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Welcome to Engage 2017
We hope that you really enjoy it

With our focus on collaboration, we are delighted to welcome a range of delegates including those from community organisations, universities, charities, policy makers, and funders from all around the world. We particularly encourage delegates who collaborate with universities to share their perspectives throughout the conference.

This year we are providing more space for our plenary speakers to share their perspectives, and more time to encourage a conversation with delegates. We hope this will enable everyone to share their expertise, perspectives, and views, and encourage rich discussions across the two days.

Our opening plenary will explore global perspectives on the potential of collaboration. Ahmed Bawa, CEO of Universities South Africa will explore the responsibility of universities to engage with others. Reflecting on the many identities we inhabit over a lifetime, Ahmed will consider the dynamic role that universities play in society, and the challenges and opportunities posed by these engagements.

The workshops on offer on day one include an opportunity to hear from engagement leaders about how to embed engagement; an exploration of the pathways to collaboration that festivals provide; and a conversation about how to support global collaborations.

For our second plenary we will be interviewing Steven Hill to draw out his insights and perspectives. As Head of Research Policy at HEFCE, Steven has been instrumental in developing the Research Excellence Framework, and has a significant knowledge of the many ways collaboration can benefit research and society.
Engage Watermark, and in engagement practice, through the international Sir David Watson Award for Community-University Partnerships. Look out for these two presentations, and find out who is being recognised this year.

If this isn’t enough we have created a new feature for 2017 – a series of informal discussion sessions, where people can come together to chat about a specific topic of interest. Less formal than the workshops, and with a more open agenda, these discussions are aimed at small groups of delegates who want a different type of conversation. With so much going on, the more leisurely pace of these spaces, will hopefully provide an oasis to refresh the intellect, and stimulate the imagination.

We do hope you will enjoy the conference, meet new people, share your expertise, learn from others, and be refreshed in your work. Don’t forget to participate in our wonderful city, especially as next year’s Engage hits the road...

Paul Manners and Sophie Duncan
# Day 1 Schedule

## Plenary 1

**10.00am – 11.10am**  
**Kings Room**

**Unlocking the potential of collaboration: global perspectives**  
*Ahmed Bawa (Universities South Africa)*

### Coffee

**11.10am – 11.35am**

## Working Sessions

**11.35am – 12.50pm**

Please choose from the following 6 sessions.

<table>
<thead>
<tr>
<th>Kings Room</th>
<th>Lancaster Room</th>
<th>Merchant 1</th>
<th>Merchant 5</th>
<th>College 1</th>
<th>College 5</th>
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<tbody>
<tr>
<td>Leading engagement Mini-plenary</td>
<td>Translating ‘Rethinking Research Partnerships’ into practice Workshop</td>
<td>Underserved audiences Workshop</td>
<td>Data dialogue: conversations about research and service development Roundtable</td>
<td>Festivals and collaborative engagement Workshop</td>
<td>Museum-university partnerships: what have we learned? Workshop</td>
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### Lunch

**12.50pm – 2.00pm**
The Engage poster party returns, providing delegates with an opportunity to network over drinks and nibbles whilst exploring what’s happening in the engagement world. Head up to the Merchant Floor for our interactive encounters - a chance for you to get hands-on and experience public engagement in action, including science tattoos, origami, and the opportunity to add a brick to the engagement frustration wall.

Day 1 Schedule Continued

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<thead>
<tr>
<th>Working Sessions</th>
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<tr>
<td>2.00pm – 3.30pm</td>
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<tr>
<td>Kings Room</td>
<td>Lancaster Room</td>
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<tr>
<td>The Great Public Engagement Debate Mini-plenary</td>
<td>Global collaborations Workshop</td>
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<tr>
<td>Merchant 1</td>
<td>Merchant 5</td>
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<tr>
<td>What makes a good collaboration between a researcher and an artist? Workshop</td>
<td>Rethinking engagement for health Workshop</td>
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<td>Merchant 5</td>
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<td>College 1</td>
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<tr>
<td>Ethics, evaluation and collaboration Workshop</td>
<td>Co-production in practice Workshop</td>
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<th>Coffee pick up</th>
<th>Plenary 2</th>
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<tr>
<td>3.30pm – 3.45pm</td>
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<tr>
<td>Kings Room</td>
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<tr>
<td>Collaboration with impact: capturing the value of engagement</td>
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<td>Steven Hill (HEFCE)</td>
<td>Steven Hill (HEFCE)</td>
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<tr>
<th>Poster Party &amp; Encounters</th>
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<tbody>
<tr>
<td>4.45pm – 6.30pm</td>
<td>Kings Floor and Merchant Floor</td>
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## Day 2 Schedule

### Plenary 3
- **9.30am – 10.40am**
- **Kings Room**

**Collaboration and interdependence: universities as anchor institutions**

*Nancy Cantor (Rutgers University, Newark)*

### Coffee
- **10.40am – 11.05am**

### Working Sessions
- **11.05am – 12.05pm**

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<th>Kings Room</th>
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<tbody>
<tr>
<td>Strategic approaches to collaboration</td>
<td>Social innovation: nurturing quality collaboration</td>
<td>How is knowledge constructed with communities?</td>
<td>Values-focused collaboration and engagement</td>
<td>Public engagement professional services: what are our CPD needs?</td>
<td>NUCLEUS: bringing the RRI concept into reality</td>
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<tr>
<td>Mini-plenary</td>
<td>Workshop</td>
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### Working Sessions
- **12.15pm – 12.45pm**

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<tr>
<td>IRIS: bringing the cutting edge to the classroom</td>
<td>Creating public engagement networks</td>
<td>Bristol Fun Palaces: exploring local collaboration</td>
<td>Can public engagement be truly democratic?</td>
<td>Geographic diversity: classifying Canadian community campus engagement</td>
<td>Partnering with parents to inspire STEM futures</td>
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<tr>
<td>Mini-plenary</td>
<td>Workshop</td>
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## Day 2 Schedule

### Continued

**Lunch**
**12.45pm – 2.00pm**

**Coffee pick up**
**3.00pm – 3.15pm**

**Working Sessions**
**2.00pm – 3.00pm**

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<th>Kings Room</th>
<th>Hanover Room</th>
<th>Lancaster Room</th>
<th>Merchant 1</th>
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<th>College 1</th>
<th>College 5</th>
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<tbody>
<tr>
<td>Mapping the landscape of collaboration Mini-plenary</td>
<td>Lol-Lab: patient and public involvement via stand-up comedy Stand-up</td>
<td>Collaboration and policy-sensitive research Workshop</td>
<td>Risky business: collaboration in a risk-averse context Workshop</td>
<td>Catalyst Seed Fund institutions: what next? Workshop</td>
<td>Tackling engagement training challenges Workshop</td>
<td>Community researchers in the UK Workshop</td>
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**Plenary 4**
**3.15pm – 4.30pm**

**Kings Room**
**The future of collaboration: creating the conditions for collaboration to thrive**

Trevor McMillan (Keele University), Doris Santos (Universidad Nacional de Colombia)
Thinking Spaces

In addition to our working sessions, this year you can also join one of our thinking spaces. These are a series of hosted discussion sessions, where people can come together to chat about a specific topic of interest. Less formal than the workshops, and with a more open agenda, these discussions are aimed at delegates who want a different type of conversation. We hope that the leisurely pace and informal feel of these spaces will provide an oasis to refresh and stimulate.

On day one you can find the thinking spaces in Cathedral 5 on the fourth floor. Join Mhairi Stewart, University of St Andrews, in the first working session from 11.35am to discuss the ethics of public engagement: developing practice. This is an opportunity to take forward a conversation started at the Engaged Practice Learning Exchange, and discuss this topic with other explorers.

In the afternoon, the topic is a quality framework for public engagement: how can we support people to develop quality engagement practice? Suzanne Spicer, University of Manchester, will host a discussion exploring the beginnings of a quality framework that seeks to inspire great practice, but not constrain it. The group will uncover the dynamics of quality engagement and how it can be cultivated.

