

# NUCLEUS FIELD TRIP REPORT: PUBLIC POLICY (NOTTINGHAM)

*Deliverable 4.6*



**NUCLEUS**

## DELIVERABLE DESCRIPTION

A summary of the findings of a Field Trip to Nottingham undertaken in May 2016. The purpose of the trip was to explore the role of public policy in responsible practice of research and innovation ('RRI'; Von Schomberg, 2011).

## DELIVERABLE

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## PROJECT

NUCLEUS is a four-year, Horizon 2020 project bringing Responsible Research and Innovation (RRI) to life in universities and research institutions. The project is coordinated by Rhine-Waal University of Applied Sciences. For more information, please visit the NUCLEUS website, follow our social media, or contact the project management team at [info@nucleus-project.eu](mailto:info@nucleus-project.eu).

## NUCLEUS ONLINE



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## EXECUTIVE SUMMARY

Nine consortium members of the NUCLEUS project visited Nottingham, UK, in May 2016 to undertake the fourth project field trip. The purpose of the trip was to explore the role of public policy in responsible practice of research and innovation ('RRI'; Von Schomberg, 2011). The main aim of the field trip was to understand barriers and best practice for embedding the practice of responsible research and innovation into the relationships between local administrations, local and regional policymaking, and higher education institutions. What we learned during the trip will feed into the RRI Implementation Roadmap for those institutions who will be trying to embed responsible practice of research and innovation in ten installed and twenty-five mobile 'test beds' ('Nuclei') during the second half of the NUCLEUS project.

The field trip was led by the Beltane Public Engagement Network (Edinburgh) and our hosts in Nottingham, Jon Rea of Nottingham City Council and Karen Moss of Nottingham Trent University. A series of interviews with public policy professionals, practitioners and university staff took place over two days.



*NUCLEUS Consortium Members and Local Interviewees in Nottingham*

The main recommendation from the Field Trip, which arose in many interviews in different forms, was the need for dedicated relationship managers to mediate the relationships between universities, the local administration, practitioners, industry and national policymakers. The repeated suggestion was that these posts could help overcome many of the barriers to RRI, such as not meeting partner expectations, not engaging stakeholders early enough or not engaging with the right stakeholders. A barrier which, once again, presented itself on this trip and to which there was no clear solution presented was academic career progression – how do you reward researchers for policy engagement without compromising what makes academic research so valuable? Last but not least, something which bubbled through all of our interviews was the exciting potential of Nottingham as a place to test research in action as a 'Living Lab'.

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## **1 INTRODUCTION**

The NUCLEUS Field Trip to the city of Nottingham, UK took place on Wednesday 11<sup>th</sup> and Thursday 12<sup>th</sup> May 2016. It was the fourth NUCLEUS Field Trip.

The following NUCLEUS partners took part in the Nottingham Field Trip:

- Beltane Public Engagement Network (Heather Rea; Sarah Anderson)
- Delft University of Technology (Steven Flipse)
- Dublin City University (Padraig Murphy)
- Nottingham City Council (Jon Rea)
- Nottingham Trent University (Karen Moss)
- Rhine-Waal University (Alexander Gerber; Annette Klinkert; Robin Yee)
- Science City Hannover (Theda Minthe)
- Stadt Bochum (Lars Tata)
- University of Malta (Edward Duca)

The purpose of this Field Trip was to examine Responsible Research and Innovation (RRI) in the context of public policy. We explored how local administration, regional economy and higher education institutions interact to understand barriers and opportunities for RRI.

### **1.1 WHY NOTTINGHAM?**

Nottingham, a city in the English Midlands, is a UK Science City. Six UK cities were branded as 'Science Cities' in 2005 by the then UK Chancellor of the Exchequer, Gordon Brown. The aim was for Science Cities to help the UK compete in international economic markets by successfully bringing together entrepreneurial and business skills. The other five UK Science cities are: Birmingham; Bristol; Manchester; Newcastle; Nottingham; York.

One of our hosts in Nottingham, Jon Rea, is Engagement and Participation Lead for Nottingham City Council. Jon's role means that he was able to introduce the NUCLEUS team to a wide range of individuals working in areas where public policy, research and innovation came together. Our other local organiser, Karen Moss, works at Nottingham Trent University, an institution with a long history of engagement with its local community. Our Nottingham interviewees included people working for the local authority, researchers working in old and new universities, employees of third-sector organisations, creative industries professionals, and colleagues working in some of the UK's devolved parliaments and assemblies. The very existence of Jon Rea's role, along with that of organisations like One Nottingham, demonstrates the city's commitment to partnership working. This ethos came through in many of the interviews we conducted on the Field Trip.

## 1.2 PROGRAMME

The Nottingham Field Trip followed the standard NUCLEUS Field Trip structure. Table 3 gives a summary of the programme. (Annex 1 gives the full programme.)

Timeline	Session 1	Session 2	Session 3
Wednesday 11 <sup>th</sup> (morning)	<i>Venue:</i> Council House Welcome and orientation by the Field Trip organisers and NUCLEUS project coordinators World café on public policy and RRI		
Wednesday 11 <sup>th</sup> (afternoon)	<i>Venues:</i> The University of Nottingham; Nottingham Trent University <i>Focus:</i> How Universities and research institutions view the relationship between RRI and public-policy-making	<i>Venues:</i> Nottingham Voluntary Action Centre; Creative Quarter office <i>Focus:</i> Early Intervention – a case study in RRI and evidence based policymaking	<i>Venue:</i> Loxley House <i>Focus:</i> How Local Authorities view the relationship between RRI and public-policy-making
Thursday 12 <sup>th</sup> (morning)	<i>Venue:</i> Broadway Media Centre <i>Focus:</i> Civil society & voluntary sector partnership perspectives on RRI and public policymaking	<i>Venue:</i> The University of Nottingham <i>Focus:</i> More University perspectives: Case studies in RRI and public policymaking	
Thursday 12 <sup>th</sup> (afternoon)	<i>Venue:</i> Loxley House <i>Focus:</i> Local Authority leadership interviews around the role of RRI in policymaking	<i>Venue:</i> Loxley House <i>Focus:</i> Comparative study of RRI and policymaking with Scottish Parliament: partnership perspectives	<i>Venue:</i> Loxley House <i>Focus:</i> RRI and policymaking – partnership perspectives

**Table 3: Programme for Nottingham Field Trip (Summary)**

The interview sessions took place into two or three parallel sessions, with between three and five Field Trip participants attending each session. This allowed us to focus the discussions in each session, and to interview as many people as possible within the short, two-day Trip. A reflection on the interviews was undertaken by the partners after the Trip. The results are reflected in this report; they will feed into in the upcoming reflection phase following the Field Trips.

