









<p><b>19:30 – 21:30</b></p>	<p><b>The Evidence Chamber - an interactive courtroom drama you can join from your home</b></p>	
	<p>Try out this engagement event, then join the academic lead and event producer as they reflect on the project from their own perspectives later in the week - <a href="#">2pm on Thursday 3<sup>rd</sup> December</a>.</p>	
	<p>Heather Doran, University of Dundee</p> <p>Zoom</p> <p>Max. 12</p> <p><i>If you sign up, please make sure you attend so you do not spoil the experience for others or deprive someone else of a place</i></p>	<p>There’s been a murder. The police have a suspect but the evidence doesn’t paint a clear picture. In an online jury deliberation room, you watch the testimonies, scrutinise the evidence, discuss with your fellow jurors – and reach your verdict. The decision you make will change someone’s life: what will you decide?</p> <p>If you’re a fan of crime fiction or true crime, this is the show for you. The Evidence Chamber was developed with forensic scientists from the Leverhulme Research Centre for Forensic Science, University of Dundee, and is the second courtroom show from the team behind The Justice Syndicate (4* Irish Times, Lumen Prize longlist).</p> <p>Content warning: The Evidence Chamber contains strong language and a reference to domestic violence.</p>
	<p><b>What do I need to play The Evidence Chamber online?</b></p> <ol style="list-style-type: none"> <li>1. A desktop or laptop computer with a webcam. The show doesn’t work on a tablet or phone.</li> <li>2. Internet speed minimum: 6mbps. (Most broadband operates faster than this. It’s free to check your internet speed – you can do it at <a href="http://broadbandtest.which.co.uk">broadbandtest.which.co.uk</a>).</li> <li>3. A pair of headphones</li> <li>4. One of the following internet browsers, which are free to download online: Edge: v14+, Firefox: v52+, Chrome: v55+</li> </ol> <p>The show doesn’t work on Internet Explorer, Safari or Opera. If you have any questions about technical requirements, please contact <a href="mailto:joe@fastfamiliar.com">joe@fastfamiliar.com</a>.</p>	



<b>12:00 – 13:00</b>	<b>Embedding Sustainability into Engagement</b>	
	Hannah Lacey Natural Environment Research Council  Zoom	NERC Public Engagement team and Sustainability team discuss and share best practice on working towards embedding sustainability, equality, diversity and inclusion (EDI) and ethical working practices into our programmes whilst contributing towards a wider culture change within research funding institutions.
	<b>Transforming 'The Buyer's Journey' into Public Engagement</b>	
	Mhairi Stewart University of St Andrews  Blackboard Collaborate	PE is not PR or marketing, but we shouldn't discount learning from a sector that has been messaging and engaging through online platforms for over 20 years. Join us for a 'choose your own adventure' journey full of actionable tools, tricks, and ways of systematic thinking with Amy Hayward, PE Officer and Social and Digital Expert for the Cayman Islands Cabinet Office. Learn how to apply a systematic way of thinking, first developed in the marketing world, and apply key principles to engage and foster dialogue online.
	<b>Helping with COVID - Local Council Evaluation Support</b>	
	Dominic Galliano UCL  Zoom  Max: 20	At the onset of lockdown, Camden Council were required to re-engineer almost all their key services, from child support to business growth, within a matter of days. During the pandemic, few assessments were conducted prior to rolling out the change in service, such was the speed of redesign. Together Camden and UCL Engagement have developed a matchmaking services that brings together council staff who are seeking advice on monitoring, evaluation and learning with UCL academics and professional services staff who have the experience and skills. This session highlights our learning from our pilot and shares the processes developed.
<b>University ethics procedures and community based research: finding inclusive solutions</b>		
Nicola Gratton Staffordshire University  Microsoft Teams  Max. 60	University ethics procedures can be an obstacle for public engagement in research. We worked with a team of community researchers to understand some of the challenges they posed and to find solutions that would make the process easier to access. This webinar/discussion will take attendees through the process we used to understand the challenges, introduce a policy brief we prepared for university research ethics leads and present an example of an accessible way of navigating the information and consent stages of the research process.	