On day two the thinking space moves to Merchant 3 where you can join a discussion hosted by Penny Vincent, Staffordshire University, in the first working session from 11.05am. This group will explore engagement and partnership: learning from others. Delegates will be invited to consider the artistry of engagement, looking outside the academy for inspiration and insight into ways of engaging that make a difference. Come with your experiences, ideas and learning to navigate how we can facilitate learning across disciplines and practice to enrich all our work.
Day 1
Weds 6th
December
Exploring Collaboration
Plenary 1
10.00am – 11.10am
Unlocking the potential of collaboration: global perspectives
Kings Room
Ahmed Bawa (Universities South Africa)
Join Ahmed as he considers how collaboration has animated his career and opened up new opportunities for partnerships involving universities in South Africa, and reflects on the roles universities could and should play in society. He will explore how political and societal contexts impact on the nature and quality of collaboration. Run as a participatory conversation, we invite you to share your own perspectives on collaborative opportunities in a global context.

Coffee
11.10am – 11.35am

Working Sessions
11.35am – 12.50pm
Please choose from the following 7 sessions.

1. Leading engagement
Kings Room Mini-plenary
Chair: Imran Khan (Wellcome)
Sheila Pankhurst (University of Salford), Richard Holliman (Open University), Noni Mumba (Kemri-Wellcome)
If you want to take engagement seriously, and embed it into the culture of your organisation, you need to have excellent leadership. One of the key parts of the EDGE tool, leadership takes many forms, and needs to involve staff and students across the institution. Our panel all have experience of leading engagement, at MMU, the Open University and Kemri-Wellcome research centre, Kenya. Come and hear their perspectives, their stories, and their challenges, and join the debate about how to support effective leadership for engagement across higher education organisations. Be inspired by the role you can take in created a culture where public engagement can thrive.
2. Translating ‘Rethinking Research Partnerships’ into practice

Lancaster Room Workshop

Kate Newman and Kate Bingley (Christian Aid)

A two year ESRC funded seminar series investigated the relationship between the nature of evidence and the dynamics of participation academic-INGO partnerships for international development, deeply examining the practice within these partnerships and what it meant for the types of evidence that was valued, produced and mobilised through partnership. Lessons have been captured in a discussion guide and toolkit to support future partners navigate their research partnerships. This interactive session will use some of the tools and draw on ideas from the guide, to enable practitioners and academics to explore their own partnership experiences, and consider how they might use the guide in their practice.

3. Underserved audiences

Merchant 1 Workshop

Chair: Clio Heslop (British Science Association)

Dan Hillier (STFC), Sarah Keer-Keer

Often partnerships and collaborative working are used to extend/transform audience reach. This session will explore how project successes in engaging underserved audiences can inform practices and systems on a wider scale. We will consider that a truly inclusive public engagement sector cannot be achieved by partnership alone, rather, it requires change in our own activities and organisations. So what does this look like? Join the Wellcome Trust Centre for Cell Biology, British Science Association, and Science and Technology Facilities Council for a workshop and open discussion on how we can significantly shift the reach of our work - particularly among audiences with low science capital.

4. Data dialogue: conversations about research and service development

Merchant 5 Workshop

Chair: Mary Tully (University of Manchester)

Sarah Fox, Lamiece Hassan, Jo Hobbs, Stephen Melia, Miriam Belfield, Kate Holmes, Grace McCorkle, Matthew Sullivan (University of Manchester)

Google Deepmind and the Royal Free Hospital. WannaCry ransomware. Care.data. Such controversies draw attention to how the NHS uses data, often without explicit consent, beyond just providing individual care. Meaningful public engagement plays an important role in delivering and maintaining public acceptability for data science initiatives, increasing public awareness and identifying and responding to public preferences and concerns. This workshop focuses on our collaborative engagement, through a dedicated public panel, to design multiple ways of engaging with the public towards the common goal of talking about data. Participants will experience first-hand how we co-design mobile phone apps, engage people in hackathons, use social media, conduct citizens’ juries and deliver festival activities for different age and cultural demographics. Therefore, they will understand how public engagement with data science can both bridge a gap between data scientists and data subjects and also a gap between data subjects and the data about them.
5. Festivals and collaborative engagement

**College 1 Workshop**

Chair: Michael Eades (School of Advanced Study)
Gill Bull (Council for British Archaeology), Sue Haydock (ESRC), Greg Oldfield (University of Sheffield), Tania Wilson (Manchester Science Festival), Joanna Verran (Manchester Metropolitan University), Sarah Gifford (Queen Mary University of London)

Festivals are collaborative projects. These large-scale events are produced through hundreds of small collaborations and connections. Presented by the organisers of festivals across the UK, including both national initiatives and deeply rooted, place-specific events, this workshop will allow participants to explore and question the various pathways to collaboration found in festival contexts. It will provide insights into how to build festivals from scratch, work collaboratively with partners, and work with communities of practice on both local and national scales. It will also offer practical advice on avoiding some potential pitfalls of developing festivals as forums for public engagement.

6. Museum-university partnerships: what have we learned?

**College 5 Workshop**

Chairs: Simon Cane (UCL), Paddy McNulty
Victoria McGuinness (University of Oxford), Catherine Oakley (University of Leeds), Carolyn Dalton (Doncaster Heritage Services), Sophie Goggins and Clare Meakin (National Museums Scotland), Tom Gillingwater (University of Edinburgh)

Universities and museums often have a shared sense of civic mission but they differ in the way that they work, their focus and their organisational culture and these differences can make developing successful partnership a challenge.

There seems to be a growing interest from both sides in the potential of this university-museum collaborative space and NCCPE has been supported by Arts Council to develop the Museum University Partnership Initiative (MUPI) building on the work of the SHARE Academy programme. In this session we will hear three case studies from Oxford, Scotland and Leeds each of which has taken a different approach to university-museum collaboration. The case studies reflect on their practice and will consider what worked, what did not work and offer key ‘takeaways’ to participants based on their learning. If you are considering entering into a university-museum partnership, are already in one or want to understand more about managing relationships between organisations then this is the session for you.

7. The ethics of public engagement: developing practice

**Cathedral 5 Thinking space**

This space provides an opportunity to take forward a conversation started at the Engaged Practice Learning Exchange, and discuss this topic with other explorers, hosted by Mhairi Stewart, University of St Andrews.
Day 1
Schedule
Information

Lunch
12.50pm – 2.00pm

Working Sessions
2.00pm – 3.30pm
Please choose from the following 7 sessions.

1. The Great Public Engagement Debate
   Kings Room Mini-plenary

Chair: Kenneth Skeldon (Wellcome Genome Campus)

Jenifer Scott and Barbara Gorgoni (The University of Aberdeen),
Steve Scott (Wellcome Genome Campus)

This session will stimulate a lively but frank debate among the
audiences around the benefits and challenges of public
engagement and collaborative production of research with an
aim is to identify the most compelling arguments surrounding
public engagement in research. Questions such as “Should
engaged research be ‘compulsory’?” and “Is the embedding of
PE just a “tick-box” exercise?” will trigger discussion around
research reputation, career progression and funding success.
Arguments for and against different prompts will lead to an open
debate. The session is led by the University of Aberdeen and
Wellcome Genome Campus - two very different organisations
with distinct structures, funding models, even external drivers and
yet share a common vision to change the culture across their
respective communities to better support and embed engaged
research practice.
2. Global collaborations

**Lancaster Room Workshop**

Chair: Heather Lusardi (NCCPE)

Rachel Hayman (INTRAC), Ahmed Bawa (Universities South Africa), Lorraine Tansey (NUI Galway), Caroline Dyer (University of Leeds)

This session aims to start a conversation about how we can support the successful implementation of the Global Challenges Research Fund (GCRF) and global research collaborations more broadly. We will bring together a group of interested individuals and organisations to share strategic and practical ideas that can support the GCRF. We will hear from a panel of leading experts from around the world who will discuss how we can make sure that future funding rounds build on the lessons learned so far and live up to the principles of global collaboration.

