### RCUK Aims & Objectives

1) Create a culture within the grant holding HEIs where excellent public engagement with research is formalised and embedded

   a) strategic commitment to public engagement
   b) integration of public engagement into core research activities of HEIs, including measuring quality and impact of public engagement with research activities
   c) reward and recognition of researchers and staff involved in public engagement
   d) encouraging and supporting researchers and staff at all levels to become involved (e.g. by building capacity for public engagement amongst researchers)
   e) create networks within institutions to share good practice, celebrate their work and ensure that those involved in public engagement feel supported
   f) contribute to a wider network supportive of public engagement including the NCCPE, other recipient HEIs and the wider HE community

2) Build on experience to develop best practice that recognises the two-way nature of public engagement with research

<table>
<thead>
<tr>
<th>Catalyst Objectives</th>
<th>Activities</th>
<th>Data/Evidence of change</th>
<th>What would you do differently?</th>
<th>What next?</th>
<th>RCUK Aims &amp; Objectives</th>
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<tbody>
<tr>
<td>1. To develop our new Centre for Public Engagement as the focal point for all of QM’s PE activities, bringing together and</td>
<td>1. Recruit staff 1.2 Establish working group 1.3 Establish Web presence 1.4 Create brand</td>
<td>1. Staff in place 1.2 Meeting occurs regularly 1.3 Link on front page of main website</td>
<td>1.1 Bring in staff earlier, with additional junior post from the outset. 1.2 Find resource to support those staff</td>
<td>CPE continuing, supported by core funds.</td>
<td>1d, 1e, 2</td>
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<tr>
<td>extending our already excellent practice</td>
<td>1.5 Launch</td>
<td>1.4 Logo and colour theme established</td>
<td>Committee changed to a group of advisors for high-level discussion</td>
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<td>1.6 Communicate regularly</td>
<td>1.5 Sept 2012 event</td>
<td>on the group for their work</td>
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<td>1.7 Work with individuals</td>
<td>1.6 VP bulletin 3/yr, CPE bulletin 6/yr</td>
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<td>1.8 Work with prof services</td>
<td>1.7 Regular surgeries + other interactions</td>
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<td></td>
<td>1.8 Activating Impact award for working with BDU</td>
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<td>2. To take the ambitions of our Strategic Plan for Public Engagement and embed them in all our key strategies and processes, ensuring that they are targeted and measurable</td>
<td>2.1 Create strategic plan</td>
<td>The introduction of the revised QMUL strategy has made it easier to find measurable, reportable objectives for the PE strategy in a way that is sensible within QMUL</td>
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<td>2.2 link to other strategies (Research, Teaching, PS)</td>
<td>2.1 Launched May 2013</td>
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<td>2.3 Embed into QMUL forward strategy</td>
<td>2.2 PE referred to in each new strategy</td>
<td>1a, 1b, 1c, 1d, 2</td>
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<td>2.4 re-write PE strategy for post Catalyst QMUL</td>
<td>2.3 PE focus of section 5 of new QM strategy</td>
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<td></td>
<td>2.4 Launch December 2015</td>
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<td>3. To promote Public Engagement at all levels of the institution, ensuring that it is prominent in all our internal and external communications</td>
<td>3.1 work with comms, internal, PR and web</td>
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<tr>
<td>3.2 create communications for every level of staff and student</td>
<td>3.1 APEO appointed</td>
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<td>3.3 work with Alumni</td>
<td>3.1 PEO and APEO attend comms meetings, comms on CPE board</td>
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<td></td>
<td>3.2 VP and CPE bulletins, regular items in e-bulletin and student e-newsletter</td>
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<td></td>
<td>3.3 PE stories regularly in Alumni magazine</td>
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<td></td>
<td>3.1 Appoint APEO position much earlier</td>
<td>The introduction of our additional position has moved this agenda on rapidly, and we need to build on this. New QMUL communications strategy includes PE for the first time, making it much easier to justify joint activity.</td>
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<td></td>
<td></td>
<td>1a, 1d, 1e, 1f</td>
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<td>4. To develop a programme of Patient</td>
<td>4.1 liaise with BDU, Faculty of Medicine and</td>
<td>Joint training programmes between</td>
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<td></td>
<td>4.1 -4.4 PEO review of activity Dec 2014</td>
<td>1b, 1c, 1d, 1e, 1f, 2</td>
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<tr>
<td>Engagement that builds on our close links with the expanding Barts and East London Trust</td>
<td>Dentistry and UCLP to establish current practice 4.2 Liaise with external agencies to understand broader practice 4.3 Develop programme of support for structures already in place 4.4 Make recommendations for further activity 4.5 Work closely with Life Sciences initiative</td>
<td>4.5 CPE is the PE lead for LSI, working with COC and other partners</td>
<td>Much earlier. Training up the PEO took time, but was worth it. Links into the local NHS Trust took a lot of time to build but are now solid. The CPE and Barts Trust are in development, and stronger links through the LSI are anticipated.</td>
