First World War. We will bring along the example, you bring the questions and together we might be able to come up with some innovative new ideas.

7. Wellbeing Act Wales – what is the contribution of engagement projects to real impact? Lynnette Thomas and Martin O’Neill (Cardiff University) – Hanover Room

Cardiff University and the Wales Audit Office have worked closely over the past year to test, review and co–produce a jointly agreed model which has resulted in an evaluation framework that demonstrates community engagement impact for its 5 flagship engagement projects. The shared learning from this exercise has informed WAO’s approach to working with public bodies with regard to the Well–being of Future Generations Act. Working together, the two organisations have explored a new approach to innovation and risk which will contribute to improved outcomes towards a more sustainably developed country.


Join Kim Aumann on Engage’s first walking workshop around Bristol. During a leisurely walk Kim will encourage delegates to discuss their experiences of community university partnerships, and explore how to tackle some of the inherent issues. Armed with top tips from the UK community partner network, Kim will share her experiences of working with academics to tackle social inequality. Come with your stories of what works and what doesn’t, an appetite to learn from others, and a desire to test out this pilot format and experience a workshop without walls. [Weather permitting; limited numbers – please book your place at the reception desk and meet at the reception desk to begin the walk].
#britainbreathing: two-way citizen science  Sheena Cruickshank, University of Manchester

A collaborative approach to developing public and patient involvement (PPI) training for researchers  Eleanor Wheeler, Cancer Research UK

Attachment Aware Schools  Richard Parker, Bath Spa University

Being Human: a festival of the humanities  Michael Eades, School of Advanced Study, University of London

Beyond the questionnaire: planning and evaluating public engagement  Fran Marshall, University of Sheffield

Building collaborative relationships in time and across distance: taking University of Lincoln co_Lab to London  Harriet Gross, University of Lincoln

CAER-HEDZ: Animating public engagement  David Wyatt, Paul Evans and Viv Thomas, CAER Heritage Project

Citizens create knowledge: Experiences with citizen science in Germany  Lisa Pettibone, Museum für Naturkunde Berlin

Civic Engagement Beyond Study Abroad: Best Practices for International Partnerships in Community-Based Research  Madalina Akli, Rice University

Community-led research in the context of hard to engage disciplines  Charlotte Barrow, UCL

Creative outreach for resource efficiency  Amanda Miller, Loughborough University

Engaged research in the curriculum: join the Responsible Research & Innovation party now!  Jozefien De Marrée, Vrije Universiteit Brussel

Exploring Engagement with Digital Heritage  Lorraine Dennis, Queen’s University Belfast

HEPE and the Beach Bums; engagement as a resource for PhD studies  Kath Maguire, Health and Environmental PE group, University of Exeter

Inspiring tomorrow’s scientists: audience-driven content development  Vicky MacBean and Alan Lunt, King’s College London

Is there anybody there?  Sarah Lloyd, University of Hertfordshire

Making the Massive Local: using MOOCs to engage with local community  Dawn Smith, Edinburgh Napier University

Measuring Science Capital in Primary School: going beyond ‘draw a scientist’  Annie Padwick and Dele-Adayi Opeyemi, Northumbria University

More than just ticking a box...how patient and public involvement improved the design of a research project  Lisa Andrews, Bournemouth University

NCCPE Public Engagement Academy  Michael Hinton, Babraham Institute and team

Research collaboration in the Teacher Assessment in Primary Science (TAPS) project  Sarah Earle, Bath Spa University

Research for All journal  Sandy Oliver, UCL Institute of Education and team

Research Matters  Lynne Corner, Newcastle University

Resources for Participatory Action Research: Centre for Social Justice and Community Action, Durham University  Sarah Banks, Durham University

Sharing health records from your GP - deliberative engagement at a community level  Jenny Cook, Biomedical Research Centre at Guys and St Thomas NHS Foundation Trust and Kings College London

Speakezee  Bruce Hood, University of Bristol

Strengthening Community University Research Partnerships: Global Perspectives  Global Engagement team

The SUPI story  Contributors from 6 of the School-University Partnerships Initiative projects

The power of play: a board game aimed to change attitudes and behaviour in teenagers with asthma  Gioia Mosler, Centre of the Cell, Queen Mary University of London

Top tips from the Catalysts  Contributors from the Catalysts projects

Towards critical engagement: a Latin American perspective – Paulette Dougnac, University of Leeds

Understanding Health Research: a tool for making sense of health studies  Chris Patterson and Amy Nimegeer, MRC/CSO Social and Public Health Sciences Unit, University of Glasgow

University of Reading Art Department ArtLab  Kate Allen, University of Reading ArtLab

