Engage Competition 2014
Celebrating Public Engagement

AWARD FINALISTS
When we decided to run a public engagement with research competition, we were confident that we would get some high quality entries. However we never imagined we would receive over 230 entries – compelling evidence of how far engaging with the public has come and how significant a part of university culture it has become.

The entries covered a wide range of purposes – from inspiring and informing to collaborating, engaged with a lot of different publics – including families, school groups, teachers, adults, toddlers, elderly people, service users and community organisations. Many of the projects made a genuine difference not just to the public who got involved, but also to the researchers, who found new sources of knowledge and insight to feed back into their work. We believe this mutual benefit is at the heart of excellent engagement.

With such a breadth of wonderful entries, we decided to increase the number of categories to enable us to recognise more projects. But, the competition was fierce, and inevitably lots of high quality projects did not make the final.

It has been a privilege and a pleasure for us to read all the entries. This booklet provides a taster of the projects that have made it to the final but you can find out the full stories on our website (www.publicengagement.ac.uk) where you can also find lots of help and resources to help you develop your own engagement work.

On behalf of the team here at the National Co-ordinating Centre for Public Engagement and our funders, the Higher Education Funding Councils, RCUK and the Wellcome Trust, we want to congratulate all the finalists for their inspiring work.

Engagement matters. It makes a difference, to researchers and those they work with. We hope you will be inspired by our competition finalists: that they encourage you to engage others with your work and ensure that public engagement is well supported in your institution.

Paul Manners and Sophie Duncan
National Co-ordinating Centre for Public Engagement
The Engage Competition 2014 shortlisted projects have been arranged into eight categories representing a range of subjects, scales and types of engagement. In each category you will find a snapshot of the winner and the runners-up.

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Overall winner: CAER Heritage Project

CARDIFF UNIVERSITY

Nestled deep in a west Cardiff suburb, surrounded by houses, is one of the most important, yet little understood, prehistoric monuments in the region – Caerau Hillfort.

In 2011, archaeologists and historians from Cardiff University teamed up with local community organisation ACE (Action in Caerau and Ely), local residents and schools to establish the CAER Heritage Project, to explore Cardiff’s prehistoric past and put local people at the heart of cutting-edge research.

Surrounded on three sides by the housing estates of Caerau and Ely, the ramparts of Caerau hillfort are hidden beneath woodland, a fact that means many people don’t even realise it is there. The estates that surround the hillfort are home to more than 25,000 people and, despite strong community ties, many local residents are burdened by significant social and economic deprivation, particularly high unemployment.
From the outset the project’s key objectives have therefore been to employ archaeology and history to develop educational opportunities and to challenge stigmas and marginalisation associated with these communities.

The project has involved community participants in a variety of co-produced projects, including geophysical surveys, Iron-Age themed art installations, museum exhibitions, adult learners courses, heritage trails and a large scale community excavation.

Judges thought this project was a great example of co-production, that really put local people at the heart of the research. The project brings the west Cardiff community together and has had a lasting impact on all of the organisations involved. Judges were also impressed with how the project has emerged and evolved as opportunities were realised. With compelling transferable aspects, the CAER Heritage Project is the NCCPE’s Engage Competition 2014 Overall Winner.
Winner: Prison Reading Groups

UNIVERSITY OF ROEHAMPTON

Building on Roehampton’s research into reading groups, this project started with four reading groups in UK prisons in 2000. We now help facilitate more than 40 groups, and have supported more than 200,000 hours of prisoner involvement since 2010.

The project identifies prisons suitable for groups, contacts prison librarians, finds volunteers and mentors, and supports them. Partners on the project include the Prisoners’ Education Trust, the body which provides access to funding for distance learning in prisons, The Reading Agency, The National Literacy Trust, National Prison Radio, PEN, Give A Book, and publishers Random House and Profile.

The project aims for as much choice as possible for group members, prison librarians and volunteer group facilitators, including how groups operate and what members read. Groups are tailor-made to fit their circumstances: meeting weekly, fortnightly or monthly, with read-aloud groups for emergent readers and audio groups for the visually impaired. Members keep the books they read.

We are founder members of the Prisoner Learning Alliance, joining PET and literacy organisations to advocate the development of informal learning in UK prisons.
Runner-up: Interactive Sensory Objects
UNIVERSITY OF READING and THE RIX CENTRE AT UNIVERSITY OF EAST LONDON

This project creates a series of multi-sensory interactive artworks that respond to equivalent objects in museum collections. These are created in collaboration with co-researchers, people with learning disabilities, working as part of an interdisciplinary research team.