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<td>5. To increase our partnerships with local Schools, cultural organisations and community groups</td>
<td>5.1 Instigate connections with community groups local to Mile End and Whitechapel 5.2 Support prominent PE projects in their work with local groups 5.3 Support WP, UK Recruitment and Marketing Managers in working with Schools</td>
<td>5.1 Community lunches 5.2 LSI post at CoC 5.3 Presence on CPE group and vice-versa. 5.3 Regular schools focussed workshops</td>
<td>We needed resource specific to this area much earlier. Getting into the local community groups took a lot of face-to-face interactions and still more to be done. Community Engagement officer coming into post end of June will build on work so far. Mile End Community Projects awarded Honorary fellowships.</td>
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<td>6. To create effective training programmes for staff and students to develop their Public</td>
<td>6.1 Assess desire for and requirement of new training programmes 6.2 Pilot a series of training options,</td>
<td>6.1 Mapping survey 6.2 Bespoke modules, AboutFlow, seminars. Visits to Bath and Aberdeen</td>
<td>Learning took time, so nothing different, but just to acknowledge that we are still learning, and Credit bearing modules are now in place. We’re looking at options for Masters level courses, and</td>
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<td><strong>Engagement skills and knowledge</strong></td>
<td><strong>working with Catalysts to share practice</strong></td>
<td><strong>6.3 Development of PGCAP module</strong></td>
<td><strong>so our programmes are still developing.</strong></td>
<td><strong>compulsory options for PhD/postdocs.</strong></td>
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<td>6.3 Establish preferred delivery mechanism and content</td>
<td>7.1 Establish CPE celebration event 7.2 Set up CPE awards 7.3 Set up system for individual recognition 7.4 establish PE as element of annual review and promotions rounds 7.5 establish PE as an element of job profiles for new positions</td>
<td>7.1 and 7.2 May 2013 7.3 Autumn 2014 letters from VP 7.4 HR implemented in 2013 7.5 under review now</td>
<td>We needed a clearer definition of PE earlier, or at least better understanding of the relationship between PE and impact much sooner, to help this bed in. But it’s on its way, and we will keep pushing.</td>
<td>Stronger guidance on how PE should be valued in appraisal is on its way. New QMUL strategy is helping, but the new PE strategy will build on this.</td>
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<td>7. To ensure that staff who deliver PE activities are systematically recognised and rewarded</td>
<td>8.1 Establish CPE celebration event 8.2 Set up CPE awards 8.3 Work with QMSU to establish how students may best be rewarded</td>
<td>8.1 and 8.2 May 2013 8.3 APEO regular contact with QMSU. On CPE board. 8.3 UG courses with research and PE integrated are running successfully</td>
<td>We needed a clearer definition of PE earlier, or at least better understanding of the relationship between PE and impact much sooner, to help this bed in. But it’s on its way, and we will keep pushing.</td>
<td>Continue exploration of credit bearing modules and how to build into UG. We need to share the examples of research and PE led courses across QMUL and beyond</td>
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<td>8. To ensure that students who deliver PE activities are systematically recognised and celebrated</td>
<td>9.1 Create bank of practice guides and resources to support PE activity 9.2 Commission the creation of guides in</td>
<td>9.1 and 9.2 CPE website 9.3 seminars, LSI conference, Impact group</td>
<td>9.1, 9.2 funding should have been put to one side for this. It was anticipated that the EO PE and PEO would have capacity to generate</td>
<td>We’re working with CPE funded projects to pull out more of the learning in formats we can easily share. Our</td>
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<td>9. To develop guidelines for good practice that build on and extend existing work at QM and nationally</td>
<td>1a, 1b, 1c, 1d</td>
<td></td>
<td>1a, 1b but also 1c, 1d if you extend to students</td>
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<tr>
<td>9.3</td>
<td>create culture of practice sharing, both formally through seminars and informally through increased networks</td>
<td>these, but in practice it has not been possible. 9.3 as reported earlier, our networks have changed shape many times, and new ideas are still being tried, so nothing different, but need to remain open. blog is helping with this. PE networking breakfasts have been a success, and we have more ideas still to try! Hopefully these will become self-sustaining eventually.</td>
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<td>10.</td>
<td>To test nationally developed evaluation tools that help us to measure the impact of our PE work and develop our own novel methods</td>
<td>10.1 work with internal departments to explore options for development of impact tracking tools 10.2 take learning from CPE funded projects and share across QMUL 10.1 conversations started with various PS department leads 10.2 new network created, Clumsy Evaluators, and tools being shared Funding rounds needed to include funding dedicated to evaluation from the outset. We are also faced with many people wanting to deliver thoughtful evaluation without the basic reporting (eg numbers) and there is a tension around over reporting Schemes like Clumsy Evaluators allow colleagues to think about evaluation in subject relevant areas. We still have more work to do, with the team responsible for Impact, on ensuring tracking and impact are thoughtful and efficient.</td>
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In 2012, researchers from Queen Mary’s Dental Institute and the Drama department collaborated with a small group of Year 5 pupils at Osmani primary school to explore the relationship between young people and the dentist.