What’s in it for me? What can participants and the general public gain from engaging in research?  Rita Long, The Spectrum Centre, Lancaster University

World Factory: modelling ethics, aesthetics and politics in public-orientated research  Zoe Svendsen, University of Cambridge

You’re never too young to be a research scientist  Becky Parker, Institute for Research in Schools
ENGAGING WITH day two
Plenary 3:
9.15–11.15

Responsible research – from geo–engineering to community arts

Contributors: Rajesh Tandon (PRIA, India); Richard Owen (University of Exeter); Keri Facer (University of Bristol); Henk Mulder (University of Groningen, Netherlands)
Session Chair: Sophie Duncan, NCCPE
Kings Room

The challenges of developing responsible research in emerging areas of science and technology or working dynamically with communities to co–create research might seem to be very different. In this session we will open up discussion about responsible research across the research disciplines. Animated by stories from your table hosts, our plenary contributors will share critical perspectives to frame the discussion. Opening up the dynamics of public engagement with research, this session will be an opportunity to find out what they have learnt and consider how we are making sense of the ethics and practices in different disciplinary spheres. Where are there distinctive differences? And where are the frontiers of our understanding of socially–engaged research?

Workshops: 11.30–12.45
Choose from one of seven sessions

1. Lifting the lid on the REF. Sam Gray (Manchester Metropolitan University), Sophie Duncan and Paul Manners (NCCPE) – Kings Room
With close to half featuring public engagement, the REF impact case studies offer a rich source of information about how publically engaged research is leading to impact. Join this interactive session to find out how public engagement fared in the REF, and explore what we can learn about how academics made sense of public engagement as a route to impact. This session will open up a conversation about the ways in which the impact agenda has created a new sense of ‘value’ for public engagement activities – and significant financial incentives. How might we capitalise on this? How can we best frame the contribution and role of public engagement as a ‘pathway to impact’?

2. Engaging audiences with data visualisation. Anna Feigenbaum (Bournemouth University) – Lancaster Room
In this workshop, we will explore the growing area of data visualisation for public engagement. Visualising data can bring more attention to the importance of academic research, increase online interactivity, enhance journalistic coverage, and broaden social media communication. Visualisation also taps into our emotions and values, enabling us to tell more affective stories with research. We will begin this workshop with a Masterclass, sharing the latest practices and techniques in data visualisation. We will then introduce you to some tools for data visualisation and discuss how to best select what you need to visualise data stories for different public audiences.

3. Public engagement – learning from history and re–learning ‘community’. Sharon Clancy (University of Nottingham) – Merchant 1
This session will focus on how adult education shaped and contributed to real community engagement and what has happened since the demise of most adult education structures. It will do this through the lens of my current PhD research on post–war short–term residential education and its groundbreaking role in bringing adult learners together to stimulate and help develop new and pioneering social and cultural movements. It will also consider how public engagement as it is currently can learn from these earlier experiments in community–based discourse and dialogue and how far this kind of activity exemplifies the best in group learning beyond the lecture theatre. Does public engagement ‘do’ community engagement well enough?

4. Can technology narrow the gap between public engagement evaluation and practice? Eric Jensen (University of Warwick) – Merchant 5
Access to robust evaluation results is essential for public engagement practitioners to maintain quality and improve outcomes. However, there are many good reasons why high quality evaluation is not routinely conducted and linked to public engagement practice. This workshop begins by discussing common challenges that may explain this gap between evaluation evidence and practice. Automating evaluation processes through new technologies is then explicated as one possible solution, capable of yielding accurate real–time results that can directly feed into practice. Can such automation save resources and equip public engagement organisations with the information they need to continually enhance their impacts?
This session will explore how we can develop deeper, more strategic partnerships between universities and museums. Framed by work in Oxford and in the North East of England, where arts and heritage bodies are collaborating with the region’s five universities against the backdrop of drastically reduced public funding, the session will explore the particular challenges and opportunities for museum–university collaborations. Arts Council England has funded three different initiatives to identify what works – and to scale this up. What are they revealing about balancing the different agendas, timescales and expectations? How has the REF helped or hindered? Where are the most promising areas for mutual benefit?

Steve Cross (Wellcome Trust Public Engagement Fellow), Joanna Coleman (University of Bath), Helen Featherstone (University of Bath), Jo James (University of Southampton), Natasha Martineau (Imperial College, London) and Peter McOwan (Queen Mary University of London) – College 5
In recent years, RCUK has funded six Beacons (for four years), eight Catalysts (for three years) and now ten Catalyst Seed Funds (for one year), universities tasked with embedding a culture of public engagement with research. What have the project leads learnt about effective support for engagement, and how to cultivate a culture to support it? What have been the challenges, and what has changed? This workshop will provide an opportunity to reflect on these projects before moving into a forward looking discussion considering how we all navigate into a sustainable future supporting engaged research in HEIs, with or without RCUK funding. Bring your experiences to share.