In many heritage contexts, exhibits incorporating interactive elements that are accessible to audiences use surrogates instead of original items, and are usually chosen by the curators rather than determined by the user-group. Many types of original objects are deemed to be too delicate to be handled by curators and in some heritage sites access to the objects is limited because of the complex nature of the site’s environment.

Through a series of staged multi-sensory art and electronics workshops, our co-researchers are exploring how the different senses can be utilised to augment existing artefacts or create entirely new ones. We employ multimedia advocacy tools to reflect on and to communicate our co-researchers’ experiences and findings. The Sensory Objects project actively listens to and involves people with learning disabilities and brings mutual benefit to museums in developing ideas of sensory engagement and interactive objects.
Winner: What if..?
DURHAM UNIVERSITY

What if…? was an exploration of young people’s curiosity and creativity, attributes shared between science and the arts.

The project culminated in the development of a live interactive performance piece, produced through collaboration between 20 young people from Greenfield Community College (Newton Aycliffe, County Durham), teachers, theatre makers (Unfolding Theatre) and scientific researchers (Durham University). At its core, was the aim of encouraging the young people to explore their own curiosity and interests rather than follow a pre-determined path or pre-set scientific subject matter, providing opportunities to determine their own personal learning journeys. They were challenged to develop and direct the production of an interactive performance piece aiming to engage and inspire their peers. The resultant content was developed through collaborative interactions with scientific researchers and creative practitioners, all the while maintaining ownership with the young people.

The performance piece challenges audiences to explore their own curiosity, and investigates the research, personal journeys and daily experiences of two contributing scientists. So far, it has reached over 1,000 people in school and community groups. What if…? demonstrates that trusting and supporting young people to realise their own curiosity and creativity can result in unique and inspirational methods of engagement.
In Summer 2013, Marwell Zoo organized a conservation project around Southampton, in which the city centre was flooded with life-size fibreglass rhinos that had been painted by local artists to boost awareness of the rhino’s dwindling numbers.

The University of Southampton bought a rhino, named it Erica, and staff and students within the University came together to enhance it as an opportunity for public engagement with Electronics and Computer Science. Raspberry Pi computers were installed inside to operate motorized ears, webcams to act as eyes, lights to respond to mood and tweets, touch sensors on its cheek and mouth, sounds, and touch screens.

During its time in development, almost 230 pupils came to see and explore possibilities for Erica, and while in a shopping centre in the city, almost 1,200 young people came to get an introduction on how to code. Erica has been taken on tour to the Big Bang Fair in Birmingham and to science fairs in the local area.
Runner-up: Dreams of a Low Carbon Future

UNIVERSITY OF LEEDS

Bridging the divide between art and science/engineering, this project features early career engineers working collaboratively with schoolchildren and professional artists to produce a ‘graphic novel’ (comic) that explores the children’s visions of a sustainable ‘low carbon’ future society through creative writing and images.

This has been achieved by training the engineers to mentor children through an informed process of exploration of potential future technologies, including workshops where children have the opportunity to produce artworks of their visions supported by engineering input. The resulting artworks have been collated and further interpreted by the engineers to form the graphic novel entitled ‘Dreams of a Low Carbon Future’, 5,000 copies of which have been published and circulated to schools and museums throughout the UK.

The graphic novel was launched in parallel at the Leeds Science Festival and at ‘Thought Bubble’, a leading UK comics festival, and children’s and professional artists’ work is being publicly exhibited at the Cartoon Museum, London, and the Stanley & Audrey Burton Gallery, Leeds.
Winner: SUGAR - Service User and Carer Group Advising on Research

CITY UNIVERSITY LONDON

SUGAR (Service User and Carer Group Advising on Research) is an initiative that has successfully developed community engagement and collaborative working in mental health nursing research.

Established in 2009 and hosted by City University London, the 13-member group consists of mental health service users and carers recruited via local organisations. It reflects the rich diversity of London in terms of age, gender, sexuality, and ethnic mix and includes people with a range of mental and physical health problems and life experiences. Members of SUGAR receive education and training with group teaching focusing on research processes and methods. They are provided with honorary university contracts, access to the library, computers and facilities, and are remunerated for involvement.

