



Vice-Principal's (Public Engagement
and Student Enterprise) Report

Outcome requested:	Council is asked to consider the Vice-Principal's report.
Executive Summary:	This paper provides a brief overview of the remit and responsibilities of the Vice-Principal (Public Engagement and Student Enterprise), describing the infrastructure and mechanisms for carrying out those responsibilities and listing the key priorities for 2014–15.
QMUL Strategy:	Strategic Aim 5: to achieve maximum impact from our academic work through public engagement and partnerships with businesses, government, charities, cultural organisations, and others in the wider community.
Internal/External reference points:	N/A
Strategic Risks:	8. Commitment to public engagement; 9. Reputational development and external relations; 10. Partnerships.
Equality Impact Assessment:	Noted in the report. A full assessment is not required.
Subject to prior and onward consideration by:	Subject to prior consideration by QMSE.
Confidential paper under FOIA/DPA:	No
Timing:	N/A
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Date:	18 September 2014
Senior Management/External Sponsor:	Peter McOwan, Vice-Principal (Public Engagement and Student Enterprise)

1. Introduction

This paper provides a brief overview of the remit and responsibilities of the Vice-Principal for Public Engagement and Student Enterprise (VP PESE), describing the infrastructure and mechanisms for carrying out those responsibilities, and listing the key priorities for 2014/15.

2. The Role of the Vice-Principal for Public Engagement and Student Enterprise

The role of the Vice-Principal for Public Engagement and Student Enterprise has changed since our last report to Council. Formerly Vice-Principal for External Partnerships and Public Engagement, the role maintains overall responsibility for implementing the strategy for public engagement complemented by a focus on student enterprise and entrepreneurship activity within the institution. VP PESE also currently represents QMSE on the IT transformation project. The Vice-Principal, Peter McOwan, has been in post since May 2012.

VP PESE also has oversight of the RCUK Public Engagement with Research Catalyst grant awarded to embed Public Engagement within QMUL, which ends in March 2015, and consequently has oversight of the Centre for Public Engagement. Alongside this, VP PESE is now moving to a more formal role in the oversight of the larger public engagement activities from across QMUL.

The Vice-Principal's work has focussed on three key strategic areas:

Reinforcing Structures: building on processes and structures already in place to ensure public engagement and student enterprise activity can flourish.

Leadership and Purpose: building on existing good practice to drive forward our influence in public engagement and student enterprise in the local, national and international arenas.

Effective Action: taking informed and integrated approaches to ensure our public engagement and student enterprise activity is as effective and sustainable as possible.

3. The Public Engagement and Student Enterprise Team

The Vice-Principal is supported directly by an Executive Officer for Public Engagement, Charlotte Thorley and Executive Assistant, Therese Williams. Charlotte also acts as Manager of the Centre for Public Engagement working with the Director, Mike Curtis, and supported by Bryony Frost, Public Engagement Officer, and Daniel Taylor, Assistant Public Engagement Officer.

4. Highlights of 2013-14

Reinforcing Structures

Building on the initial focus to enthuse and engage those already active in public engagement and student enterprise, the last year has seen us develop our profile and be critically reflective on the processes and procedures we need to support activity.

- **Building our profile for public engagement externally.** This includes taking a leadership role within the group of RCUK Catalysts for Public Engagement, and building networks that will outlive our Catalyst project with institutions locally across London (Kings, UCL in particular) and further afield.
- **Evaluating our PE structures.** RCUK recently commended us for our work in this area for the Catalyst project (Appendices 1 and 2), and the EO PE continues to progress appropriate and transferable evaluation techniques supported by the CPE team (Appendix 3).
- **Continued liaison with the IT Transformation Programme.** Supporting all the work of QMUL, the IT transformation project continues to progress well. Recent achievements include provision of additional resources for lecture capture and upload (ITunes U, QMPlus), secure and resilient data centres and a new core network provide enhanced protection against cyber-attacks, delivery of a new student mobile App and a new guests and events WIFI service.
- **Taking an increased role in governance for large PE projects.** The innovative and organic nature of development for our larger PE projects has in the past often left them feeling exposed or under-supported by QMUL systems. The Vice-Principal has taken steps to bring these projects into the new governance structure, enabling them to access the central resources they need but also to ensure that risks are managed and QMUL is achieving maximum impact.
- **Working with other professional services departments** such as the Business Development Unit, for which our collaborative work was recently rewarded through achievement of the Sparking Impact award from BBSRC, engaging with our alumni and the students union and working with student services to produce an integrated musical programme (Appendix 4) combining student societies and QMUL research in digital music and drama.

An institutional **Strategy for Public Engagement** (Appendix 5) was put in place in May 2013 and is being revised in light of the new QMUL strategy and the Catalyst project coming to a close. The new strategy is aimed to be in place for May 2015.

Leadership and Purpose

A key aspect of engaging staff with public engagement and student enterprise, and in helping members of the public engaging with the institution is creating efficient routes for sharing information, both externally and internally.