7. Engaging with the world – perspectives from the Commonwealth community.
Neil Johnson (Association of Commonwealth Universities) – Hanover Room
The Association of Commonwealth Universities invites you to further develop your engagement strategies by engaging with, and learning from, perspectives from around the world. During this workshop you will be able to share your own experiences, debate the challenges, and explore the potential of connecting with university colleagues around the world as you work to better connect your institution with both the local and the global community.

The ACU Engage Community has been in operation for just under a year, bringing together colleagues from around the Commonwealth to showcase their work and explore the development of Community Engagement, research uptake and participatory research on a global scale.

Lunch: 12.45–1.45

Timeout 2: 1.45–2.45
Choose from one of seven sessions

1. Creating living knowledge: What can we learn from the Connected Communities programme?
Keri Facer (University of Bristol) – Kings Room
The Connected Communities programme, led by AHRC, has attempted to foster high quality research that is produced in dialogue with communities, civil society organisations and citizens. Much has been learned about academic autonomy, changing ideas of expertise, and the benefits, risks and legacies of such collaborations, for universities, communities and for the broader ‘public’ good. In this session, AHRC Connected Communities Leadership Fellow, Keri Facer, will share the findings from a two year study of the programme and invite delegates to interrogate the findings and their implications.

2. In(n) between worlds: Negotiating boundary spaces between academia, practitioners, public engagement, and the rest.
Jana Bacevic (University of Bristol/University of Cambridge), Kate Miller and Jelena Nolan–Roll (University of Bristol) – Lancaster Room
How we go about doing public engagement fundamentally depends on who ‘we’ are. Do we think of ourselves as practitioners? Academics? Professionals? Managers? Persons of specific age, gender, ethnicity, background? What does this mean for the ways in which we define and position members of ‘other’ groups we engage with – no matter how similar or different? This session gives participants an opportunity to explore and reflect on their identities and values in public engagement, and how these play a role in their practice. The aim of the session is to help uncover the not–always–visible boundaries that inform our everyday existence, and think about the ways they can be understood and perhaps challenged and transcended.

3. The Hypothetical. Sam Gray and Sam Illingworth (Manchester Metropolitan University) – Merchant 1
Join us for a session in which you will play...
4. Beyond the academic paper: Adventures in collaboratively producing and applying knowledge. **Sophia de Sousa (The Glass–House Community Led Design) – Merchant 5**

What’s different about action-based research that brings together academia and those in practice supporting communities? How does the way this kind of collaborative research is designed affect how knowledge is produced, curated, applied and disseminated? We will explore with participants how different partnership models influence the academic and practical impact and reach of research, drawing on the experiences of participants present. This interactive and hands-on session will aim to produce a set of collective reflections and recommendations/challenges for others embarking on collaborative research.

5. Mapping impact together: Alternative forms of ‘Impact’ in co-produced research. **Cat Alexander (Durham University) – College 1**

Drawing on their experience over the past year, three members of Durham University’s pilot Participatory Research Hub will guide this session on how we define and measure the "impact" of participatory research. Increasingly, researchers and practitioners have to demonstrate impacts on society and economy. But often the understanding and measurement of “impact” does not fit co-produced projects. Here the changes that take place may not be linear, one-way or quantifiable. What space can we make for diverse, big and small, two-way, cumulative, less immediate, less tangible impacts across different registers? What is “collective impact”, is this a useful concept and how does it work in practice?

6. Producers, predators and parasites: The ecosystem of engagement. **Andrew Dunlop (University of Saskatchewan) – College 5**

Public engagement doesn’t happen in isolation, it occurs within large ecosystems comprised of organisms from a variety of genera: researchers, public, administrators, funders, students; all co-operating and competing within complex environments. Equilibrium in the engagement ecosystem is difficult to achieve and disturbances in organisms or habitats, especially in development stages, can lead either to a thriving system, one that stagnates, or worse. Participants are invited to draw out taxonomical descriptions of their own institution’s many species and habitats. Through shared experiences, we will together explore how to create persistent, vibrant ecosystems, recognising imbalances, and discovering how to correct them.