The group meets monthly and is facilitated by the lead applicant and colleagues to collaborate on all aspects of the research process, including the identification of research questions, project design, ethical issues, recruitment, data collection, analysis, report writing and dissemination of results. In four years, the group has met almost 50 times and collaborated with academic and clinical research staff and students on a large number of research studies. Members have given workshops, seminars and posters at research conferences and jointly published a paper in the USA Journal of Psychosocial Nursing.
Runner-up: Dance for Parkinson’s

UNIVERSITY OF ROEHAMPTON

Parkinson’s attacks people’s ability to move voluntarily: muscles become rigid, tremors develop and movement and thought slow down. Falls, mental illness and social isolation are accompanying problems. There is no cure and medication becomes unreliable over time.

Our research found that dance encourages fluid movement that releases tension, gives respite from tremors and improves balance and stability. We discovered that dance is valued by people with Parkinson’s because it creates social networks and strongly develops well-being through communal motivation, concentrating on achievement rather than failure and on creating art rather than dwelling on disease.

Dance for Parkinson’s is a new area of dance practice. Since 2011 our public engagement project has articulated the importance of dance for people with Parkinson’s to support groups, health professionals, charities such as Parkinson’s UK, dance teachers and arts funding bodies, as well as individuals who have not had access to support networks. We have involved the wider dance community to help develop pedagogy in this specialist, emerging area. We have facilitated evaluative and reflective discussions for dance for Parkinson’s teachers in the UK, USA, Germany and Australia, including for our partner English National Ballet (ENB), who commissioned the original research.
Runner-up: Educating Community Groups about Parasite Infection and its Impact

UNIVERSITY OF MANCHESTER

Globally, the biggest killer of people under fifty is infection.

Many infections such as parasitic helminths are common in developing countries where they trap communities in poverty. Indeed, helminth infection is the major reason children in the developing world miss out on education. There are major initiatives to eradicate helminthiases by deworming school children, however education surrounding infection transmission is also of great importance.

Our research centres on the biology and immunology of helminth infection. Working with immigrant communities in the UK is an ideal opportunity to learn about infection first hand and enhance our research whilst also sharing our work with the communities.

Surprisingly, however, our work with the immigrant communities revealed a real lack of awareness about the significance of helminth infection. Indeed, in many instances there was a lack of awareness of what infection was and how infections were transmitted. To bridge this gap in knowledge we have created English and science literacy resources which we have trialled and delivered to community groups. Participants were enthusiastic about the course and reported improved confidence in health awareness and ability to use medical terms.
Winner: danceroom Spectroscopy (dS)

UNIVERSITY OF THE WEST OF ENGLAND and UNIVERSITY OF BRISTOL

Much of modern science is concerned with the study and manipulation of microscopic phenomenon. For many scientists, the invisible world is as familiar as the visible world but for the general public this is not the case.

danceroom Spectroscopy (dS) is a cutting-edge, interactive public engagement project that invites members of the general public to literally step into an interactive atomic simulation. With its origins in computational atomic dynamics research, dS now forms a major attraction at premier cultural and educational settings within the UK and internationally.

Public engagement has been made possible by visualising the state of rigorous scientific simulation algorithms in real-time and linking them with state-of-the-art 3d capture cameras to interpret images of participants as energy fields. Using their energy fields, people are able to manipulate the simulation in real-time, generating sound and image with their movements, arousing curiosity and inspiring questions on the cutting-edge of both science and art.
Runner-up: Conker Tree Science

CENTRE FOR ECOLOGY & HYDROLOGY, UNIVERSITY OF HULL, NATURAL APPTITUDE LTD and UNIVERSITY OF BRISTOL

Conker Tree Science was a novel, hypothesis-led citizen science project which engaged c.8,000 people with a pressing ecological problem through participation in real science. The overall aim was to engage people with ‘our web of life’ (based on our academic research: Pocock et al. 2012 published in Science).

It began in a Bristol shopping centre (training 11 postgraduates and reaching 1100 people) and a schools project engaging 900 children. It developed into a national project engaging a wider pool of participants (reached through mass media and further school visits) to address two hypotheses about an ‘alien’ invasive moth and its natural pest controllers.

Activities were undertaken through observation and experimentation, with supporting materials, data entry, visualisation and validation through a purpose-built website and a smartphone app (which supported the production of further wildlife recording apps). Participants raised many questions which we answered on our project blog and in response to their ideas we added a third hypothesis to the project. The first scientific paper using the data, and establishing a framework for future hypothesis-led citizen science, was published in PLOS ONE in 2014.
Runner-up: Bright Club

UNIVERSITY COLLEGE LONDON

Bright Club is the thinking person’s comedy night, where researchers become stand up comedians.