- **Creation of Assistant Public Engagement Officer role.** Using the remainder of the RCUK Catalyst funds we've brought in a one year post to help with CPE communications and evaluation.

- **Developing the Public Engagement and CPE webpages.** A clearer distinction needs to be drawn now between public engagement more widely and the work of the CPE thinktank.
- **Advising staff and students on an individual basis** continues to be an important part of the PESE team's work. An innovation in this area has been the introduction of regular surgeries, where staff and students can book slots to discuss ideas with a member of the CPE team. The CPE also works with large grant holders, such as doctoral school projects, to contribute within their training and development programmes.
- **Clearer signposting to information** continues to be a priority across Student Enterprise also, and work on the Careers website has ensured that students can access enterprise opportunities through one user-friendly portal.

Effective Action

It's important that staff and students see the value of our agenda around public engagement and student enterprise. Part of this is about ensuring all action taken is as effective as possible, part is about rewarding activity appropriately. As such we are pleased that the last two promotions rounds have seen Professor status awarded to staff to reflect not just their excellence in research, but also their contributions to public engagement.

- **The internal funding competitions for Public Engagement** have continued and remain popular, with an annual Large Awards round and monthly Small Awards. Lists of the most recent funded large award projects can be found on [the CPE website](#). These awards come from HEIF-5 funding.
- Public Engagement has been listed as a priority for the **Life Sciences Initiative** as and such the Vice-Principal is leading on the developing strategy and action plan. The CPE team are working closely with the LSI programme manager and academic leads, and local community contacts.
- **The Impact Acceleration Account** supports enterprise through both the QTech Software Accelerator (designed to fast track the commercialisation of software by providing an inclusive program of training, guidance and funding) and the Innovation fund (designed to support researchers from across the faculties in the successful translation of research for economic or social benefit). It also funds Tech City Liaison staff and activity to raise our profile nationally and within the tech city community.
- **Qube, a hatchery for Student Enterprise was launched in February 2013.** This provides a functional and social space for entrepreneurial students to develop initial ideas and concepts. It is hosted in the School of Business Management.
- QMUL's community of student entrepreneurs took root and thrived in 2013/14 (Appendix 6), with 195 individual students using one or more strands of **the Careers & Enterprise Centre's entrepreneur support programme**. Now beginning its third year, the programme - led by our HEIF-funded Enterprise Programme Coordinator - includes weekly one-to-one appointments, networking and training events, a mentoring scheme, co-working space and seed funding. Next year will see the introduction of two enterprise bootcamps.
- £49,500 of **seed funding** was awarded to 25 student entrepreneurs in 13/14 - either to help them test a business idea or to grow their existing business or social enterprise. Funding is sourced from Santander and Unltd (a major social enterprise support agency).

- Unltd recently described QMUL as "a leading light" on their national, HEFCE-funded HE programme. In 13/14 QMUL was the first of Unltd's partner universities to form a **Regional Cluster**, which will now start to develop an eco-system of support for social entrepreneurs within Tower Hamlets, via a partnership with Tower Hamlets College.

5. Key Priorities for 2014-15

Consolidating knowledge

With the end of the 3-year Catalyst for Public Engagement funding the CPE is focussing on consolidating the knowledge that has been gathered and created through the project to make sure that RCUK, the NCCPE and the HE sector at large can learn from our example and recognise the work we have done in this field. This consolidation will also ensure that as we move to core QMUL funds that the college is getting best value for money.

Reinforcing Structures

As the RCUK Catalyst grant comes to a close it is timely to look at all the structures of support for PESE across QMUL and ensure they are fit for purpose. As such we are engaging with Process Improvement Projects throughout professional services, and looking at our own structures for improvement. As such it is anticipated that we will restructure the advisory groups for VP PESE over the next academic year, providing better oversight for all PESE activity.

Leadership and Purpose

Having supported public engagement at QMUL in its broadest sense for the last 3 years the end of the Catalyst funding provides a time to reflect on successes and challenges, and , there is now an opportunity to redefine the purpose of support for PE and SE activity. This will be headlined by the new PE strategy, but also have implications for messaging across QMUL activity, which we will work with marketing and communications to ensure is effective.

Effective Action

With a small team capacity and reach are limited so all efforts must be focussed in the most effective areas possible. As such a clear priority for the CPE is training, so that the learning from the work so far may be shared across the institution. We are working closely with the CAPD and large grant holders, such as Doctoral Colleges, to develop multi-stage and credit bearing options for public engagement training, some of which has already been delivered successfully with multiple cohorts. It remains a concern that learning in this area would be lost with staff changes in the CPE, so the addition of the Assistant Public Engagement Officer post is a relief, and the already effective programme of taking staff and students to external networking meetings will be continued.