3. What makes a good collaboration between a researcher and an artist?

**Merchant 1 Workshop**

Chair: Rebecca Babb (Wellcome)

Chloe Sheppard, David Cahill Roots, and Saphia Bishop (Wellcome), Becky Gilmore (Wellcome Genome Campus), Emma Weitkamp (University of the West of England), John Walter (Resident Artist, UCL), Emma Smith (freelance), Bethany Clayton (Boomshakalaka Productions), Richard Talbot (University of Salford)

Join us for an opportunity to explore and discuss what enables great collaborations to thrive and the key barriers holding them back; we’ll share examples of good practice and debate the best ways to facilitate and foster new partnerships. World café style table discussions will be led by Wellcome funded artists and researchers, sharing their experiences in opening up conversations about science and health research in new and unexpected ways.

4. Rethinking engagement for health

**Merchant 5 Workshop**

Chair: Janet Jull (University of Ottawa, Ottawa Hospital Research Institute)

Thomas Hiemstra and Laura Mader (University of Cambridge and Cambridge University Hospitals NHS Foundation Trust), Will Hunter, Georgia Bladon and Ben Meller (University of Bristol), Matthew Sullivan (Manchester Metropolitan University), Ellen Poljakoff and Jude Bek (University of Manchester)

Better use of research evidence (one form of “knowledge”) in health systems requires partnerships to foster engagement and involvement between researchers and those who contend with the real-world health systems needs and constraints. Community partnered research emphasizes the importance of partnerships that foster and promote engagement between researchers and the people for whom the research is ultimately meant to be of use (“knowledge users”). The co-production of knowledge conveys promise of significant social impacts, and understandings of how to engage and involve knowledge users who deliver and/or receive care within health systems is needed.

In our projects we describe research approaches that foster knowledge user engagement and involvement: to promote better understanding of best practices in community-partnered research; their similarities and differences; and, lessons learned. As a research approach, community-partnered research creates opportunities to challenge assumptions about for whom, how, and what is defined as knowledge, and to develop and integrate research findings into health systems.

An opportunity to explore and discuss what enables great collaborations to thrive and the key barriers holding them back...

What makes a good collaboration between a researchers and an artist?
5. Ethics, evaluation and collaboration

**College 1 Workshop**

Chair: Naomi Clements (Southern Universities Network, University of Southampton)

Claire O’Neill (Southern Universities Network, University of Southampton), Norah McRae (University of Victoria, Canada), Susan Hrisos and Helen Atkinson (Newcastle University), Sarah Banks (Centre for Social Justice and Community Action, Durham University), Alex Mitchell (NIHR Innovation Observatory, Newcastle University)

What do we mean by evaluation, impact and co-impact? How do we work effectively with stakeholders? And, how do we navigate the complexities of collaborative evaluation?

This discussion based session focuses on four international projects, all with collaboration as their cornerstone. Each speaker will introduce a component of evaluation – working with stakeholders, developing practical tools for measuring impact and ethical considerations. In addition to this, speakers will highlight how evaluation feeds into wider national, and international, frameworks and policy.

Attendees to this session will have the opportunity to discuss and discover:

- Tools to evaluate the impact of Community-University Engagement initiatives
- Opportunities for innovative evaluation practice
- ethical issues of who defines, creates, controls and owns impact
- What evaluation means and looks like when viewed through several different, and sometimes competing, epistemological and disciplinary lens

We welcome attendees with a range of evaluation experience, from all subject areas, to engage in discussion; share best practice and turn challenge into opportunity.

6. Co-production in practice

**College 5 Workshop**

Chair: Sarah McLusky (Durham University)

Penny Vincent and Rachel Massie (Staffordshire University), Patsy Corcoran (Advocacy Services in Staffordshire), Sharon Hutchings, Andrea Lyons-Lewis and Evelina Bondareva (Nottingham Trent University), Daniela Scotce (POW Nottingham), Gemma Moore and Georgia Pitts (UCL), Caroline Rouse (Aston-Mansfield), Bethan Prosser (University of Brighton), Leda Blackwood (University of Bath), Rachel Pattinson (Newcastle University and Seven Stories: The National Centre for Children’s Books), Daniel Goodricke (Newcastle University), Deanne Naula (Science Museum London), Poppy Szaybo (freelance), Jan Crawley (South West Foundation)

Engaging external partners in designing and doing research is one thing in theory, but how does it work in practice? How do you ensure contributions are authentic? Who is in control? What happens when someone leaves? How do you know if it’s going well? What do you do if things are not going well? Our presenters will open the conversation by sharing their diverse experiences of collaborative working to highlight common issues like identifying shared values, developing trust and relationships, empowering participants, building momentum and managing expectations. Then through table discussions, we’ll ask for your contributions to a bank of top tips for dealing with challenges as well as helping us identify areas where more support is needed. Bring your own experiences to contribute and learn from each other - this workshop isn’t just about co-production in practice; it is co-production in practice!
7. A quality framework for public engagement: how can we support people to develop quality engagement practice?

Cathedral 5 Thinking space

Join this discussion to explore the beginnings of a quality framework that seeks to inspire great practice, but not constrain it. Hosted by Suzanne Spicer, University of Manchester, the group will uncover the dynamics of quality engagement and how it can be cultivated.

Coffee pick up
3.30pm – 3.45pm

Plenary 2
3.45pm – 4.45pm

Collaboration with impact: capturing the value of engagement

Kings Room

Steven Hill (HEFCE)

An opportunity to explore the challenges of assessing the value of collaborative research, with one of the key architects of the Research Excellence Framework. Steven will reflect on the specific value collaboration can have to research and society, and on the skills and attributes that researchers and their partners need to build effective partnerships. The interview will be informed by the questions you have, and we will be inviting you to share your ideas during day 1 of the conference.

Poster Party & Encounters
4.45pm – 6.30pm

Kings Floor and Merchant Floor

The Engage poster party returns, providing delegates with an opportunity to network over drinks and nibbles whilst exploring what’s happening in the engagement world.

Dip into our Encounters Cinema, grab some popcorn, and see some films of public engagement in action.

Head up to the Merchant Floor for our interactive encounters - a chance for you to get hands-on and experience public engagement in action, including science tattoos, origami, and the opportunity to add a brick to the engagement frustration wall.
Public engagement has the power to make environmental science research more relevant to society. This is particularly prescient in a time when environmental science has such potential to inform debates around issues facing our society. Engagement with members of the public is essential in considering solutions to these challenges. Engaging Environments is a group of collaborative projects, funded by NERC (Natural Environment Research Council), to build a long-term, effective and innovative public engagement community of environmental science researchers. The projects capitalise on the recent finding that University academics are the most trusted sources of information about research.

A bottom up approach to embedding PER
Rachael Pearson (University of Nottingham)
The Practitioners of Outreach Group (PoOG) was formed to share best practice in public engagement across STEM disciplines, deliver collaborative events and avoid duplication of efforts. The Science Outreach Programme was established to develop public engagement skills in early career researchers. These two initiatives have pooled their resources, resulting in a sustainable pool of talented and engaging researchers, and an array of public engagement opportunities for them to take part in. Their collaboration is now being used as a model of good practice across the University, and is informing an institutional approach to embedding PER across the University.

Co-creation – what, why and how
Tacita Croucher (Babraham Institute)
For science to be truly open, transparent and responsive to societal needs, multiple stakeholders must be engaged in all points of the research lifecycle. A new EC-funded project, ORION, is exploring the use of co-creation to embed Open Science and Responsible Research and Innovation in research performing and funding organisations. But, what makes a good co-creation experiment? How are they run? Who gets involved? What can be achieved through co-creation? Partners of the ORION project have been reviewing current and past co-creation experiments, and will present a menu of co-creation tools and methods – which could you use?