<b>14:00 – 15:00</b>	<b>Universities Are Go! Protecting Sheffield’s Cultural Ecology</b>	
	<p>Jason Slade University of Sheffield</p> <p>Google</p>	<p>We will discuss the challenges of doing engaged research in a rapidly changing environment, which our existing systems and processes are not designed for. This will draw directly on the experience of the UKRI-funded project, ‘Responding to and modelling the impact of COVID-19 for Sheffield’s cultural ecology - a case study of impact and recovery’.</p> <p>The panel will speak to key questions:</p> <ul style="list-style-type: none"> <li>· How do you engage with participants who are prevented from working?</li> <li>· How do you build effective feedback loops into engagement?</li> <li>· Is it possible to fast-track impact?</li> <li>· How can we most effectively share resource?</li> </ul>
	<b>Where worlds collide</b>	
	<p>Mireia Bes Garcia University of Bristol</p> <p>Max: 40</p>	<p>Responsible Research and Innovation is a key policy area in Europe, and has driven research to be more inclusive, engaged, and useful to society. How does RRI relate to public engagement, and what can the two worlds learn from each other. How can we take the principles of being responsible deep into our own practice? Join the Bristol Engagement team as they explore these questions, drawing on a workshop held in November. <i>Participants in this workshop will be sent a short document to read before the event, capturing key insights from a workshop being held on the 10th November. You can find out more <a href="#">here</a>.</i></p>
<b>14:00 – 16:00</b>	<b>Find your village: engaging with diverse communities</b>	
	<p>Tom Allport Centre for Child and Adolescent Health, University of Bristol</p> <p>Zoom</p>	<p>While we aim to celebrate diversity in learning and research, how should Universities engage with local communities?</p> <p>‘Find Your Village’ is a response to the needs of migrant families to the UK that experience many challenges. Our Peer Support project aims to engage and enable families and improve neighbourhood environments</p> <p>Bringing experience from involving children as advocates, and asking young people about future academic opportunities, we will bring their pre-recorded questions to this workshop.</p>

<b>15:00 – 16:00</b>	<b>Public dialogues: A valuable tool for HEI?</b>	
	<p>Emma Martinez-Sanchez The Babraham Institute</p> <p>Zoom</p>	<p>Dialogue projects allow public audiences to interact with a variety of experts to deliberate on issues relevant to future strategic decisions. They should provide a balanced view of the topic, include factual information, and provide space to discuss opinions and societal/ethical considerations. Dialogues give everyone the chance to speak, to question and be questioned, to develop their own views and opinions, allowing in-depth discussions and offering insight into the reasoning behind people’s decisions. Whilst many benefits can be seen from dialogue projects, they are resource intensive. Is this resource warranted? We’ll share our insights from a cross-EU project and welcome audience contributions.</p>
	<b>Critical Pedagogy and Decolonization Driven Community Engagement</b>	
	<p>Office of Community Engagement, Concordia University</p> <p>Microsoft Teams</p> <p>Max: 30</p>	<p>This presentation will focus on Concordia University’s Office of Community Engagement. The OCE draws on critical pedagogy and decolonization practices to highlight and deepen our understanding of issues that are transversal to neighbourhoods, while positioning the University, its students and researchers as creators of links between disconnected urban contexts. Our actions are informed by community leadership and our commitment to neighbourhood-based engagement. We will discuss how we have reaffirmed our commitment in the context of the pandemic by bringing examples from partnerships with Indigenous and community organizations to address challenges such as the impact of the digital divide and systemic discrimination at a city-level.</p>
	<b>Public involvement in rapid-response policy projects</b>	
	<p>Holly Rogers Academy of Medical Sciences</p> <p>Zoom</p>	<p>Is meaningful public involvement possible when making rapid policy recommendations? How can we remain responsive and accountable while working under pressure? Throughout the COVID-19 pandemic, the Academy of Medical Sciences has tackled a range of complex, high-profile topics, including examining the effects of lockdown on mental health, and outlining potential worst-case healthcare scenarios for winter 2020. Here, we reflect on the role of public involvement in these projects, and invite academics, patients and policymakers to share their thoughts on how to create impact under challenging conditions.</p>