Designed as a collaborative project using drama techniques to help the students explore why they should go to the dentist, the group soon realised that a more interesting problem was why pupils didn’t go to the dentist regularly – even when they knew they should.

The group used performance techniques to help the children lead in setting the research question, devising the methodology and analysing the results. An initial series of child led workshops at the school were used to plan the research, which involved a visit to the Dental Institute where the children could experience being a dentist for the day. The children redesigned the Institute of Dentistry’s child anxiety questionnaire, and used it to survey 100 of their friends. The results were used as a starting point for applied performance work around power relationships between adults and children in medical settings, which the children presented to the rest of their year group.

By exploring children’s experiences of going to the dentist, the project found that children particularly value relationship building, transparency, honesty and empathy when being treated by dentist. The children asked that dentists talk directly to them and not to their parents and asked the dentist “don’t just tell me: show me”. The child-led methodology empowered the children to voice thoughts and
Case study | Meet the Dental Detectives: 
child-led, practice-based research in paediatric dentistry

Research spotlight: 
Ali Campbell, Reader in 
Applied Performance

For five years I have co-designed, 
tested and disseminated a 
practice-based methodology 
enabling community groups to work 
directly with researchers and policy 
makers. Collaborating with the 
LINK network (including AGE UK 
and the Black and Ethnic Minority 
Community Care Forum/BEMCCF) 
I have customised an Applied Arts 
approach for NHS consultations 
with LINK user groups, creating a 
level platform for both communities 
and researchers through 
performance, visual practice and 
film and translating individual and 
group experience into expertise 
available to commissioners and 
health professionals.

opinions, understanding that their 
theories were as valid as those of the 
academic researchers. The dentistry 
researchers gained new insights into 
their relationship with children, and into 
the way they approached their child 
focused research. Forum theatre was 
used to demonstrate ways in which 
dental practice can be used – and 
lessons learnt are being translated into 
training for paediatric dental students.