Started in London by the UCL Public Engagement Unit, but now running across the UK and abroad, Bright Club aims to bring a cross-disciplinary network of researchers together with a new audience: comedy fans aged 20-40 who have no existing relationship to academia.

It builds networks between researchers, gives them new skills and allows them space to share their research with each other and an informal, interested audience. They get training and help in turning their research into an 8 minute comedy set, and are in turn able to practice engaging with an audience they wouldn’t normally talk to.

Bright Club started in April 2009 and has been running monthly in London ever since. During that time we have helped to set up 12 regular and semi-regular Bright Club events in other cities around the UK. We are in the process of helping set up others, and there have been events as far afield as Melbourne, Australia.
Winner: The Enlightenment Café: Deadinburgh

UNIVERSITY OF EDINBURGH

An unknown pathogen ravages Scotland’s capital, turning the unlucky souls into bloodthirsty ambling beasts. You are one of the last uninfected citizens in the city. Now, with help from real scientists, you have only hours to decide how to save Edinburgh, and perhaps the world.

The Enlightenment Café: Deadinburgh, produced by LAStheatre (www.lastheatre.com), introduces the audience to the worlds of epidemiology and biomedical science through a night of immersive theatre.

To better understand the disorder, neuroscientist Lewis Hou (University of Edinburgh) and the Wellcome Trust Centre for Cell Biology will share their latest results of the brain and cellular pathology using MRI and microscopes. You’ll debate the potential of treating the infected with behavioural and stem cell therapy with Eating Disorders Scotland and Heriot-Watt University. Finally, with recommendations based on mathematical modelling and an expert public health response consultation from teams from Manchester Metropolitan University and London School of Tropical Medicine, the fate of the city is yours: cull the infected, search for a cure, or destroy Edinburgh.

Through the outbreak of a zombie epidemic Deadinburgh asks ‘What does it really mean to be human?’ whilst offering parallels with real life science, procedures and diseases such as HIV and TB.
Runner-up: Marine Engineering Connections

UNIVERSITY OF SOUTHAMPTON

Marine Engineering Connections turned routine 40-minute sea crossings across the Solent into exciting engineering journeys.

During the summer of 2013, marine engineers were trained in the skills of science-busking, co-designed a toolkit of marine-related activities to work with, and showcased their engineering expertise on a popular ferry-route for one or more weekends of the peak tourist season. Thus passengers traveling to and from the Isle of Wight on board WightLink’s flagship ferry, the St. Clair, were able to meet the engineers and explore the impact of marine and maritime engineering in a fun, engaging and educational manner.

The core engagement idea was to make research-based connections between the ferry trip and the diverse range of industries and expertise in the Solent region. The Solent is a major UK sea-gateway to the world and this allowed the project to make further connections to the full range of current and future maritime challenges (e.g. climate change, energy, coastal habitats, trade and transport). Many of the engineers involved in the ferry trips have got the engagement ‘bug’, have since brought in more colleagues, and have developed their activities for other events.
Runner-up: Objects of Invention

MUSEUM OF THE HISTORY OF SCIENCE, UNIVERSITY OF OXFORD

‘Objects of Invention’ was funded by a grant from the Royal Academy of Engineering under its Ingenious Programme for public engagement. It was delivered by the Museum of the History of Science in partnership with the University Museums’ Volunteers Service and students from the Department of Engineering Sciences.

The project provided training in public engagement for 16 graduate engineers from the university’s Department of Engineering Sciences, and the opportunity to gain experience through the planning and delivery of events for secondary schools and the visiting public in which their own interests and research in modern engineering applications were shared alongside the interpretation of objects from the Museum’s collections.

The training programme consisted of four 2 hour sessions focussing on object handling, learning from objects, communication, and working with different types of audience. Supported by education and collections staff the engineers were then involved in planning and delivering a programme of activities reflecting their own interests in research and engineering. The events included a theme day for families and the general public which took place in March 2013 during National Science and Engineering Week and attracted over 2,000 visitors, and three study day events for secondary school students involving over 160 students.
Winner: CAER Heritage Project

CARDIFF UNIVERSITY

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From the outset the project’s key objectives have therefore been to employ archaeology and history to develop educational opportunities and to challenge stigmas and marginalisation associated with these communities.

The project has involved community participants in a variety of co-produced projects, including geophysical surveys, Iron-Age themed art installations, museum exhibitions, adult learners courses, heritage trails and a large scale community excavation.
In collaboration with Bristol City Council and several local community groups, Know your Bristol (KyB) aims to enable people to explore and co-create research on Bristol’s history, heritage and culture using digital tools.