Superhero Science: Agents of A.W.E.S.O.M.E.
Kevin O’Dell and Laura Richmond (University of Glasgow), Douglas Macdonald and Lisa Di Meo (Time-Tastical Productions)
One of the big issues in education is attracting young people to the STEM subject area. Many young people don’t find STEM subjects relevant, and this is complicated by the fact that many primary school teachers are nervous about delivering science to their students as relatively few primary school teachers have a science background. To address this Kevin O’Dell (University of Glasgow) and Douglas Macdonald (Time-Tastical Productions) have developed Superhero Science: Agents of A.W.E.S.O.M.E., a comedy science show specifically targeted at primary school students with a view to enthusing young people and their teachers about STEM subjects. Can the students help the Agent from A.W.E.S.O.M.E. save the day? They are going to need all their skills and scientific knowledge to design superheroes with appropriate superpowers (based on core scientific facts and principals of course), to help defeat the evil Professor Jean Splice.
Posters (continued)

Kings Floor

**Breath Lab**
Sarah McLusky (Durham University)
Breath Lab is an experimental discussion forum designed to bring together people who wouldn’t normally meet informally, around a shared interest. It seeks to break down barriers, challenge power dynamics and increase understanding whilst enriching our research. Life of Breath is an interdisciplinary project exploring the lived experience of breathing and breathlessness. In May 2017 our first Breath Lab brought together people with lung disease, healthcare professionals and researchers to discuss mismatches and unhelpful connotations in the language used to describe breathlessness and lung disease. This poster will share what we learnt about collaboration and our next steps.

**Online engagement with Kenyan researchers and students**
Grace Mwango (Kemri-Wellcome)
A description of a novel on-line engagement initiative between health researchers at the Kenya Medical Research Institute-Wellcome Trust Research Programme (KWTRP), and Kenyan secondary school students. Online engagement is done in two ways: through a website constructed through inputs from teachers, students and researchers; and secondly through a collaborative interactive website “I’m a scientist get me out of here”, sharing of science engagement experiences, students asking questions to researchers and through live chats.

**Improving clinical trial information through researcher-patient collaboration**
William Cragg (University College London)
It is ethically and legally necessary for all clinical trial participants to give informed consent prior to participation. The way people are ‘informed’ is usually by means of a written patient information sheet (PIS). Over time, the typical PIS has tended to grow in length and contain information requested by ethics committees and regulators, rather than participants. Equally, researchers have perhaps not always given enough emphasis to finding the best layout, formatting and language to suit potential trial participants. Through researcher-patient collaboration, we have developed a new PIS template that aims to better meet patients’ needs.

**Where is the work?**
Kate Pahl (University of Sheffield, Imagine project), Steve Pool (freelance artist)
‘It strikes me that one of the findings of the Imagine project was the positioning of the individual within the collective imagining. This helped us think of the subjective self as dislocated yet constructed by context. In terms of art we focused on desire and began to unpick the relationship between the artist and the “Work”. Work is a funny word in art speak - as it refers to almost everything that isn’t self or ego. We give it different names – process, product, autonomous object, outcome, output, one artist called it “the mechanism”. I sometimes call it the logic of the piece. Artists think of it as something they give birth to.’ (Steve Pool, Blog post, 6th January 2017).

“Of Mice and Dementia” is a film resulting from an unlikely collaboration between public contributors and bioscientists.

Jo Welsman (University of Exeter)
The project offers a neutral physical space for researchers and artists to approach and seek input from each other.

Developing support structures in collaborative engagement
Mhairi Stewart (University of St Andrews)
We bring experience of developing trust and support structures to create truly collaborative relationships between the Scottish creative sector and academics. This includes a bi-directional approach and facilitating a common language. Our project brings together researchers and artists in order to co-produce activities based in The Byre Theatre. The project offers a neutral physical space for researchers and artists to approach and seek input from each other. We facilitate ideas and creativity, offering collaborators the chance to experiment without the fear of failure before producing a highly engaging end product. This is becoming a core activity in embedding engagement institutionally.

Creating sustainable communities through multi-stakeholder partnerships
Lindsey Anderson (University of Exeter)
The Community Partnership Project is a unique collaboration between University of Exeter, Exeter City Council, and Exeter City Futures, a community interest company which aims to make Exeter congestion-free and energy-independent by 2025. The partnership aims to complement and add value to existing community engagement expertise and activities and mobilise communities to find innovative solutions towards a sustainable city. We wish to share our experience and lessons learned from the first year of the partnership and describe our case study, the Heavitree Community Project: a place-based project which seeks to understand and co-create solutions to, local traffic- and energy-related challenges.

Research to reality: making the connection
Ida Persson (actREAL)
Discover how participatory theatre performance and other art forms and creative skills can engage young people and other community groups with academic research. Through in-depth, long-term engagement using bespoke materials and workshops – from unique theatre scripts to one-off activities – actREAL aims to create a connection between individuals and research in a way that reaches the wider community. Collaboration with academics, universities, community groups and other organisations is key to our approach, and to our aim of bringing academic work into communities to maximise its benefits.

Teachers and Researchers Collaborating Together Through Continuing Professional Development
Helen Szoor-McElhinney (University of Edinburgh)
When a Glasgow based postdoctoral researcher’s passion for public engagement was recognised and admired by an Edinburgh based public engagement practitioner who believed that together they could combine enthusiasm and experience and form an empowering collaboration across the two cities, Circuits! evolved. Working with CPD staff within universities and local authority services, researchers and secondary school teachers will inspire students from Edinburgh and Glasgow all the way to Rwanda, Africa with engineering research. The project allows us to reimagine how we can all play a part in shaping future research and bring about positive outcomes for people across the globe.
Robots vs Animals: cultures of public engagement
Laura Fogg-Rogers (University of the West of England)
A widespread culture supporting public engagement activities in higher education is desirable but difficult to establish. Drawing on social cognitive theory, this science communication project aimed to enhance culture change in engineering by developing communication skillsets of early-career engineers, particularly supporting female engineers as role models. Engineers received storytelling training to present at partner collaborative live events and institutions. This was enhanced by peer group social persuasion, vicarious modelling, a science communication coordinator and senior management endorsement. Evaluation showed engineers’ self-efficacy levels significantly increased. Qualitative data highlighted a developing culture of engagement but purposive selection of women proved controversial.

Public Engagement Hubs
Tony Curran (University of Southampton)
Learn about this new approach trialled at the University of Southampton. A Public Engagement Hub is a way to integrate the passion of undergraduates, the research of postgraduates and the expertise of academic staff (and relevant external stakeholders) around a common subject. Find out about the variety of benefits of this approach, how it was trialled in 2017 with a Nature and Biodiversity theme, and Southampton’s plans for a second hub in 2018 with a community health and wellbeing theme.

Bilingualism Matters across borders of languages, sectors, countries and research fields.
Katarzyna Przybycien (Bilingualism Matters Centre)
Bilingualism Matters (BM) is a research and information centre founded and directed by Professor Antonella Sorace. Established in 2008, Bilingualism Matters aims to bridge the gap between research and different sectors of society, enabling people to make informed professional or personal decisions on bilingualism and language learning that are based on facts rather than prejudices, misconceptions, or misinterpretation of current research findings. The Centre has numerous partnerships and outreach projects in the public sector, where it collaborates with a wide range of partners including policy makers, education authorities, and health professionals. Moreover, BM provides students and visiting researchers with training and volunteering opportunities. It is regularly featured in the media, both in the UK and internationally. It is regarded as a model world-wide and operates an international network of 18 branches in the UK, in other European countries, and in the United States.

‘Living Curriculum’: Young Learning at FACT
Christina Brennan (University of Manchester), in collaboration with the Foundation of Art and Creative Technology
My poster entry will summarise my PhD research placement in the Young Learning Department at FACT in Liverpool. The poster will aim to highlight the potential for collaborative partnerships between university researchers and cultural organisations which support Widening Participation (primarily organised within universities). The poster will be divided into two sections. First, I shall outline my contribution to FACT’s ‘Living Curriculum’ project (i.e. three workshops titled ‘Sci-Fi Films to Challenge the Future’ for school visitors). My poster will also summarise the contributions of these workshops to aims of Widening Participation (based on the programme at the University of Manchester).
From Servants to Staff’ Project: Collaborative Research at Chatsworth
Lauren Butler, Hannah Wallace and Fiona Clapperton (University of Sheffield)

Genealogy programmes and Downton Abbey have sparked renewed public interest in the lives of servants in country houses. The stories of these figures have remained largely undiscovered in the archives at Chatsworth until the ‘From Servants to Staff’ project was created from a partnership between the University of Sheffield and Chatsworth began in 2015. The project is based on the research of three Collaborate Doctoral Award PhD students who make use of the archival material at Chatsworth in order to investigate changes to the estate community over the course of three centuries. Drawing upon experiences of collaboration between Chatsworth and the University of Sheffield, this poster depicts both ongoing work being undertaken as part of the project, and also the research topic which underpins it.