<b>16:00 – 17:30</b>	<b>Lazing on a sunny crafternoon</b>	
	Kirsty Ross University of Strathclyde  Zoom  Max: 45	Do you craft?  Have you wondered how you could incorporate it into your public engagement practice? Make yourself a cup of tea (or other type of beverage, we won't judge), bring along a work in progress, and join us as we share stories of combining work with pleasure in our crafty public engagement practice and how that enabled us to build relationships with our audiences.

10:00 – 11:00

**Story Store Live: Engaged Practice**

Finn Strivens, Imperial College London - **Talk across Time**

This story is a dialogue between two people: a space mining researcher in the present and a citizen of Earth in the future. We will discuss the circumstances where we last met and what we learned from each other about the world. Slowly, as we talk more, we will begin to uncover what citizens can impart to scientists and we can all learn by collaboratively exploring possible futures.

Helen Garrison, VA (Public and Science) - **Creating dialogue and engagement through citizen science**

From tracking down lost cannons to counting stars in the sky! These are just some of the ways in which the Swedish organisation VA (Public & Science) has been engaging members of the public and schools in real research in collaboration with researchers. Hear about our many years of experience running citizen science projects at local, national and international levels. Our projects use digital tools to stimulate virtual connections and dialogue between researchers and participants, of particular benefit in the given climate, as we seek innovative ways to engage people with science.

Malcolm Hamilton, Play:Disrupt - **Aeroplanes, battleships and brain games – playful methods to break down barriers in engagement**

A journey through the surprising, playful engagement practice of Play:Disrupt (formally Mufti Games). From aeroplanes at ASDA to fake housing developer stunts; battleships on beer mats to 3D printed brain games, we've been using play, satire and participation to engage the public in research ideas and questions for 5 years. Our background in Outdoor Arts makes us experts at the invitation, immersing audiences and collaborating with teams to ask questions that inspire meaningful conversation. Malcolm will illustrate some of these projects and share the learning that's taken us from theatre company to public engagement specialists.

Minne Huysmans, Vrije Universiteit Brussel - **Learning from the city**

Maebar is a bike, a pub, a classroom, a meeting point and a research tool. Maebar is a classic Arabic word, meaning 'crossing point'. At the same time you can also hear 'My bar' in the same words. That's what it is used for, a mobile class to teach at cross points of our urban society in Brussels; places where people cross but seldom meet. We use the Maebar to teach about urban challenges, there where they occur. We use it to create spontaneous encounters between city dwellers and students around a cup of free tea or coffee. We use it to develop projects at community level in collaboration with civil society. We use it to engage.

<b>10:00 – 11:00</b>	<b>PEP insight Research</b>	
	<a href="#">Peer Research Team</a>  Zoom	<p>Come and meet the team of peer researchers who are working with the NCCPE on the PEP Insight Research study. Exploring the experiences of public engagement professionals throughout the pandemic, this research will provide an opportunity to reflect on the past, and work together to reimagine the future. This session will introduce the research, approach and invite participants to get involved.</p>
<b>10:00 – 12:00</b>	<b>Activity Packs: Tackling the Digital Divide</b>	
	<p>Josette Crispin University of Southampton</p> <p>Microsoft Teams</p> <p>Max: 36</p>	<p>Does concentrating on online resources ignore those students we would most like to support? Throughout lockdown, already-disadvantaged students were further isolated as teaching moved online, leaving behind struggling students with insufficient access to resources. To tackle this, we worked with our community to create over 2000 self-contained activity packs covering a range of subjects for primary and secondary schools, and partner organisations. Our interactive session will walk you through the process of creating and distributing over 2000 packs and the challenges we faced along the way – expect teamwork, discussions and your own activity pack to guide you! Participants will be sent an activity pack if they are happy to share their address with the workshop lead.</p>
	<b>Being a PEP</b>	
	<p>Helen Featherstone University of Bath</p> <p>Microsoft Teams</p> <p>Max: 25</p>	<p>During this interactive workshop you will reflect on the skills, attributes, and behaviours needed for affecting change in a university. Based on our work at the University of Bath, we'll lead you through some exercises to explore your role as a Public Engagement Professional working to create a positive culture of public engagement. You'll come away being more aware of what this role entails, a range of approaches you could take, and some ideas to try when you return to work.</p>
<b>12:00 – 13:00</b>	<p><b>Virtual lunch queue</b></p> <p>Zoom</p>	<p>Are you missing the chance encounters that take place whilst waiting for your lunch? Come and join our virtual 'queue' and we'll put you into small groups for quick conversations, before moving you on to join another virtual queue and meet someone new.</p>