### 1.3 INTERVIEWEES

This Field Trip was small in terms of the NUCLEUS partners involved, but we interviewed more than thirty individuals over a variety of locations. The people we interviewed are listed here, and information about their organisations is given in annex 2.

#### ***Session: World café***

- Nathan Oswin, Political Advisor to the Labour Group, Nottingham City Council
- Helen Hill, Team manager, Research, Engagement and Consultation, Nottingham City Council
- Alison Challenger, Interim Director of Public Health, Nottingham City Council
- Virginia Portillo, Former programme Manager, Nottingham Clinical Trials Unit, Queen's Medical Centre
- Dr Warren Pearce, Faculty Fellow (iHuman), The Department of Sociological Studies, Sheffield University



*World Café at Council House*

***Session: How universities and research institutions view the relationship between RRI and public policymaking***



- Dan King, Head of Knowledge Transfer, Business Engagement and Innovation Services, The University of Nottingham
- Shahnaz Aziz, Patient and Public Leadership Lead, East Midlands Academic Health Science Network

***Session: Early intervention – a case study in RRI and evidence based policymaking***

- Michelle Battlemuch, Head, Small Steps Big Changes, part of Nottingham CityCare Partnership CIC
- Luke Murray, Programme Manager, Small Steps Big Changes, part of Nottingham CityCare Partnership CIC
- Kathy McArdle, Chief Executive, Creative Quarter

***Session: How local authorities view the relationship between RRI and public-policymaking***

- Alex Norris, Councillor, Nottingham City Council; Portfolio Holder for Adults and Health
- Graham Chapman, Deputy Leader, Nottingham City Council; Portfolio Holder for Resources and Neighbourhood Regeneration
- Paul Crawford, Director, Social Futures Unit, Institute of Mental Health, The University of Nottingham

***Session: Civil society & voluntary sector partnership perspectives on RRI and public policymaking***

- John Tobin, Development Director, Broadway
- Steve Mapp, Chief Executive,
- Matthew Trivett, Creative Producer, Near Now, Broadway
- Rick Hall, Executive Founder, Ignite Futures, and Fellowships Counsellor for Royal Society of the Arts (RSA) for the Nottingham region
- Hasmita Chavda, Programme Manager, Ignite Futures and RSA Fellow
- Jeanne Booth, Regional Chair, East Midlands Fellowship, Royal Society of the Arts

***Session: More university perspectives: case studies in RRI and public policymaking***

- Emily Burton, Senior Lecturer in animal and equine sciences, Nottingham Trent University
- Marjan Sarshar, Professor in civil engineering, Nottingham Trent University
- Jeremy Hague, Head of Business Development, Nottingham Trent University
- Ahmad Lofti, Professor in computing and technology, Nottingham Trent University
- Amin Al Hapaibeh, Professor in product design, Nottingham Trent University
- Pete Murphy, Director, Public Policy and Management Research Group, Nottingham Trent University



- Robert Dingwall, Professor of sociology, Nottingham Trent University
- Carl Brown, Professor of physics, Nottingham Trent University
- Ansgar Koene, Senior Research Fellow, Horizon Digital Economy Research institute, The University of Nottingham
- Sujatha Raman, Associate Professor in Science and Technology Studies, Faculty of Social Sciences, The University of Nottingham

**Session: Local authority leadership interviews around the role of RRI in policymaking**

- Colin Monckton, Director of Insight and Commissioning, Nottingham City Council
- Robert Dixon, Head of Business Growth and International Strategy, Nottingham City Council
- Chris Henning, Director of Economic Development, Nottingham City Council

**Session: Comparative study of RRI and policymaking with Scottish Parliament: partnership perspectives**

- Donald Jarvie, Head of Scotland's Futures Forum, The Scottish Parliament *[by Skype]*
- Eileen Regan, Senior Researcher, Northern Ireland Assembly *[by Skype]*
- Nigel Cooke, Head of One Nottingham strategic partnership

**Session: RRI and policymaking - partnership perspectives**

- Rachel Illingworth, Head of Research and Evaluation (NHS Nottingham City)
- James Hunter, Principal Lecturer in Public Policy, School of Social Science, Nottingham Trent University

#### **1.4 INTERVIEW FORMAT**

As noted, we did interviews in parallel sessions, with the Field Trip participants split into two or three groups.

In each interview, one person led the questions and one person took notes. For note taking, we used a template originally created by the University of Aberdeen for the NUCLEUS Pretoria Field Trip (February 2016; annex 3). Each group also had a 'chaperone' that made sure interviews ran to time and stayed broadly on topic. Interviews were conducted in English.

The following questions (originally formulated for the Pretoria Field Trip and slightly modified where needed for Nottingham) formed the basis for each interview:

- Please could you tell us a little more about your organisation/network and position?
- On a scale of 0 to 5, 0 being the lowest, how would you rate your involvement / influence / links with research and innovation or those undertaking it?
- How is academic research and innovation incorporated into your work?

- How is responsible research and innovation, or any other relevant concept, viewed in your organisation?
- What role do you think there is for your policymakers in research and innovation projects?
- And if these concepts are put into practice, can you tell something about how this is done?
- What barriers are you aware of to bring research and innovation into your field?
- Is there anything else you would like to say that has an influence of the above issues?

