



People Science & Policy

Independent Review of Beacons for Public Engagement Evaluation Findings

Appendices to Final Report: Appendices 2-16

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Appendices to Final Report: Appendices 2-16

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Appendix 2 Create a Culture within HEIs, Research Institutes and Centres - Actions

| Beacon | Activity | Source of evidence |
|----------|--|---|
| CUE East | <ul style="list-style-type: none"> Promotion criteria framework developed with greater emphasis on PE & undergoing pilot & consultation: <ul style="list-style-type: none"> In UEA Green Book to be piloted 2009/10. Enterprise and Engagement have always been included but are now more high profile. | Annual review year 2 & Overall evaluation Profile of CUE East |
| | <ul style="list-style-type: none"> Individual awards 2008/09: <ul style="list-style-type: none"> First round-seven awards made of £1,000. Presented at Congregation ceremony. | Annual review year 2 & Overall evaluation Profile of CUE East |
| | <ul style="list-style-type: none"> Campus launch event attracted 48 people. | Annual report year 1 |
| | <ul style="list-style-type: none"> CUE East website has been incorporated into UEA website and has taken up the house style. | Annual review year 2 |
| | <ul style="list-style-type: none"> Four Associate Deans for KT re-named ADs for Enterprise & Engagement. Research & Business Services Directorate re-named the Research, Enterprise & Engagement Office. PVC Research & KT re-named PVC Research, Enterprise & Engagement. | Overall evaluation Profile of CUE East appendix |
| | <ul style="list-style-type: none"> Engagement tracker demonstration and launched. | Annual report year 2 |
| Beltane | <ul style="list-style-type: none"> Awards: <ul style="list-style-type: none"> Tam Dalyell Prize for excellence in PE. Principal's medal for excellence in community engagement. | Annual report year 1 |
| | <ul style="list-style-type: none"> Beltane has a reward and recognition working group with senior staff representatives from within the university. Established at Herriot Watt with representatives from all schools. Group intends to draft example job descriptions to demonstrate to faculties how it can be included. | Annual report year 1 & Overall evaluation report July 10 |
| | <ul style="list-style-type: none"> PE Fellows: 4 calls, with seven fellows and 1 honorary fellow. | Annual report year 2 |
| | <ul style="list-style-type: none"> Follow-up interview respondents highlighted that PE is included as a criterion in promotion University of Edinburgh PE is now included on the researchers self review forms, and will be included in the new Performance and Development Review forms for all staff (HR working on this). University of Edinburgh PE route for new career development PhDs. Napier modified professional promotion criteria to include knowledge engagement strand. | Interviewee responses to follow-up questions, Annual review year 2 & annual report year 2 & Overall evaluation Profile of Edinburgh appendix |
| | <ul style="list-style-type: none"> University of Edinburgh School of informatics launched internal grant programme for PE. | Annual report year 2 |



| Beacon | Activity | Source of evidence |
|------------|--|--|
| Manchester | <ul style="list-style-type: none"> • Reward & recognition: <ul style="list-style-type: none"> ▪ Sharing and piloting of approaches to test and embed PE within HR policies and practice, including Staff Development Training. ▪ The HR Directorate in MMU is leading on the review and implementation of programmes to embed reward and recognition for PE activities across the university. Part of this involves including PE in an institution-wide performance appraisal review. ▪ Cross-Beacon: trialling approaches and identifying and removing barriers to create an understanding of the value of PE in job descriptions (2010 - 2012). | Annual report year 2 & Overall evaluation report July 10 & Overall evaluation Profile of Manchester appendix |
| | <ul style="list-style-type: none"> • Each participating university taking part in HEFCE pilot activity regarding submission of statements on wider public benefits (HEFCE response to the Wellings review). | Annual report year 2 |
| | <ul style="list-style-type: none"> • All university partners collaborating with Vitae NW on a PE conference for post grads and early career researchers. | Annual report year 2 |
| | <ul style="list-style-type: none"> • In one HEI BPE agenda has permeated all levels through reports and presentation to the executive, Universities strategic decision making team, including VC, faculty exec groups including HoDs, research institute directors & leadership teams across faculties. | Annual report year 1 |
| | <ul style="list-style-type: none"> • Manchester has a reward and recognition working group with senior staff representatives from within the university. | Overall evaluation report July 10 |
| | <ul style="list-style-type: none"> • Manchester anticipate that their work with HR on developing an HR framework to ensure that PE is reflected in all aspects of relevant HR processes will eventually include greater reflection of PE within job descriptions. | Overall evaluation report July 10 |
| | <ul style="list-style-type: none"> • Manchester Faculty of Life Sciences implemented a contribution mapping scheme as part of staff reviews to add clarity, relevance and improve recognition of the range of contributions (including PE) each academic makes to the Faculty. • Salford University piloting a Personal Development Review process in the Faculty of Science, Engineering and Environment. This will roll out across the University in January 2011 ready for embedding in the 2011-12 academic year. | Overall evaluation Profile of Manchester appendix & Overall evaluation report July 10 |



| Beacon | Activity | Source of evidence |
|------------------|--|--|
| North East (BNE) | <ul style="list-style-type: none"> Working group meetings to discuss opportunities for embedding. | Annual report year 2 |
| | <ul style="list-style-type: none"> BNE providing materials and advice for induction. PVC for Engagement inputting into all staff induction event. | Annual review year 2 & Overall evaluation Profile of North East appendix |
| | <ul style="list-style-type: none"> Promotions criteria- Preliminary discussions with senior HR staff & BNE provided input to revised draft promotions criteria. Newcastle and Durham anticipate that their work with HR on developing an HR framework to ensure that PE is reflected in all aspects of relevant HR processes will eventually include greater reflection of PE within job descriptions. Intention to refine existing works streams from 4 to 2; teaching and learning, and research and scholarship and to embed engagement within criteria for each. Faculties will be encouraged to incorporate discussions about engagement into Professional Development Reviews. | Annual review year 2 & Overall evaluation report July 10 & Overall evaluation Profile of North East appendix |
| | <ul style="list-style-type: none"> Durham incorporated Community outreach and engagement into Annual Staff Review & engagement into induction process for post graduates and staff and Beacon developing resources. | Overall evaluation Profile of North East appendix |
| | <ul style="list-style-type: none"> Visual identity: Re-launch of the BNE website, launch of the BNE quarterly newsletter, JISCMail list for academics & community groups, twitter profile, podcast and DVD content on a variety of engagement topic, production of bookmarks and banner stands for use at events, PE booklet tailored to Newcastle and Durham. | Annual report year 2 |
| UCL | <ul style="list-style-type: none"> PE included as promotion criterion as part of (Knowledge transfer/ exchange and engaging communities). | Annual review year 2 |
| | <ul style="list-style-type: none"> First annual UCL provosts Awards for PE awards held with four prizes. (4 awards for academics, support staff, students and department from about 40 nominations). Awards were publicised via website, UCL news and networks – staff and students were asked to nominate fellow colleagues. Fifty-eight nominations were received for forty-two people for the four prizes. | Annual report year 2 & Overall evaluation Profile of UCL appendix & Draft review March 2010 |
| | <ul style="list-style-type: none"> Briefing and supporting departments and individuals. | Annual review year 2 |
| | <ul style="list-style-type: none"> UCL has a reward and recognition working group with senior staff representatives from within the university and is part of the development of PE strategy. | Overall evaluation report July 10 & Overall evaluation Profile of UCL appendix |



| Beacon | Activity | Source of evidence |
|--|---|---|
| | <ul style="list-style-type: none"> Inclusion of PE presentation by The Director of Museums, Collections and Public Engagement to new staff at UCL (Compulsory for new staff to attend). | Draft review March 2010 |
| | Aspiration to use 'Mentorships' to embed PE at a departmental and faculty level; empowering staff to take on the role of 'culture change agents'. | Draft review March 2010 |
| | Aim to involve the majority of UCL's senior staff in the process, alongside working groups made up of large numbers of other UCL staff. | Draft review March 2010 |
| | Meetings with the Senior Management Team and the Provost to discuss visions for PE. A consultation on the vision for PE with all staff is underway. | Draft review March 2010 |
| Wales | <ul style="list-style-type: none"> 3 PE champions appointed in total for one day a month each. 2 at Glamorgan, 1 at Cardiff. | Annual report year 1 & Overall evaluation Profile of Wales appendix |
| | <ul style="list-style-type: none"> 140 members of Science Alliance Cymru. | Annual report year 2 |
| | <ul style="list-style-type: none"> New arts & social sciences network (Wales culture exchange): <ul style="list-style-type: none"> Initial network meeting-50 attendees, 100 on mailing list. | Annual report year 2 |
| | <ul style="list-style-type: none"> Cardiff has established PE as a promotion criterion alongside research and teaching as part of contribution to wider university. Cardiff University Appraisal form adapted in September 2008 to include wider contributions to the university. The Appraiser is also expected to consider wider contribution to the School/Directorate/University. | Annual report year 2 & Overall evaluation Profile of Wales appendix |
| | <ul style="list-style-type: none"> Glamorgan has a reward and recognition working group with senior staff representatives from within the university. <ul style="list-style-type: none"> Working group now been merged with the Academic Workload Allocation Model group which is currently piloting the model for workload planning this academic year of which PE is a part. | Annual report year 2 & Overall evaluation report July 10 & Overall evaluation Profile of Wales appendix |
| <ul style="list-style-type: none"> Partners have contributed significant amounts of staff time to support Beacon management. <ul style="list-style-type: none"> Cardiff PVC for Innovation and Engagement sits on the Beacon Management Board and chairs an Innovation and Engagement Committee set up in October 2008 to give the area parity with Research and Teaching & Learning. | Overall evaluation Profile of Wales appendix | |



| Beacon | Activity | Source of evidence |
|--------|---|---|
| NCCPE | <ul style="list-style-type: none"> • Draft framework for PE produced informed by large range of representatives & consultation on-going. | Annual report year 2 |
| | <ul style="list-style-type: none"> • Consultation workshops: <ul style="list-style-type: none"> ▪ 25+ staff from BPEs and beyond. ▪ Contributing to national debate. ▪ Informing NCCPE submission to HEFCE. ▪ Coordinating letter from BPE PVCs to times higher. ▪ Initiating debate between BPE staff & impact critics. | Annual report year 2 |
| | <ul style="list-style-type: none"> • Pilot PE ambassador scheme which has received 20 applicants. | Annual report year 2 |
| | <ul style="list-style-type: none"> • Scoping of senior management and practitioner toolkits completed and consultation/resource gathering underway. | Annual report year 2 |
| | <ul style="list-style-type: none"> • Responded to REF, Researcher Development Framework consultations. | Annual report year 2 |
| | <ul style="list-style-type: none"> • Coordination of Times Higher debate on REF and impacts. | Annual report year 2 |
| | <ul style="list-style-type: none"> • BPE article in HEFCE Council Briefing in partnership with 3 Beacons. | Annual report year 2 |
| | <ul style="list-style-type: none"> • Playing leading role in 'value of HE' working group, helping shape communications around PE activity of Universities. • NCC has focused on developing an evidence base to show that PE has value. Including a partnership with ESRC to develop literature reviews on audience segmentation, WP in research degrees and academic promotions criteria. | Annual report year 2 & Overall evaluation report July 10 |
| | <ul style="list-style-type: none"> • Presentations to- ESRC SIP group, ESRC Council, ESRC Research Director, ESRC Communications and Information committee, HEFCE Enterprise and Skills committee. | Annual report year 2 |



Appendix 3 Create a Culture within HEIs, Research Institutes and Centres - Achievements

| Theme | Achievements | Source of evidence |
|--------------------|---|--|
| Promotion criteria | <ul style="list-style-type: none"> • Incorporation of PE in promotions criteria. • A member of the School of Biological Sciences was promoted to Senior Lecturer on the basis of engagement activity. | <p>CUE East Annual evaluation review year 1 & Overall evaluation Profile of CUE East appendix</p> |
| | <ul style="list-style-type: none"> • University of Edinburgh reports 16 cases where PE has been a significant contributing factor to promotion or contribution reward. • University of Edinburgh included a PE route for new Career development PhDs. • One Edinburgh baseline respondent reported that - 'PE is included in cases for promotion and contribution reward. Appreciation of the importance of PE is generally increasing'. • An Edinburgh Napier University promotion criterion now includes a Knowledge Engagement Strand which encompasses public and cultural engagement activities. • QMU report that PE was a factor for 3 out of 11 grade reviews/ promotions awarded in 2009. | <p>Beltane Annual report year 2& Overall evaluation report July 10 & Overall evaluation Profile of Beltane appendix</p> |
| | <ul style="list-style-type: none"> • Institution-wide promotions criteria have been or are being introduced in all of the partners and there are examples of staff being promoted where their PE experience has contributed to their promotion. • PE is now incorporated into strategic aims and goals, and built into HR, promotions and appraisal policies. • At MMU, PE is included as a criterion for career progression for academics and support staff. Academic staff can also apply for progression to Reader or Professor-level titles by including PE activity as part of their justification. The job descriptions of all Academic Head of Departments specify they must 'promote innovative public and community engagement'. • Manchester University revised its policy in 2008 and PE appears in institution-wide promotions criteria at all academic levels from Chair to Research Fellow. • Manchester University Faculty of Life Sciences have implemented a contribution mapping scheme as part of staff performance reviews to add clarity, relevance and improve recognition of the range of contributions (including PE). • The University of Salford strategy and leadership team are currently considering an academic career pathway policy that creates descriptive expectations that include activities such as outreach, community engagement, maximising policy and media impact. This is likely to be rolled out in 2011/12. | <p>Manchester Annual report year 2 & Overall evaluation report July 10 & Overall evaluation Profile of Manchester appendix & Manchester interim evaluation July 2010</p> |