14:00 – 15:15	<b>Plenary 3: Perspectives on Place</b>	
	<p><b>Chair:</b> Paul Manners (NCCPE)</p> <p><b>Panel:</b> Vidhya Alakeson, Chief Executive, Power to Change Richard Jones, University of Manchester</p>	<p>‘Place’ has become a major focus for government policy, with calls to ‘level up’ across the UK. Place-based working has also become an area of significant innovation, with new approaches to collaboration and ‘systems’ working. This plenary explores the rise of ‘place’ from two different perspectives: higher education and civil society, and will draw out the implications for the university sector.</p>
15:30 – 16:30	<b>Telling Different Stories About Cities</b>	
	<p>Michael Eades School of Advanced Study</p> <p>Zoom</p> <p>Max: 60</p>	<p>Can public engagement help us to tell different and challenging stories of place? The Covid-19 crisis has made many things visible, highlighting inequalities as well as bringing people together. It has also bred a new focus on the local, changing how people respond to where they live. This session takes a look at responses to the crises of 2020 in Derby, Glasgow, Sheffield, and Swansea. Anchored in cities acting as ‘hubs’ for the 2020 Being Human festival, the session looks at how universities are developing new formats and working with collections, archives and civic partners to tell different stories about cities.</p>
	<b>Embedding PE training into Postgraduate taught module</b>	
	<p>Alice Taylor Gee King’s College London</p> <p>Zoom</p> <p>Max: 40</p>	<p>How can we embed public engagement into the curriculum? This case study introduces public engagement as a formal taught sub-module for our postgraduate students. The aim was to improve students' understanding of the research environment, including engagement with public and patient groups, and to shape research agendas. Embedding PE early to build these skills was central to this remit. We will describe our experiential learning approach to embedding PE in a taught course through evaluation of processes and outcomes; describing what worked well, lessons learnt, and providing recommendations for embedding public engagement in teaching activities.</p>
	<b>What works? Art science research collaborations</b>	
	<p>Marie Nugent University of Leicester and What Works contributors</p> <p>Blackboard Collaborate</p>	<p>Come and find out about a new guide to partnerships between artists and researchers, developed by the University of Leicester and the NCCPE, and a host of experts from across the UK. This workshop will introduce some key top tips, illustrated by the contributors to the resource. Come ready to learn about others’ experiences, and share your own. Participants will be sent a link to the final product when it is launched.</p>

17:00 – 18:30	<b>The Kitchen is the new lab/studio: Moving creative conversations online</b>	
	<b>An additional session is running on Friday 4<sup>th</sup> December at 9am.</b>	
	<p>Beth Elliot, Wellcome Genome Campus</p> <p>Zoom</p> <p>Max: 40</p>	<p>Join us for a creative workshop facilitated by staff from Wellcome Genome Campus Public Engagement, artists, researchers and public participants involved in #flowcellular, a co-created online art project.</p> <p>#flowcellular brings together artists from The Saturday Museum, researchers from the Sanger Institute’s Cancer Ageing and Somatic Mutations Programme and public participants exploring what happens to our DNA over time. The project was initiated before lockdown and had to undergo major transformation to adapt to online platforms and working from home environments that everyone found themselves in overnight.</p> <p>In this workshop, meet some of the contributors involved in the project and ask them questions about what it was like to work collaboratively online.</p>