6. Equality and Diversity

We continue to take issues of equality and diversity very seriously and do what we can to support initiatives across campus, such as events during diversity fortnight. The Public Engagement strategy and our funding rounds are fully equality impact assessed, and we continue to work on developing support structures, particularly for public engagement, that allow all staff and students to flourish.

Appendices

- 1) Catalyst report to RCUK Year 2
- 2) Feedback from RCUK Year 2
- 3) Formative evaluation of the CPE
- 4) Music at Queen Mary, Autumn Programme 2014
(<http://www.qmul.ac.uk/publicengagement/2014/141478.pdf>)
- 5) Public engagement strategy
(<http://www.qmul.ac.uk/publicengagement/about/strategy/120005.pdf>)
- 6) QMUL Student Enterprise(<http://www.careers.qmul.ac.uk/docs/2013-14/140306.pdf>)
- 7) Look ahead: Proposed changes to VP PESE advisory structure

RCUK Public Engagement with Research Catalysts

Year 2 Annual Report covering the period 1st April 2013 until the 31st March 2014

Queen Mary University of London

Progress against call aims
<p>Year 2 of the QMUL Catalyst project has seen the activities started in Year 1 start to embed. This includes, but is not limited to:</p>
<p>Strategic commitment to public engagement</p> <p>QMUL had already identified public engagement as a key area of strategic importance, heralded by the creation of the Vice-Principal for Public Engagement and Student Enterprise role. To build on this the Catalyst team have worked with the Principal to ensure that engagement is identified as a key focus in our new strategic plan for 2015 and beyond, ensuring there is a legacy for our work.</p>
<p>Integration of public engagement into the core activities of HEIs, including measuring quality and impact of public engagement with research activities</p> <p>The Catalyst team work closely with the Centre for Academic and Professional Development (CAPD) and our Doctoral Schools to ensure that public engagement forms a part of their core programme, and to develop new content for this. We're pleased to currently be in discussions around providing a stand alone credit-bearing module as part of this work.</p>
<p>Reward and recognition of researchers and staff involved in public engagement</p> <p>We held our first Public Engagement Celebration last May and have another booked for this coming May. At the celebration we hosted a poster showcase and awarded staff and students with prizes for their exemplary practice. You can see details of the winners here: http://www.qmul.ac.uk/publicengagement/Awards/index.html</p> <p>Public Engagement is now established in the QMUL promotions criteria, and we are working with HR to ensure the wording is refined and effective. We have seen our first round of successfully promoted academics where PE contributed strongly to their cases and this was made explicit in the wording of the approval letter.</p>
<p>Encouraging and supporting researchers and staff at all levels to become involved (e.g. by building capacity for public engagement amongst researchers) and Creating networks within institutions to share good practice, celebrate their work and ensure that those involved in public engagement feel supported</p> <p>The Catalyst team have worked extensively to support and encourage both new and existing staff to engage by running surgeries to give one-to-one advice, introducing engagement to PhD students at induction and running a series of seminars, meetings and celebration events where practitioners can meet and share practice. Resources from these are made available using our intranet and website. This work is supplemented by training run by individual public engagement projects.</p>
<p>Contribution to a wider network supportive of public engagement with research including the NCCPE, other recipient HEIs and the wider HE community.</p> <p>We have worked to ensure that learning from external networks is accessed not just by the Catalyst core team, but by our wider networks. This has included bringing colleagues to the Engage Conference and Catalyst, bringing external speakers into the institution (e.g. Clare Matterson from Wellcome), and by taking an active part in local (e.g. Cutting East), regional (e.g. SEPnet) and national (e.g. Universities Week) PE projects.</p>
Progress against your objectives

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1. To develop our new Centre for Public Engagement as the focal point for all of QM's PE activities, bringing together and extending our already excellent practice

In the last year the CPE has successfully managed to transition from delivery to strategy, and has seen a corresponding increase in time available to work with staff on developing their own PE projects as a consequence of the decrease in delivery time. The CPE has also become the focal point for cross-disciplinary engagement activity, such as involvement in the life sciences initiative (see key highlights below), Universities Week, and the commemoration of WW1, managing the delivery of these through other structures (for example managing temporary staff tasked with the delivery of activity).

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

The CPE has successfully implemented the inclusion of a significant aspect of engagement in both the institutional Strategic Plan and the developing life sciences initiative (see key highlights below for information on both processes). A key part of the contribution has been expanding the way QMUL talks about engagement. For example, rather than talking about knowledge creation and knowledge dissemination as two discrete entities (as in the previous Strategic Plan), the new QMUL strategy sees a continuum between the two, with engagement activities represented at all points. Engagement has been included in the Indicators of Progress in this strategy, leading to measurable targets for our practice being implemented. Within the Life Sciences Initiative, the rhetoric has changed significantly: from using engagement as a tool for public trust (so that they would consent to participating in trials) to beginning to see the local community as partners who can help guide the way that the initiative develops.