KyB worked with local groups to create a community history layer on the Council’s online interactive map, Know Your Place. On this site, users can peel away layers to reveal historic maps and see how the urban landscape has transformed over time.

Creating a community layer meant bringing people together to enrich the map with their own content. At a series of events co-designed with communities, people brought stories about each place, including family histories and memories, as well as films, photographs, and historical artefacts.

Now publicly available on Know Your Place, these digitised stories and images form part of an ever-growing resource about Bristol’s heritage. Building on this success, KyB has set out to connect with more Bristol residents, especially those whose stories tend to be absent from official histories and maps. This latest phase of the project involves working with eight community groups to create spaces in which people can come together to co-produce knowledge about their city.
Runner-up: The Everyday Heroes of Postman’s Park

UNIVERSITY OF ROEHAMPTON and PROSSIMO VENTURES LTD

The Everyday Heroes of Postman’s Park project utilises mobile platforms, such as smartphones and tablets, to interactively engage public audiences with knowledge and interpretation about the Watts Memorial to Heroic Self Sacrifice in Postman’s Park, London.

This Victorian monument features 54 ceramic tablets, each documenting an individual who lost their own life while attempting to save another. Many visitors chance upon the memorial accidentally and, although captivated by the tragic stories, there is no on-site facility or in situ opportunity for them to discover more.

The monument is grade-2 listed so it is not possible to install any physical interpretation. This free mobile application creatively solves this problem and truly transforms public engagement with the memorial by establishing playful and innovative methods of connecting people with the history and heritage that physically surrounds them. The engagement process is straightforward and intuitive with visitors only having to point the camera of their device at any tablet in order to access the wealth of material about it.

Users of the app are able to quickly and easily shift between the real and the digital, between the present and the past, between reality and imagination and simultaneously experience both the historical and contemporary space in entirely new ways.
Winner: Focus on the Positive

UNIVERSITY COLLEGE LONDON

Focus on the Positive is a public event where the audience chooses how to change the world.

At each event, a handful of UCL’s inspiring researchers explain exactly how they want to tackle the big issues in our world. The audience grill the speakers on stage and face-to-face before voting for what they’d like to support.

The winning researcher gets £2,000 to spend on the idea they’ve proposed. A runner-up receives £1,000. It’s a great opportunity to debate some big questions, to encourage researchers to think about the applications of their work, and to give the audience a real stake in university research.

Six events have been run since April 2012, undergoing a period of evaluation and reflection in 2013 that has allowed the project to be revitalised, find new audiences in 2014, and better support participants throughout the process.
Runner-up: Creating Connections

UNIVERSITY COLLEGE LONDON

Creating Connections, a collaboration between UCL’s Public Engagement Unit, UCLU’s Volunteering Services Unit and Camden Shares a timebank marketplace, was created in January 2012 with the very simple aim of providing space and time in which UCL researchers and representatives of the voluntary sector could meet to explore potential collaborations and mutual interests.

The networking space and time is provided in the form of termly early evening networking events; each one is attended by up to 80 people, evenly split between academia and voluntary sector. The evening is split into two sections; first, round table discussions around 5 key themes, proposed by Creating Connections participants themselves and facilitated by someone with an interest/experience in the chosen theme. The focus of the small groups is to explore areas in which academic/non-academic perspectives overlap and there is potential for collaboration.

The small group discussion eases people into the second half in which there is opportunity for freer networking facilitated by circulating a Creating Connections directory (listing contact details, photo, and areas of interest) in advance; by providing people with large format name badges highlighting key areas of interest; and by pinning up attendees’ profiles on the venue walls.
Runner-up: Sustainable Management of Intestinal Parasites of Livestock in Botswana

UNIVERSITY OF BRISTOL

This project works directly with farmers in Botswana to improve livestock health and to gather data that will help to develop sustainable and cost-effective worm treatment strategies. Broadly, we are interested in the transmission of parasites between wildlife and livestock, and we hope to use the knowledge we gain during this research project to inform locally relevant and seasonally targeted parasite treatment for smallholder farmers at the border of a national park.

We engaged the farmers in the research process during the planning and data collection stages so that the management changes we suggest are locally relevant and feasible for the farmers to implement. First, we held focus group discussions in order to learn about the livestock in the villages and diseases that the farmers think are important. The farmers indicated that intestinal worms are a big problem for them.