**THURSDAY 3<sup>RD</sup> DECEMBER**

**08:30 – 09:30**

**Experiences in mobilising knowledge among COVID-19 affected persons in northern Thailand**

Avorn Opatpatanakit  
Chiang Mai University

Platform TBC

With COVID-19 changing the face of Thai society, this session illustrates how Chiang Mai University (CMU) scholars bring expertise from inside to address societal challenges due to COVID-19. CMU scholars have facilitated the practicing and learning of 2,963 affected persons through participatory action learning process, in collaboration with external partners. The participants have reflected on new knowledge, skills, mind-set, and connection gained during such capacity building process within community, small and medium enterprises, and networks. The community-based research and development projects have then been co-developed based on information, problem statements, research questions, and action plans of each community, small and medium enterprise, or network.

**Culture for Breakfast**

Linda Holliday, UKRI

Zoom

Max: 60

The government’s recently published R&D roadmap outlines its commitment to deliver a new People and Culture Strategy. The roadmap notes that creating the right culture is key, and commits to nurturing a diverse culture where people with a wide range of experiences and insights are confident to lead, participate and engage.

In this session, we will provide a brief overview of how UKRI is working with BEIS to develop a comprehensive People and Culture Strategy, and how this will inform a broader programme of work carried out by UKRI. It will also address questions such as:

- What different types of contributions to research, that aren’t currently recognized and/or valued, should be?
- What are the drivers (and the barriers) in achieving positive change in research culture (e.g. open research, research integrity, collaborative working, interdisciplinary research, the use of metrics)?
- How might we use these drivers to encourage a shift towards culture that values diversity in contributions to research?

10:00 – 11:30	<b>Plenary 4: Responsible Research and Engagement</b>
	<p><b>Chair:</b> Sophie Duncan <b>Panel:</b> Radhika Bynon – Portfolio Manager, Guys and St Thomas’s Charity   Richard Owen – Professor in Innovation Management, University of Bristol   Viv Kuh – Lecturer in Responsible Innovation, University of Bristol   Jane Furze – Director of Regional Strategy and Public Engagement, University of Warwick   Emily Morrison – Director, Institute for Community Studies</p> <p>How do we need to re-imagine research, innovation and engagement in the light of COVID-19, Black Lives Matter and the Climate emergency? What skills and sensibilities and processes and approaches do we need to respond responsibly and ethically to these huge social challenges? How do we develop these at pace? In this session we will hear from people who have been working at the ‘front line’ of practice and scholarship to navigate the unprecedented challenges we face, and to deliver responsible research and engagement.</p>
12:00 – 13:00	<b>Story Store Live: Engaged Culture</b> <p>Erin McNeill, University of Leeds - <b>Measuring the Value of Professional Online Communities</b></p> <p>With the onset of normalised remote working, a network of around thirty Ogden Trust-supported Outreach Officers from physics departments across Great Britain came together to meet regularly online to share best practice and collaborate on engagement programmes.</p> <p>Alexa Ruppertsberg, University of Leeds - <b>Moving towards engaged research</b></p> <p>After the Catalyst Seed Fund catalysed public engagement with research support at the University of Leeds 5 years ago, the university has demonstrated its long-term commitment by incorporating the PE team into its research and innovation support function. We are now moving towards bringing teams for different stakeholder engagement across the university together and creating one place for academics to turn to when they want to engage people with their research. This movement was accelerated through the current pandemic and we have started to build a community of over 500 staff members since July.</p> <p>Froi Legaspi, Citizens UK - <b>Black Lives Matter and the Civic University</b></p> <p>Is there a place for local communities in the world of academic research? We discuss a civic university case study flipped on its head, with communities coming to researchers with questions on policing and youth safety. Community Organising is a method for winning social change, including well-known campaigns like the Living Wage campaign. Through participant-led action research, community leaders can identify issues and develop solutions with researchers, translating academic research into real and tangible social change.</p>