The role of technologies in engaged curricula
Samantha Wratten (University of Bath)

At the University of Bath, we’ve recently completed a project that explored and disseminated how academics are using technologies to connect their students with diverse external publics (e.g. third sector organisations, businesses, local and national government etc). Our work took place across three phases. The first mapped current use of technology in engaged curricula, the second delivered four workshops based on identified good practice and the third developed an online hub capturing podcasts, case studies and online videos that demonstrate how collaboration within curricula can occur.
Day 1
Schedule
Information

Posters (continued)
Kings Floor

Heart in your Hands: bioengineering art fusion
Matthew Allinson [King’s College London]
We designed a series of heart models and put them in the hands of the public. Some of the hearts beat in time with the holder’s heart rate, some showed how cutting edge research at King’s College London can treat heart malfunction, and others let people hold athletic and diseased hearts in the own hands. This allowed us to engage with the public about heart health and biomedical engineering. Our poster will explain how we organised and ran the collaboration between King’s and Rusty Squid Ltd, the creative studio, and let you have a go with some of our hearts.

Developing a new Scottish public engagement network
Dawn Smith [Edinburgh Napier University]
2017 has been a busy year in the public engagement sector in Scotland. Colleagues from across the higher education and broader research and community sectors have been considering how the existing collaborative partnerships can be strengthened. With support from the NCCPE and Wellcome we are developing a new network. Come and find out about the successes and challenges of this approach and help decide how we take it forward!

The Vital North Partnership
Rachel Pattinson [Newcastle University and Seven Stories: The National Centre for Children’s Books]
An overview of the Vital North Partnership between Seven Stories: The National Centre for Children’s Books and Newcastle University, funded by Arts Council England from 2015 to 2018. The partners share the vision that Newcastle becomes a centre for excellence in children’s literature, but the partnership between the two organisations goes beyond children’s books...

Also at the Poster Party
Kings Floor

Research for All
NCCPE, UCL, IOE Press
Find out how you can get involved in our international, open access, peer reviewed journal about engagement with research.

Engage Watermark
NCCPE
How supportive of public engagement is your institution? Are you top of the league or just getting started? Find out how the Engage Watermark can help by benchmarking your institution, providing critical intelligence to inform future planning, and celebrating your success.

Engage Academy
Academy alumni and members, NCCPE
If you are a public engagement professional, come and find out more about what the Engage Academy can do for you – and how you can get involved next year.

Engage Researchers’ Academy
NCCPE
If you are interested in developing your skills as an engaged researcher, come along and find out more about the NCCPE’s new CPD programme, the Engage Researchers’ Academy.
**Day 1**

**Schedule Information**

**Encounters Cinema**
Hanover Room

**The Secret Ingredient for Sustainable Growth in Public Engagement**

*Ruth Farrar (Bath Spa University)*

Shextreme Film Festival is the world’s first film festival for women in extreme sports and adventure. Dr. Ruth Farrar will track the enterprising sustainable growth of this Bristol-based case study to examine how it positively promotes active women on screen and behind the lens. She will share best practices on why academic and industry collaborations enabled this public engagement project to flourish from a single archival website to an annual two-day film festival, specialised pop up events and impactful film tour in France and the U.K. within a three year period.

**Of Mice and Dementia**

*Jo Welsman (University of Exeter)*

Engaging the public with basic biomedical research is a challenge, particularly where that research, by necessity, involves animal models. Rooted in a passion to open a conversation with the broader public about the nature and the need to develop non-invasive diagnostic tests for Alzheimer’s disease, “Of Mice and Dementia” is a film resulting from an unlikely collaboration between public contributors (including those with a lived experience of dementia) and bioscientists. Over tea and cake, a forthright discussion covering FAQs around the use of animals in biomedical research provides the background with cutaways showing the scientists at work in their laboratories.

**Encounters**

Merchant Floor

**Breaking down the barriers**

*Naomi Kay, Lucy Horrocks and Alison Phillips (University of Warwick)*

Public engagement can be hard work. Maybe you have no budget for it, or you have a dozen other priorities to balance it with (usually both!), or maybe your one of the unlucky people who’s boss thinks it’s a complete waste of time (although perhaps those people didn’t get let out of the lab to join us here!). We’re here to hear your woes, but more importantly we want to help crowd source solutions from all you intelligent engagement folk. Come along and share your barrier to engagement on our brick wall or help us knock some of them down by filling in a ‘solution hammer’ - the quick, easy and colourful way to solve PE troubles!

**Swallow Pill, Getbetter: Design a Clinical Trial**

*Danielle Marlow (Edinburgh Clinical Research Facility), Sophie Goggins (National Museum of Scotland)*

Swallow Pill, Getbetter needs your help in getting its three latest drugs through clinical trials and on to market. You will navigate through the different stages of the clinical trial process taking into account financial implications, preclinical data, ethical and regulatory compliance as well as any side effects. Once you have completed the trial you will receive feedback on the decisions you have made and why your trial resulted in success or failure. There will be time for you to consider your options and try again.

Help us knock down barriers to engagement by filling in a solution hammer!
Day 1
Schedule
Information

Encounters (continued)
Merchant Floor

Public engagement, creative collaborations and long-term benefits demonstrated with origami
Amy Carter (University of Sheffield), Seiko Kinoshita (textile artist)
The University of Sheffield and artist Seiko Kinoshita present a hands-on artistic experience to demonstrate the many unexpected outcomes which can take place within a three-way partnership between a University, an external partner and the public. Seiko has been part of two outstanding arts–science collaborations with University of Sheffield academics, using origami to convey complex scientific research into chlorophyll production and green fluorescent jelly fish protein. Sheffield City of Makers, brings to Engage the chance to learn more about how artists and academics have worked together in creative collaborations which have had long-term benefits for all parties. The accompanying poster presents evidence collected through evaluation and follow-up studies. Come along, find out more and make your own origami model to symbolise the co-creation of new ideas!

Digimakers
Caroline Higgins (University of Bristol)
Digimakers is a series of free hands-on workshops for children (aged 8-18), parents and educators interested in the creative uses of electronics and computing. Our aim is to inspire the next generation of technical innovators, creatives and engineers by providing an introduction to ‘making’ in the digital world. From hacking hardware to programming software, we show young people innovative ways to have fun with technology. Using affordable, open source tools and technologies, like Raspberry Pi, Arduino, Scratch, Python, Processing, Unity 3D we are demystifying technology and making it fun and accessible to everyone. The success of Digimakers has lead us to develop a website where resources are accessed and a series of schools activities.

Animating Science: Turning STEM into STEAM
Erin Hardee (University of Dundee), Sarah Derrick (Dundee Contemporary Arts)
The arts have long been a way of making STEM subjects accessible to new and different audiences. Join Schools Outreach Officer (University of Dundee Life Sciences) Erin Hardee and Head of Learning (Dundee Contemporary Arts) Sarah Derrick as they discuss their unique project using storytelling and stop-motion animation techniques to engage young people with scientific topics, as well as what it takes to build a successful and positive partnership. There will be an opportunity to have a go with the animation equipment yourself – so stop by and see how easy it is!

Suppress the Mess! An educational board game to demystify cancer
Giusy Tornillo and Karen Reed (Cardiff University)
Do you know anything about cancer biology? You soon will as you draw cards, roll dice and move pieces around a board. Suppress the Mess is all about teaming up to learn how to tackle cancer as it develops and progresses.