In addition to these questions, interviewers were encouraged to ask any questions they felt appropriate and, in practice, the prepared questions turned out to be more diverse and wide-ranging.

As the Field Trip involved a large number of interviews, we incorporated some reflection questions for the reflection process. Where possible, these questions were answered by the interview group after the interview sessions had concluded.

- What was the most important barrier to RRI that you identified?
- What was the biggest opportunity for public policy and RRI that you identified?
- Was there anything else that came out of this discussion?

## **1.5 COMMENTS ON THE PROCEEDINGS**

The size and variety of our programme, plus the fast-changing environments in which many of interviewees worked, meant last-minute programme changes were a bigger risk than usual on this Field Trip. Surprisingly, we only had a couple of last-minute programme changes. We credit this to the excellent relationships our local host, Jon Rea, has with many of the interviewees.

## **2. OBSERVATIONS AND INTERPRETATION**

### **2.1 CONTEXT**

#### **2.1.1 NOTTINGHAM**

As well as being one of the UK's Science Cities, Nottingham is also one of the UK's eight core cities. These cities have been recognised by the UK Government as the most economically important cities outside London.

The centre of Nottingham (Nottingham City) displays relatively high levels of socioeconomic deprivation compared to the UK average. However, the surrounding area is markedly more affluent. For example, 13.5% of Nottingham City's working age population was claiming unemployment benefits in 2015, compared to an England average of 9.1%, but this figure for Nottingham drops to 10.2% when you include the wider city area (Nottingham City Council, 2016).

Nottingham currently faces a number of challenges, many of which are linked to the city's socioeconomic polarisation. At a government level, devolution of powers to Nottingham's local government has failed, apparently because of the city's complex geography (there are nineteen geographical areas in Nottingham). The region is also working to address:

- A labour market skills gap
- Low educational attainment rates
- Graduate retention
- High value SME (Small-Medium Enterprise) growth
- How to encourage innovation
- Infrastructure investment and connectivity
- Significant health and social care pressures
- High levels of deprivation in some wards
- Raising aspiration and educational attainment
- Community cohesion, equality of opportunity

The city has a Growth Plan, which is a joint public/private sector strategic partnership plan for economic development and job growth. The Plan has three priority sectors for its knowledge economy:

- Life sciences
- Digital Content
- Clean Technology

And three actions for growth:

- Building twenty-first century infrastructure

- Developing a skilled workforce
- Fostering enterprise

The Plan aims to drive prosperity by looking at the growth strategies of other European cities and supporting all sectors, but particularly retail and businesses who are the most vulnerable to weakness in the economy. Examples of programmes supported through the Growth Plan include the Nottingham Jobs Fund, the Apprenticeship Hub and the Creative Quarter project.



*Nottingham's Council House*

### **2.1.2 NOTTINGHAM'S UNIVERSITIES**

Nottingham has two universities: The University of Nottingham, and Nottingham Trent University. The University of Nottingham has existed in its current form since 1948. It is a member of the UK's prestigious Russell Group of universities and attracts students with high levels of academic attainment. Nottingham Trent University is a former polytechnic (polytechnics were tertiary teaching institutions that focused on applied

subjects) that is part of the UK's post-1992 group of universities. It has a reputation for excellence in applied research and has strong links to Nottingham's local community.

### **2.1.3 RESEARCH IMPACT IN THE UK**

Since 2008, there has been considerable pressure from the UK Government for researchers to demonstrate the impact of their research. This arose out of the need to justify public spending on research at a time when the UK was in recession. The UK 'impact agenda' has been implemented in two ways: by requiring researchers to describe how they will maximise the **potential** for impact from their research when they apply for funding; by requiring research institutions to provide retrospective **stories** about the impact of their research as part of the UK's national research quality evaluation (the Research Excellence Framework, or 'REF').

NUCLEUS consortium members based in the UK have informally observed that 'impact' has been a cause of great concern in the UK academic community. While initial anxieties have calmed, researchers have felt under pressure to guarantee impact, to achieve types of impact which aren't likely from their research (especially economic), to become something they are not qualified to do (e.g. become a policymaker or TV personality), to compromise the quality of their research ('policy-based evidence' was mentioned more than once while we were in Nottingham), and to lose the freedom to make accidental, serendipitous discoveries and pursue highly theoretical research. It could be argued that many of these concerns have not been borne out, and many researchers were already maximising the impact of their research long before 2008 – they just didn't welcome this being bureaucratised. And a few researchers have embraced the agenda! Nevertheless, our British partners feel that the impact agenda is probably behind some of the negativity towards RRI-type principles currently felt in UK universities.

## **2.2 THE PERSPECTIVE OF LOCAL AUTHORITIES**

These observations are based on our interviews with:

- Alex Norris (Councillor, Nottingham City Council)
- Graham Chapman (Deputy Leader, Nottingham City Council)
- Paul Crawford (Director, Social Futures Unit, Institute of Mental Health, The University of Nottingham)
- Colin Monckton (Director of Insight and Commissioning, Nottingham City Council)
- Robert Dixon (Head of Business Growth and International Strategy, Nottingham City Council)
- Chris Henning (Director of Economic Development, Nottingham City Council)
- Nigel Cooke (Head of One Nottingham strategic partnership)



*Meeting with Colin Monckton at Loxley House*

### **2.2.1 THE IVORY TOWER PERSISTS**

Some of the politicians we spoke to felt that academic researchers still existed very much in their own world, speaking a different language and isolated from the wider city community. Researchers frustrated some of our interviewees by only communicating with one another, lacking experience of practical matters, and valuing theory over solving real-world problems. Some of our politicians had approached academic researchers with questions in the past, but the researchers hadn't answered their question or worked quickly enough. Our interviewees recognised that academic researchers do possess useful knowledge; the problem is that it is hidden on the university campus, with researchers not taking the initiative to approach policymakers with it.

One of our interviewed politicians perceived that academic culture supports individuated success, not collaborative. Given this, it was clear to him that there is not much incentive for researchers to collaborate, especially in the context of an ever-growing workload.