| Theme | Achievements | Source of evidence |
|---------------------------------------|---|--|
| | <ul style="list-style-type: none"> • Four people at the University of Cardiff have been promoted on the basis of their engagement work. • University of Cardiff PVC for Innovation and Engagement sits on Promotions Panel alongside PVCs for Research and Teaching & Learning. | Wales funders report Sept 09 & Overall evaluation Profile of Wales appendix |
| | <ul style="list-style-type: none"> • The University of Glamorgan have defined the concept of the Glamorgan Academic (in 2008) and is now part of all academic staff appraisals. • The University of Glamorgan have developed a generic job description for Principal Lecturer which includes PE. • The University of Glamorgan include PE work in their role analysis under HERA the main method used for financial reward for staff. • In one year Glamorgan promoted a senior lecturer to Reader in PE. | Wales Annual report year 2 & Overall evaluation report July 10 & Overall evaluation Profile of Wales appendix |
| | <ul style="list-style-type: none"> • PE included as promotion criterion as part of (Knowledge transfer/exchange and engaging communities). • HR has run briefings for staff to explain the new criteria and there are examples of promotions partly as a result of their PE work. | UCL Annual review year 2 & Overall evaluation Profile of UCL appendix |
| | <ul style="list-style-type: none"> • At Durham, community outreach and engagement is incorporated into Annual Staff Review forms. | Overall evaluation report July 10 |
| Institutional change & formalising PE | <ul style="list-style-type: none"> • CUE East invited to contribute to UEA's M.A. in HE Practice Handbook 2009/10 and Induction Days, and was in discussion with Centre for Staff and Education Development to develop a 20-credit module on public and community engagement. | CUE East Annual Review year 2 |
| | <ul style="list-style-type: none"> • Outcomes illustrate the BPE is not simply a programme but a distinct model of encouraging, facilitating and supporting PE. | UCL draft review March 2010 |
| | <ul style="list-style-type: none"> • Projects are informing how and where institutional change is needed - leading to "Beacon Labs" to address the strategic goals of the institution in terms of embedding cultural change. | Manchester Annual report year 1 |
| | <ul style="list-style-type: none"> • Small amounts of money invested in individual projects, has helped legitimise and recognise PE activity. | Manchester interim evaluation July 2010 |
| | <ul style="list-style-type: none"> • Senior commitment, with strong champions across all partners. • Feedback from participants in Beacon projects report an increase in PE skills and a perception that PE is more valued in their organisation. | Manchester interim evaluation July 2010 |
| | <ul style="list-style-type: none"> • PE opportunities and practitioners are more visible within institutions, encouraging an environment where engagement is common practice. • Appetite and enthusiasm for developing new materials which can be re-used relatively easily for PE. (Academic, UoE) | Beltane Interviews report July 2010 |



| Theme | Achievements | Source of evidence |
|--|--|---|
| | <ul style="list-style-type: none"> Interview responses show perception of a culture change regarding PE, with staff and head of school attitudes, and an increase in activities being reported. One respondent also felt that people in their team would be more supportive to PE work, while another said PE was more frequently discussed. Interviewees were also more positive about the potential for Beltane to bring about cultural change. | Beltane Interviews report July 2010 |
| | <ul style="list-style-type: none"> Pioneering a set of career development fellowships, scholarships for PhDs and PE is one of the ways of doing career development. | Beltane Interviews report July 2010 |
| | <ul style="list-style-type: none"> UHI have appointed three staff devoted to public engagement and culture change. | Beltane Annual report year 2 |
| | <ul style="list-style-type: none"> QMU have increased the support and profile of PE activities via institutional seminars. | Beltane Annual report year 2 |
| Profile Raising | <ul style="list-style-type: none"> CUE East have made substantial progress influencing UEA structures and internal profile raising, establishing a strong foundation for future years. | CUE East Annual evaluation review year 1 |
| | <ul style="list-style-type: none"> Integration of CUE East website into UEA house-style shows embedding. | CUE East Annual Review year 2 |
| | <ul style="list-style-type: none"> Over three quarters CUE East's stakeholders (38) of 85% of (40) felt the aim of CUE East was '<i>To provide support, reward and recognition for public engagement</i>'. | CUE East Annual Review year 2 |
| | <ul style="list-style-type: none"> Norwich & Norfolk sustainable living festival provided a mechanism for external profile raising and working with media partners. | CUE East Annual Review year 2 |
| | <ul style="list-style-type: none"> Inquiries and requests for support from Beltane team have increased from 15 in 2008/9 to 39 in 2009/10. Support (In y2) has directly led to 3 externally funded projects, 3 Beltane-funded fellows and 3 Beltane-funded projects. | Beltane Annual report year 2 |
| | <ul style="list-style-type: none"> Provosts Awards for PE: Attendee feedback suggests that the event raised awareness that PE is supported and valued within the institution. | UCL Annual report year 2 |
| | <ul style="list-style-type: none"> Interview comments show awareness of PE as a result of impact in REF, an impression that value of PE in promotions and appraisal criteria has increased and a general increase in awareness of the importance of PE. | Beltane interview responses to follow-up questions |
| | <ul style="list-style-type: none"> More academics see collaboration with communities as an important part of research. For example BNE has supported four large scale University projects to integrate PE and participatory research in their applications for research funding. Three have been successful. | North east Annual review year 2 |
| <ul style="list-style-type: none"> An interview with a PE fellow showed that BNE has helped raise the profile of PE with positive reactions from a head of department, pro-vice-chancellor, and in the school in general. | North east Annual review year 2 | |



| Theme | Achievements | Source of evidence |
|------------------------|--|--|
| | <ul style="list-style-type: none"> • Four Associate Deans for KT re-named ADs for Enterprise & Engagement. • Research & Business Services Directorate re-named the Research, Enterprise & Engagement Office. • PVC Research & KT re-named PVC Research, Enterprise & Engagement. | Overall evaluation Profile of CUE East appendix |
| | <ul style="list-style-type: none"> • Cardiff creating roles for to support PE including: <ul style="list-style-type: none"> ▪ Innovation and Engagement Officers. ▪ MRC Public Engagement Officer as part of Cesagen Centre. | Overall evaluation Profile of Wales appendix |
| | <ul style="list-style-type: none"> • Contributed to national debate around impact and engagement by holding consultation workshop for 25+ staff from BPEs, informing NCCPE submission to HEFCE; coordinating letter from BPE PVCs to Times Higher; initiating debate between BPE staff and impact critics. This provided an opportunity to articulate rationale for engagement. | NCCPE Annual report year 2 |
| Training and support | <ul style="list-style-type: none"> • Attendee numbers for the Public Engagement CPD programme in Year 1 far surpassed the modest target. | CUE East Annual evaluation review year 1 |
| | <ul style="list-style-type: none"> • Durham University has recently incorporated engagement into induction for post graduates and staff. | North east Annual report year 2 |
| | <ul style="list-style-type: none"> • Providing support and advice to 432 people. PE unit recognised as the place to get help. | UCL Annual review year 2 |
| | <ul style="list-style-type: none"> • Being asked to brief more departments about PE and link to REF. | UCL Annual report year 2 |
| | <ul style="list-style-type: none"> • The University of Glamorgan is piloting a new model for workload planning which includes PE. | Overall evaluation report July 10 |
| Awards and recognition | <ul style="list-style-type: none"> • CUE East gained agreement to present PE Awards for staff and students at UEA's Congregation Ceremony. | CUE East Annual report year 1 |
| | <ul style="list-style-type: none"> • Awards contributed to raising the profile of PE amongst senior management & helps encourage others to become involved. Also sets UEA/NRP up as a place where PE is rewarded. | CUE East Annual Review year 2 |
| | <ul style="list-style-type: none"> • First annual UCL PE awards held with four prizes and a good reaction from senior staff. | UCL annual report year 2 |
| | <ul style="list-style-type: none"> • Principal's medal for excellence in community engagement. | Beltane annual report year 1 |
| | <ul style="list-style-type: none"> • Tam Dalyell Prize for excellence in PE. | Beltane annual report year 1 |



Appendix 4 Create a Culture within HEIs, Research Institutes and Centres - Barriers

| Barrier | Evidence | Source of evidence |
|---------------------------|--|---|
| Limited Beacon resources | <ul style="list-style-type: none"> Balancing priorities between driving internal changes and integrating NCCPE programme. | Manchester Annual report year 2 |
| | <ul style="list-style-type: none"> Identified need for more emphasis on core purposes and deliverables of the NCC and on changing culture rather than on developing methodologies of PE, and on taking on additional projects and contracts. | NCCPE Annual report year 1 |
| | <ul style="list-style-type: none"> BNE needs to find appropriate and manageable systems for acting as a facilitator and broker. A key risk is over-committing and under delivering. | North east Annual report year 1 |
| | <ul style="list-style-type: none"> Lack of success measures for interactions between HEIs. Working with all HEIs across Wales has involved travelling more than originally expected with an associated increase in costs. Time taken in amount of administrative work in host institution and running the Beacon. Some aspects of work take longer and use more resources than desired. | Wales Annual report year 1 |
| | <ul style="list-style-type: none"> Level of bureaucracy and timescale of producing engagement tracker with UEA IT services meant work had to be outsourced. | CUE East Annual evaluation review year 1 |
| | <ul style="list-style-type: none"> CUE East do not yet have a dedicated PE contact or contacts within each of the schools, divisions and centres. | CUE East Annual review year 2 |
| Institutional constraints | <ul style="list-style-type: none"> Suggested that although senior leaders and managers have put PE on the agenda it is '<i>tolerated</i>' rather than actively endorsed. Although progress has been made it was reported that the CUE East team needed to secure more senior level buy-in to help embed PE. | CUE East Annual review year 2 |
| | <ul style="list-style-type: none"> Listening activities discovered a number of barriers towards PE identified by staff: <ul style="list-style-type: none"> No tangible support for PE from senior management. No allocation of time for PE within the workload balance. No reward and recognition for undertaking PE activities, little consideration of PE as a criterion for promotion. | Manchester annual report year 1 |
| | <ul style="list-style-type: none"> The different cultures, strategic drivers and contexts at the partner universities limit joint delivery. | Manchester Annual report year 2 |
| | <ul style="list-style-type: none"> Key not to overlook the first step of embedding PE within institutions. | North East Annual report year 2 |
| | <ul style="list-style-type: none"> Different institutional cultures leading to a duplication of effort to achieve results in both universities. | North East Annual report year 2 |



| Barrier | Evidence | Source of evidence |
|---|--|---|
| | <ul style="list-style-type: none"> Cardiff's independent academic schools have a large number of gatekeepers whom the Beacon for Wales needs to work. Glamorgan have five large faculties which have less gatekeepers but it is harder to communicate with a significant proportion of the staff. | Wales Annual report year 1 |
| | <ul style="list-style-type: none"> Manchester Beacon is a culture change programme, and it was highlighted that changing behaviour is both long term and challenging. Engaging with the community was also highlighted as an issue. PE is higher up the agenda within the universities, but was identified by respondents as still fourth behind funding, research rating, and teaching. | Manchester interim evaluation July 2010 |
| Staff awareness/co-operation | <ul style="list-style-type: none"> Time slippages with the engagement tracker meant that a large number of staff were unaware of the tracker and its purpose and take-up of the pilot was low. Some senior academics also concerned about 'drip-feeding' the tracker, leading to debate as to whether this should be a voluntary activity. | CUE East Annual review year 2 |
| | <ul style="list-style-type: none"> Suggestion there is still some 'puzzlement' in UEA about PE and what it means in practice and may still be perceived as a 'bolt-on' activity rather than integral. | CUE East Annual review year 2 |
| | Interviews with academics showed that the impact of PE activity is not very visible. There was suggestion that there are limited rewards for PE. | Beltane Interviews report July 2010 |
| | <ul style="list-style-type: none"> Most respondents (61%) to the Beltane baseline survey had not heard about the Beltane initiative prior to the survey. Respondents felt that Edinburgh was at the beginning of PE, there was a lack of incentives, PE was a DIY activity and took time away from other more important work. They also reported limited awareness of Beltane and its impact and one felt Beltane was more targeted at senior staff. | Beltane base-line report e-survey findings |
| | <ul style="list-style-type: none"> One academic reported that the Principal is very much into the PE but there's a problem with middle managers who do not understand. | Beltane Interviews report July 2010 |
| | <ul style="list-style-type: none"> Low availability of academic staff to work on PE activities. | Manchester annual report year 1 |
| | <ul style="list-style-type: none"> Applications to the Beacons Fellowship scheme were low – only 4 were received. Attempts to use an online forum to encourage Fellowship applications failed. | UCL Annual report year 1 |
| | <ul style="list-style-type: none"> Interviews with early career researchers report some negativity towards PE from supervisors, and a general perception in departments that time spent on research is more important <ul style="list-style-type: none"> "My subject currently values public engagement at almost zero if not negative, because it is a signal that you are not serious about your work, especially at early career stage..." | UCL Early Career Researchers and Public Engagement at UCL |
| <ul style="list-style-type: none"> A number of the Beacons felt commented that academics still faced the dilemma of whether to they should be spending time spent on PE on research. | Overall evaluation report July 10 | |