<b>12:00 – 13:00</b>	<b>A co created civic mission</b>	
	<p>Nina Ruddle Wrexham Glyndwr University</p> <p>Zoom</p>	<p>We are a small HEI with a big ambition- to co create our civic mission with partners and communities across North Wales. Our co created civic mission is to stand with our partners and communities to end social inequality across North Wales by 2030, with an aim to work in partnership innovating, co-creating, testing and delivering new approaches, focussing on 3 key priority areas:</p> <ul style="list-style-type: none"> <li>• Community resilience</li> <li>• Keeping well</li> <li>• Leadership, Governance and whole system working</li> </ul> <p>Find out how we set about doing this, the challenges that we have faced and the partnerships we are working with to drive change.</p>
	<p><b>The Living Library</b></p> <p>Padlet</p>	<p>The library is open! Come and choose a ‘book’ from the library shelves and check them out for a chat. There’s a wide range of topics to choose from, from everyday play and creative interpretation, to working with prison learners and Community Organising. Plus many more!</p>
<b>14:00 – 16:00</b>	<b>Jury is out! Evaluating the science-art interface</b>	
	Join the live event on <a href="#">Monday 30<sup>th</sup> November, 7pm</a>	
	<p>Heather Doran University of Dundee</p> <p>Zoom</p>	<p>This is a live evaluation of the Evidence Chamber, a virtual engagement experience combining theatre and novel disruptive research. Fast familiar and the Leverhulme Research Centre for Forensic Science created an immersive theatre experience where participants were members of a jury in a murder trial. It was played during COVID-19 from home by judges, crime writers, lawyers and members of the public across the UK and Europe.</p> <p>The academic lead and event producer reflect on the project from their own perspectives, finding more synergies than differences, and host a conversation about indicators of success and critical reflections spanning different sectors.</p>

<b>14:00 – 16:00</b>	<b>Building an engaged practitioner network</b>	
	Mark Charlton De Montfort University  Microsoft Teams  Max: 100	At our session we will take the opportunity to test some of our ideas of a new national network for service learning/community engaged learning practitioners with you, and seek your feedback and advice. We will also showcase some of the inspiring examples of service and community engaged learning and how they have been adapted to the new world we find ourselves in. The case studies will explore how we can mobilise knowledge within communities as part of HE curricula, bring people together to share best practice and help others take the classroom to communities.
	<b>Boundary Crossing in engaged practices - a subjective mapping workshop</b>	
	Linde Moriau Vrije Universiteit Brussel  Microsoft Teams  Max: 20	With UNIVER.CITY, the Vrije Universiteit Brussel (VUB) aims at developing targeted campus-community partnerships, connecting the university more purposefully to the challenges and opportunities of its hometown. A university-wide learning community was set up, to explore innovative practices, tools and networks relevant for Community Engaged Research and Learning (CERL). During the workshop we will introduce a design and assessment framework for CERL strategies and will use this to reflect on the dilemmas, paradoxes and solutions inherent to the desire of building inclusive campus-community partnerships. Finally, engagement strategies will be explored and discussed with the participants of the workshop.
<b>Mouse Exchange: a slow ritual of care</b>		
Bentley Crudgington University of Manchester (Animal Research Nexus)  Zoom  Max: 6 participants  Witnesses also welcome	Blending mail-art, crafting circles and consequences, this slow ritual of care will bring a small group together, over two interactive workshops, to make felt research mice and to collectively decide upon their fates. This experimental encounter will create a space to critically consider the difference between being careful and care-full in public engagement, the vulnerabilities of bodies and what lingers after encounters. You may attend the ritual as a one of six participants or as a witness.  Participants will need to commit to two gatherings, (Thurs, Nov 19 and Thurs, Dec 3, 2pm) and to receiving and sending post, including sharing their postal address with the workshop leader. All materials and P&P will be supplied. Please fully consider your capacity to make this commitment when signing up. Witnesses need only to book for Thursday, Dec 3, 2pm.	