7. ‘What is to be done?’: Drawing cultural democracy. **Steve Swindells (University of Huddersfield) – Hanover Room**

Reflecting upon issues and recent reports on the inter-relationship between culture and society (Warwick Commission (2015) and John Holden’s “The Ecology of Culture” (2015) and his ‘Democratic Culture: opening the arts for everyone’ [2008]) this session explores the notion of cultural democracy through drawing. Participants will be encouraged to reflect and literally draw upon their experiences, feelings and ideas to present a series of drawings on ‘What is to be done?’.
Plenary 1: Three parent babies?

The Mitochondrial DNA team represent a remarkable collaboration between different kinds of expertise, involving researchers, charities, clinicians, research brokers, funders, ethicists, media experts, and patients – who came together to move ground-breaking research from the lab through the House of Lords to new legislation, with life changing consequences.

Taking part will be: Doug Turnbull (Newcastle University); Nancy Lee and Clare Ryan (Wellcome Trust); Liz Curtis and Alison Maguire (Lily Foundation); Bobbie Farsides (Brighton and Sussex Medical School); Steve Pugh (Department of Health); Julie Murphy (Newcastle University); Sarah Norcross (Progress Educational Trust); Jonathan Montgomery (UCL); Juliet Tizzard (Human Fertilisation & Embryology Authority) and other members of the team.

Chairs: Sophie Duncan and Matthew Hill

Plenary 2: Fuelling change

Joy Carter, University of Winchester As an environmental researcher and university leader Joy is committed to values-based leadership in higher education. As vice chancellor, she champions Winchester’s values of freedom, justice, truth, human rights and collective effort for the common good.

Joe Ferns, Big Lottery Fund As director of UK Portfolio and Knowledge at the Big Lottery Fund, and previously Executive Director of Policy, Research and Development at Samaritans, Joe is committed to sharing knowledge and learning across sectors and with communities, and to finding better ways to use funding to make the biggest possible difference for individuals, community and society.

Plenary 3: Responsible research

Keri Facer, University of Bristol Keri is AHRC Leadership Fellow for Connected Communities. She is committed to finding more effective ways for universities and communities to work together, and to researching changing university–public relationships. She has recently completed a research project that opens up some of the tangible tensions in working in partnership, and the legacies left by such work.

Plenary 4: The future of engaging with impact

Angie Hart, University of Brighton and Boing Boing A professor of child, family and community health, and director of Boing Boing, Angie is also founding academic director of the Community University Partnership Programme. Epitomising
what it means to be an engaged academic, Angie has a wealth of experience of engaged research from the perspective of an academic and a community practitioner.

**Imran Khan, British Science Association** Under Imran’s leadership the BSA has developed a new vision and a new programme of work. He is an advocate for public engagement with scientists – wherever they are found – and for ambitious new ideas and partnerships.

**Erinma Ochu, Squirrel Nation** A civic innovator and filmmaker and an expert in engaging people with universities’ work, Erinma was former director of the Manchester Beacon and a Wellcome Trust Fellow. She has a wealth of experience of animating engagement through effective partnership working.

Chairs: **Steve Cross, Sophie Duncan and Paul Manners**

**Session Chairs**

The conference will be chaired by Sophie Duncan and Paul Manners. We are delighted to welcome two guest chairs.

**Steve Cross** Steve is an engagement enthusiast responsible for award winning formats like Bright Club and Science Showoff. Having just escaped academia after seven years as Head of Public Engagement at UCL, Steve is currently a Wellcome Engagement Fellow and freelance engagement specialist and performer.

**Sophie Duncan, NCCPE** Engagement characterises Sophie’s work. Having worked for many years outside higher education, Sophie brings engagement perspectives from the media, museum sector and government to animate the work of the NCCPE.

**Matthew Hill** Matthew Hill became Health Correspondent for the West of England in 1995. Within a month of his appointment he broke one of the biggest medical stories of the 20th Century - the Bristol heart babies scandal. Matthew has reported regularly for Newsnight, BBC Radio 4 and Five Live; this year he won the prestigious Best Cancer Reporter Award from the European Institute of Oncology for a Radio 4 Science Unit documentary.

**Paul Manners, NCCPE** Paul’s passion for learning has inspired his work as a teacher, BBC producer, director of learning campaigns and his current role as director of the NCCPE: encouraging universities to embed innovative approaches to involving the public in their work.

Full biographies are available on our website. [www.publicengagement.ac.uk](http://www.publicengagement.ac.uk)
HOW TO ENGAGE WITH ENGAGE 2015

Just as with other years’ conferences there are many ways to engage both at the event and afterwards. Here are our top tips to try...

Help at hand
The NCCPE team will be on hand to offer support throughout the conference. The team will be wearing blue badges so do stop us and say hello. Please visit the registration desk if you have any queries about the conference, booking taxis, local restaurants, Bristol maps, etc.