### **2.2.2 POTENTIAL**

Some of our interviewees felt that the city of Nottingham has potential to be used as a 'living lab'<sup>1</sup> – a test-bed for practical solutions to problems – but this wasn't happening yet. Our interviewees observed that involving policymakers in the research process could also help with exchange, as researchers cannot guarantee the uptake of research on their own, and policymakers know how to build majorities and are talented in working interdisciplinarily so can help researchers to gain new perspectives and ideas. One of our interviewees felt that Nottingham was an exciting place for researchers to be – because of its political situation, Nottingham's local authority is open to taking risks. One policymaker had noticed that local authorities sometimes do things that are not evidence-based, and they do not evaluate them. He felt that involving academic researchers (for example, embedding researchers in communities to conduct ethnographic research) could be a way to introduce analysis, and this would benefit the local authority's work.

One of our interviewees did concede that, while practical problem-solving is the main need of policymakers, there is some place for theory in policymaking. Another positive noted even by our more battle-weary interviewees was that policymakers and researchers share many values: the methodology of good policymaking is the same as good methodology of research.

### **2.2.3 SUCCESSES**

One of our interviewees noted that there have been instances where rigorous academic research evidence has informed policy (Ian Duncan-Smith and UK's 0-5 agenda). Another noted that, even if they are not in a position to deliver the research themselves, universities can often act as relationship-brokers, introducing local authorities to research networks.

Discussed in one interview was the One Nottingham initiative. As part of this initiative, the sports departments of Nottingham's two universities have worked together with football clubs and game designers to turn football into a community participation activity, rather than just one that is observed. Our interviewee noted that there has been clear impact from this – more people have started playing football, especially girls.

#### **Local schemes and structures that support RRI**

- One Nottingham, the city's strategic partnership, has brought together public, private, voluntary and community sector organisations, including universities, to

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<sup>1</sup> Living Labs are "defined as user-centred, open innovation ecosystems based on systematic user co-creation approach, integrating research and innovation processes in real life communities and settings" ("What Are Living Labs". *European Network of Living Labs*, <http://www.openlivinglabs.eu/>. Accessed 3<sup>rd</sup> July 2017).



work on specific challenges faced by the city. The partnership has been able to spur researchers (and others) into action, and spur them on to finish. This driving force to start and finish is a key added value of a partnership like Nottingham.

### **Potential, as-yet unrealised schemes and structures that could support RRI**

- Using Nottingham as a ‘Living Lab’ for interdisciplinary approaches to solving real problems faced by the city. (The European Commission’s Smart Cities initiatives may be a useful model.)

### **Barriers to RRI**

- The skills and education levels among some communities in Nottingham are among the UK’s lowest
- Researchers are (in some cases) out of touch with the ‘real world’ and what policymakers need. It is hard for policymakers to influence university research agendas. The ‘closed’ feeling of the university campus, plus the fact that (in Nottingham) researchers live away from the city centre and cannot relate to the city’s most urgent needs, are cultural but also geographic barriers
- Researchers tend to deliver perfect answers, but later than policymakers need
- Fragmented decision making and funding. Narrow, unresponsive, project-by-project research funding makes it hard to get funding at the right time to solve the actual problem with the right people. (One of our interviewees suggested that universities needed to hold a central pot of cash to be used for interdisciplinary research on the city’s problems.)
- Funding for researchers to work with industry often skips out the local authority, instead focusing on the direct relationship between researcher and industry
- EU funding, which could be very useful for linking local authorities with research and industry, is impenetrable for those new to it
- It’s hard for politicians to prioritise something that research and development will not impact on for 10+ years – policymakers’ work usually needs highly applied research
- Interaction between researchers and policymakers is relationship-based and ad hoc, making it hard for policymakers to meet the right researchers to solve their problem

## **2.3 THE PERSPECTIVES OF NATIONAL ASSEMBLIES AND PARLIAMENTS**

These observations are based on our Skype discussions with Donald Jarvie (Head of Scotland’s Futures Forum, The Scottish Parliament) and Eileen Regan (Senior Researcher, Northern Ireland Assembly).

### **2.3.1 ENGAGEMENT IS THERE, BUT PATCHY**

It was clear from our interviews that those working in parliaments/assemblies and university researchers are speaking to each other a lot already. The challenge is to widen the range of academic researchers that parliaments/assemblies speak to. At present, much engagement is with 'usual suspects', on an ad hoc, personal relationship basis. In Scotland, a programme is being developed to address this – Ask Academia. In this programme, a systematic contact list of key 'relationship brokers' (knowledge exchange, policy engagement or public engagement staff) at each Scottish university has been drawn up and shared with the Scottish Parliament. Requests for evidence from Parliament can be circulated on this list for a rapid response. Going to the brokers was felt to be more practical than trying to draw up a list of all the university researchers in Scotland (and keeping it current)! So, once again, the need for relationship managers is clear.

### **2.3.2 DON'T LOSE THE NUANCE**

It was apparent that formal schemes and roles (staff secondments; fellowship programmes; formal roles for academics on parliament/assembly committees) were allowing more uniform engagement with academic researchers, which would hopefully lead to better-quality evidence for politicians to draw upon. However, neither of our interviewees indicated that the personal, ad hoc relationships should be dispensed with. The latter relationships allow a rapid, easy type of engagement that, in some cases, may be what is needed. Also, it is not necessarily the most senior people who need to be connected. The most fruitful relationships may be between, for example, parliamentary researchers (not the politicians themselves) and university knowledge exchange staff. Engagement is complex.

### **Local schemes and structures that support RRI**

- Formally linking academic researchers to parliamentary/assembly committees and researchers by, for example, the Ask Academia programme being set up in Scotland, or secondment-type programmes or ESRC (Economic and Social Research Council) Fellowships
- Northern Irish Assembly's Knowledge Exchange Seminar Series (KESS) is a forum where university research findings can be shared with government and assembly. They are research innovative or responsive, non-partisan, objective-based briefings
- Wide participation in discussion following meetings in stakeholders – enable academic research to influence legislature – and vice versa
- Engagement professionals at universities who can act as intermediaries between the parliament/assembly and the academic researchers – there is no way the parliament/assembly can know all the researchers working in their nation itself!