3. To promote Public Engagement at all levels of the institution, ensuring that it is prominent in all our internal and external communications

The CPE has devised a new set of communication procedures, and revised the external facing website. Formerly, the principal QMUL-wide communication method was the Vice-principal for Public Engagement and Student Enterprise's termly bulletin; this has now been reserved for material of strategic importance to all staff, and the CPE has introduced a subscriber newsletter that is sent out twice per term. This contains a greater quantity, and breadth of material, and is contributed to by others outside of the CPE (who may, for example, want to publicise events). The current public engagement website is dedicated to the CPE; this is now being revised to highlight the engagement at QMUL, the people doing it, and the existence of the CPE, making it easier to tell the story of the CPE supporting the QMUL-wide engagement.

The CPE have also increased their visibility to students; appearing regularly in the undergraduate student bulleting, and working closely with the Students' Union to encourage and support students to apply for funding and the Awards.

The CPE maintains a high profile internally through personal networking. A particular success has been the introduction of PE surgeries, fortnightly sessions where staff and students can book 30 minute sessions (or just drop in) to discuss their project (or starting points for new ones) have served to further raise awareness within QMUL of the engagement agenda. We're working with the Press and PR team on developing the role of PE activity within our external communications, and are particularly pleased to have a significant presence in the new QMUL strategy.

4. To develop a programme of Patient Engagement that builds on our close links with the expanding Barts and East London Trust

A key focus of our efforts in this area has been engagement activity surrounding the new life sciences

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initiative: a multi-disciplinary institute currently being planned in Whitechapel which aims to bring researchers of different disciplines into one place to research topics concerning population and health.

5. To increase our partnerships with local Schools, cultural organisations and community group

We have worked hard to develop our community partnerships over the last year. Several of the Large and Small awards given in the last 12 months have sought to consolidate our community links. For example, an award given to a Drama researcher sought to improve links with both the Tower Hamlets Council and the local Bangladeshi community by hosting part of the annual Bangla dance and drama festival, using performing arts techniques to assist the organisers in developing a reflexive and accessible activity.

As detailed below, as part of our life sciences initiative, we have also made strong links with several community groups, including London Citizens. The CPE have also made many links with community groups through contacts made at local events, or passed through academic colleagues. We now attend (and help to fund) a regular lunch where community groups get together to discuss key issues affecting Tower Hamlets.

6. To create effective training programmes for staff and students to develop their Public Engagement skills and knowledge

Throughout the year, we have been working on a series of training sessions around public engagement which form a contained module. This is based on the core and advanced attributes for PE as developed by the NCCPE, as well as the RDF lens. The first session, 'Introduction to Public Engagement' expanded upon a module offered by the Centre for Academic and Professional Development (CAPD), and has been delivered to QMUL staff and students on 3 separate occasions this year, and the CPE was approached by the South East Physics Network to deliver this session to a cohort of physics PhD students.

We have also delivered a programme of training around Impact, emphasising how engagement can fit into this agenda – see 'key highlights' for more details.

7. To ensure that staff who deliver PE activities are systematically recognised and rewarded and

8. To ensure that students who deliver PE activities are systematically recognised and celebrated

As mentioned above, recognition for public engagement activities has now been successfully implemented in practice in the QMUL promotions criteria. We now have examples across the subjects and career stages where engagement was cited as a contribution towards promotion.

Our annual awards for Public Engagement will run again on the 15th May. Last year's award nominations served to significantly increase institutional awareness of both the CPE and of the projects that were submitted. We received over 30 nominations for last years' awards, from both staff and students. This year, we intend to work more closely with the Students' Union, to ensure that more student projects are submitted (although the winner of the 'Best Public Engagement Project' award was a student group, only about 15% of the applications came from students, despite a healthy amount of engagement activity occurring at that level).

We have also been pleased to see some external awards for existing projects, such as an award in the New Year's Honours list (citing contributions to Public Understanding of Science) for one member of staff, and a Barts Health Trust award for charity ambassador of the year.

9. To develop guidelines for good practice that build on and extend existing work at QM and nationally

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The CPE has devised several guides to good practice, as well as helping other staff to create these for our site. We have also worked with the 15 projects that were funded in the 2012/13 round of CPE funding to create posters summarising both the project and the learning from this – these are displayed on the web pages associated with each project. A series of seminars sharing practice within QMUL have been delivered, including speakers from QMUL and beyond.

10. To test nationally developed evaluation tools that help us to measure the impact of our PE work and develop our own novel methods

A recurrent thread in conversations about sustainability has been the desire to balance tangible gains through commercialisation with the intangible gains achieved through engagement activities. To that end, we have begun discussions with our finance and planning teams to develop tools to help us in measuring engagement impact for use when assessing activity at QMUL, and are exploring a range of business models including charging for activities through individual PE projects.

We have also begun to prioritise novel evaluation methods in our engagement funding, recently funding a project which creates bursaries for MA students from our drama department to evaluate engagement projects, using their performance art expertise to innovate around evaluation.