Principals in practice for child-led 
research

• Make a relationship with me
• Create a level playing field for us
• Take time to explain exactly what 
you are going to do
• Sometimes I need encouragement
• Don’t just tell me: show me
• Recognise my experience as 
expertise

About the Centre for Public Engagement

The Centre for Public Engagement provides advice, training and support 
to projects and activities that involve the public with Queen Mary and 
our research and teaching. We give advice in seeking and applying for 
external funding, and can discuss how to get started, design an activity 
or maximise its impact through one-to-one support, training and regular 
advice surgery drop-in sessions. Our monthly small funding rounds also 
provide up to £1,000 for Queen Mary public engagement projects.
The School of Geography has a long tradition of researching in collaboration with external partners, whether they be cultural organisations, national lobbying organisations or people with a stake in the research undertaken by the school from the local area. Engaged research describes all activity where those outside the university can input into both the processes of research, and into the questions asked. The school has an ethos of inclusion in research, which is evident both across career stages and in different areas of geography. The strong links to both users and stakeholders lead to both enhanced research outputs and clear pathways to research making a real difference in the world.

The work in the school is researcher-led, and as such there are many different projects; but all are underpinned by the same open approach.

The Centre for the Studies of Home: researching in partnership

The Centre for the Studies of Home is a partnership between the School of Geography, and the Geffrye museum. This involves a co-production model where research is done in collaboration with the staff and curators at the museum, adding the richness of their archives and experience to the knowledge creation process. The Centre co-supervise several PhD students, with several of these research threads eventually being translated into exhibitions at the Geffrye.

Working with Citizens UK: research supporting social change

Researchers across the school of Geography work closely with Citizens UK: a community organising initiative which brings together local groups to lobby for social change. QMUL has the only joint university-Citizens UK community organiser in the country, and the post plays an integral role in involving staff and students in community action, as well as linking QMUL research into their initiatives, such as using QMUL studies to strengthen their case for a national living wage.
Research spotlight: Ali Campbell, Reader in Applied Performance

This project seeks to understand people’s attitudes to and understandings of the history of their homes. It involves interviews with a range of British householders to discover how their knowledge of the past of their homes informs the choices they make in living in them. These choices might relate, for example, to the material furnishing and designing of different home spaces as well as more generally to perceptions of and feelings about the past. The focus includes what has been ‘inherited’ from previous inhabitants – materially, aesthetically and in terms of stories that might have been passed on or uncovered. The research is funded by the AHRC and is in collaboration with The Geffrye Museum of the Home.

Undergraduate research skills: embedding community collaboration early on

As part of undergraduate geography degrees, all students must take a research skills model. An unusual aspect of this is that the module involves research on and with the local community. In 2014, the research topic was health and wellbeing in the local area. Undergraduates interviewed and spoke to local people about their key concerns in the area and presented their findings in collaboration with the community partners. The findings have informed a local health campaign, and were used to build relationships between Tower Hamlets Health providers.

The Urban River Survey: using local stakeholders to support research activity

The Urban River Survey is a scientific assessment method and suite of tools that supports the work of river managers in urban environments. Devised by researchers at QMUL, it provides an online tool, guides and training for local volunteers and organisations who want to track changes to local rivers, in particular the often hidden rivers and canals that run through cities. In turn, the data collected is a source of information and inspiration for the geographers at QMUL.

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A suite of training options has been developed by the CPE over the duration of the Catalyst project. Ensuring that staff and students have access to relevant CPD has led to courses aimed at several different ability levels, areas of engagement and approaches to training.

At the start of the RCUK Catalyst programme, there was very little existing training in public engagement. The training on offer was aimed at PhD students and revolved around showcasing and commenting on existing activity rather than exploring and developing relevant skills.

The CPE worked closely with QMUL’s in-house researcher development team, and their in-house expertise in training was a valuable addition. The PhD training was revised, after several discussions with other Catalysts and the NCCPE to focus on the skills and attributes relevant to engagement, as well as exploring the range of audiences and activities implied by ‘public engagement’.

After the success of this session, the CPE was asked to devise a module for the PostGraduate Certificate in Academic Practice (PGCAP). This course, taken by most new lecturers, is delivered over a term and is designed to encourage participants to link skills and theory to a real engagement activity. The course was oversubscribed in 2014/15.