| Barrier | Evidence | Source of evidence |
|---|---|--|
| Institutional inertia | <ul style="list-style-type: none"> • CUE East faced challenges in terms of identifying the best place to locate the CUE East website, and public engagement more generally, within the UEA web pages. | CUE East Annual evaluation review year 1 |
| | <ul style="list-style-type: none"> • Roll out at UEA takes time because of it size and layers. • Promotion panel faced difficulties implementing promotions criteria, maybe due to lack of detail/clarity in criteria produced. | CUE East Annual review year 2 |
| | <ul style="list-style-type: none"> • Follow-up interviewees had not noticed change in PE criteria a year on. One respondent from QMU mentioned that institutional re-structuring and economic difficulties may have impacted upon this. | Beltane interview responses to follow-up questions |
| | <ul style="list-style-type: none"> • In response to “How is PE supported and championed by the leadership of the Beacon?” Beltane reported there was nobody at UHI with this remit. | Overall baseline response tables all BPEs |
| | <ul style="list-style-type: none"> • Approval of PE strategy has been moved to year three to align with UCL systems. | UCL Annual report year 1 |
| | <ul style="list-style-type: none"> • Changes to the promotions criteria did not go through in year 1 – UCL prepared a new strategy and a dossier of evidence of benefit to help this happen. • PE is included as a criterion for promotion within UCL; however there are limited examples of and extent to which this is applied in practice. | UCL Annual report year 1 & UCL draft review March 2010 |
| | <ul style="list-style-type: none"> • In Psychology ‘outreach work is regarded by staff as a distant third in their priorities, after teaching and research’ • The Department of Classics and Ancient History ‘takes the view that the messages relating to regional outreach lack persuasive power alongside more tangible ones concerning the primary functions of teaching and research performance.’ • In English Studies ‘there is no slot for discussion of outreach at departmental meetings’. | North East Draft baseline |
| | <ul style="list-style-type: none"> • Currently no institutional approach to including PE in job descriptions at University of Manchester. | Overall evaluation Profile of Manchester |
| | <ul style="list-style-type: none"> • North east experienced challenges encouraging promotions boards to give PE suitable weighting and ensuring HoD to include PE in annual staff reviews. | Overall evaluation Profile of BNE |
| <ul style="list-style-type: none"> • The overall evaluation report suggests that although Beacons have made changes in HR processes in terms of PE inclusion this has not always filtered down to practices in individual departments. | Overall evaluation report July 10 | |
| Wider national barriers | <ul style="list-style-type: none"> • Identified need for NCCPE as a whole and individuals to become more visible outside the BPE community. | NCCPE Annual report year 2 |
| | <ul style="list-style-type: none"> • A lack of clarity among academics on the meaning of and links between PE and the REF impact agenda means there is a potential for backlash against the concept of PE. | North East Annual report year 2 & Wales Annual report year 2 |



| Barrier | Evidence | Source of evidence |
|---------|--|---|
| | <ul style="list-style-type: none"> The short-term nature of the Beacons has caused uncertainty among senior managers in funders' commitment to the embedding of PE. Increased by current economic and political turbulence. Despite an awareness of institutional measures to embed PE, such as promotional structure, many view such strategy as 'tokenistic', 'disproportionate', 'distracting' and even 'diversionary' to the core role of a research intensive institution with 'global ambitions'. | <p>Wales May 09 Management Board report</p> |
| | <ul style="list-style-type: none"> Perception that PE push is coming from Research Councils and not within institutions. This top down approach raises concerns that some of the metrics are about satisfying the Research Councils rather than real enthusiasm and changing mindsets. Also reports that there is no single approach to addressing PE across Beltane, instead the approach is institution-specific. | <p>Beltane Interviews report July 2010</p> |
| | <ul style="list-style-type: none"> It has been suggested that the task of the Beacons is very large due to the need for real culture change and the time, funding available in comparison to other changes such as knowledge transfer. There is the need for a real culture change. Other things of comparable scope took decades e.g. knowledge transfer. It is also reported that there are a lot of staff in the sector both academics and non-academics not aware of the BPE initiative. | <p>Overall evaluation report July 10 & Overall report 2010 appendix 3</p> |



Appendix 5 Build Capacity for Public Engagement - Actions

| Beacon | Activity | Source of evidence |
|----------|---|---|
| CUE East | <ul style="list-style-type: none"> Funding for PE: <ul style="list-style-type: none"> 2 CUE East Funds were launched awarding £66,030 in round 1. 12 collaborative projects received £59,000. 12 groups received £7,030 between them from a ring-fenced fund to participate in the CUE East Sustainable Living Festival 2009. CUE East Small Expenses Fund to fund providing small amounts to cover costs of PE. CUE East training embedded in the mainstream programme. | Annual evaluation review year 1 & Overall evaluation Profile of CUE East appendix |
| | <ul style="list-style-type: none"> Range of CPD activity has been introduced: <ul style="list-style-type: none"> 'Introduction to Film-Making' and 'User involvement in Research' most popular- All reaching 261 people by the end of year 2. PE CPD training, Transitions Programme for post graduate researchers. Making history workshop with five members of the public and five post graduate researchers. Encouraging Researchers Case Studies – CUE East contribution to BSA Science Communication Conference 2009 Workshop. | Annual evaluation review year 1 and Annual review year 2 & Overall evaluation Profile of CUE East appendix |
| | <ul style="list-style-type: none"> Enhancement fund supported five projects in year 1. Sustainable Living Partnership fund- approximately 15 projects awarded worth £50,000. | Annual report year 2 & Overall evaluation Profile of CUE East appendix |
| | <ul style="list-style-type: none"> CUE East was invited to contribute to the University of East Anglia Induction Programme following the inclusion of a large section on public and community engagement in the 2009/10 Handbook. | Annual review year 2 |
| Beltane | <ul style="list-style-type: none"> Audit (year 1): <ul style="list-style-type: none"> A survey of training provision undertaken by the training sub group. | Annual report year 1 |
| | <ul style="list-style-type: none"> Training (year 1): <ul style="list-style-type: none"> Dark Skies best practice sharing event November 2008. Two pilot projects for providing training for senior staff started. | Annual report year 1 |
| | <ul style="list-style-type: none"> Training (year 2) <ul style="list-style-type: none"> Beltane Certificate for PE Training. Training course provided for UHI Scottish Science Engagement Grant project. Evaluation Surgeries for the PE fellows run by external evaluator. Supporting applications for PE funding. | Annual report year 2 |



| Beacon | Activity | Source of evidence |
|------------------|--|---|
| | <ul style="list-style-type: none"> • Planning Culture Change Labs to encourage middle management which they view as the difficult area to change. | Overall evaluation Profile of Edinburgh appendix |
| | <ul style="list-style-type: none"> • Beltane funding allowed testing of new training formats. Successful programmes have been repeated across the partnership. | Overall evaluation Profile of Edinburgh appendix |
| Manchester | <ul style="list-style-type: none"> • Introductory PE workshop piloted for 65 members of staff and postgraduate students with little PE training. Skills and needs training prior to starting. | Annual report year 2 & Overall evaluation Profile of Manchester appendix |
| | <ul style="list-style-type: none"> • All university partners are collaborating with Vitae NW on a PE conference aimed at postgraduate and early career researchers. | Annual report year 2 |
| | <ul style="list-style-type: none"> • Manchester Metropolitan University Science Communication and Engagement Group to coordinate science engagement. • Engagement with academics that have not been reached before e.g. with Manchester Metropolitan University Fellowships. | Annual report year 1 and Annual report year 2 |
| | <ul style="list-style-type: none"> • Ambassador programme to support up to 60 staff and students across the partnership. • Launch of a 100K PE 'Seed Fund' to support the Ambassadors programme. | Annual report year 2 & Overall evaluation Profile of Manchester appendix |
| | <ul style="list-style-type: none"> • The University of Salford has a PE network lunch programme. | Overall evaluation Profile of Manchester appendix |
| North East (BNE) | <ul style="list-style-type: none"> • Five theme leaders in post to support and encourage effective PE. • BNE active engagement leads. • Engagement ambassadors. | Annual report year 1 and annual review year 2 |
| | <ul style="list-style-type: none"> • Small Grants Programme £68,200 awarded to 10 innovative public engagement projects. | Annual review year 2 |
| | <ul style="list-style-type: none"> • A number of staff development events have already been delivered for example: Maximising IMPACT for Public Engagement, Experiences of Engagement Seminars, Participatory Action Research, Community Organising and Young People as Co-Researchers workshops. | Annual report year 2 |
| | <ul style="list-style-type: none"> • Incorporation of engagement in induction events. | Annual review year 2 |
| | <ul style="list-style-type: none"> • Established an expert group who will use the co-inquiry model to explore issues around resourcing, intellectual property rights and ethics. | Annual review year 2 |



| Beacon | Activity | Source of evidence |
|--------|---|--|
| UCL | <ul style="list-style-type: none"> • Mentoring offered to those involved in PE, Fellows and bursary students. | Annual report year 1 |
| | <ul style="list-style-type: none"> • Beacon Bursaries funding scheme provides small grants of up to £1500 and has funded twenty-nine over four competitive rounds of 162 applicants. Catalyst for further activities around PE, research and teaching | Annual report year 2 case study & Draft review March 2010 |
| | <ul style="list-style-type: none"> • Brokerage role helping to get staff and students involved in PE: examples include: 'I'm a Scientist, get me out of here', Camden Borough Council's Out of School Learning Team and 'Bright Club'. UCL now more focused on briefing/mentoring than running the courses. | Annual report year 2 & Overall evaluation Profile of UCL appendix |
| | <ul style="list-style-type: none"> • PE unit experiencing increasing demand for support. | Annual report year 1 |
| | <p>Overall:</p> <ul style="list-style-type: none"> • 37 funded public engagement projects (e.g. Beacon Bursaries, Innovation Seeds, Fellowship) • Over 1000 UCL staff and students, and 350 people outside UCL have taken part in training and mentoring on public engagement | Draft review March 2010 |
| Wales | <ul style="list-style-type: none"> • Information sessions through Science Alliance Cymru and at internal seminars, including one at Cardiff University on 'Engagement in the Social Sciences'. • Investigating the suitability of training offered by third party organisations by paying for academics to attend these courses and provide feedback. | Funders report Sept 09 |
| | <ul style="list-style-type: none"> • Training programme begun with training on Generic Learning Outcomes. Two sessions held for STEM subjects delivered by Techniquest. | Annual report year 1 |
| | <ul style="list-style-type: none"> • A number of the Cardiff University Schools have dedicated Innovation and Engagement Officers. | Annual report year 1 |
| | <ul style="list-style-type: none"> • Bid submitted to EU FP7 scheme to coordinate European Researchers' Night across Wales. <ul style="list-style-type: none"> ▪ Plan for 5 universities in 3 cities to run events reaching 6,000 people and involving more than 100 members of staff/students. | Management board update March 10 and annual report year 2 |
| | <ul style="list-style-type: none"> • Third Funding Round launched with a new process designed to attract academics who had not undertaken PE before. | Annual report year 2 |
| NCCPE | <ul style="list-style-type: none"> • Run 3 good practice workshops, bringing together experts from inside and outside HEIs to develop resources to support a range of PE activities including festivals, participatory video and community inspired research(Planned to run every year). | Annual report year 1 |



Appendix 6 Build Capacity for Public Engagement - Achievements

| Theme | Activity | Source of evidence |
|--|---|---|
| Staff uptake | <ul style="list-style-type: none"> The CUE East CPD programme was attended by 95 people in year 1, exceeding targets set. This take-up increased further in the second year. | CUE East Annual Review year 1 & CUE East Annual Review year 2 |
| | <ul style="list-style-type: none"> Bright Club: <ul style="list-style-type: none"> Positive reaction from Performers, promoters, and audience- seen as fun, entertaining and informative. Many first-time presenters gone on to other PE activities and many of the audience have come back. | UCL Annual report year 2 |
| | <ul style="list-style-type: none"> Most partners and individuals have sustained or increased their personal commitment to PE activities after initial involvement. Over 1000 UCL staff and students have been provided training and/or guidance on PE Over 350 people outside UCL have been provided training and/or guidance on PE | UCL draft review March 2010 |
| | <ul style="list-style-type: none"> The Norwich and Norfolk Sustainable living festival provided staff and students with a platform to get involved. | CUE East Annual review year 2 |
| | <ul style="list-style-type: none"> The amount of PE activity undertaken in BPEs has increased significantly as a result of the BPE funding. | Overall evaluation report July 10 |
| | <ul style="list-style-type: none"> Some projects reported that they assumed a lack of interest and demand in their area of research/activity from the community; however this was not the case. The role of the Beacon in channelling connections and facilitating conversations has helped overcome this. | Manchester interim evaluation July 2010 |
| Positive feedback regarding support provided | <ul style="list-style-type: none"> Introduction to film-making: Positive response from participants to the course in terms of usefulness. | CUE East Annual Review year 1 |
| | <ul style="list-style-type: none"> Diversity matters for public and community engagement: Feedback suggests the course was both positive and worthwhile. | CUE East Annual Review year 1 |
| | <ul style="list-style-type: none"> Most interviewees (from attendees) keen to be involved in other PE activities of a similar nature. The interdisciplinary nature helped them to build networks with a diverse range of people from across UEA. | CUE East Evaluation of Darwin 200 Radio series |
| | <ul style="list-style-type: none"> Responses to the Sustainable living festival evaluation showed that: 93% of respondents had learnt more about PE, 86% agreed that they were now keener to get involved in PE, and 79% agreed that they learnt new skills. All respondents indicated they would be keen to get involved in future CUE East activity. | CUE East Evaluation of the Norwich and Norfolk sustainable living festival |
| | <ul style="list-style-type: none"> Provosts Awards for PE: Attendee feedback suggests some were more aware of PE activities being undertaken at UCL. | UCL Annual report year 2 |



| Theme | Activity | Source of evidence |
|--------------------------|--|---|
| | <ul style="list-style-type: none"> • Beacon felt to be contributing to learning on PE, developing the capability of key players. • Feedback from participants in Beacon projects report an increase in PE skills and a perception that PE is more valued in their organisation. | Manchester interim evaluation July 2010 |
| | <ul style="list-style-type: none"> • The project's main impact is upon those who were directly involved, leading the project. • Opportunities and resources for PE projects and activities (e.g. Bursary, Innovation Seed. Fellowship funding schemes) have a huge impact upon the UCL staff and students involved. The schemes are effective in building skills, capacity and time for public engagement. | UCL draft review March 2010 |
| | <p>Feedback from interviews included the following:</p> <ul style="list-style-type: none"> • Beltane is helping reduce some of the barriers for academics getting involved in PE through advice, support, networks and resources. • Introduction to dialogue was very helpful & provided a lot of information. it opened a lot of new directions in research, plus access to a lot of interesting people • Competency framework for PE looks very good and is user friendly. • Interviewees almost unanimously felt that Beltane had raised its profile and was moving in a more positive direction. | Edinburgh Interviews report July 2010 |
| | <ul style="list-style-type: none"> • One respondent who had received project funding in round 1 felt that the most important achievement was achieving a dialogue with his community. | Wales funders report Sept 09 |
| Structures to support PE | <ul style="list-style-type: none"> • UHI has appointed staff for their Scottish Government Science Engagement Grant funded project who will coordinate PE training and activities across UHI in 2010 as well as a STEM engagement officer and STEM engagement coordinator who will work to create a culture change within UHI. | Beltane Annual report year 2 |
| | <ul style="list-style-type: none"> • Support for people who are totally new to PE (Academic, Napier) • One Academic from QMU reported that it is going to leave behind strong members and an improvement in terms of an idea of how to develop careers in a way that transcends what was traditionally understood as the obligation of an academic. | Beltane Interviews report July 2010 |
| | <ul style="list-style-type: none"> • BNE has supported the Digital Hub (SIDE) and NETpark to integrate PE into major funding bids. Meaning significant PE will be funded until 2012 (NETpark) and 2014 (SIDE). | North East Annual Review year 2 |
| | <ul style="list-style-type: none"> • UCL Bursaries have been very effective, often part of other funding. About 35 have been awarded and a close partnership between PEU and bursary recipients is maintained. | Overall evaluation Profile of UCL appendix |
| | <ul style="list-style-type: none"> • Festivals good practice event in July with 30+ attendees. • Coordinated and facilitated workshop between NCCPE, Beacons and Vitae on researcher skills and NCCPE framework • Scoping of Senior manager and practitioner toolkits complete | NCCPE Annual report year 2 |