Key highlights or learning points

Inclusion of Engagement in the QMUL strategy

Throughout 2013/14, QMUL have been creating a new institutional strategy for 2015 and beyond. Due to the positioning of the CPE in the Principal's Office, the CPE have been involved in all stages, from consultation to the setting of objectives and indicators of progress. We have ensured that engagement is represented (along with other routes to impact) as one of six key strategic priorities for QMUL over the coming years. We have also delivered our Strategy for Public Engagement, incorporating our previous Cultural Strategy, after significant consultation. We expect to refine this further after the QMUL strategy is finalized.

Development of the Life Sciences Institute

QMUL is currently developing a major initiative around the life sciences, which seeks to exploit our strengths in all Faculties in this area, creating an inter-disciplinary institute focusing around population health. Public engagement has been a key part of the plans for this initiative from the outset, although initial conversation focussed around providing a separate space in the institute for the community to use. Thanks to partnerships brokered through the CPE, we have held a community stakeholder meeting, where representatives from local community projects gathered with senior management to discuss key concerns and areas where there is opportunity for collaborative work. This community engagement and engagement with research themes are expected to continue, with the inclusion of the CPE, as the project develops.

Activating Impact

An issue/challenge identified by the CPE in reporting last year was overlaps with other departments, particularly in the area of how to support impact. This year, we have worked closely with the Careers Department, CAPD, Business Development Unit and Doctoral College to devise and deliver a coordinated programme of training and support around the topic. This has included pathways to impact training as part of the PGCAP, delivering a training day attended by 50% of the second year cohort of the Doctoral College and delivering a series of sessions designed to expand the concept of what impact can mean delivered to life-sciences researchers. We have also been involved in a series of activities designed as part of an entry to the BBSRC 'Excellence with Impact competition' currently being run over three years.

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<p>The CPE's activity was a key contribution to QMUL's submission for the 2014 BBSRC 'Activating Impact' Competition, where we highlighted how diverse teams across QMUL have worked together to support academic staff in achieving impact. QMUL was the joint winner of this award in 2014.</p>
Issues, challenges and risks
<p>Challenges to future funding and prioritisation</p> <p>At the moment the CPE and its activity is heavily supported by HEIF funding for both staffing and the grants rounds. Whilst we know that HEIF continues to be supported by government for the next couple of years we cannot guarantee that this will include an emphasis on public engagement and we are currently exploring how we will approach this should the priorities for HEIF change.</p> <p>An associated risk is the lack of economic equivalency for PE work. When funding prioritisation is decided, it is difficult to argue for engagement spend (which is unlikely to generate significant cash income) over commercialisation/innovation spend, especially when budgets are tight. We hope that our work in developing tools for measurement and reporting may assist us in these discussions.</p> <p>We are exploring options for public engagement menus, allowing fully costed, well established activities to easily be added into grant applications. This has already seen success for projects such as Centre of the Cell, who are receiving funds through 6 major grants for delivery 2013-16. We are also in developing discussions with our Alumni team around securing financial support of PE activities through donations where appropriate.</p> <p>Lack of understanding of methods and measurement around PE</p> <p>Again, this causes a problem when prioritising support and funding. With the difference in engagement methods and processes being so significant, it is difficult to assess 'quality' PE objectively. It can also be challenging to compare across subjects and to distinguish engagement from engaged research. A framework for measuring not only the quality of engagement activity, but also the significance of its impact would be useful. Our formative evaluation identified this as a significant risk and we hope to work towards developing an institutional framework over the next year.</p> <p>Failure/loss of large projects</p> <p>We have recently been considering what would happen if our larger PE projects do not continue, or if key players in them leave for other roles elsewhere. Many of these projects have been successful over several years, and do good work – but are not usually considered a priority for external funding (which tends to focus on innovation). There is concern that as there is no obvious financial benefit to the institution, these large projects face significant challenges when looking to long-term sustainability. With this in mind we are undertaking a major project to review their business models and governance over the next year.</p>
Forward plans
<p>Structures and Governance</p> <p>We hope to consolidate and enhance existing successes in structure and support for engagement by establishing a combined advisory group to advise the Vice-Principal for Public Engagement and Student Enterprise, supported by the CPE, duplicating the structures used for other cross cutting VPs. Large projects will also be overseen by this group, to reduce the risk of loss. The current CPE steering group will still exist,</p>

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but will transition into a space for practitioner learning. We need to review our current Faculty stakeholder groups to ensure staff are being appropriately rewarded and allocated workload to allow them to engage fully.

Leading on engagement and supporting delivery

We will continue to lead on PE within interdisciplinary projects building porosity between disciplines. The life sciences initiative is a key example of this, but we have also been involved with several other long-term interdisciplinary projects, such as activity to commemorate WW1. We will continue to provide advice to as many projects and staff members as possible through seminars, surgeries and online resources. We also seek to improve links to the local community through stakeholder relationship building, community funding and enabling access to our spaces.