- Those working in parliaments/assemblies sit on the impact assessment panels for research funding applications (as, for example, with the Office of Technology Assessment at the German Bundestag)
- Informal engagement is still valuable, as it is quicker and easier than formal engagement programmes
- The UK's Research Excellence Framework (REF) was felt to be a positive aid by those we interviewed in parliaments/assemblies

### **Barriers to RRI**

- Language – do researchers get training in how to speak plain English? In spite of their status, politicians could feel intimidated or disengaged
- A lot of the relationships between the parliament/assemblies and researchers were personal and ad hoc, leading to patchy evidence
- Researchers get involved in the policymaking process too late – they are needed in the pre-legislative phase. Once legislation is already being proposed, academic engagement tends to be more defensive than constructive, which is less productive. Researchers aren't aware of what work is coming up for the parliament/assembly
- The need for universities to focus on the internal market may mean they can focus less on the nationally-relevant stakeholders like parliament/assemblies
- Academic career insecurity may mean that researchers have other priorities that are seen as more likely to benefit their careers. Engagement needs to be linked to reward
- Academics may be wary of participating when they have seen other researchers' contributions misrepresented in the past. Academics need support before and after their engagement to help with this

## **2.4 THE PERSPECTIVE OF UNIVERSITIES AND RESEARCH INSTITUTIONS**

These observations are based on our interviews with those working in Nottingham's universities and research organisations, including within clinical research. Some of these discussions ended up being more general rather than focussed specifically on policy, but there are points pertinent to policy here – for example, thinking how legislation can keep up with fast-moving technology innovations.

These observations can also be put within the wider perspective provided by the work of Hartley, Pearce and Taylor (2016) who have highlighted the importance of multiple meanings for RRI within universities and the opportunity for RRI to be a site of politics. For example, the way that RRI could be associated with an impact agenda or with workloads and funding rather than social benefit. Similarly, the interviews raised the question of who was empowered and how. It should be noted that Dr Pearce was one of the interviewees in the field trip.

### **2.4.1 THINK AHEAD**

Interviewees working in the commercialisation offices of universities and research institutions observed that failing to build in RRI considerations at the start of a research project meant it could later hit a dead end in securing public acceptance. (Genetic modification research is as an example, although not a Nottingham-specific one.) Something else which came out of our interviews was that researchers and their institutions need to think ahead about how they will practice RRI when scaling up from pilot or lab testing. At the pilot/lab stage, it can be hard to grasp the eventual impact of some technologies. New technologies can also scale up very fast (for example, drones, which in five years have gone from niche to kids' toys!), and legislation cannot always keep up – this is a challenge for policy. However, those involved can look at possible applications, speculate on what future policies might need to consider and, in time, from these, develop projections. One of our interviewees suggested that we should be thinking not only about 'technology readiness', but '**RRI readiness**'.

### **2.4.2 WHO HAS THE POWER?**

A theme that emerged from our discussions was that we need to consider where the power lies. Structures and systems – contracts, performance measures and targets – can ensure a certain amount of accountability. One of our interviewees pointed out that, in the case of licensing and spin-offs, we cannot always control how technology will be used (for example, where materials are sourced). The market also drives which innovations are prioritised: Should we make things faster or more accurate? Will licensing conditions make it economically viable to pursue a promising area of pharma research?

One interviewee noted that we should not forget that industry does need novel research: as much as it would like to be left alone, industry needs to innovate (for example, new processing methods like synthetic biology) in order to be competitive.

### **2.4.3 INVOLVING ALL STAKEHOLDERS**

In the UK, the National Institute for Health Research (NIHR) – a major public funder of health research – now requires projects to demonstrate stakeholder inclusion. One of those we spoke to mentioned that there is potential for this to be a tick-box exercise, but it needs to be done meaningfully. Health research is aligned to national priorities so it needs to be beneficial to everyone – the patient, other members of the public, and researchers. Happily, some of our interviewees indicated that NIHR's approach seems to be working: even among busy groups like GPs, there has been a culture shift over the last 2-3 years (helped also by time being freed up for training, and making sure the research questions feel relevant to clinicians' day jobs). Another person we spoke to observed that stakeholder engagement is essential for health research because there are questions that researchers cannot answer: Is it worth investing in new technology

to extend life for 5 minutes, 10 minutes or 3 weeks? At what point do you decide? How do you consider value, proportionality?

It was clear from multiple discussions that, when it comes to engaging with communities, some community members can feel disempowered and not know how to put their view across. Instead, the same people keep on getting involved with research – often white, middle-class people who have the time and confidence. Our interviewees were clear that you need to figure out who your stakeholders are and involve all of them, not just those who are easy to engage. One suggestion was that we could help disengaged communities engage by equipping them with the terminology they need and/or giving information to them in a language or dialect they understand. It was observed that **inclusive research engagement is essential for good policymaking**: If there isn't inclusivity, when research findings are translated into policy, something important will be missed, and our engagement could end up being damaging, not helpful.

One of the people we spoke to felt that inclusion isn't something that just happens. Someone needs to have it as their job. They need to look at each individual process, consider when to roll it out, consider barriers, and develop an action plan that people adhere to. But jobs cost money! Where does that come from for organisations that are already having their budgets cut?

Other techniques to ensuring inclusion that were mentioned in our interviews were: working in partnership with organisations that, in turn, work with hard-to-reach groups; involving members of the groups in active, rather than subjective, ways, in the form of participant action research. In the latter method, members of communities are trained up to be researchers, conducting interviews and focus groups. Rather than doing the research, the universities become research commissioners. Third and finally, inviting people from key organisations to sit on the research project's steering group is helpful – some of these may be policymakers.