Appendix 7 Build Capacity for Public Engagement - Barriers

| Barrier | Evidence | Source of evidence |
|--------------------------|--|---|
| Staff engagement | <ul style="list-style-type: none"> Low attendance at some CUE East provision including 'Approaches to Engagement with Schools' (which was subsequently cancelled) and gadgets go green. | CUE East Annual Review year 1 & evaluation of gadgets go green |
| | <ul style="list-style-type: none"> Setting up structures within institutions challenging and setting up the co-inquiry model took longer than anticipated. Risk that staff may become disillusioned or feel the Beacon is only focusing on co-inquiry. | North East Annual report year 1 |
| | Interviews with early career researches showed time barriers involved in focusing on own research group and a culture of non-involvement. | UCL Early Career Researchers and Public Engagement at UCL |
| | <ul style="list-style-type: none"> Still a large number of staff see PE as optional. Perception is still of need to spend time on research/teaching. Language seen as barrier to PE. Communication with academics a barrier to initial stages of PE. | Manchester interim evaluation July 2010 |
| | <ul style="list-style-type: none"> Perception of middle management as sticking point, although framed in terms of the pressures middle managers are under rather than as a lack of support for the notion of PE. | Edinburgh Interviews report July 2010 |
| | <ul style="list-style-type: none"> The overall evaluation report shows that although there is a desire to become more involved in PE the need to spend time on research/teaching was still a barrier. Edinburgh planning to do Culture Change Labs to overcome difficulty of getting middle management involved. | Overall evaluation report July 10 Overall evaluation Profile of Edinburgh appendix |
| Limited Beacon resources | <ul style="list-style-type: none"> BNE Central Team often overstretched and reacts to issues rather than working strategically. | North East Annual Review year 2 |
| | Baseline situation: <ul style="list-style-type: none"> A significant proportion of staff in the Geography school 'would like to undertake work that relates to disadvantaged communities, but [considered] that vehicles to facilitate this are absent.' Durham had specific PE training for a narrow band of staff/post grads/post docs. Newcastle did not provide relevant training. | North East Draft baseline |
| | <ul style="list-style-type: none"> Low take-up of CUE East small expenses fund. Focus group feedback suggests this may be due to a lack of promotion of the scheme. | CUE East Annual Review year 2 |
| | <ul style="list-style-type: none"> Listening exercise highlighted limited support in applying for PE funding and no training or professional development opportunities for staff and students. | Manchester Annual report year 1 |
| | <ul style="list-style-type: none"> Responses highlighted need for Beltane to have a higher profile and communicate more strategically. | Edinburgh baseline report e-survey findings |



| Barrier | Evidence | Source of evidence |
|--------------------|--|--|
| Practical barriers | <ul style="list-style-type: none"> • ‘Introductory Visit to The Forum’ was hampered because the new media and interactive facilities at The Forum were still under construction. | CUE East Annual Review year 1 |
| | <ul style="list-style-type: none"> • ‘How to Give a Professional Science Demonstration Lecture’ was cancelled by the trainer. | CUE East Annual Review year 1 |
| | <ul style="list-style-type: none"> • Edinburgh fellows highlighted the following needs: <ul style="list-style-type: none"> ▪ Active mentoring throughout. ▪ Monthly meetings. ▪ Desk space for each fellow one day a week. ▪ Funds to cover teaching replacements. | Edinburgh Annual report year 2 |
| | <ul style="list-style-type: none"> • Some working groups were slow to start, while some members were unsure of their role. | Overall evaluation Profile of Edinburgh appendix |
| | <ul style="list-style-type: none"> • Lessons from CUE East funded projects identified the need to be more realistic about time and budget allocation and the importance of investing time into partnership development, planning and research in the early stages. | CUE East Annual Review year 2 |
| | <ul style="list-style-type: none"> • Small Grants scheme: some concern among stakeholders around whether criteria are strategic enough and time taken to administer. Some question as to whether it should continue in its current form. | North East Annual Review year 2 |



Appendix 8 Incorporate Public Engagement in Strategic Plans - Current Situation

| Beacon | Activity | Source of evidence |
|----------|---|--|
| CUE East | <ul style="list-style-type: none"> University of East Anglia’s Corporate Plan 2008-2012 specifically mentions PE and CUE East under the ‘Enterprise and Engagement’ theme. <ul style="list-style-type: none"> Over-arching objective: Expand our contribution to public policy and public engagement. Recognises the role of ‘public intellectuals’ and proposes a new approach to workload distribution and promotion which will reward contributions to public engagement. Dedicated KPI: The number of academics contributing to CUE East. All UEA faculties now have Enterprise & Engagement Strategies or Plans although there is no common format. | Annual evaluation review year 1 & annual report year 1 & Overall evaluation report July 10 & Overall evaluation Profile of CUE East appendix |
| Beltane | <ul style="list-style-type: none"> The University of Edinburgh 2008-2012 Strategy includes PE in objectives and targets. UHI makes references to increasing cultural engagement activities in 2008-2011 strategy. Queen Margaret University address PE in their strategic plans (was included prior to Beacon status). ECA 2007-2011 Strategic Plan aims to promote the exchange of knowledge, building on relationships with employers, policy makers and the public. A number of interested colleges and schools including the College of Humanities and Social Science, College of Science and Engineering and the School of Biological Science have produced strategies and plans which include PE. Other colleges and departments now have a requirement to develop a public engagement strategy. | Annual report year 2 & Overall evaluation report July 10 & Overall evaluation Profile of Edinburgh appendix |
| | <ul style="list-style-type: none"> The University of Edinburgh has developed a Social Responsibility and Sustainability Strategy where PE is a key element. Edinburgh Napier's (2009-15) strategy includes KT activities that have a cultural, social or economic impact. | Annual report year 2 & Overall evaluation Profile of Edinburgh appendix |
| | <ul style="list-style-type: none"> The University of Edinburgh’s College of Humanities and Social Sciences published Knowledge Exchange strategy explicitly supports PE. | Annual report year 2 |
| | <ul style="list-style-type: none"> Beltane has focused on ensuring that the aims of the strategic plans are cascaded into practice. | Annual report year 2 |



| Beacon | Activity | Source of evidence |
|------------|--|---|
| Manchester | <ul style="list-style-type: none"> • MMU New PE Strategy approved which includes action plan to provide a support infrastructure for PE, an annual programme of PE activities and to reward and recognise staff who engage in PE. Also defines the role of the Manchester Beacon and the benefits of PE for the institution. • MMU 2020 Vision describes it as: "A University of and for the region...a University whose expertise, research, and other resources support the social and economic development of the region". • MMU reports 'a 25% increase in number of faculties with PE as a priority in faculty and departmental plans' since 2007/8. There has also been an increase of PE within key professional and support services plans. | Baseline response table all BPE (National evaluation data) & Overall evaluation Profile of Manchester appendix |
| | <ul style="list-style-type: none"> • Salford- PE falls within the remit of a new Goal (3) Transforming Engagement in the University of Salford's Strategic plan 2009/10 - 2017/18. • Salford – one faculty of the four has written a Public Engagement Strategy (Arts, media and Social Sciences). | Baseline response table all BPE (National evaluation data) & Overall evaluation Profile of Manchester appendix |
| | <ul style="list-style-type: none"> • The University of Manchester's 'Advancing the Manchester 2015 Agenda' strategy, identifies PE as one of three new strategic goals alongside research and teaching - Goal 3: Social Responsibility. | Overall evaluation report July 10& Overall evaluation Profile of Manchester appendix |
| | <ul style="list-style-type: none"> • The project team are coached by the Beacon Director to maintain effective cross-institutional team working whilst reaching into their institutions to identify (through mapping) champions to undertake the next round of project interventions. | Annual report year 1 |
| | <ul style="list-style-type: none"> • PE was included as one of the priorities in the MOSI's Strategic Plan 2008-2011. | Overall evaluation Profile of Manchester appendix |



| Beacon | Activity | Source of evidence |
|------------|---|--|
| North East | <ul style="list-style-type: none"> • Newcastle: <ul style="list-style-type: none"> ▪ The Newcastle strategy 'Vision 2021', explicitly mentions engagement & sets out the University's approach to engagement activities. ▪ The Vision is to develop Newcastle as 'an exemplar of global best practice in the interaction of a research-intensive civic university with civil society. ▪ Strategy sets out institutional values and principles for engagement between 2010 and 2013 and explicitly refers to Beacon North East. ▪ Engagement Coordination Panel will create the plans for achieving the Engagement Strategy. ▪ All school plans written in 2009/10 contain a specific section on PE which is more explicit than in previous years and are considered by Executive Board. ▪ The Faculty of Humanities and Social Sciences Plan mentions co-inquiry and plans to 'increase the scale and scope of its engagement activities'. ▪ The Faculty of Medical Sciences mentions collaboration with BNE. ▪ The Faculty of Science, Agriculture and Engineering, plans talk of 'increased engagement with the public and private sector'. • Durham: <ul style="list-style-type: none"> ▪ University Strategic Plan and Statement of Values stress the importance of engagement. ▪ Strategy for 2010 to 2020 includes corporate and social responsibility that will help drive PE. ▪ Now requires a section on 'engagement' within annual Departmental Plans. ▪ There is evidence from departmental plans submitted for 2008/09 and 2009/10 that departments have emphasised their aims for public/community engagement. ▪ The following departments have emphasised their aims for public/community engagement: ▪ Physics, Earth Sciences, Engineering, English, Music, School for Applied Social Sciences, Anthropology, Geography, Medicine & Health, History, Government & International affairs, Modern languages & Cultures, Philosophy, Theology, Psychology. | <p>Annual review year 2 & Overall evaluation report July 10 & Overall evaluation Profile of North East appendix</p> <p>Annual review year 2 & Overall evaluation Profile of North East appendix</p> |
| UCL | <ul style="list-style-type: none"> • A 'Vision Document' has been developed. <ul style="list-style-type: none"> ▪ Discussions with UCL's Senior Management Team held regarding vision for public engagement at UCL, and the future funding, positioning and management of some form of PE Unit. ▪ It was reported that the UCL PEU have an opportunity to influence the next versions of the DSPs, through increasing profile of the PEU and ensuring there is a clear vision and strategy for PE across the institution. Initial discussions have been undertaken with a number of departments. ▪ Some faculties such as Archaeology, Neuroscience and Slavonic Studies have started to develop PE strategies. | <p>Annual report year 2 & Overall evaluation report July 10 & Overall evaluation Profile of UCL appendix & UCL draft review March 2010</p> |



| Beacon | Activity | Source of evidence |
|---------|--|--|
| Wales | <ul style="list-style-type: none"> Glamorgan- All 6 Faculties have own strategic plan which are currently being updated. PE is referenced in Research or External Relations plans rather than the main plan at present. | Overall evaluation Profile of Wales appendix |
| | <ul style="list-style-type: none"> Cardiff University- Strong emphasis on PE in Strategic Plan 2006/07 to 2010/11. Focus on research should not detract from engagement activities. Innovation and Engagement section in each School Plan. Cardiff's new Strategy (Sept 09) has the vision that "we will be one of the world's leading universities with an academic community recognised for its international distinction and impact" Three of twelve objectives relate to engagement. Cardiff University new Strategy Map includes being "Renowned for the value derived from knowledge transfer and public engagement" as one of 12 institutional objectives. | Annual report year 2 & Baseline response table all BPE (National evaluation data) & Overall evaluation report July 10 & Overall evaluation Profile of Wales appendix |
| Overall | <ul style="list-style-type: none"> Most BPEs have made an impact on their mission statements and strategic plans to reflect PE since their inception. | Overall evaluation report July 10 |
| | <ul style="list-style-type: none"> The inclusion of PE has filtered down to lower level plans but at a slower rate. | Overall evaluation report July 10 |



Appendix 9 Incorporate Public Engagement in Strategic Plans - Future Plans

| Theme | Activity | Source of evidence |
|---------------------|---|--|
| Institutional plans | <ul style="list-style-type: none"> UCL are currently developing PE strategy involving whole HEI. | Overall evaluation Profile of UCL appendix |
| | <ul style="list-style-type: none"> PE will be included in the MOSI's new Vision 2020 and Strategic Plan 2010-20. | Overall evaluation Profile of Manchester appendix |
| Departmental plans | <ul style="list-style-type: none"> The Recognition, Rewards and Related Matters group produced: <ul style="list-style-type: none"> A document with suggested wording to address PE within college, school and department strategies. A paper to suggest changes in the wording for academic grades to include PE to be considered by the Heads of Colleges and Corporate Human Resources at the University of Edinburgh. | Beltane Annual report year 2 |
| | <ul style="list-style-type: none"> Some faculties at UCL such as Archaeology, Neuroscience and Slavonic Studies have started to develop PE strategies. But more will follow after UCL institution strategy is developed. | Overall evaluation Profile of UCL appendix |
| | <ul style="list-style-type: none"> Glamorgan- All 6 Faculties have own strategic plan which are currently being updated. PE is referenced in Research or External Relations plans rather than the main plan at present. | Overall evaluation Profile of Wales appendix |
| | <ul style="list-style-type: none"> Faculties within Salford are currently writing their strategic plans in response to the Vice Chancellor's Strategic Plan. This response will have to explicitly state how they will achieve Goal 3 (Transforming Engagement in the University of Salford's Strategic plan) within the context of their work in teaching, research and engagement. Faculties within Manchester are now embedding PE under the new Goal 3 in faculty strategic plans 2010-2015 (e.g. Engineering & Physical Sciences Faculty aim to appoint PE champions in every school) and this will be appearing in school plans throughout the 2010 planning cycle. | Overall evaluation Profile of Manchester appendix |