In the next phase, we trained 47 farmers to use a simple, existing method called Five-Point-Check to identify individual goats within their herds which require treatment. The farmers check their herds and record data on a regular basis; these data will be used to validate a model which will allow us to adapt targeted treatment seasonally for each village.
Winner: Celestial Sirens

UNIVERSITY OF SOUTHAMPTON

The Celestial Sirens is an amateur choir based in southern England that has been performing since 2002. The choir was started by Laurie Stras and Deborah Roberts, who also co-directs the professional ensemble Musica Secreta.

Musica Secreta is the “voice” of the research into sixteenth-century female musicians, helping understand how women approached performance of vocal music without the support of male voices. But when it came to research the same kinds of practices in sixteenth-century convents, a choir was needed, rather than just professional soloists.

Celestial Sirens, both on its own and with Musica Secreta, provide a living lab in which to experiment with repertoire that has not been performed or heard for centuries. The choir then bring the fruits of that research to the wider public through concerts and recordings. The Sirens’ activities are varied and ongoing: with their participation, a collaboration with Sarah Dunant on her historical novel, Sacred Hearts, inspired a CD and became a live musical drama, performed across the British Isles between 2009-2012; have made two award-winning recordings; and in their first ever competition, the choir reached the National Selection stage of Choir of the Year 2012.
Runner-up: Hospice volunteers as facilitators of public engagement in palliative care priority setting research

UNIVERSITY OF LEEDS

Patient and public engagement in palliative and end of life care can be particularly challenging to achieve. Knowing their priorities for palliative care services can drive the direction of future research and broader community engagement.

Last November, volunteers from high street charity shops linked to St Gemma’s Hospice were invited to work with the Academic Unit of Palliative Care; a research team working across Leeds Institute of Health Sciences and St Gemma’s Hospice. Shop volunteers attended a half-day meeting to discuss current research by the team and review a preliminary survey for use with shop visitors, with the aim of capturing public priorities for palliative and end of life care. Nine charity shops were represented and provided feedback on the proposed survey and used the opportunity to trial the survey with other volunteers.

Shop volunteers then approached members of the public inviting their participation in the survey. A dissemination event was held for volunteers and representatives from national public involvement groups, where preliminary findings, volunteers’ experiences and ways to improve this public engagement approach were discussed. Key public priorities that were identified include medicines and patient education. The broader findings are being addressed through further public engagement work and research projects by the Academic Unit of Palliative Care.
Runner-up: EcoCentrix - Indigenous Arts, Sustainable Acts

ROYAL HOLLOWAY, UNIVERSITY OF LONDON

EcoCentrix, a free, interactive exhibition running for 17 days at Bargehouse in London, provided unique opportunities for visitors to see, touch and hear contemporary performance-based arts from indigenous communities in the Americas, Australia, the Pacific and South Africa.

Based on interdisciplinary research conducted in dialogue with over 40 performance makers, the event explored the concept of sustainability, approached not only as the conservation of environments and resources but also as a collective social practice that vitalizes cultures. Over 3,000 visitors attended the exhibition and it was listed among Broke in London’s ‘5 best free things to do’ in the city.

Installations featured the tangible ‘remains’ of performance – photos, moving images, sounds, texts, costumes and crafted objects – in tandem with live performances, practical workshops and discussions. In keeping with the sustainability theme, the design responded to the venue’s raw warehouse spaces and textures, integrating found objects and natural materials with hi-tech digital features, including a mobile application enabling instant visitor feedback.

The exhibition, conceived and curated by Helen Gilbert and mounted with assistance from her research team and 70 volunteers, was the major public output of a 5-year ERC-funded project investigating how indigeneity is expressed and understood in our complex, globalizing world.
If you are inspired to develop your own public engagement work we can help. To find out how, check out our website at www.publicengagement.ac.uk where you can:

- Learn more about the competition finalists' projects, as well as other inspiring examples of public engagement from across the UK
- Access our ‘easy ways to get started with public engagement’ guide
- Find out how to plan your own engagement project, and how to evaluate it
- Discover training and funding opportunities
- Explore why public engagement matters and how to develop institutional support for it
- Book your place at one of our many engagement events across the UK
Contact us

Based on the harbour side in Bristol and hosted by the University of Bristol and the University of the West of England, the NCCPE is funded by the UK Higher Education Funding Councils, Research Councils UK, and the Wellcome Trust.

Our vision is of a higher education sector making a vital, strategic and valued contribution to 21st-century society through its public engagement activity. We run a varied events programme, a national conference, offer training and development and consultancy services and have an extensive collection of resources on our website.

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