A postdoc session was also devised, which will evolve into a series of sessions relevant to specific types of engagement, in response to comments about generality. The CPE now has a suite of training, which covers almost all skills and types of engagement and can be adapted to suit several different levels.
Public engagement training at QMUL is designed to develop knowledge, attributes and skills in 3 fundamental areas:

• Communicating research to publics and developing the skills required to engage in dialogue and conversation.

• Understanding the needs and motivators of different sectors of the public, and tailoring engagement mechanisms and styles of engagement accordingly.

• Reflecting upon and evaluating engagement activity: identifying the desired goals and outcomes of an activity, measuring and evidencing impact and using these skills to inform future engagement.

PhD training
An introduction to the basic concepts: definitions, aims and audiences. Skills covered include communication and adapting to different publics’ needs.

Post-doc training
Targeted sessions intended to cover best practice, theory and evidencing of specific types of engagement including patient involvement and community work.

PGCAP (with academic credit)
A long course, incorporating the design and delivery of an activity into the training, informed by literature and with a reflective component at assessment.

Bespoke training
Devised on a case-by-case basis, the exercises and elements covered by the above sessions can be adapted to suit different disciplines, time frames or career stages.

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Dr Christophe Eizaguirre arrived at Queen Mary University of London in 2013 having started a programme of public engagement based in Cape Verde around science-led conservation.

The project is designed to reduce the threats on Loggerhead Sea Turtles from poaching and other fisheries by-catch through programs of innovation and education. Particularly, it drives culture change by raising awareness amongst locals of the importance of these animals for ecological purposes and for development such as tourism by involving local students in the research process.

Before starting his role he contacted the Catalyst team, having heard of our team and function from colleagues.

Through discussions in and around our open advice sessions he worked with the Catalyst team to develop a clear plan to carry the project forward, with measurable objectives for his complex, but exciting international engagement project.

This led to a successful application to the team’s large awards funding round, being awarded £20,800 to expand the project, allowing the involvement of more participants, and increased work with NGO’s to further the project and spread the model.

The Queen Mary Catalyst team have recognised the importance of building strong and mutual relationships with staff and students in creating culture change.

They have worked to support those interested in public engagement beyond the initial project phase and provide advice, guidance and moral support through their time at the university.
In Cape Verde, there’s a large nesting aggregation of marine turtles which faces huge risks mainly because of poaching. So teaming up with NGO’s we decided to develop a new programme led by science that would involve state-of-the-art tools as well as engaging and educating the local population: whether people from a tiny village or students from the university, matching science and education.

The students contribute to DNA sampling for us. So while in the first years we were able to get samples for about 100 turtles, last year we documented nesting of about 1000 turtles. All those people engaged into sampling with us, collect very important data for us to estimate the viability of the population.

The amount of poaching has also dramatically decreased which is fantastic. This is partly the consequence of working with NGOs and involving the local population, who can talk to the poachers as their family and friends, so they can explain why this should not happen. They can share the information and pass it from generation to generation and that’s what is really, really crucial.

The relationship has since continued, with ongoing support and advice given to the project as developments occur. This covers areas such as dissemination of the successful model of conservation, teaching children in other countries the importance of sustainability, or publishing books based on the subject of the project.

Outside of the specific project the team offers support and encouragement, promoting the activity internally and creating new openings through our networks across the institution. This has resulted in such opportunities as the QMUL Sustainability Team looking to work more closely with the project, and a nomination for the Times Higher Education Award for Research Project of the Year after being suggested by the Catalyst team.

The relationship is a mutual one, as Christophe regularly helps the team in creating materials to promote public engagement, such as blog posts and promotional staff videos. These help the team by providing a champion for engagement activity and an example of an engaged form of public engagement that others may not have thought of, whilst also helping to disseminate his work across the institution and wider afield to raise awareness.

Forming meaningful relationships with staff and students has helped the Catalyst team in our culture change project as it creates a network of people who are fully engaged with the process.

These people can tell others about our team, encouraging participation by talking about their positive experiences and the support and advice that we provide.
CPE Final Evaluation

This executive summary combines the findings of a series of interviews with staff from across QMUL and an institution-wide mapping survey to explore public engagement at Queen Mary.