Appendix 10 Create Networks and Share Good Practice - Actions

| Beacon | Activity | Source of evidence |
|----------|---|----------------------|
| CUE East | <ul style="list-style-type: none"> Dissemination diary created, dissemination includes: <ul style="list-style-type: none"> CUE East baseline research has been shared at conferences (e.g. science communication conference) and an article was included in the BSA People & Science magazine. CUE East also shared this as well as learning from evaluations of other activities such as 'making history' and the engagement tracker with the other Beacons. | Annual review year 2 |
| | <ul style="list-style-type: none"> Norwich and Norfolk Sustainable Living Festival 2009 provided an opportunity to work with partners and a wide range of stakeholders. | Annual review year 2 |
| | <ul style="list-style-type: none"> CUE East hosted its Partners and Funded Projects Reception in 'Fusion' (the digital screen gallery located at The Forum). | Annual review year 2 |
| Beacon | Activity | Source of evidence |
| Beltane | <ul style="list-style-type: none"> Project Manager held one-to one meetings with stakeholders, partners & potential partners. | Annual report year 1 |
| | <ul style="list-style-type: none"> High profile project launch took place with 170 attendees. | Annual report year 1 |
| | <ul style="list-style-type: none"> Contacts database established and two self subscribing JISCmail mailing lists established one for partners and one for public. | Annual report year 1 |
| | <ul style="list-style-type: none"> Project management resources shared through on-line Teamwork project management system. | Annual report year 1 |
| | <ul style="list-style-type: none"> Partnerships well represented on all Sub-groups. | Annual report year 1 |
| | <ul style="list-style-type: none"> Edinburgh College of Art, Queen Margaret University and Edinburgh International Science Centre have officially joined the Edinburgh Beltane partnership. | Annual report year 1 |
| | <ul style="list-style-type: none"> Cross institution networks developing through: <ul style="list-style-type: none"> PE Fellows. Working Groups. Online communications via email lists and interactive web pages. | Annual report year 2 |



| Beacon | Activity | Source of evidence |
|------------|--|--|
| Manchester | <ul style="list-style-type: none"> Project team coached by the Beacon Director to maintain effective cross-institutional team working. | Annual report year 1 |
| | <ul style="list-style-type: none"> Collaborative partnership is generating new opportunities for academics, staff and students and developing sustainable ways of working. | Annual report year 1 |
| | <ul style="list-style-type: none"> Cross-partner support on several levels and strong external collaborations. | Annual report year 1 |
| | <ul style="list-style-type: none"> Networks, built on trust and ownership, are being forged both internally and externally. | Annual report year 1 |
| | <ul style="list-style-type: none"> Manchester Metropolitan University has a Science Communication and Engagement Group led by the Dean of the Faculty of Science and Engineering. University of Salford and University of Manchester are looking to coordinate science engagement. | Annual report year 2 |
| | <ul style="list-style-type: none"> Museum of Science and Industry leads a cultural network that includes arts and humanities researchers and staff from cultural venues and community groups. | Annual report year 2 |
| | <ul style="list-style-type: none"> A community leadership programme has built capacity in 30 community groups and is providing appropriate opportunities for community perspectives to be included in university governance e.g. UoM Ethics committee and the MOSI's Manchester Science Festival Partners board. | Overall evaluation Profile of Manchester appendix |
| North East | <ul style="list-style-type: none"> 'Inreach for Outreach' Forum set up at Newcastle University for engagement enthusiasts who meet quarterly to further develop outreach/engagement work. | Annual report year 1 |
| | <ul style="list-style-type: none"> Working with: <ul style="list-style-type: none"> NCCPE- on second edition of bridging the gap and PE booklet. Centre for Social Justice and Community Action- provision of training and development opportunities at Durham University and funds to support the co-inquiry expert group to produce best practice resources and articles for academic journals for publication more widely. Other Beacons- joint bid to Vitae with Manchester. NETPark- BNE represented on project steering group & working to identify BPE activity with Science & technology focus to secure additional funding for delivery. North East Centre for Lifelong Learning - Explore scheme. Member of NEEP and contributing to an ongoing professional dialogue with other practitioners in the region. Ongoing dialogue with Science City about potential synergies and joint working. | Annual report with year 2 |



| Beacon | Activity | Source of evidence |
|--------|--|--|
| UCL | <ul style="list-style-type: none"> 94 partners are linked to the programme and projects. | UCL draft review March 2010 |
| | <ul style="list-style-type: none"> Partner workshop hosted by British Museum. | Annual report year 1 |
| | <ul style="list-style-type: none"> Three partner projects underway. | Annual report year 1 |
| | <ul style="list-style-type: none"> Number of local alliances formed e.g. with Camden Council's culture team. | Annual report year 1 |
| | <ul style="list-style-type: none"> Relationships across London which have provided opportunities for UCL to engage with the public at Wellcome Collection, the Royal Institution and Waterstone's. | Annual report year 1 |
| | <ul style="list-style-type: none"> Involved with formal partners through Bursaries, Fellowships and Innovation Seed fund. | Annual report year 1 |
| | <ul style="list-style-type: none"> First PE symposium held in 2009- series of presentations on what had been done on PE with networking. | Annual report year 2 & Overall evaluation Profile of UCL appendix |
| | <ul style="list-style-type: none"> Activity for "Reveal" being carried out by a network of postgraduate and undergraduate students, with an advisory panel of staff, funded by a £20k pot of Beacons money. | Annual report year 2 |
| | <ul style="list-style-type: none"> CreateKX charity relationship strengthening through work on "Reveal". | Annual report year 2 |
| | <ul style="list-style-type: none"> Bloomsbury Festival- working with the British Museum, Camden Council, Hidden Cities, the School of Advanced Study, Wellcome Collection, Holborn Community Association, the Bloomsbury Colleges and others. | Annual report year 2 |
| | <ul style="list-style-type: none"> Links with the British Library. | Annual report year 2 |
| | <ul style="list-style-type: none"> Working with the Manchester Beacon and Guerrilla Science to develop a session for the British Science Association conference. | Annual report year 2 |
| | <ul style="list-style-type: none"> The formation of new partnerships based on opportunity and need. | Annual report year 2 |



| Beacon | Activity | Source of evidence |
|--------|--|--|
| Wales | <ul style="list-style-type: none"> • Science Alliance Cymru. Current membership is approximately 140 people. <ul style="list-style-type: none"> ▪ North Wales committee formed to organise meetings specifically in North Wales. ▪ Involves the five Beacon partners plus the British Science Association. | Funders report Sept 09 & Overall evaluation Profile of Wales appendix |
| | <ul style="list-style-type: none"> • The Arts, Humanities and Social Sciences Network involves the five Beacon partners plus Arts Council Wales (via Community Dance Wales) and Newport University. | Overall evaluation Profile of Wales appendix |
| | <ul style="list-style-type: none"> • Linking academics and non-academics together through funding. | Funders report Sept 09 |
| | <ul style="list-style-type: none"> • Launch of Arts and Social Sciences Engagement Network with 50 attendees (Now called the Wales Cultural Exchange). | Management Board Update Dec 09 |
| | <ul style="list-style-type: none"> • Meetings and briefing events across Wales have reached over 340 different people and over 40 different organisations. | Management Board Update Dec 09 |
| | <ul style="list-style-type: none"> • Senedd Awareness event held – 27 Assembly Members attended and all universities except for Newport and OU in Wales attended. | Management Board Update March 10 |
| | <ul style="list-style-type: none"> • Interviewing engagement experts across the creative industries – forming a manual of best practice for engagement. | Annual report year 2 |
| | <ul style="list-style-type: none"> • Beacon Wales has a different – pan Wales – focus and has developed different communication techniques including for example Arts and Humanities and Science Networks and an online directory. | Overall evaluation report July 10 |
| NCCPE | <ul style="list-style-type: none"> • Networking with key HE networks and influencers- including HERA, Leadership Foundation, AURIL, Russell Group and Vitae. • Liaison with other strategic engagement projects including ‘South East Coastal Communities; Urban Regeneration; JISC Business and Community Engagement). • Meetings with a number of non-beacon HEIs. • Ongoing collaboration with engagement practitioner community outside HE (meetings with Involve, MLA, BBC, NESTA and Paul Hamlyn Foundation). • Two briefing meetings with DIUS and membership of Sciencewise steering group. • Open-house events. | Annual report year 1 |



| Beacon | Activity | Source of evidence |
|--------|---|---|
| | <ul style="list-style-type: none">• Partnership established with BBC.• Senior level contacts established at non-beacon universities (engaging with over 50 universities in total) and with many key HE networks, including UUK, Russell Group, Vitae and Leadership Foundation.• Festivals good practice event in July with 30+ attendees.• JISC mail group established to progress outputs, including pooling of evaluations and follow up workshop.• First national conference involving substantial contributions from the BPEs. 83 attendees (part of open-house events).• Raised awareness through the Open House Event, Science For All, the Vitae Sharing Event and the REF Workshop.• Coordinated and facilitated workshop between NCCPE, Beacons and Vitae on researcher skills and NCCPE framework.• Launch of Public Engagement Network.• Range of briefing and planning meetings with external organisations, including DELNI, Involve, Paul Hamlyn Foundation, SECC, STEMNET, NESTA, Natural History Museum, NIACE, Science Museum, British Library, Vitae, UHR, NE Scotland Engagers group, AcSS, RAEng, LCACE and independent scholars.• Strong links established with existing engagement networks, including RG engagers' network and CUPP. | Annual report year 2 & Overall evaluation report July 10 |



Appendix 11 Create Networks and Share Good Practice - Achievements

| Theme | Activity | Source of evidence |
|--------------------|--|---|
| Partnership growth | <ul style="list-style-type: none"> CUE East has developed a partnership with the BBC East and its offshoot, BBC Voices, resulting in referrals to CUE East, collaborative projects and contribution to CPD (training course on film-making). | CUE East Annual Review year 2 |
| | <ul style="list-style-type: none"> New relationships were built because of the Beacon. There was some frustration at the initial stages with the emphasis on setting up, listening and raising awareness rather than delivery. However this is viewed in retrospect to have been a positive. Manchester Beacon network has grown indicating that new people are getting involved. A key success has been partner organisations increasingly looking to work with the community. The beacon has brought a greater focus and coordination to engagement work. Community group staff/members were positive about increased links and better understanding of the local community. | Manchester Annual Report year 2 & Manchester interim evaluation July 2010 |
| | <ul style="list-style-type: none"> The Centre for Life has reported that the BNE has helped them promote their work on public engagement to staff in the University, even with National Projects with Wellcome Trust that do not involve BNE. | North East Annual Review year 2 |
| | <ul style="list-style-type: none"> As of March 2010, 94 partner organisations have been identified as being involved with the programme. Partnerships have been developed around specific projects and initiatives, focusing upon subjects or certain audiences rather than organisations. Over 350 people outside UCL have been provided training and/or guidance on public engagement. UCL early-career researchers' network is growing and including Arts and Humanities researchers. | UCL Annual report year 2 & UCL Draft review March 2010 |
| | <ul style="list-style-type: none"> Science Alliance Cymru evaluation undertaken by the British Science Association showed that participants found the network very useful, including leading to the planning of new collaborations. | Wales Annual report year 1 |
| | <p>Interviews with Beltane stakeholders identified the following:</p> <ul style="list-style-type: none"> A shift towards partnership working. A realisation of the value of working and sharing experiences in partnerships. Beltane has provided opportunities for partner institutions to work more closely on PE. Directors have become more engaged in networking at their level and bringing in new partnerships. Beltane have supported partnership development by taking steps to recognise the needs of the different partner institutions to increased buy-in for PE at senior management level compared to 2009. | Beltane interviews report July 2010 |
| | <ul style="list-style-type: none"> The five organisations that originally submitted the bid Universities of Glamorgan and Cardiff, BBC Wales, Amgueddfa Cymru and Techniquet are still fully involved with the Beacon for Wales. | Overall evaluation Profile of Wales appendix |
| | <ul style="list-style-type: none"> NCCPE are working with Universities UK on marketing HE, Mission Groups e.g. Russell Group, and BBC. | Overall evaluation report July 10 |



| Theme | Activity | Source of evidence |
|--|---|---|
| New opportunities to work with partners arising from Beacon activities | <ul style="list-style-type: none"> Norwich and Norfolk Sustainable Living Festival helped CUE East to work with a wide range of stakeholders. | CUE East Annual Review year 2 |
| | <ul style="list-style-type: none"> PE Challenges have increased participation from public and engagement partners, and awards have been made to the Royal Society of Edinburgh, Royal Botanical Gardens Edinburgh and Edinburgh International Science Festival. | Beltane Annual report year 2 |
| | <ul style="list-style-type: none"> Responses to the Edinburgh baseline report showed that CUE East had highlighted the network of people who provide PE support. | Beltane report baseline e-survey findings |
| | <ul style="list-style-type: none"> Cosmic Africa event raised awareness of the Beacon project and opened a dialogue with local community groups. | Manchester Annual report year 1 |
| | <ul style="list-style-type: none"> Manchester Beacon has been included in subsequent events, activities and new opportunities for collaboration in the public and third sector. Manchester Beacon has regular network events to connect HEI staff and communities. As of January 2010, the overarching network comprised 606 people, including 322 staff, 202 community representatives and 82 local businesses. A total of 16 new networks have been established, including subject-specific and interdisciplinary Science and Cultural sub-networks. | Manchester Annual report year 1 & Overall evaluation Profile of Manchester appendix |
| | <ul style="list-style-type: none"> One Community Group representative commented that until the last year or two they saw (universities that are part of Beacon North) as another world but now they have something to offer in terms of engaging the community. | Overall evaluation report July 10 |
| | <ul style="list-style-type: none"> £50,000 has been integrated into NETpark for PE to be supported by BNE. | Overall evaluation Profile of North East appendix |