Training

As mentioned above we are looking at options to deliver our public engagement training module as a credit-bearing option on the PostGraduate Certificate in Academic Practice (PGCAP), which all new academic staff at QMUL can undertake. This will also provide the option to use our CPE seminars as ‘master classes’ focusing on particular elements of engagement practice. There will be options for participants to take smaller subsets of this module – attending individual sessions, completing core classes only or taking the full assessed module.

Sustainability of the CPE

We have successfully secured support for the continuation of the CPE beyond the end of the RCUK grant. However, we need to look at funding models and the ways in which we contribute to research grants to ensure the CPE provides best value for QMUL. We will be taking time to evaluate the project as per the three-year grant, and intend to bring in a new member of staff to help with generating increased visibility of CPE resources and activities. At the moment the knowledge held by the CPE resides primarily in the two core staff members; this training post is one way to mitigate the risk of knowledge loss if staff move on.

Details of any significant deviation of spend profile, and how you propose to rectify this.

To date we have underspent on our salaries budget. It has not been necessary to charge the costs requested for the principal investigator and co-applicants to the grant. We have recommended that this be used to bring in our third member of staff for the duration of the grant.

Comments to RCUK and any help required

Engagement as research

There is currently a tension between the call for engagement to be a really two-way process of engaged research and the desire to identify great examples of engagement. We have seen several projects in the past year where the engagement and research processes are entangled, and it is impossible to tell whether a project is engagement or research (it is both). In conversations with research councils, it has become apparent that they are struggling with this definition themselves – we would welcome some feedback and definitions on how these processes should be dealt with. We wonder if you have any good examples of two-way engagement or co-creation in STEM subjects that we can share with colleagues? And if there are ways of embedding the data collection needed from such projects for evaluation and REF that you have found to be most effective?

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Differences in activity prioritised between faculties

The CPE team have noticed significant differences in the way different subject areas approach engagement. We have noted that the majority of funding requests to the CPE come from our Humanities and Social Science schools, particularly those that host Arts subjects. This may represent the relative difficulties they face when seeking external funding, for both research and engagement. Many of these applications, especially from our drama department, concern engaged research. We have noticed that we have had significantly lower application rates from science subjects. This may represent a broader pool of funding options for these subjects, but is also potentially indicative of a prioritisation of recruitment-focused engagement (which often comes out of schools own budgets). We would welcome comments from RCUK on whether they have observed a split in engagement processes within the councils, and any suggestions for reducing the dependency on our funding within HSS (where research grants are often smaller, meaning that pathways to impact is not a reliable source of funds).

Update on monitoring and evaluation plans

Charlotte Thorley, the Executive Officer for Public Engagement has now completed a formative evaluation of the CPE (mentioned in last year's report as a one year study on staff perceptions of the CPE which is part of her EdD studies at the IOE). This has led to several key recommendations:

- The CPE continues to prioritise reward and recognition processes, at both institutional and individual line management level
- The CPE should work to develop a QMUL-wide understanding of the broad spectrum of engagement activities
- The VP, along with the CPE should make clear the institutional priorities for engagement
- Continue to provide leadership for PE through the input of academic practitioners, with clear reporting and governance lines for those driving the agenda forward
- That the CPE should be continued, focussing on building networks; training and guidance and supporting access to external agendas

We will continue to record data as set out in the last annual report; collecting data for the HEBCI return, repeating the mapping survey and including questions in PRES, CROS and PIRLS surveys.

Publishable case studies (including pictures). Please provide up to two short case studies of particular achievements of your Catalyst

The History of Emotions 'Carnival of Lost Emotions'

Researchers in QMUL's Centre for the History of Emotions explore how our understanding of emotions has evolved throughout history: nostalgia used to be considered a physical ailment and shellshock was an emotion which existed only fleetingly. Their work considers how we understand the concept of an emotion, and how what is and is not included in this category has shifted over time.

The Centre has been active in engagement since its inception. A collaboration with the Drama Department at QMUL in 2010 saw researchers co-develop a physical language of emotions with children from a local primary school. This collaboration explored emotional literacy – both how the

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children express themselves and how this can be developed within the curriculum.

In 2012, a team of PhD students from the Centre was awarded funding from the Wellcome Trust to stage the 'Carnival of Lost Emotions'. This activity centred around the 'Lost Emotions Machine', a steampunk creation into which users input their level of excitement and a date before travelling back to explore the meanings of lost feelings in their original contexts. Participants get to 'meet' a person from that period suffering with the same emotion, in the form of researchers in period costume. Originally delivered as a play in a fully-booked evening event, this exhibit has since travelled to several other venues where it has been used as a standalone exhibit, to start conversations about the way we perceive and experience feelings.