<b>14:00 – 15:00</b>	<b>The Wind Phones of Otsuchi and Belfast</b>	
	Patrick Toland Ulster University  Zoom	Many places of education face challenge when it comes to dealing with loss, grief and tragedy within their communities. The Wind Phone of Otsuchi is a place and space for survivors of the 2011 tsunami to 'speak' to those they have lost and pay testament/honour to their own sorrow. This session (led by those seeking to re-create such 'phones' in the post-troubles environment of Belfast) seeks to open a discussion of how Universities might create their own unique 'civic' spaces in times of emotional challenge for their communities - something more important than even as we navigate COVID-19.
<b>15:00 – 16:00</b>	<b>(Some) knowledge is power</b>	
	Helen Gardner THIS Institute, University of Cambridge  Zoom  Max: 50	'Traditional' ways of mobilising knowledge (like systematic reviews) are understood and valued across higher education. But what do we gain from applying these methods to engagement and what might we lose? We'll draw on experience of conducting reviews of arts in engagement to explore benefits, limitations and unintended consequences of these methods, including: <ul style="list-style-type: none"> <li>- Whether traditional knowledge mobilisation only values some knowledge</li> <li>- What happens when we try to define questions and terminology</li> </ul> We'll explore what we can – and can't – learn from applying traditional knowledge mobilisation to engagement, with the aim of reflecting on the wider context of knowledge creation.
<b>16:15 – 17:30</b>	<b>Engage Open Mic Night</b>  Zoom	Do you have a quick-fire performance that just needs an audience? Or an example of practice you are keen to share? This Open Mic night is your opportunity! Sign up in the booking form to share a story or case study of engagement, 'soapbox rant', poem, song, dance, theatre piece...or anything else that would work over Zoom!  If watching is more your thing, finish the day off with a drink and the chance to see your fellow delegates take to the virtual stage...

**FRIDAY 4<sup>TH</sup> DECEMBER**

**09:00 – 11:00**

**Evidence Based Public Engagement: Bridging the research/practice divide**

Eric A. Jensen  
ICoRSA & University of  
Warwick

Zoom

Effective science engagement can empower research and innovation systems to address global challenges putting public interests at the heart of knowledge production, sharing, and application. For science engagement to play this mediating role effectively, we propose a more integrated and “evidence-based” approach. This interactive workshop identifies key issues of science and public engagement. Our suggestions are inspired by the impact of “evidence-based medicine”. In practice, evidence-based engagement should combine professional expertise and skills with the best available evidence from systematic research, including more quality assurance in research, significant changes in teaching and training, and improved interfaces between research and practice.

**PEP Insight Research Focus group**

[Peer Research Team](#)

Zoom

There are lots of ways to contribute to the NCCPE PEP Insight Research study. One such opportunity is to participate in a focus group to look at what we have learnt through the last 8 months, and to reimagine futures for engagement in an HE context. Please note places at the focus group are limited and participants will be sent an additional research participant form which will need to be completed in order to attend this workshop. There will be additional opportunities to participate in the research after Engage if you are unable to attend this session, which we will advertise through our [newsletter](#), and on our [website](#).

**The Kitchen is the new lab/studio: Moving creative conversations online**

Beth Elliot, Wellcome  
Genome Campus

Zoom

Max: 40

Join us for a creative workshop facilitated by staff from Wellcome Genome Campus Public Engagement, artists, researchers and public participants involved in #flowcellular, a co-created online art project. #flowcellular brings together artists from The Saturday Museum, researchers from the Sanger Institute’s Cancer Ageing and Somatic Mutations Programme and public participants exploring what happens to our DNA over time. The project was initiated before lockdown and had to undergo major transformation to adapt to online platforms and working from home environments that everyone found themselves in overnight. In this workshop meet some of the contributors involved in the project and ask them questions about what it was like to work collaboratively online.