Appendix 12 Create Networks and Share Good Practice - Barriers

| Barrier | Evidence | Source of evidence |
|---------------------------|---|---|
| Responsiveness of Beacons | <ul style="list-style-type: none"> Managing and engaging the large partnership was difficult in the first year with many feeling that the project did not meet their expectations. CUE East Annual review year 2 reported that partnership working was proving particularly difficult with a large partnership of 22 partner organisations from the public, private and voluntary sectors. <ul style="list-style-type: none"> Some partners, including steering group members, felt detached from the programme and from each other. Some were also unclear of their role. Sustaining public and partner interest may prove challenging when the actual impact on/benefits to these audiences may be more long-term. | CUE East Annual review year 1 & Overall baseline report & Overall evaluation Profile of CUE East appendix |
| | <ul style="list-style-type: none"> There was concern in year 1 that CUE East may be 'over-committing', by investing time and effort with external stakeholders identifying collaborative project ideas or developing existing one. | CUE East Annual review year 1 |
| | <ul style="list-style-type: none"> In their Annual report for year 1 Wales reported that working with other HEIs across Wales has taken more travelling than anticipated and success measures for interaction would be useful. Resources being spread more thinly across Wales. Beacon Wales has operated a revolving chair which has caused some problems with inconsistency of approach. | Wales Annual report year 1 & Overall evaluation Profile of Wales appendix & Overall evaluation report July 10 |
| | <ul style="list-style-type: none"> During the first 9 months of the initiatives the Beacons spent a majority of their time setting themselves up and the NCCPE had assumed that a proportion of BPE time would be spent on joint working. They had expected BPEs to attend meetings and learning groups on topics they were all concerned with. | Overall baseline report |
| | <ul style="list-style-type: none"> Manchester and Beacon North East external advisory boards made up of community representatives have both dissolved. | Overall evaluation report July 10 |
| | <ul style="list-style-type: none"> The overall evaluation report highlights the importance of staff from across the partner institutions helping to embed PE as a key aspect of sustaining this activity beyond the life of the initiative. However the cost of this future involvement is likely to be a factor. | Overall evaluation report July 10 |
| External communication | <ul style="list-style-type: none"> NCCPE bid identifies the potential barrier that there could be a failure to involve non-Beacon HEIs in the network. | NCCPE bid |
| | <ul style="list-style-type: none"> CUE East reported difficulties with finding a presence on the UEA website for CUE East and Engagement. | CUE East Annual report year 1 |
| | <ul style="list-style-type: none"> It has been highlighted that CUE East's efforts have primarily focused on UEA rather than engaging holistically across the Norwich Research Park (NRP). | CUE East Annual review year 1 |



| Barrier | Evidence | Source of evidence |
|---------|---|--|
| | <ul style="list-style-type: none"> • One interviewee reported that institutions seeing each other as competition rather than collaborators could be a problem, although another interviewee reported this culture had changed. • Different institutional cultures mean internal and external drivers are different. • It was highlighted that with the objective of creating a network you need to put a lot of energy into making it happen. | <p>Edinburgh interviews report July 2010</p> |
| | <ul style="list-style-type: none"> • Manchester annual report for its first year highlights that PE with HEIs is a low priority for some third sector groups and organisations that interface with local residents. • It was highlighted that partners have slightly differing agendas, which brought challenges. • Manchester interim evaluation highlighted that connections made with the community was more team connections than necessarily connected to the institution. • It was also suggested that university spaces could be more welcoming as it was seen as daunting. • It was also reported that the majority of activity was being delivered separately, although learning was shared. | <p>Manchester Annual report year 1 & Manchester interim evaluation July 2010</p> |
| | <ul style="list-style-type: none"> • After some initial involvement original bid partners became less involved than originally planned. A lack of clarity or roles was also reported. • Interviews with early career researchers highlighted a lack of people or a network to draw on and building up a network of like-minded people is time consuming. • Attempts to facilitate partnerships via social networking events have not been undertaken due to lack of interest. | <p>UCL Early Career Researchers and Public Engagement at UCL & UCL draft review March 2010</p> |
| | <ul style="list-style-type: none"> • The NCCPE evaluation report suggests the complexity of the project, and a lack of clarity of roles has been challenging for the NCCPE and the individual Beacons. Early meetings were devoted to renegotiating expectations and operational structures. • It was reported that for some the Beacons are not working as closely as originally expected. Misunderstandings about NCCPE projects and how they relate to the overall NCCPE plan have been reported. • Managing the range of relationships has been highlighted as a large task for a small team. • Evaluation shows the HEIs that are not Beacons reported that they are only aware of the NCCPE because of their contact with the Director to discuss PE issues. • Evaluation also showed three of the Beacons expressed some concern about NCCPE presentations and conferences and talks being more about promoting the NCCPE itself. | <p>NCCPE evaluation report 2008-09</p> |



| Barrier | Evidence | Source of evidence |
|------------------------|---|--|
| | <ul style="list-style-type: none"> The overall baseline report concluded that the majority of sector bodies knew little or nothing about the BPE initiative and those that did had been closely involved in their development such as some of the research councils. | Overall baseline report |
| | <ul style="list-style-type: none"> UCL have found original partners are not necessarily as engaged with the project as other organisations that have got involved since the initiative started. Even though original partners are still on the steering group. No time was allocated to the other partners in the original bid so there was no incentive for them to spend time on it. | Overall evaluation report July 10 & Overall evaluation Profile of UCL appendix |
| | <ul style="list-style-type: none"> Different processes in institutions have meant some Beacons with more than one HEI in the partnership have found it more difficult to effect change. Beacon North east suggests it may be easier to work with partners with a greater cultural difference to foster openness. Beacons with larger partnerships have found them more difficult to manage and it has been hard for some partners to engage. | Overall evaluation report July 10 |
| Internal communication | <ul style="list-style-type: none"> CUE East identified a need for more internal communication in that senior staff in some organisations were not aware of the work their own organisation was doing with CUE East. | CUE East Annual report year 1 |
| | <ul style="list-style-type: none"> Respondents to the Edinburgh baseline answered ‘no not really’ to the question ‘has the Edinburgh Beltane stimulated any changes in’: <ul style="list-style-type: none"> The perception of PE in your institution (114/166), the report you receive for PE (132/169), your opinions about PE (120/169). | Edinburgh Baseline e-survey report |
| | <ul style="list-style-type: none"> Responses to the evaluation also showed that some felt Edinburgh was focused on senior staff, could improve its communications, and that PE was a low priority in terms of limited time and rewards. | Edinburgh Baseline e-survey report |
| | <ul style="list-style-type: none"> BNE still feels there are communication barriers preventing them making the most out of wider collaboration. The Centre for Life still considers that ‘many researchers across both Universities are unaware that we may be able to help them with advice or by providing a platform for engagement’. The baseline report highlighted a lack of communication regarding what people are doing and resources available. As well as a lack of clear channels of communication across Durham and Newcastle making it difficult to advertise events. | North East Annual review year 2 & North East draft baseline |
| | <ul style="list-style-type: none"> The UCL baseline reported that less than 20% of respondents were aware of networks and coordinating arrangements for PE. Interviews with early career researchers suggest a lack of communication about what’s going on in different disciplines. | UCL baseline report & UCL Early Career Researchers and Public Engagement at UCL |



Appendix 13 Test Methods and Share Learning - Actions

| Beacon | Activity | Source of evidence |
|----------|---|---|
| CUE East | <ul style="list-style-type: none"> Norwich and Norfolk Sustainable Living Festival 2009: <ul style="list-style-type: none"> Over 30 lectures, talks and workshops, attended by 356 participants. | Annual review year 2 |
| | <ul style="list-style-type: none"> Sustainable living fund: <ul style="list-style-type: none"> Round 1- six projects were awarded a share of £40,000 & £10,000 was ring fenced in a 'Festival Fund'. Round 2-12 projects were awarded a share of £43,882. | Annual review year 2 |
| | <ul style="list-style-type: none"> The city-based one-stop shop based in Norwich town centre alongside the BBC has new forum facilities, forum facilities being used by University of East Anglia schools and departments. | Annual report year 2 & Overall evaluation Profile of CUE East & Overall evaluation report July 10 |
| | <ul style="list-style-type: none"> Making History collaboration between BBC Voices and UEA. | Annual review year 2 & Overall evaluation report July 10 |
| | <ul style="list-style-type: none"> Value of Research' Workshop: <ul style="list-style-type: none"> Brought postgraduate research students and members of the public together to share views and experiences on the value of research in society. | Annual review year 2 |
| | <ul style="list-style-type: none"> East Anglia book awards – focused on local authors and books about East Anglia. | Overall evaluation Profile of CUE East |
| | <ul style="list-style-type: none"> Worked with Girl Guides to develop new Sustainable Living Badge – currently being piloted and will then go national. | Overall evaluation Profile of CUE East |
| | <ul style="list-style-type: none"> CUE regular slot in staff newsletter. | Overall evaluation Profile of CUE East |
| | <ul style="list-style-type: none"> Writing Learning Outcomes guidance for CUE East training providers. | Overall evaluation Profile of CUE East |
| | <ul style="list-style-type: none"> Engagement Tracker piloted & launched March 2010. | Overall evaluation Profile of CUE East |



| Beacon | Activity | Source of evidence |
|------------|---|---|
| Beltane | <ul style="list-style-type: none"> • Four main initiatives and approaches to sharing: <ul style="list-style-type: none"> ▪ PE Fellows- Annual Gatherings, Blogs, Mentoring, Case Studies, bespoke methods outlined in proposal. ▪ PE Challenge- Annual Gatherings, Case Studies, bespoke methods outlined in proposals. ▪ Pilot Events- Journal Paper. • Artist in Residence- Annual Gathering, Reflective Report and Exhibition. | Annual report year 2 |
| | <ul style="list-style-type: none"> • Contact has been established with government officers who will advise of ongoing policy enquiries and help to ensure that relevant events are planned. | Annual report year 1 |
| | <ul style="list-style-type: none"> • University of Edinburgh's School of Informatics has launched an internal grant programme for PE. | Annual report year 2 |
| | <ul style="list-style-type: none"> • Post Graduate Science Communication Team model at University of Edinburgh adapted for a Herriot-Watt Royal Academy of Engineering Project. | Annual report year 1 |
| | <ul style="list-style-type: none"> • Core team undertaking online surveys of events using professional version of Survey Monkey. | Annual report year 1 |
| | <ul style="list-style-type: none"> • Work with the SFC-funded Scottish Science Engagement Forum, including OPEN West and North East, has led to a joint presence at the Science in the Parliament annual event. | Overall evaluation Profile of Edinburgh appendix |
| Manchester | <ul style="list-style-type: none"> • Focussed on enabling HEIs to become more innovative in their PE practice, creating space for learning and innovation and getting close to the problems & learning by doing (through pilots). | Annual report year 1 |
| | <ul style="list-style-type: none"> • Projects: <ul style="list-style-type: none"> ▪ 9 UoM Development Awards (£8K). ▪ 5 Cultural Seed Awards (£8K). ▪ 4 Community Science Awards (£2K). ▪ 6 MMU fellowships selected by online vote to ensure public got a say in projects funded. | Annual report year 2 & Overall evaluation report July 10 |
| | <ul style="list-style-type: none"> • Sharing of learning across all projects as part of a weeklong showcase of people, projects, training and launch events at the Manchester Beacon summit. Participants are reporting positive personal and learning benefits from PE activity. • Faculty network lunches held at the University of Manchester to share PE experiences. | Annual report year 2 & Overall evaluation Profile of Manchester appendix |
| | <ul style="list-style-type: none"> • Evaluation- Production of evaluation pack for use by project leaders on Beacon and non-Beacon PE | Annual report year 2 |
| | <ul style="list-style-type: none"> • MMU running walks around the local area, bringing local residents and senior managers from the university together to engage in conversations about community perceptions of the university. | Overall evaluation report July 10 |
| | <ul style="list-style-type: none"> • Co-mixed is a dialogue event to explore 21st century science challenges. | Overall evaluation report July 10 |



| Beacon | Activity | Source of evidence |
|------------|--|--|
| North East | <ul style="list-style-type: none"> Using New Media to Promote Engagement: scoping the use of mobile phone technologies as a vehicle for engagement with the wider community. | Annual report year 1 |
| | <ul style="list-style-type: none"> 'Inreach for Outreach' Forum set up at Newcastle University with a group of PE enthusiasts. | Annual report year 1 |
| | <ul style="list-style-type: none"> Established an expert group to use the co-inquiry model to explore issues around resourcing, intellectual property rights and ethics. | Annual review year 2 |
| | <ul style="list-style-type: none"> Fellowship Scheme: £120,840 awarded to 11 Beacon Fellowships (13 Fellows) in Round 1 and 2 preparing to launch round 3 Small grants programme: £68,200 awarded to 10 innovative public engagement projects. | Annual report year 2 |
| | <ul style="list-style-type: none"> Centre for Social Justice and Community Action launched at Durham supported by BNE to promote community-based participatory research. | Annual review year 2 |
| | <ul style="list-style-type: none"> Actively engaging with projects which applied for external funding with support from BNE, including: <ul style="list-style-type: none"> £12m SIDE project at Newcastle University. Over £1m ROBUST project at Durham University. Just under £1m NETPark project at Durham. | Annual review year 2 |
| | <ul style="list-style-type: none"> Funding for Climate Durham event organised and hosted by Climate Durham, Durham University's Energy Institute (DEI). | Annual review year 2 |
| UCL | <ul style="list-style-type: none"> Funding <ul style="list-style-type: none"> 28 Bursaries awarded worth a total of £34,349. Seven seed awards funded worth a total of £104,955. One fellowship funded worth £45,000. | Annual review year 2 |
| | <ul style="list-style-type: none"> Working to bring members of staff from London organisations into pilot training activities. | Annual report year 1 |
| | <ul style="list-style-type: none"> Bright club held monthly. | Annual report year 2 & Overall evaluation Profile of UCL appendix |
| | <ul style="list-style-type: none"> First public engagement symposium. | Annual report year 2 |
| | <ul style="list-style-type: none"> Prison Project with the British Museum. | Annual report year 2 |
| | <ul style="list-style-type: none"> The UCL draft review reports that Risk, creativity and innovation is encouraged, in terms of methods used to engage (e.g. Bright Club), subject matter considered (e.g. the K-Day Beacon Bursary project), the audiences involved (e.g. prisoners, youth groups, patients) and individuals involved (e.g. those with limited engagement experience). The review also reports 10 different types of public engagement techniques have been used. | UCL draft review March 2010 |