Changing the face of criminal identification
Karen Lander (University of Manchester)
Witnesses to a crime are often asked to recall the face of the suspect. The created image may help the police find the person responsible for the crime. Through interactive displays and hands-on activities find out how we engage and collaborate with both police practitioners and the general public.
Day 1
Schedule
Information

Encounters (continued)

Merchant Floor

Tattoo my science
Sarah Keer-Keer and Maria Fanourgiaki (Wellcome Trust Centre for Cell Biology), Ilaria Amendola (University of Edinburgh), Nicola Stock (Roslin Institute)
Come to this encounter to experience one of the best projects we ever developed for audiences aged 14-35. Tattoo my Science is a public engagement in research project, designed originally for use at outdoor festivals. Working from the outset with researchers, our group created both henna tattoos and temporary printed tattoos, based on our research and on actual research images in our publications. Turns out that the tattooist’s chair is an excellent place for dialogue as equals, and we got some of the best feedback we have ever had. Roll up your sleeves and experience it for yourselves!

Life Echo: experience the future of memory
Melissa Grant (University of Birmingham)
A Life Echo is a personalised soundscape of a person’s most powerful, positive memories. The process involves the creation of a personalised phonic memory atlas, using sound triggers to stimulate memory, communication and interaction. Developed by Justin Wiggan, the process has been used with patients receiving end of life care, the homeless, the fire service and school children during morning registration. The process has helped to enhance well-being and reduce anxiety. At this encounter come and experience creating a memory atlas: the first stage in making your own Life Echo; and test out the app prototype for locating sounds that anchor your memories.

Tales from ACCOMPLISSH: Using a dialogue platform, accomplishing impact in Europe
Jenny Hasenfuss (Newcastle University Institute for Social Renewal), Karen Laing (Newcastle University Research Centre for Learning and Teaching)
We share our experiences of a collaboration between 14 partnerships across 12 European countries (ACCOMPLISSH). The partnerships comprise of academic/professional university staff, representatives from industry, governments, and societal organisations. The aim of the collaboration is to explore how the co-creation of Social Sciences and Humanities research can lead to societal impact. The key method for encouraging this is a dialogue platform. We will explore how the platform works, what we have learnt about the way in which it encourages co-creation, and hypothesise about the legacy it could leave. Join us in this encounter to co-create an artefact together which could include a ‘manifesto’ for encouraging the impact of research partnerships, to draw on the varied expertise and experiences, and help us widen our European dialogue platform.
Encounters (continued)

Merchant Floor

Body Brain Bingo
Tadhg Caffery and Laura Cream (University College London)
Body Brain Bingo is an exciting and unusual yearlong project, testing ideas of performance and methods of collaboration. The project asks partners questions like “What does collaboration mean to you?”, “What are your positive and negative experiences of collaboration?” and “Is collaboration always worthwhile?”. This encounter will allow you to explore some of the playful facilitation techniques we have used in this project, have a conversation about your experience of collaboration across disciplines, and get involved in disruptive approaches to bringing people together.

Storyfying a way to public engagement
Cathy Southworth (MRC Centre for Regenerative Medicine)
Explore an interactive game to use with researchers newly embarking on public engagement. Taking you through your own fairy tale, from the deep dark woods where fears may lurk unnamed, across the river that appears to divide science and society to the bright meadow where collaboration can take place. This game prepares researchers for engagement by exploring potential challenges they may face and unpacking emotions associated with connecting and collaborating with the public. Developed by a storyteller, illustrator and a science communicator through themes elucidated in focus group discussions involving researchers and public engagement professionals.

Engage Dinner
7.30pm

Palm Court, Ground Floor

If you’ve booked a ticket to our conference dinner, we look forward to seeing you in the Palm Court at 7.30pm.
Day 2
Thurs 7th December
Exploring Collaboration
Plenary 3
9.30am – 10.40am
Collaboration and interdependence: universities as anchor institutions
Kings Room
Nancy Cantor (Rutgers University, Newark)
Nancy will reflect on the importance of place-based engagement, and what it can mean for universities to act as anchor institutions. She will open up what that has meant to her as the leader of Rutgers University, and to the collaborators she works with. Exploring both the challenges and the opportunities, we will then hear reflections on Nancy’s approach from a small number of invited respondents, before opening up for a wider discussion.

Coffee
10.40am – 11.05am

Working Sessions
11.05am – 12.05pm
Please choose from the following 7 sessions.

1. Strategic approaches to collaboration
Kings Room Mini-plenary
Chair: Matt Goode (RCUK)
Lynnette Thomas (Cardiff University), Kate Morris (Campus Engage, Ireland), Heather Campbell (University of Sheffield)
This session explores the challenges of developing strategic approaches to collaboration, at a departmental, institutional, city-wide, regional and national scale. The session will draw on case studies from Cardiff University who have transformed their approach to collaborating; Campus Engage, Ireland who have been working together to develop a collaborative framework to transform how universities work with partners across all aspects of their work; and concludes with a provocation from Helen Campbell from Sheffield University – who examines what it means to be an anchor institution. Delegates are invited to bring their own experiences and perspectives to share, and to explore how collaborative ways of working can be engendered through taking an organisational approach.
Day 2
Schedule Information

2. Social innovation: nurturing quality collaboration

Lancaster Room Workshop
Chair: Paul Manners (NCCPE)
Rachel Tyrell (HEFCE), Louise Brown (University of Bath), Participants in the HEFCE Social Innovation Fund project

In 2015 the Higher Education Funding Council launched a pilot funding programme to facilitate knowledge exchange between sectors and organisations working in the area of social innovation. They wanted to explore new models for stimulating innovation and collaboration, including a 2.5 day ‘sandpit’ to match-make people and nurture new projects. 6 projects were successful in securing project funding, totalling £96K. In this session, participants in the process, the funder and the programme evaluator will share the lessons learned before inviting you to join a conversation about how best to stimulate new kind of collaborative practice. How can we best stimulate networks and collaborations? What support do projects need to work effectively across different disciplines and sectors? And how can these kinds of innovative pilots be helped to realise a practical legacy?

3. How is knowledge constructed with communities?

Merchant 1 Workshop
Kate Pahl (University of Sheffield), Steve Pool (artist)

How is knowledge constructed with communities? How do ideas that are current in universities become useful in community settings? Here we experientially explore how knowledge can cross over between communities and universities in useful ways. Drawing on recent co-produced projects – ‘Imagine’ which was concerned with civic engagement and imagining better communities, and ‘Taking Yourself Seriously’ which is about artistic approaches to social cohesion, we explore how we can transfer knowledge across spaces. We developed a new type of knowledge creation process in which we were supported, and led by a ‘Critical Thinking Group’ from diverse communities that challenged academics to examine the relationship between artistic methodologies and social cohesion. We explore the bridges between theory / arts practice / social action considering: i) assumptions, ethics, reasoning that underpin practice; ii) our critical thinking about collaboration iii) whose knowledge counts / to what extent mutual benefit / power negotiated and shared.

4. Values-focused collaboration and engagement

Merchant 5 Workshop
Pauline Rutter and Firooz Firoozmand (University of Brighton), Anita Grant (Islington Play Association)

Within this workshop the Values and Sustainability Research Group, University of Brighton will be exploring how we can elicit, make sense of and apply values in organisational settings. The session will examine the purpose of co-defining values through a collaborative process, while also asking questions about how developing a ‘values’ framework can support resilience, cohesion, communication and strategy going forwards. The community perspective being presented reveals an evolving role that university research and initiatives could play within the community. Balanced against this is the need to ensure that engagement and collaboration are effective at a time of shifting internal and external factors. New insights offered by VSRG will address why collaboratively creating unique values based indicators with organisations and project partners can improve monitoring, measurement and evaluation while also enhancing longevity through enabling change.

How can we best stimulate networks and collaborations?
### 5. Public engagement professional services: what are our CPD needs?

**College 1 Workshop**

Chair: Helen Featherstone (University of Bath)
Grace Williams (University of Exeter), Katherine Dunleavy (University of Bristol), Heather Lusardi (NCCPE)

This interactive session will explore the professional development needs of those who support collaborations and public engagement in universities. Building on the Public Engagement Experts: Mapping the researcher/professional landscape session from Engage 2016, you will have the opportunity to hear about existing CPD models and frameworks for Professional Services staff and identify their strengths and weaknesses for your own practice. We will use the session to further understand our professional development needs and to identify a collective step forward.