Walking workshop
This year we are hosting our first walking workshop – you can find out more in the programme. Places are limited so sign up at the registration desk if you want to get involved. We have benefitted from sunny weather at all of our Engage conferences to date, but in the unlikely event we will need to cancel or postpone the workshop we will advertise this at the registration desk.

Poster Party
Don’t miss out. The poster party is on Wednesday 2nd December from 16.30–18.00. Come and join us and the poster hosts to mingle, share practice and make new connections.

Engage 2015 evaluation – tell us your views
This year we are using an online form to evaluate the event. You can find this at: www.publicengagement.ac.uk/engage-conference-2015-evaluation. Please take the time to give us your feedback, and help ensure future events are useful to all participants. There are also other opportunities to share your feedback throughout the conference – so don’t be shy.

Save the date for Engage 2016
The dates for Engage 2016 are Tuesday 29th and Wednesday 30th November in Bristol.

Workshops
Workshops are available on a first come first served basis. In the unlikely event your first choice is full, please join another workshop. Please note that whilst most workshops can accommodate around 50 people – those held in the Hanover Room can only accommodate 20 people.

Twitter
If you are a keen tweeter then why not join in the conversation using #engage_2015 or follow us @NCCPE. Do send us your pictures, thoughts and ideas.

Coffee and chat
The hotel has lots of places to relax and catch up with others. There is a café on the ground floor, and hot drinks will be available on the first floor for the duration of the conference. Make yourselves at home.
BRISTOL MARRIOTT HOTEL FLOOR PLANS

First floor

Kings Room

Kings Bar

Kings Foyer

Royal Foyer

Windsor Room

Hanover Room

York Room

Lancaster Room

Second floor

Merchant Room 1

Merchant Room 2

Merchant Room 3

Merchant Room 4

Merchant Room 5

Foyer

College Room 1

College Room 2

College Room 3

College Room 4

College Room 5

Third floor


ENGAGING WITH 2016
Public Engagement Academy
Are you working to enhance the quality, visibility and impact of public engagement with research? Are you responsible for developing a strategic approach to engagement with research for your department, research organisation or university? Would you like to work with others to develop your skills in this role?

If so the NCCPE’s Public Engagement Academy could be for you. The Academy provides a space for professional development for those working to embed high quality engagement with research in their institution, to encourage them to develop their practice, confidence and skills. Bookings launch in February – so check out our website to find out how you can get involved.

Public Engagement Ambassador scheme
A new PEA scheme will be launching in January 2016. We’re looking for people to join the scheme who co-ordinate and support networks that are relevant to public engagement in higher education. With opportunities to network, share knowledge and information and access a range of NCCPE resources and training, the scheme aims to support public engagement networks across the UK to realise the potential of quality public engagement. Check out the NCCPE website for more details.

Engage Competition 2016
Following the huge interest in our first Engage Competition 2014, the NCCPE are planning to launch a public engagement with research competition next year. You can check out our winners in 2014 on our website. Do you have a great public engagement project? Then why not enter and share it with others? Every entry that meets the quality criteria will be shared on our website, and finalists will have an opportunity to showcase their work at Engage 2016.

Leading for Impact
Are you a leader looking for inspiration on how to lead for impact? Our new leadership programme could be for you. This bespoke course will enhance your approaches to creating the conditions for impactful research. Tailored to the interests and needs of participants, this course will provide a mix of face-to-face events, online seminars, peer learning, and one-to-one support. You can sign up on our website now.

Research for All
Research for All is a new journal and we are very keen to welcome your contributions to it. The journal is for anyone, working inside or outside universities, who is committed to seeing research make a difference in society. We are looking for articles that describe, explain and analyse engaged research. Articles may include words, images, audio and video. We are particularly keen to receive co-authored contributions. You can find out more on our website. (Please note submissions are welcome at any time, but to be considered for inclusion in our first edition please get in touch by the 10 December 2015.)

And there is more...
Find out about these opportunities, and other training, events, news, blogs, resources, case studies, and more on our website www.publicengagement.ac.uk
SEE YOU NEXT YEAR...

National Co-ordinating Centre for Public Engagement

The National Co-ordinating Centre for Public Engagement’s vision is of a higher education sector making a vital, strategic and valued contribution to 21st century society through its public engagement activity. We are working to help support universities to improve, value and increase the quality of their public engagement and embed it into their core practice.

The NCCPE is funded by the UK Higher Education Councils, Research Councils UK and the Wellcome Trust, and has been hosted by the University of Bristol and the University of the West of England since it was established in 2008.

www.publicengagement.ac.uk