| Beacon | Activity | Source of evidence |
|--------|---|---|
| Wales | <ul style="list-style-type: none"> • Good practice models for different audiences and activities: Two rounds of funding with 16 projects awarded across 4 universities totalling £210k. The third round has been launched. | Annual report year 2 |
| | <ul style="list-style-type: none"> • Contribution to staff development and information sessions through Science Alliance Cymru and at internal seminars, including one at Cardiff University on 'Engagement in the Social Sciences'. | Funders report Sept 09 |
| | <ul style="list-style-type: none"> • Investigating the suitability of training offered by third party organisations by paying for academics to attend these courses and provide feedback. | Funders report Sept 09 |
| | <ul style="list-style-type: none"> • Performance measures to assess quality of public engagement at Cardiff University have been developed. | Dec 09 management board |
| | <ul style="list-style-type: none"> • First meeting of a research group for the evaluation of PE with 25 attendees. | Annual report year 2 |
| | <ul style="list-style-type: none"> • Other activities: <ul style="list-style-type: none"> ▪ Our Place in the Future: Reclaiming our Past – Young people participate in an archaeological dig and assist the local council to develop educational materials. ▪ Junior Music Academy – An academic and his students identify music provision, raise awareness of music provision and design Academy around requests in deprived communities. This project has since been funded by Roland music technology for equipment and operational costs. ▪ Back down to Earth – Took a project working successfully in physics and tried to develop the skills of earth Scientists. | Overall evaluation Profile of Wales appendix |
| NCCPE | <ul style="list-style-type: none"> • Literature review and short briefing document commissioned into auditing, benchmarking and evaluating PE. | Annual report year 1 |
| | <ul style="list-style-type: none"> • Four research syntheses scoped. | Annual report year 1 |
| | <ul style="list-style-type: none"> • Summaries of existing training and funding for PE published on website. | Annual report year 1 |
| | <ul style="list-style-type: none"> • Comprehensive mapping of engagement activity across the UK HEI sector commissioned. | Annual report year 1 |
| | <ul style="list-style-type: none"> • Website signposts telephone and email 'enquiry'. | Annual report year 1 |
| | <ul style="list-style-type: none"> • Workshop with 30 external experts held to interrogate research report and explore next steps. | Annual report year 1 |
| | <ul style="list-style-type: none"> • Formal offer of £1.1m for student engagement project in September 08. | Annual report year 1 |
| | <ul style="list-style-type: none"> • Festivals good practice event in July with 30+ attendees. | Annual report year 2 |



| Beacon | Activity | Source of evidence |
|--------|---|----------------------|
| | <ul style="list-style-type: none">• Open House event: first national conference- substantial contributions from the BPEs, 83 attendees. | Annual report year 2 |
| | <ul style="list-style-type: none">• Launch of pilot Public Engagement Ambassadors scheme. | Annual report year 2 |
| | <ul style="list-style-type: none">• Scoping of Senior manager and practitioner toolkits. | Annual report year 2 |
| | <ul style="list-style-type: none">• Launched pilot project fund to test and trial new ideas around. | Annual report year 2 |
| | <ul style="list-style-type: none">• student volunteering and awarded funding to 10 projects (£90k total). | Annual report year 2 |



Appendix 14 Test Methods and Share Learning - Achievements

| Theme | Activity | Source of evidence |
|--|---|---|
| Testing different methods of supporting PE | <ul style="list-style-type: none"> CUE East experimenting in the second year with PE opportunities. Attendance numbers have been positive, with 'Introduction to Film Making 1' and the 'Workshop on User Involvement in Research' having particularly positive feedback. | CUE East Annual Review year 2 |
| | <ul style="list-style-type: none"> CUE East experimented with the Making History Workshop to explore the role of research in society. | CUE East Annual report year 1 |
| | <ul style="list-style-type: none"> MMU adopted and adapted the Manchester Beacon approach. Working with the Manchester Corridor and Manchester Council for Community Relations, it invited ideas for PE and community engagement projects from its staff. All respondents felt that if the Beacon had not existed, some PE projects would still have happened but they would have been of lower quality, of lesser impact and slower to be delivered. | Manchester annual report year 1 & Manchester interim evaluation July 2010 |
| | <ul style="list-style-type: none"> Bright Club: <ul style="list-style-type: none"> Positive reaction from Performers, promoters, and audience- seen as fun, entertaining and informative. Many first-time presenters gone on to other PE activities. | UCL Annual report year 2 & Overall evaluation report July 10 |
| | <ul style="list-style-type: none"> The overall evaluation report highlights the effort Beacons have put into encouraging the sharing of learning. This includes setting up working groups, learning lunches, presentations, workshops and websites. | Overall evaluation report July 10 |
| | <ul style="list-style-type: none"> Newcastle and Durham Universities specialise in participatory research/public engagement which is on-going. BNE through the Fellowship scheme has been able to highlight some of this work so it is better known and create space for some of these practitioners to further explore these approaches and to start to document some of the emerging methodological lessons and challenges. | North East Annual review year 2 |
| | <ul style="list-style-type: none"> Partnerships are encouraged via supporting match funding and training support for applications to grant schemes for projects that show strong partnership working within the Beltane. | Overall evaluation report July 10 |
| | <ul style="list-style-type: none"> The overall evaluation reports that the NCCPE have also undertaken a significant amount of work focused on promotion of PE and communication of the work undertaken by the BPEs. | Overall evaluation report July 10 |



| Theme | Activity | Source of evidence |
|--------------------------|---|--|
| Evaluation of PE methods | <ul style="list-style-type: none"> Positive feedback from the public for the events run in year 1: the Making a Difference in Diabetes, at the Carnegie Festival and Regenerative Medicine run in partnership with the Royal Society of Edinburgh and has led to a repeat of the Making a Difference in Diabetes event in the 2009 Edinburgh International Science Festival. | Edinburgh Annual report year 1 |
| | <ul style="list-style-type: none"> Bright Club: <ul style="list-style-type: none"> 60% of the audience usually have no relationship with a University. A key indicator of the success of the Bright Club is the replica models being established at both comedy festivals and in other HEIs. Learning outcomes from UCL activities include subject specific, practical skills, communication skills, intellectual skills and social skills. Stakeholders highlighted the importance of the physical object DOSE as a focal point for workshops. | UCL Annual report year 2 & UCL draft review March 2010 |
| | <ul style="list-style-type: none"> Norwich & Norfolk Sustainable Living Festival: Evaluation showed positive outcomes- <ul style="list-style-type: none"> 87% of visitors who completed the evaluation rated the festival as excellent or good. Positive reaction from staff and students involved. 93% of respondents agreed, that they had learnt more about PE as a result of their involvement in the Festival. | CUE East Annual Review year 2 & CUE East Evaluation of the Norfolk and Norwich sustainable living festival |
| | <ul style="list-style-type: none"> The evaluation of the CUE East making history workshop showed: <ul style="list-style-type: none"> A few interviewees felt the workshop provided an opportunity for reflection and that they had learnt about themselves. All of the participants had spoken with work colleagues, friends or family about the workshop. | CUE East Evaluation of making history workshop |
| | <ul style="list-style-type: none"> Evaluation of 'Gadgets go green' showed that: <ul style="list-style-type: none"> 98% of visitors said the event was interesting and 66% of those said that the event was 'very interesting'. 90% of visitors said the event was informative and 73% said they were more informed about climate change as a result of having attended the day. | CUE East Evaluation of 'Gadgets go green' |
| | <ul style="list-style-type: none"> The Manchester evaluation team conducted a telephone and online survey of individuals that engaged in NWDA funded Beacon projects. Feedback showed that staffs were very positive about the learning benefits from the projects, with all staff saying they gained new knowledge- specific benefits mentioned included the development of new relationships and contacts, enjoyment and increased confidence. | Manchester review year 2 |
| | <ul style="list-style-type: none"> Extensive work has been done to support Fellows and others undertaking PE to help capture learning. Two case studies have been published. A range of staff involved with BNE activity have been included in monitoring and evaluation processes. | North East Annual report year 2 |



| Theme | Activity | Source of evidence |
|---|---|--|
| | <ul style="list-style-type: none"> A Research Associate is undertaking comparative research looking at different types of PE and how these are evaluated. This has led to 3 academic publications together with the dissemination of these findings through non-academic routes. | Wales Annual report year 2 |
| | <ul style="list-style-type: none"> A review of Beacon Bursary streams monitoring and evaluation processes led to the implementation of a number of measures, including: a kick off meeting to bring together awardees and a project learning and evaluation form to be completed at the end of the project by the project lead. | UCL draft review March 2010 |
| | <ul style="list-style-type: none"> The overall evaluation reports that many of the BPEs have developed a detailed evaluation framework for their individual Beacon. Overall evaluation also reports there has been some sharing of learning across the BPE initiative. | Overall evaluation report July 10 |
| Learning from PE provision Sharing good practice | <ul style="list-style-type: none"> Manchester Metropolitan University is learning from large-scale projects such as Urban Regeneration: Making a Difference has been embedded and informed the development of public engagement activities like the Manchester Beacon for Public Engagement. | Overall baseline tables all BPEs |
| | <ul style="list-style-type: none"> A survey of those involved in submitting applications received a positive response. One respondent felt that considering PE during the bid changed the final product for the better. | Wales funders report Sept 09 |
| | <ul style="list-style-type: none"> Learning from the Cosmic Africa project showed that the approach could be transferred to other activities. For example the Society for Applied Microbiology adopted the approach during National Science & Engineering Week to give local people an opportunity to get engaged in the planning of engagement events for their summer conference. Another academic also adopted the use of online event management tools and community reporting for his National Science Week event. | Manchester Annual report year 1 |
| | <ul style="list-style-type: none"> Evaluation found that CUE East has taken an extremely proactive and open stance to sharing the successes and lessons learnt through the programme. | CUE East Annual Review year 2 |
| | <ul style="list-style-type: none"> Bright Club model has been shared with other locations and institutions, such as comedy festivals (e.g. Brighton Comedy Festival) and within other HEIs (e.g. Manchester). Key element of PEU's approach to partnership is the openness and readiness to share its experiences. | UCL Annual report year 2 & Overall evaluation report July 10 & UCL draft review March 2010 |
| | <ul style="list-style-type: none"> The Edinburgh Beltane has constructed a partnership sharing strategy for each of its four main activities-sharing methods include: Annual Gatherings, Blogs, Mentoring, Case Studies, Reflective Report, Exhibitions and bespoke methods outlined in individual proposals. Case studies are being collected for the website, and a publication, to share best practice. | Edinburgh Annual report year 2 |
| <ul style="list-style-type: none"> The focus and scope of the Beacon for Wales has meant that although the work to achieve institutional culture change is undertaken by the two core universities the learning about good practice is shared with as wide a pool as possible. | Overall evaluation Profile of Wales appendix | |



Appendix 15 General Drivers

| Theme | Drivers | Source of evidence |
|-------------------------------------|---|---------------------------------------|
| Licence to operate | <ul style="list-style-type: none"> The current strain on government finances reinforces the importance of a public engagement agenda. With competition for government resources high, now, more than ever, universities will need to demonstrate how public money is being spent and how research is informing and improving policy as well as having broader social or economic use. | CUE East Annual Review Year 2 |
| | <ul style="list-style-type: none"> The baseline report shows both institutions have an existing commitment to PE and each institution has champions at the highest level, which informed their decision to apply for Beacon status. Organisations in the area also welcomed the Universities commitment to PE. | North East Draft baseline |
| | <ul style="list-style-type: none"> The involvement of research staff in public engagement was seen to be vital in raising the profile of HEIs and the research groups within them with specific audiences. <i>“There’s a huge drive towards increasing transparency and accountability and increasingly limited public funding, it’s absolutely essential for practical purposes to be able to persuade the public that what you’re doing is worthwhile.”</i> | Beltane report from year 1 interviews |
| | <ul style="list-style-type: none"> Public engagement with research enhances democracy, allows informed decisions and identifies future research objectives. | Beltane Annual Report Year 2 |
| Recruitment | <ul style="list-style-type: none"> Public engagement was seen as key to recruitment into a specific HEI and department as well as into a particular discipline. In some instances this was linked to the provision of a skilled workforce for industry. | Beltane report from year 1 interviews |
| Funders | <ul style="list-style-type: none"> <i>“Pressure is actually coming from a different and much more powerful angle and that is that the research councils are looking for evidence that you are doing public engagement.”</i> | Beltane report from year 1 interviews |
| Research Excellence Framework (REF) | <ul style="list-style-type: none"> The focus on impact in the Research Excellence Framework (REF) has provided increased attention to the issue of public engagement. | BNE Annual Review Report May 2010 |
| | <ul style="list-style-type: none"> The Research Assessment Framework (REF) impact agenda provides a long-term opportunity for public engagement. The inclusion of impact has important implications for public engagement, as it provides opportunity to value this type of activity and could enhance the resourcing of public engagement in the long-term. | CUE East Annual Review Year 2 |