A key approach that the CPE team have taken over the past few years is to support academics who wish to engage – lending their expertise to the academics' enthusiasm and experience. The CPE have been involved with the Carnival since the early planning stages, working with the team to identify appropriate audiences (for example suggesting an adult audience rather than a schools audience to allow a wider range of emotions to be considered), refine the funding application and discuss logistics (for example sourcing venues and costumes).

The CPE has also supported the inclusion of the engagement agenda in the Centre for the History of Emotion's every day activity, speaking at their strategy planning day and helping them to consider different models for engagement, such as gamification. Staff from the Centre have also contributed to the CPE's work, speaking to PhD students as part of a training day – one of the key researchers involved with the Carnival, Chris Millard spoke about his experience, saying that not only did it make him a better researcher but also that he felt that his activity in this area helped him secure his next academic contract.

Activating Impact

The issue of 'impact' is of particular interest to the CPE, as much of what is supported by CPE staff and funding has potential to contribute to this agenda. However, there are many departments within QMUL who have a stake in impact, including the Business Development Unit, our Careers and Academic and Professional Development teams and Queen Mary Innovation, our technology transfer company.

In order to present a joined up approach to impact, the CPE have worked closely with other departments and centres around QMUL to design and deliver a coordinated programme of training and support around impact. This has included:

- Integrating Pathways to Impact training in the Postgraduate Certificate in Academic Practice, so that a large proportion of new staff are familiar with both the process of filling in this element of grant applications but also aware of the internal support offered for this.
- Devising a 'Cohort Day' offered to all PhD second year students to introduce them to the concept of impact. 50% of the year group attended this day, which encouraged them to start thinking about the impact that their own research could have in the future.
- A series of training sessions focusing on the life sciences, exploring different routes to impact.

A key area of improvement has been links between the distinct departments who support impact, and a greater mutual understanding of who is best placed to offer support in different

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circumstances. For example, there are several different internal funding streams which could be used to support impact activities, including the CPE's own funding streams. The different departments are now much more aware of each other's' funding opportunities, and regularly recommend that academics apply for funding from elsewhere.

This partnership working has led to QMUL's impact support being recognized nationally: in 2014 we were selected as the joint winner of BBSRC's 'Activating Impact' award, an award of £100K which will be used to support interdisciplinary impact activity around the life sciences.

Professor Peter McOwan
QMUL

30 June 2014

Dear Professor McOwan,

Thank you for submitting your second Annual report. The report from each Catalyst was discussed by the RCUK Public Engagement with Research Network at their meeting on 17th June 2014. The Group wish to take the opportunity to provide some collective and individual feedback.

General feedback to all Catalysts:

- Overall, the Group was impressed by the progress made by the Catalysts within their second year and praised the hard work of the Catalyst teams in their achievements seeing the Catalysts build on the momentum and foundations laid within their first year.
- The Group noted that there were a number of common themes and challenges emerging across the reports and encouraged the Catalysts to continue share approaches and learning with each other and to utilise the learning from the Beacons and the NCCPE, with support from RCUK. In particular the Group thought there would be particular benefit in sharing the approaches Catalysts have employed in the development of successful business cases for continued institutional funding post March 2015 and other sustainability considerations. Please send your completed or draft business cases and any pertinent supporting evidence to RCUK by Friday 25th July 2014. This information will be considered confidential.
- Several reports mentioned supporting researchers with Pathways to Impact, and their consideration of successful applications. RCUK would like to encourage all Catalyst teams to share outcomes of these actions both among the Catalyst teams and with the RCUK PER team. Catalysts should also be aware that RCUK is undertaking an exercise to clarify the messaging around

- Pathways to Impact across RCUK and individual council web sites and in guidance documentation. There will be information sent out the community once this has been completed late in the year.
- The Group agreed that the case studies continue to be an extremely useful resource and that they would like the Catalysts to work with the NCCPE to develop these for hosting on the refreshed NCCPE website.
- In Year three annual and final reporting as well as progress against the aims, the Group would like to draw out further the learning and reflection from the projects, the generated impacts of the Catalysts both individually and collectively and examples of leadership in embedding public engagement within an HEI. We propose to work closely with you and the NCCPE to develop an 'impact framework' and to ensure that the necessary data and metrics to demonstrate these are collected in the remainder of the funding period. We would also encourage you to review your positioning on the EDGE tool framework, where possible comparing this with your starting position for your final report.
- In general information supplied in the reports on evaluation and monitoring plans was rather sparse we would welcome further information on your plans. We propose to gather this as part of developing the impact framework, however if there is information on evaluation you would like to share with us directly please email this to jenni.chambers@rcuk.ac.uk

Specific feedback

- PERN were very pleased with the report from the QMUL Catalyst and would like to commend the team for the hard work it encapsulates in progressing the embedding of public engagement with research, for example implemented inclusion within promotions criteria and institutional strategic plans.
- The Group would also like to congratulate the QMUL Catalyst team in securing institutional support until 2018. We would like to encourage you to share the approach taken to building your successful business case with the other Catalysts.
- The Group were also impressed with the Activating Impact case study and would like to encourage the QMUL Catalyst team to share this with the other Catalyst teams.