Barriers to Public Engagement

Time and resource are seen as key barriers to engagement, but creativity and idea generation was regarded as a big challenge. Discussions with the CPE was seen as a useful way of overcoming this hurdle. There was also a sense that PE is not prioritised – either in terms of respect from peers or resource provision (both funding and staffing). Although most staff interviewed felt that QMUL valued, it was not seen as equal to research and teaching.

Barriers to the CPE

The CPE is now more visible, and more staff seem to be confident saying that others will know if its existence, but there are still issues with understanding the role it plays. Several staff are only aware of a subset of the CPE’s activities, or do not understand their activity to be included within ‘public engagement’. Some staff feel that they do not need the CPE, either because they are already good at engagement or because of existing in-house support. This can be seen as a good thing but it does mean that these staff are not supported or championed by the central body.

The mapping survey demonstrated that while senior academic staff and PhD students are more likely to feel supported in their engagement activity, lecturers and post docs are more likely to feel unsupported. This may indicate that seniority is a barrier to the CPE, and one which the CPE should seek to investigate.

Defining Public Engagement

Compared to a previous interview study, staff talked much more about two-way relationships as being at the heart of public engagement, and had a broader sense of who this ‘public’ might be. They also made strong links to teaching and research activity, and there was a desire to see engagement integrated more closely into research from some staff.
Motivators for Engagement

Altruistic motivators, such as a desire to communicate passion for a subject were common, and external pressures such as funding bodies and accountability (‘we are paid by the taxpayer’) was a less notable theme than the last set of interviews. Several staff also suggested that engagement activity had strong benefits to the engager, particularly in terms of career enhancement (both in and out of academia) and improving research.

What the CPE has done

Although staff do not always know everything that the CPE does, where they have interacted with it they suggest this has been helpful. The existence of the CPE at all was described as an important symbol of QMUL’s commitment to engagement, and something other institutions do not have. Personal relationships with CPE staff, such as receiving acknowledgement of their successes or having someone to discuss ideas with noted as being important, as was the fact that those involved most closely with the CPE had met others active in engagement.

Areas the CPE Can Grow

Interview responses suggested that more staff would value being able to meet others active in public engagement in informal settings to grow organic networks and discuss ideas. There were some concerns that some types of engagement were valued more than others, which was seen as a negative. Impact was raised as an area that the CPE should clarify its relationship to, and support more strongly.

In both the mapping survey and the interviews, funding was identified as an important enabler for engagement – whether provided internally or facilitated through applications to external bodies. The mapping survey indicates that engagement is supported heavily through funding from external agencies (including research funders, charities and arts organisations).

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<th>Sources of PE budget identified by respondents (2015)</th>
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<tr>
<td>Other</td>
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<tr>
<td>OFFA funds</td>
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<td>Money set aside from research grants (including as part...</td>
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<td>External public engagement or involvement grants</td>
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<tr>
<td>Centre for Public Engagement funding</td>
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<td>Departmental funds</td>
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Number of responses
PE in promotion criteria

The inclusion of public engagement in promotion criteria has not yet had a significant impact, with many staff unaware of this development. Some staff displayed scepticism as to whether this will be implemented by peers given that engagement is not yet equally valued by research councils.

Recommendations

1. The CPE should work to increase opportunities for engaged staff and students to meet and network (both formal and informal).
2. QMUL should investigate ways to share external contacts (such as schools and community groups) between researchers.
3. The CPE should work to ensure that staff know exactly how the CPE works to support engagement. In-person contact is recommended over email; particularly visits to Schools.
4. The CPE should seek to investigate ways to support and engage post-docs and lecturer level academic staff.
5. The CPE should work to increase awareness of the breadth of activity encompassed by ‘public engagement’ and ensure that all types of engagement are rewarded equally.
6. The CPE should work with appropriate teams at QMUL to clarify the relationship between engagement and impact, and work to support impact where appropriate.
7. The CPE should continue its funding streams where possible, and work to support staff to apply for external funding.
8. The VP Public Engagement should review the use of public engagement in promotion criteria, and work to increase the use of this element at school level promotion review.