| Theme | Drivers | Source of evidence |
|-----------------------------|--|--|
| Benefits to researchers | <ul style="list-style-type: none"> • “I’m a researcher, I’m an academic and so it’s been extremely useful as a learning experience for me to well first of all to learn to talk to non specialists.” • “Most of the research that goes on here actually comes out of questions that have arisen from practice and policy.” • “I think we often underestimate the extent to which – the interesting conversations I had last week were less the end point of the research than perhaps the beginning point of future projects and conversations.” | Beltane report from year 1 interviews |
| | <ul style="list-style-type: none"> • Enjoying public engagement work was clearly a motivation for many academics to commit their time and energy to these activities. | Beltane report from year 1 interviews |
| Building on BPE Foundations | <ul style="list-style-type: none"> • Building a strong internal foundation has arguably been necessary for the programme to maximise its potential with external audiences. | CUE East Annual Evaluation Review Year 1 |
| | <ul style="list-style-type: none"> • The programme has seen systems become more streamlined in the second year and has adopted a more professional approach to marketing, promotion and dissemination. | CUE East Annual Review Year 2 |
| | <ul style="list-style-type: none"> • The steering group has continued to mature over the last year with increased dialogue at meetings and some useful suggestions and insights provided by members. | CUE East Annual Review Year 2 |
| | <ul style="list-style-type: none"> • Database of PE-active staff developed. • A master-map of UCL engagement activity is being constructed. | UCL annual report year 1 |
| | <ul style="list-style-type: none"> • Five of the Beacons are primarily interested in evidence of the positive impact of PE for HEIs, as it will help them with their culture change programme, and securing, buy-in from their own institutions. | NCCPE evaluation report 2008-09 |
| Sustainability | <ul style="list-style-type: none"> • The Beltane interviews showed the following responses: <ul style="list-style-type: none"> ▪ Working with policy makers for citizen engagement has the potential to be a useful legacy of Beltane. ▪ One academic felt Beltane is going to leave behind very strong members and an improved idea of how to develop your own career in a way that transcends what was traditionally understood as the obligation of an academic. ▪ One academic emphasised the important of finishing with a bang to galvanise those networks and bring all the people together. | Beltane Interviews report July 2010 |



| Theme | Drivers | Source of evidence |
|-------|---|---|
| | <ul style="list-style-type: none">• The Manchester interim evaluation highlights the embedding of good practice as a focus for the remainder of the Beacon. Which it is felt could be reinforced by the other funders of this programme ensuring recognition of PE is built into funding criteria rather than being seen as separate.• Comments in the report show that the programme doesn't generate income, but that it contributed to wider strategic agendas and helped stimulate movement in the culture of the organisations.• It was also suggested that maintaining trust is an issue for sustainability beyond the life of beacon funding. Passing responsibility for relationships built to others in the organisations was seen as important to move beyond the team. | Manchester interim evaluation July 2010 |
| | <ul style="list-style-type: none">• Two non-BPEs interviewed got funding from elsewhere and executed a large proportion of their plans. | Overall report 2010- Appendix 2 Anonymised Summary of interviews with non-BPEs |



Appendix 16 General Barriers

| Theme | Achievements | Source of evidence |
|---------------|--|--|
| Start up time | <ul style="list-style-type: none"> The Edinburgh Beltane project did not start until 1 April 2009 and the project manager was not appointed until mid May 2009. | Beltane Annual Report Year 1 |
| | <ul style="list-style-type: none"> The overall complexity of the project has been challenging for all the organisations involved, for a number of the Beacons and the NCCPE the appointment of key staff also took longer than expected. In some cases, grant letters and funding appear to have been released later than expected. The NCCPE evaluation report suggests the complexity of the project, and a lack of clarity of roles has been challenging for the NCCPE and the individual Beacons. Early meetings were devoted to renegotiating expectations and operational structures and NCCPE documentation shows the issue of clarifying roles was a matter of considerable discussion and reflection within the NCCPE team. This time spent on groundwork means less has been visibly done. Most of the Beacons recognise the NCCPE has had difficulty getting support from some Beacons making organising meetings difficult. One HEI/Beacon respondent commented on the delicate balancing act involved in managing this range of relationships, and being positioned as a broker in both directions between policy makers and funders on one hand and institutions and practitioners on the other. The Centre has also encountered a number of practical difficulties in terms of its location remote from both universities, and the balance between using the support services of the two universities. | NCCPE Annual Report Year 1 & NCCPE evaluation report 2008-09 |
| | <ul style="list-style-type: none"> The length of time it takes to identify and establish the necessary administrative roles, capacities, structures and processes for managing a complex project, across a number of sites and distinctive cultural settings should not be underestimated. | BNE Annual Review Report May 2010 |
| | <p>University facilities such as IT support mean it takes time to get systems in place for PE. Facilities are also expensive.</p> | BNE Draft baseline report |
| | <ul style="list-style-type: none"> Delays in the formal confirmation of funding by HEFCE and in the recruitment of staff by the BPEs meant that it has taken some (but not all) of the BPEs 6-9 months to set themselves up and for them, work has only recently started. | Oakleigh baseline report |
| | <ul style="list-style-type: none"> Currently we are under-spent against predictions. This is due to an overall late start for the programme, delays in hiring staff, and the time it takes to review applications for our large funding streams. | UCL annual report year 1 |
| | <ul style="list-style-type: none"> The core team is still adapting to the administrative processes of our host university as well as the amount of administrative work in running the Beacon and activities. Some aspects of work take longer and use more resources than desired. | Wales annual report- year 1 |



| Theme | Achievements | Source of evidence |
|-------------------|---|---|
| Beacon capacity | <ul style="list-style-type: none"> A major concern is that CUE East risks spreading itself too thinly. | CUE East Annual Evaluation Review Year 1 |
| | <ul style="list-style-type: none"> Base line evaluation information required for Oakleigh difficult and time consuming to obtain and diverted time from foundation activities. | Beltane Annual Report Year 1 |
| | <ul style="list-style-type: none"> As BNE increases its profile it is also finding it difficult to manage the requests that come in. Lack of clear channels for communications across Durham and Newcastle Universities make it difficult to advertise events, research and dissemination and thus attract the full cohort of researchers working in the field in other disciplines. Feedback suggests that many consider the BNE Central Team to be overstretched in terms of lack of staff time to support the achievement of BNE priorities over the final two years. | BNE Annual Review Report May 2010 |
| | <ul style="list-style-type: none"> There has been excessive pressure on Beacons to report during 2009 and the timing of reports has often meant duplication of effort. | BNE annual report- year 2 |
| | <ul style="list-style-type: none"> Three of the funders suggested a concern that the NCCPE may have taken on too much additional work outside that specified in the original contract, even though some of this was useful to them. | NCCPE evaluation report 2008-09 |
| Internal focus | <ul style="list-style-type: none"> The focus of the programme has been more inward-looking in Year 1 than originally anticipated. | CUE East Annual Evaluation Review Year 1 |
| | <ul style="list-style-type: none"> “CUE East has not had as much presence as we expected...” “I have little feeling for what CUE East is doing, how we can help them or how they can help us”. | Partners quoted in CUE East Annual Evaluation Review Year 1 |
| | <ul style="list-style-type: none"> It has not been clear to me the extent to which the project is about building internal capacity and the extent to which it is about creating opportunities for public engagement. | Beltane Annual Report Year 2 |
| Capacity of staff | <ul style="list-style-type: none"> Senior level support at UEA for public engagement appears inconsistent. | CUE East Annual Review Year 2 |
| | <ul style="list-style-type: none"> PE is currently a relatively unstrategic activity within HEIs, operating too often on the margins, with staff and student efforts in this area variably recognised and supported. | NCCPE Bid |
| | <ul style="list-style-type: none"> Other pressures on time make it difficult to maintain continued relationships despite being necessary for quality public engagement. | BNE Annual Review Report May 2010 |
| | <ul style="list-style-type: none"> Time constraints a key barrier with PE competing with other essential activities scheduled into a job role. | Beltane interim review final draft |
| | <ul style="list-style-type: none"> There is unanimous agreement that a lack of time is the greatest barrier to increased PE involvement from academics. | UCL baseline report |



| Theme | Achievements | Source of evidence |
|-------------------------------------|---|--|
| Research Excellence Framework (REF) | <ul style="list-style-type: none"> The impact agenda has been met with some resistance. Due to the close relationship between research impact and engagement, there is a real risk that this scepticism could affect efforts to embed public engagement within higher education. | CUE East Annual Review Year 2 |
| | <ul style="list-style-type: none"> There is a risk that the impact agenda takes over as the only acceptable or sanctioned form of public engagement, thus losing sight of the bigger picture and purpose of public engagement. | BNE Annual Review Report May 2010 |
| Definitions | <ul style="list-style-type: none"> Staff lacked a shared understanding of term ‘public engagement’ To some academics the term was unfamiliar, whilst others used it in a number of ways. Views were strongly shaped by discipline area. | CUE East report by Lisa McDaid |
| | <ul style="list-style-type: none"> “I don’t know if there’s equal weighting between those or whether for example all the stuff I do down at schools flies under the radar and wouldn’t really count in terms of public engagement in the definition that the research councils or Beltane are coming up with”. | Beltane - report from year 1 interviews |
| | <ul style="list-style-type: none"> Lack of clarity on definition of PE versus Community Engagement. | Manchester annual report-year 2 |
| | <ul style="list-style-type: none"> Lack of clarity among academics on the links between public engagement and the REF impact agenda raises potential for a backlash against the concept of public engagement from academics. | North East annual report- year 2 |
| | <ul style="list-style-type: none"> [funders] definitions of public engagement are quite different. There is significant confusion [amongst senior managers] about what exactly public engagement is. | Oakleigh baseline report Wales Annual Report Year 2 |
| Funding | <ul style="list-style-type: none"> The first area concerns the difficult economic climate in the UK and pressures on government spending, from which higher education has not been immune. | CUE East Annual Review Year 2 |
| | <ul style="list-style-type: none"> Some negative progress has been noted with some funding sources related to public engagement being scrapped in 2010. | Beltane Annual Report Year 2 |
| | <ul style="list-style-type: none"> Many interviewees implied that access to funds is a barrier to their involvement in public engagement activities. | Beltane Annual Report Year 2 |
| | <ul style="list-style-type: none"> Economic downturn places severe pressure on university finances and Public Engagement is squeezed as a ‘non-core’ activity. Change of government sees reduced political and economic support for public engagement. | NCCPE Annual Report Year 1 |



| Theme | Achievements | Source of evidence |
|----------------|--|---|
| | <ul style="list-style-type: none"> • Project based/short term funding makes it difficult to plan for sustainability. • Difficulty in access funding for CRB checks with work with children. • Research proposals or bids rarely allow a lead period for exploration of how and when to engage with communities. • It is difficult to find funding for joint 'development and research'. | <p>BNE Annual Review Report May 2010 & BNE draft baseline</p> |
| Sustainability | <ul style="list-style-type: none"> • Is the relative short-termism of the Beacon (4 years) indicative of the extent of investment in PE? ... Many senior managers claim that this demonstrates uncertainty in funders' commitment to the embedding of PE – certainly given the need for longitudinal study of culture change. • We propose to apply for funding to complement the Beacon funding from: <ul style="list-style-type: none"> ▪ EU. ▪ Charitable trusts and other bodies which support PE activities e.g. Wellcome Trust, Sutton Trust, the BA. ▪ Research Council PE funding. ▪ Scottish Executive Science Engagement Grants. ▪ Research Councils funds for PE activities and events. ▪ ESRC research funds for social science research which will arise from collaborations established during the lifetime of the Edinburgh Beltane and from outcomes of the evaluation. • Interviews highlighted the need for a climate of PE to be pervasive and absorbed and distributed and outline the difficulty of exit strategies. • Raise external funds for larger scale and ongoing PE activities in conjunction with partners, cultural venues. • The interim report outlines that after having raised expectations there is a challenge in meeting those and keeping progress moving forward without the core team. The maintenance of the team in its current form was felt to be unlikely with spending restrictions and the need to make PE an integral part of funding awards was highlighted. | <p>Wales Update for May 09 Management Board</p> <p>Beltane bid & Beltane Interviews report July 2010</p> <p>Manchester bid & Manchester interim evaluation July 2010</p> |



| Theme | Achievements | Source of evidence |
|-------|---|--|
| | <ul style="list-style-type: none"> • We suggest addressing the need for long-term sustainability by <ul style="list-style-type: none"> ▪ Securing additional project funding during the initial four years. ▪ Developing a suite of paid services and resources for the HE sector and external groups. ▪ Laying the foundations for a transition to subscription-based membership in the longer term. ▪ Several evaluation respondents, both Hosts and HEI/Beacon group, identified the danger of the NCCPE appearing too close to Funders, when it should be representing the interests of the HE sector to the Funders. ▪ There was also concern about the role the NCCPE is playing: <ul style="list-style-type: none"> ▪ “HEIs could become the community hall and village greens of the future. The role of HEIs may be to support the unemployed and threatened businesses. This will change the dynamic. The NCCPE was set up as a small scale project to do a particular job – not for this wider role.” | <p>NCCPE bid & NCCPE evaluation report 2008-09</p> |
| | <ul style="list-style-type: none"> • The need for long-term structures to facilitate this and ensure continuity was stressed by community informants. | <p>North East Annual Review Report May 2010</p> |
| | <ul style="list-style-type: none"> • BNE is already planning to develop a strategy to ensure that many of the activities set up by BNE continue, post-Beacon funding. <ul style="list-style-type: none"> ▪ Identifying a public engagement champion (or focal person) in each department or school. ▪ Developing a contacts database to facilitate retention of key contacts and relationships post Beacon. ▪ Establishing a strategy and system for managing community inquiries or requests and informing staff and community groups of possible grant sources to finance public engagement that can continue post-Beacon. ▪ Working with the Staff Development Units in Durham and Newcastle Universities to embed public engagement within existing professional development programmes and develop resources to allow this to continue in future. | <p>North East Annual Review Report May 2010</p> |
| | <ul style="list-style-type: none"> • The UCL draft review highlights ‘hidden costs’ to a department and the individuals involved as one of the persistent themes coming out. Time, effort and resources are needed to plan and set up the Beacon Bursary project. | <p>UCL draft review March 2010</p> |
| | <ul style="list-style-type: none"> • Sector body interviews suggested the initiative isn’t currently self-sustaining and it’s important to continue the funding. | <p>Overall report 2010 appendix 3- Sector body interviews</p> |