- Similarly, evaluation is very well considered and PERN would particularly welcome input from the QMUL Catalyst team in the development of the 'impact framework' described in the general feedback section.
- PERN noted that future plans were well considered, as were risks regarding future HEIF funding, and would like to encourage you to continue consideration of future funding options.

Where additional information has been requested please email this to Jenni.Chambers@rcuk.ac.uk by Friday 25th July 2014. Jenni would also be happy to discuss these requests with you.

Yours sincerely,



Dr Kerry Leslie
Head of Public Engagement with Research
Research Councils UK

Taking action to support Public Engagement: a reflexive, pragmatic approach to developing an academic Centre

C. Thorley, February 2014

This report details a formative evaluation of the Centre for Public Engagement at Queen Mary University of London (QML). As Manager of the Centre I have a responsibility to deliver an effective, sustainable and accessible service. By taking a reflexive approach to a series of interviews with staff and research students from across QML I have explored the formats and structures this service might take to be most beneficial to all of our stakeholders.

I conclude that, until there is evidence that staff are self-supporting each other in developing public engagement programmes, there is a need for a central structure that can: provide practical, practitioner-led support such as training and practice sharing; continue to lobby for the public engagement agenda across all areas of QML; and raise the profile of public engagement at QML outside of the institution. To engage as many staff and students as possible this work should be complemented by introduction of a shared framework of understanding for public engagement at QML with, if developed with staff buy-in, the potential to encourage better reporting of public engagement activity. This in turn will be most effective if introduced as part of a programme of advocacy for those in management roles so they might see the value of staff and students undertaking public engagement activities.

Summary of recommendations

- 1. That the CPE continues to prioritise reward and recognition processes**, not just through the Senior Executive and centralised promotional processes, but also by working with line managers throughout the system to change the ways they think.
- 2. That whilst acknowledging the importance of taking a broad approach to the definition of PE at QML, the CPE should work on creating better understanding**

of the spectrum of public engagement activities, the publics that we wish to reach through them and the critical thinking that is needed to help improve those activities. This needs to be multi-modal, everything from seminars through to simple infographics and should include a bank of reflective studies on public engagement for internal use and external publication that can inform those projects yet to be developed.

3. That alongside this framework **the CPE makes clear the institutional priorities for public engagement**, and specifies reportable, accessible goals from the general ethos of public engagement at QML. This requires thought about the ways we value engagement activity, and a Socially Modified Economic Valuation (SMEV) model should be developed.
4. **That the CPE and Vice-Principal continue to provide leadership for public engagement** through significant academic practitioner input, and that this input be broadened in its reach. This could be achieved by introducing reporting and governance lines that properly reward those driving forward the public engagement agenda at QML, and that have parity with other cross-cutting agendas, for example the introduction of Deans for Public Engagement. This would increase the profile of public engagement in normal reporting processes such as risk management and planning and accountability rounds, and also enables capture of practice through direct line of sight to projects.
5. **That the CPE as a resource centre should be continued until such a time as it can be demonstrated that public engagement has been embedded into the day-to-day processes of the institution.** The CPE should review this in-line with the normal planning and accountability rounds for QML. The focus of the centre should be on building networks, a knowledge base and sharing within it, training, and supporting access to external agendas where knowledge internally is currently weak. This also requires resource dedication from throughout all the existing professional and academic structures of QML to start the process of building public engagement into existing processes.

Appendix 7

Look ahead: Changes being made to the VP PESEAG advisory Structure

The PESE advisory structure is being redesigned to reflect the recent changes in the VP PESE job role, duplicate structures used by other cross cutting VPs, and allow better governance and strategic alignment of public engagement projects:

- In January 2015 **VP PESEAG** (Vice-Principal for Public Engagement and Student Enterprise Advisory Group) is being introduced as the main advisory and governance route for VP PESE, enabling reporting on public engagement and student enterprise activity across college.
- **The CPE Steering Group** chaired by Mike Curtis will report into VP PESEAG. Its role is as a 'think tank', to consult on, develop and disseminate policy for public engagement activity within QMUL
- **The Enterprise, Entrepreneurship & Employability Advisory Group (EEEAG)** has been repurposed, with its remit split between VP PESEAG and VPTLAG
- VP PESEAG is supported by the **Employability Impact Group** (EIG) led by Emily Huns (Head of Careers and Enterprise), which reports to PESEAG appropriately.
- For the past two years we have organised three separate series of **Public Engagement Faculty Stakeholder Groups**, chaired by the Vice-Principal, with representatives from each School or Institute. In consultation with the members we have decided to reformat these meetings into multi-disciplinary **Public Engagement Topic Meetings**, each looking at a key issue for public engagement based on current or predicted needs.