#### **2.4.4 IMPACT ASSESSMENT IN UNIVERSITIES**

Since the late 2000s, there has been pressure on UK universities to demonstrate the 'impact' of their research. Movement by universities to inform policymaking has arisen from this. Some of the researchers we spoke to felt a challenge in that funding for impact-generating activities is not always provided by their universities (even though UK universities can receive core funding based on their impact performance); it has to be secured separately. Some of our researchers also felt concern that discussions about 'impact' have gone too far, and we're at the risk of '**policy-based evidence making**' in our universities. On the other hand, one interviewee observed that research that is close

to real-world implementation can benefit students, by giving them a closer link to practice later on.

#### **2.4.5 ONGOING RRI ACTIVITIES AT UNIVERSITIES**

- Dedicated engagement staff responsible for ensuring inclusion
- Consideration of 'RRI readiness' alongside 'technology readiness'
- Funders requiring researchers to demonstrate stakeholder inclusion
- Local government partnership money which can be used for content-oriented research projects
- In the case of clinical research, having someone to link those who commission the research with the practitioners who will conduct it, and vice-versa
- Practising participatory action research, where beneficiaries become the researchers
- Inviting members of stakeholder organisations (including policymakers, where relevant) to be on research project advisory groups

#### **2.4.6 BARRIERS TO RRI**

- It may not be economically viable for industry to fund an area of research that could benefit other stakeholders
- Some stakeholders may be harder to engage with due to their ethnicity, class, language, level of formal education or amounts of free time
- You cannot always foresee all potential consequences of a new innovation, making legislation and policymaking a challenge
- Licensing conditions may mean you cannot prevent all undesirable uses of a technology
- Lack of time, money or knowledge to build RRI into research projects by, for example, mapping stakeholders or monitoring participation from different groups
- Academic researchers are concerned about losing their impartiality by becoming too close to policymakers, or by being seen as advocates of a particular point of view – fear of 'policy-based evidence making'
- Time, and how to protect it, especially for very busy groups like GPs doing clinical research

### **2.5 THE PERSPECTIVE OF CIVIL SOCIETY ORGANISATIONS (INCLUDING THIRD SECTOR)**

These observations are based on our interviews with Small Steps Big Changes (part of Nottingham CityCare Partnership CIC), Creative Quarter, Broadway Media Centre and Fellows of the Royal Society for the Arts. Again, some of these discussions ended up being more general rather than focussed specifically on policy, but there are points pertinent to policy here.



*Learning from Fellows of the Royal Society for the Arts*

### 2.5.1 EVIDENCE – SPEED VERSUS QUALITY

The civil society organisations we spoke to valued evidence produced by academic researchers for its rigour and integrity. However, academic evidence was felt to have limitations. It cannot always keep up with organisations' needs: it isn't produced fast enough (a few years is too long), or it is based on narrow, controlled trials that cannot be related to a real-world context. This is the same issue noted in our interviews with policymakers. Instead, a pragmatic approach was felt to be needed by some of the practitioners we spoke to: if a community says it wants something, that can be enough reason to do it and (eventually) the evidence may catch up. This again echoes a point made by one of our policymakers, which is that some policies may be implemented without evidence because there is a clear demand for them. The danger noted by one of our interviewees is that is that unscrupulous people may also come in and try and fill the gaps with lower-quality evidence.

More than one of our interviewees noted that there is a great variation among different professionals (for example, health researchers versus politicians) about what counts as evidence, resulting in a hierarchy of value. Some of the practitioners we spoke to had noticed a shift among policymakers: **policymakers are now more concerned with the difference things are making, and less with the underpinning evidence.** This was felt to be positive by our practitioner interviewees. However, universities still favour traditionally high-value research evidence, sometimes making it hard for researchers who meet the needs of civil society organisations and policymakers to also progress in their academic career.



One of the organisations we spoke had found that, in a long programme for the public, such as a public health programme, you eventually make your own evidence. The challenge for the organisation was to find time to process this evidence, which was felt to be an opportunity for researchers. For one of the organisations we spoke to, there is a similar challenge when planning a public health programme: the amount of evidence had to be sifted through was more than a small delivery team could manage and, being at the pre-funding stage, only goodwill could be used to bring in researchers and others who can help with the evidence sift to work for free. This was a great opportunity for researchers to build relationships and learn to work in more pragmatic ways, but they may have needed to do it under the radar of their organisations.

### **2.5.2      DISENFRANCHISED GROUPS**

Something that came up in our interviews was that, once you involve stakeholders in a project, it can be hard to ‘un-involve’ them. If they work with you to develop something that could improve their lives, and then it isn’t funded, they may be harder to engage in the future. This is particularly a risk with hard-to-reach groups that may not be confident engagers. Managing expectations can reduce the damage done, but may not negate it.

From the discussions, we observed that it is not only potential project beneficiaries who may feel disenfranchised. Potential influencers, who you may be relying on to help you deliver the project, may feel threatened if they perceive any innovations as a threat to their role, purpose or status. They may also resist if they simply feel they have not been consulted. Communication, leadership and careful relationship management are vital. This needs to consider that different people may be influenced by different arguments, even when they appear to be part of the same group.

### **2.5.3      CULTURE CLASHES**

It was clear from several interviews that goodwill between third sector organisations and universities can be necessary to persevere through culture clashes of different types of organisation. For example, in spite of rigorous research ethics processes, universities don’t always operate ethical practises in other domains. Small things, like sharing meeting minutes or final reports, or running a project debrief, had been observed to be forgotten by universities but were expected by those working in other sectors. University staff also had not always recognised the financial cost of the staff time-commitment made by other organisations. By not meeting these expectations, universities had permanently damaged some relationships to the point that organisations ignored future approaches by universities.

#### **2.5.4 DEMAND AND NEED**

Sometimes, universities can be too enthusiastic! Relatively small organisations had been overwhelmed by the volume of approaches from universities. Conversely, some small businesses would have benefited from a research partnership, but had not had the time, money or awareness to even consider one. More than one of our interviewees suggested that some sort of ‘translator’ is needed to manage this process.