### 6. NUCLEUS: bringing the RRI concept into reality

**College 5 Workshop**

Chair: Caitriona Mordan (Dublin City University)
Kenneth Skeldon (Wellcome Genome Campus), Annette Klinkert (European Science Engagement Association), Heather Doran (University of Aberdeen)

Research institutions do not exist in isolation, but interact with many stakeholders, including policymakers, media, industry, civil society and the wider public. Like individual cells of a larger organism, each stakeholder group is unique but can contribute to many interactions enabling an overall capability – built on collaboration - to address challenges together. In NUCLEUS, we are exploring how Responsible Research and Innovation (RRI) is embraced by a research institution (Nucleus) seeking to change its organisation structures to better support collaboration. We’ll focus on barriers, opportunities, influences and practical interventions brought to life through 10 culture-change test sites around the world called Embedded Nuclei.

### 7. Engagement and partnership: learning from others

**Merchant 3 Thinking space**

Hosted by Penny Vincent, University of Staffordshire, this discussion will explore the artistry of engagement, looking outside the academy for inspiration and insight into ways of engaging that make a difference. Come with your experiences, ideas and learning to explore how we can facilitate learning across disciplines, and practices, to enrich all our work.
**Working Sessions**

12.15pm – 12.45pm

Please choose from the following 6 sessions.

1. **IRIS: bringing the cutting edge to the classroom**
   - **Kings Room** Mini-plenary
   - **Chair:** Kenneth Skeldon (Wellcome Genome Campus)
   - Becky Parker and Steve Greenwood (Institute for Research in Schools, the Science Museum), Francesca Gale (Wellcome Genome Campus)

   We’ll describe how collaboration between education specialists, researchers, teachers and bioinformaticians has resulted in a novel, mass participation project to perform genome annotation and curation for the human whipworm - a parasitic worm responsible for widespread infection and disease. The project is led by the Institute for Research in Schools and teams at the Wellcome Genome Campus in Cambridgeshire, and will see over 50 schools push new boundaries for classroom access to software and data systems - co-producing a high quality reference genome with subsequent research outputs and potential publications.

2. **Creating public engagement networks**
   - **Lancaster Room** Workshop
   - Mary-Clare Hallsworth (Birkbeck, University of London), Dawn Smith (Edinburgh Napier University)

   The London Public Engagement Network and Scottish Public Engagement Network were established to support people working in public engagement culture change through collaboration and best practice sharing. Are you a member of a similar network or are you interested in networks in your area? The London and Scottish PEN will work with you to map current and potential PE networks and assist you in troubleshooting some of the challenges of building networks for public engagement professionals.

3. **Bristol Fun Palaces: exploring local collaboration**
   - **Merchant 1** Workshop
   - Ellie Shipman and Didier Laval (Elizabeth Blackwell Institute at the University of Bristol)

   This interactive workshop will introduce Fun Palaces, arts and science events led by and for local people, and explore how we developed new collaborations with researchers at the University of Bristol and community partners before inviting you to get involved.
4. Can public engagement be truly culturally democratic?

**Merchant 5 Workshop**

Chair: Lewis Hou (Science Ceilidh)
Anna Powell and Sarah Pennington (University of Huddersfield)

There is a growing recognition within public engagement research of the importance and value of community-led approaches to effective engagement. How, though, can we ensure such endeavours are truly compatible with what we might describe as ‘cultural democracy’? What, in practice, does a shift of power and ownership look like if we truly want meaningful participation for all? This workshop explores whether and how universities, external organisations and individuals can work together to nurture opportunities for animating places through cultural activity. With a focus on two case-studies – the ROTO Transdisciplinary Dialogue and Debate exhibitions programme, and the Fun Palaces campaign – it introduces a co-developed, collaborative card-game which you can take away and use in your own engagement planning, to help provoke effective discussions around cultural democracy.

5. Geographic diversity, relational accountability: classifying Canadian campus-community engagement

**Merchant 5 Workshop**

Chair: Peter Andree (Carleton University, Canada)
David Peacock (University of Alberta), Michelle Nilson (Simon Fraser University)

As the community-campus engagement (CCE) movement in Canada evolves, community and campus-based CCE practitioners are calling for a means of assessing, classifying, strategically planning, aligning and thus improving, localized efforts to enable better sharing of experiences and limited resources, while strengthening the legitimacy, recognition, and valuation of CCE for enhanced advocacy locally, nationally and internationally. During this workshop, participants will engage in a knowledge café to review and provide feedback on a preliminary ‘Community-First’ classification system co-designed for the Canadian context. Collaborators from the UK will be invited to contribute perspectives on creating and implementing CCE classification systems in their respective jurisdictions.
Day 2
Schedule Information

6. Partnering with parents to inspire STEM futures

**College 5 Workshop**

*Daisy Hung and Michaela Livingstone-Banks (University of Oxford)*

Many young people enjoy science, but don’t want to be scientists. Research suggests that this attitude forms by the end of primary school and is linked to a lack of awareness of what scientists do, and unhelpful images of who scientists are. The Mathematical, Physical and Life Sciences Division of the University of Oxford recently launched a project to engage parents to help tackle this. A new resource for parents was produced to showcase a range of role models and easy home activities, along with a programme for parents to engage with their peers. Hear directly from parents about their experiences and what they need.

**Lunch**

12.45pm – 2.00pm

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**Working Sessions**

2.00pm – 3.00pm
Please choose from the following 7 sessions.

1. Mapping the landscape of collaboration

**Kings Room Mini-plenary**

*Sophie Duncan and Paul Manners (NCCPE), Anne Edwards (University of Oxford)*

There are a diversity of practices, philosophies and rationales for engagement and collaboration. Navigating the landscape can be bewildering. The NCCPE are developing a typology of engagement to help see the wood for the trees. We hope that this will provide a useful tool to help people plan, manage and evaluate projects. Join us in this session to explore how the different purposes, audiences, methods and outcomes can be mapped into a coherent framework. We will be joined by Professor Anne Edwards, from the University of Oxford, who will provide expert commentary based on many years researching the dynamics of inter-disciplinary and inter-professional collaboration. Our goal is to develop a simple, practical tool which also resonates with the theoretical literature. Come to share your responses and help us generate a tool that really helps to support high quality engagement.
2. Lol-Lab: Patient and public involvement via science stand-up comedy

Hanover Room Stand-up
Nathan Green (Imperial College London)

This is a workshop on how to incorporate comedy techniques and ideas in science communication. The audience are directly involved by giving feedback and suggestions. This format has been successfully used as part of a PPI activity at Imperial College London where members of the public were involved in preparation of comedy sketches performed by researchers disseminating their research.

3. Collaboration and policy-sensitive research: moving beyond advocacy

Lancaster Room Workshop
Eleonora Belfiore (Loughborough University)

This workshop will present the experiences of the interdisciplinary research team and key policy stakeholders of the AHRC Connected Communities project ‘Understanding everyday participation - articulating cultural values’ (UEP). A distinctive feature of this project has been a critical stance to the ‘deficit model’ of participation that characterises current policy attempts to increase participation in funded cultural activities. Whilst being critical of current cultural policy approaches, the project has developed in close conversation with key policy stakeholders, which has helped shape its focus. This workshop will see members of the research team and some of the project key stakeholders explore together the challenges and opportunities that come from research conducted alongside policy and professional partners. We believe the UEP project’s experience proves that there is more to collaboration than self-interested concerns for research impact or advocacy. UEP also receives substantive support from Creative Scotland.