09:00 – 11:00	<b>Think Differently, Act Differently</b>	
	Laura Cream, UCL  Zoom  Max. 40	This summer the Black Lives Movement has made our sector reflect on its lack of Black voices and the lack of anti-racist activity within the projects and programmes we deliver. In this session we will look at how UCL Engagement, together with our Equality, Diversion & Inclusion (EDI) team have worked together to develop a framework and started to put anti-racist actions in place.
	<b>UKRI Engagement past and future</b>	
	PE Team, UKRI  Zoom  Max: 80	Come and join UKRI and NCCPE as they reflect on engagement past and future, and meet people involved in two major investments that have sought to embed engagement as a core part of research. One such investment was the SEE-PER programme, a culture change initiative that included projects focused on specific challenges institutions faced when supporting engagement as a strategic priority. The second is UKRI’s ambitious new programme to support capacity building in collaborative place-based public engagement between research organisations, partner organisations and communities. Come and find out more about what has been learnt from these programmes, and find out about UKRI’s plans for the future.
11:30 – 12:30	<b>Watch Party</b>  YouTube Live Stream	Join us live on YouTube to watch a selection of videos showcasing examples of practice. The teams involved will be there to answer any questions you have in the chat!
	<b>Culture Change Octopus: ScotPEN Wellcome Engagement Award</b>	
	Becky Hothersall University of Glasgow  Platform TBC  Max: 50	SWEA is a devolved funding scheme delivering Wellcome Research Enrichment for Public Engagement within Scotland. Recently awarded Phase 2 funding, the multiple arms of this “octopus” (including researchers, Public Engagement Professionals, community partners and delivery partners) have successfully delved into and changed Scottish engagement culture - making it more responsive, collaborative and inclusive, and empowering PEPs. This enhances funding applications and their success rates, ultimately leading to high quality PE. Join our session for transformative examples of our funded projects, collaborative processes and empowered PEPs! We will deliberate together and crowdsource and collate ideas to address your own barriers and bottlenecks.

<p><b>11:30 – 12:30</b></p>	<p><b>Coping with COVID: Case studies from practice</b></p> <p>Cassandra Hugill, Wellcome Centre for Human Neuroimaging, UCL - <b>This digital world: reshaping patient forums</b></p> <p>The UCL World Stroke Day Forum has been engaging stroke survivors in the research and rehabilitation projects of UCL Queen Square since 2018. Typically an annual one-day event in Central London, the forum welcomes over 200 stroke survivors and carers and over 60 charity, research and clinical collaborators.</p> <p>In response to COVID-19, the 2020 forum moved online, presenting new challenges and opportunities for a highly popular event. Sharing successes and lessons learned, we will promote an active Q&amp;A to discuss how this project was reimagined in a digital space and its relevance to digital engagement and future patient forums.</p> <p>Mark Johnson, King's College London - <b>COVID-19: Disrupting a disruptive space</b></p> <p>How can we disrupt, become more inclusive and sustainable, and collaborate in an ever-changing landscape? Pre COVID-19, the REACH (Research &amp; Engagement in the Arts, Culture &amp; Humanities) Space at King's College London hosted pop-up projects and creative conversations, disrupted and challenged systems, and transformed research practices. Then it fell silent, before new and more inclusive and sustainable practices arose. Come along for an honest and critical appraisal of how our disruptive space was disrupted by COVID-19. Key learnings and tools will be shared, and you'll be invited to reflect on your practice through the lenses of inclusivity and sustainability.</p> <p>Zoom, Max. 100</p>	
<p><b>13:00 – 13:45</b></p>	<p><b>Lunch table networking</b></p> <p>Zoom</p>	<p>Don't dine alone - bring your lunch to our virtual canteen! A chance to catch-up after a busy week, and hear what everyone has been up to.</p>
<p><b>14:00 – 15:30</b></p>	<p><b>Closing plenary: What next for public engagement?</b></p>	
	<p><b>Hosts:</b></p> <p>Sophie Duncan and Paul Manners (NCCPE)</p> <p>Steven Hill (Research England)</p>	<p>Our closing plenary takes stock of the lesson learned and shared during Engage 2020, and looks to the future: what can we expect in the year ahead? What are the prospects for public engagement? And how can we work together to support the recovery?</p> <p>We will hear from a range of witnesses who will share their reflections on the conference, and review highlights of the plenaries and workshop sessions.</p>