#### **2.5.5 THE VALUE OF THE EXTERNAL PARTNER TO UNIVERSITIES**

Broadway Media Centre, an arts organisation, acted as the hub for a placement programme. This programme brought Nottingham University postgraduate students working in computer science, education, marketing, psychology and cognitive neuroscience into Broadway on a 13-week placement which looked at digital and design thinking in cultural organisations. Broadway secured the funding and managed relationships with university departments – it bore the brunt of the work. This has been an invaluable postgraduate training opportunity, so much so that the programme has continued beyond the original period of funding.

In a couple of our interviews, it was noted that working with an individual artist can benefit researchers who want to progress quickly, as it’s in artists’ interests to get products to market as soon as possible. The external partner can also bring a vision and ambition which a university may lack.

From speaking to Broadway, it was clear that working outside the research industry had allowed researchers to try things they never otherwise could. Researchers working with these sorts of organisations tend to be ‘early adopters’. The outcomes can look odd at first, which wouldn’t be an option in a commercial or university setting. The outcomes may have fantastic engagement value, but they may not necessarily help with academic career progression.

#### **2.5.6 MONEY, MONEY, MONEY**

Organisations found they had to work with universities for many years before any cash came in their direction – universities move slowly. Often, activities had rested on unpaid volunteers, which was felt to be unfair and unreliable. Nevertheless, some of the organisations we spoke to found universities to be attractive partners because they do appear to have massive resources, including facilities, at their disposal, and can apply for funds that partner organisations cannot. In the case of externally funded collaborations, interviewees noted that it is important to think about how to keep these going after the external funding ends, otherwise the relationships built could be lost with it.

It was clear that civil society organisations can have a genuine need to work with universities, but cost can be a barrier. The UK's current model of Full Economic Costing of research staff time makes university researchers prohibitively expensive. (For example, a researcher earning a salary of roughly £30,000 a year may have a Full Economic Cost of closer to £100,000.) Universities are limited in their ability to make a deal (they have to cover their all their costs, not just salaries), and the commercial arm of a university may not want to do a deal anyways, even if this conflicts with the university's more philanthropic principles.

### **Local schemes and structures that support RRI**

- A 'translator' or liaison that could manage the relationship between universities and smaller organisations, and help minimise the effects of culture clashes or overwhelming the smaller organisation
- Student exchanges that allow students to spend extensive periods of time at the partner organisation
- An experimental space at the partner organisation where researchers can try out new things that would be too risky to try in their day-job
- Partnerships with nimble individuals and smaller organisations can help universities get things done faster ('the elephant and the mouse')

### **Barriers to RRI**

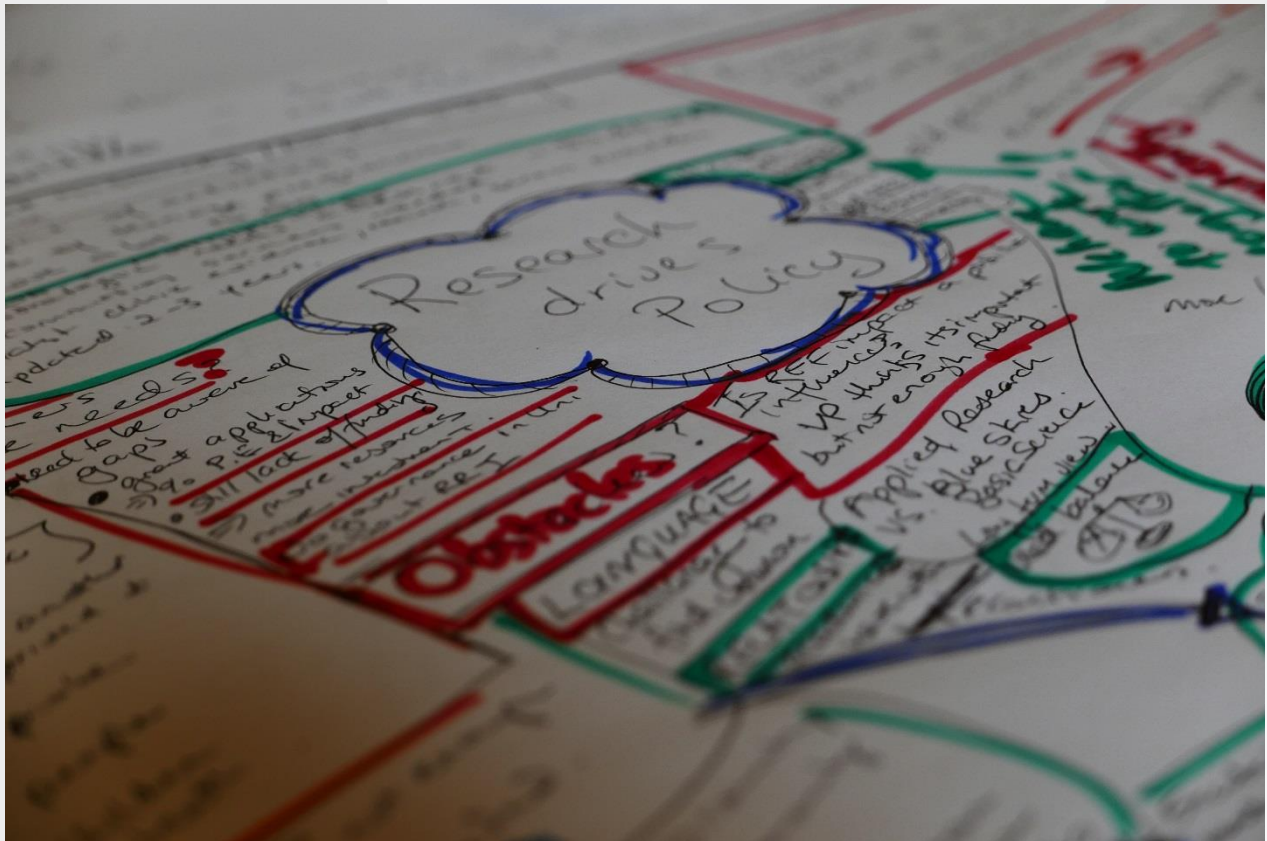
- Academic researchers produce work too slowly or with too narrow a focus for it to be useful for those working in practice or policy
- Projects and businesses that focus on delivery often do not have time to do the necessary research and evaluation on their data, and they cannot afford to second in academic researchers, or do not recognise that they could benefit from this
- No matter how well you manage the relationships with your stakeholders, things beyond your control may damage them (sometimes irrevocably)
- Intellectual property (IP): Universities (or rather, certain parts of them) can be very protective of IP. It is difficult to contribute true value to society if you are holding onto IP and ownership
- Universities are at risk of doing RRI 'to' organisations. Organisations would like to develop RRI practices in partnership with universities
- The silo-ed nature of universities means partner organisations end up with long-term relationships with only very narrow subject areas. Knowing who to speak to is a big barrier for civil society organisations
- The work researchers do at partner organisations may not be valued by their university or other researchers (is not research, or not the right type of research, and not publications)