4. Risky business: collaboration in a risk-averse context

Merchant 1 Workshop
Chairs: Mhairi Stuart (University of St Andrews), Mark Charlton (De Montfort University), Kirsty Ross (University of Strathclyde), James King (Scottish Prison Service), Phil Novis (HMP Leicester)

We bring experience of developing trust in collaborations that contain an element of risk, be that reputational or otherwise. Throughout our year-long Cell Block Science project we worked in prison learning centres contributing informal science learning. Trust is hard won and necessarily a slow process. This collaboration with the Scottish Prison Service and the education provider has however reaped huge rewards including a certain freedom to explore novel delivery, inclusion of informal learning in the formal curriculum and collaborations with education providers to contextualise a range of outcomes across different Scottish Qualifications Authority units enabling learners to gain recognition. This workshop session also explores how a collaboration between De Montfort University (DMU) and the HMP Leicester has helped transform the fortunes of the once-troubled jail while enhancing research and teaching. The prison was the focus of a damning report by the prisons watchdog the HM Inspectorate of Prisons at the start of last year, but has since surged up the UK prison league table. The partnership with the university is cited as a key factor behind the improvement. This session describes the university’s programme of activity at the prison, how it was undertaken and the mutual benefits of the collaboration.

Day 2
Schedule Information

A collaboration between De Montfort University and the HMP Leicester has helped transform the fortunes of the once-troubled jail while enhancing research and teaching.
Day 2
Schedule Information

5. Catalyst Seed Fund institutions: what next?
Merchant 5 Workshop
Chair: Charlotte Medland (University of Oxford)
Lesley Paterson (University of Oxford), Emily Little (University of Warwick), Kevin O’Dell (University of Glasgow)
The RCUK Catalyst Seed Fund (CSF) provided flexible funding to ten HEIs. The fund helped to create a culture where excellent public engagement with research is embedded and included within policies, procedures and practices. For two years, the HEIs have learnt from each other and their predecessors in the Beacon and Catalyst projects: what happens next? This workshop will present participating institutions’ different approaches to the ‘change agents’ process, sharing how they fostered collaboration both internally and externally. These approaches will be illustrated by case studies and lessons learned, before opening the session to delegate questions and discussion. How might your institution further its ‘change agent’ activity? How do we articulate the importance of such work in the current HE climate? And how do we turn seed funding into sustainable long-term activity?

6. Tackling engagement training challenges
College 1 Workshop
Chair: Mary-Clare Hallsworth (Birkbeck, University of London)
Erin Lafferty (London School of Hygiene and Tropical Medicine), Sarah Evans (Cardiff University), Vivienne Kuh (University of Bristol)
Providing training is a standard activity for many professional public engagement staff and it is often one of the mechanisms we use to try and effect culture change. Using examples and group discussion the workshop will focus on some common challenges we all face when putting together training with an aim to provide some practical tips. We’ll be tackling dropout rates, follow up and evaluation after training, embedding reflective practice and capacity.

7. Community researchers in the UK
College 5 Workshop
Helen Thomas-Hughes (University of Bristol)
Community researchers and community researcher training have been a key feature of the UK’s five-year productive Margins: Regulating for Engagement programme. This round-table session brings Productive Margins, the NCCPE and others working in this area together to open a generative space exploring the roles, responsibilities, needs and obligations around working with and as community researchers in co-produced research.

How do we articulate the importance of ‘change agent’ work in the current HE climate?
Catalyst Seed Fund institutions: what next?
### Plenary 3

**3.15pm - 4.30pm**

**The future of collaboration: creating the conditions for collaboration to thrive**

_Kings Room_

_Trevor McMillan (Keele University), Doris Santos (Universidad Nacional de Colombia)_

Trevor will share how he and his colleagues and partners are working to create the conditions for collaboration to thrive at Keele, and reflect on his national role as HEFCE’s Knowledge Exchange champion. He will encourage us to look to the future and consider the risks and opportunities for engagement. Doris has agreed to be a witness to the conference. She will share her perspectives on how UK approaches to collaboration make sense from an international perspective, and invite us to consider some of the significant ways academics are engaging with society in Columbia. Noni Mumba (Kemri-Wellcome) will act as conference witness during this plenary.

The conference will close with the announcement of the first winner of the international Professor Sir David Watson Award for Community-University Partnerships.
Plenary Speakers

Ahmed Bawa
Ahmed is Chief Executive Officer of Universities South Africa, leading an organization that represents all 26 public universities. Previously a vice chancellor at Durban University of Technology, he began his career in higher education as a theoretical physicist publishing extensively in his field of elementary particle physics. He has a rich and diverse history as a leader and manager in a complex context in South Africa, working through times of tremendous change, transformation and uncertainty. He has written extensively on the role of the higher education in society.

Nancy Cantor
Nancy is Chancellor of Rutgers University in the USA, a diverse, urban, public research university. A distinguished leader in higher education, she is a passionate advocate for the public mission of universities, viewing them as anchor institutions that collaborate with partners from all sectors of the economy to fulfil higher education’s promise as an engine of discovery, innovation, and social mobility. She is leading a highly inclusive re-visioning of Rutgers to better realise its exceptional diversity, tradition of high-impact research, and role as an anchor institution in Greater Newark.

Sophie Duncan
Sophie Duncan has worked in public engagement for over 20 years. She is currently the Deputy Director of the National Co-ordinating Centre for Public Engagement, which supports universities to engage with the public. A physicist, she has worked for a range of organisations committed to engaging the public including: the Science Museum in London; Science Year – a government initiative to inspire teenagers to engage with science; and the BBC – where she led the creation and delivery of national public engagement campaigns, including Breathing Places, which inspired thousands of people to create wildlife friendly spaces where they lived.

Steven Hill
Steven Hill is Head of Research Policy at the Higher Education Funding Council for England. Prior to joining HEFCE Steven was Head of the Strategy Unit at Research Councils UK – covering a range of research policy issues – and had several roles in the Department for Environment Food and Rural Affairs, working on evidence-based policy making. Earlier in his career Steven was a university lecturer at the University of Oxford where his research focussed on plant physiology and biotechnology.
Plenary Speakers Continued

Trevor McMillan
Trevor is Vice-Chancellor of Keele University. A radiation biologist, he has taught around the world on the biological basis of cancer treatments. As a university leader, he is committed to partnership working between universities and wider society, and to nurturing more effective innovation ecosystems. He is a member of the board of Midlands Innovation, working to develop deeper collaboration across the region, and has a national role as Knowledge Exchange Champion for the Higher Education Funding Council for England, helping to shape the new Knowledge Exchange Framework.

Paul Manners
Paul Manners is Associate Professor in Public Engagement at UWE and Director of the National Coordinating Centre for Public Engagement. He trained as a secondary English teacher and after teaching for five years, joined the BBC where his credits include the long running BBC2 series, ‘Rough Science’. He was an executive producer in BBC Learning, responsible for a number of broadcast-led public engagement campaigns, including the People’s War project, gathering tens of thousands personal reminiscences about WWII into an online archive. He is chair of the National Trust’s advisory group on Collections and Interpretation.

Doris Santos
Doris Santos is an Associate Professor at the Institute for Research in Education, Universidad Nacional de Colombia. She has led participatory action research and critical educational research projects aimed at creating communicative spaces in several universities to support academics’ collective reflection upon teaching, curriculum development and community service practices. Currently, she is carrying out community-based research projects with multidisciplinary teams in the field of education for peace-building - supporting communities affected by the conflict in isolated regions of Colombia to find their own ways to re-construct relationships and co-create life projects.
Bristol Marriott Hotel
Floor Plans

First Floor
- Windsor Room
- Hanover Room
- York Room
- Lancaster Room
- Kings Room
- Stage

Second Floor: Merchant Rooms
- Merchant Room 1
- Merchant Room 2
- Merchant Room 3
- Merchant Room 4
- Merchant Room 5
- Foyer

Third Floor: College Rooms
- College Room 1
- College Room 2
- College Room 3
- College Room 4
- College Room 5
- Foyer

Fourth Floor: Cathedral Rooms
- Cathedral Room 1
- Cathedral Room 2
- Cathedral Room 3
- Cathedral Room 4
- Cathedral Room 5
- Stairs
The National Co-ordinating Centre for Public Engagement (NCCPE) is internationally recognised for its work supporting and inspiring universities to engage with the public. We work to change perspectives, promote innovation, and nurture and celebrate excellence. We also champion meaningful engagement that makes a real and valued difference to people’s lives.

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