- Freelancers like artists lack infrastructure and are poor, whereas universities have loads of resources. How could things be more equitable? Could the start-up community's LEAN model help?

### 3. RECOMMENDATIONS FOR NUCLEUS IMPLEMENTATION ROADMAP

In what follows, we map observations about barriers made during the Nottingham field trip to the local schemes and structures we observed that might help overcome them.

#### 3.1 OVERCOMING BARRIERS TO RRI | INSTITUTIONS



**Barrier:** External organisations have to navigate university bureaucracy, timelines and subject silos.

- **Suggested solution:** Relationship managers could act as a liaison between external organisations and universities. This solution was proposed time-and-again during this Field Trip. These individuals would have a good understanding not only of how universities work, but also of the needs and pressures faced by organisations that wish to work with universities.
- Depending on the setting, the precise responsibilities of the person might be different. They could range from the very practical to the strategic, and could require more than one person working at different levels. The types of things this person could do include: assisting with administrative work required by the University of external organisations; ensuring that commissioned clinical research is what clinicians will see the value of, while also fitting with national priorities; introducing external organisations to researchers in different subject areas; chasing researchers to provide external organisations with final reports; encouraging universities to pay self-employed professionals for their time;

coordinating requests from universities to external organisations to ensure the latter isn't overwhelmed.

- These relationship managers would not have the responsibility of doing the external engagement themselves – they are there to help researchers practice theirs. They would also not take the place of staff and student placements in external organisations.

**Considerations to this approach:** Would this person always be (fully) paid for by universities? Should their background be in the university sector, or would they need experience of working in other organisations?

**Barrier:** Where relationship managers already exist, they are often only funded short-term.

- **Suggested solution:** Universities commit to offering permanent contracts to individuals in relationship manager positions. These positions could be justified on the basis of reputational importance to the university. Potential indirect income generated by these positions (e.g. as a result of REF impact case studies) is also a possibility.

**Barrier:** Funding is short-term and for specific discrete projects, so long-term relationships are hard to keep going.

- **Suggested solution:** Is there a way to build funding for external engagement into the core funding of universities, so that this does not need to be applied for on a case-by-case basis?

**Barrier:** Researchers are not a homogeneous group – different things will motivate different researchers to practice RRI.

- **Suggested solution:** Have a variety of incentives to practice RRI, and also disincentives. Some researchers may be motivated to practice RRI if it increases their chance of being awarded a research grant, or of progressing in their career. Others will enjoy the act of engagement as respite from their other work.

**Considerations to this approach:** Each NUCLEUS test-bed will need to carefully consider what incentives would work best in its own research culture. For example, in some nuclei, would it be appropriate to require working with policymakers, or would making it a requirement cause researchers to disengage?

**Barrier:** Stakeholders are involved in projects too late – RRI is not built-in.

- **Suggested solutions:** There are a variety of ways in-built RRI could be achieved, including: having different organisations on a research project's advisory group; making co-production of research a funding requirement.

**Considerations to this approach:** Co-production of research with stakeholders is often beneficial, but this does not mean less involved types of engagement have no value.

**Barrier:** Researchers do not learn about RRI until too late in their research career – it is not a normal part of academic culture.

- **Suggested solution:** Include RRI as part of postgraduate, or even undergraduate, training.

**Barrier:** It is not always clear who research stakeholders are, or could be.

- **Suggested solution:** Try and guess anyway – it is always a good exercise to try and imagine your stakeholders. For example, even very hypothetical brainstorming about the potential applications of a particular technology could help mitigate some of the risks to the practice of RRI.

### 3.2 OVERCOMING BARRIERS TO RRI | POLICY ORGANISATIONS

**Barrier:** Funding streams are often only open to some types of organisation, and organisations like city councils are often excluded.

- **Suggested solution:** Invest time and energy in exploring European funding, which often explicitly encourages a wider variety of research project.

**Barrier:** Researchers often do not get involved with initiatives (e.g. calls for evidence by policymakers) early enough.

- **Suggested solution:** Parliaments and national assemblies could undertake longer-term foresighting activities so that researchers can plan ahead for where their research might be relevant to policy.

**Barrier:** Universities do not see the value of working with city councils.

- **Suggested solution:** Explore the possibility of using cities as 'Living Labs'. Also see if nuclei actions can be included in urban development plans.



## **4. RECOMMENDATIONS FOR FUTURE NUCLEUS FIELD TRIPS**

### **To Retain**

- The busy agenda was actually manageable, and meant we got tremendous value out of a short time in Nottingham
- Most of our group felt that reflection could take place after the Field Trip, and we should maximise the time spent interviewing and observing

### **To Think Twice About**

- Session worked less well when there were more than two or three people to interview. There wasn't time for everyone to contribute or to move beyond superficial discussion
- Our Skype session worked well, but only because one of our group knew the remote interviewees well. We wouldn't recommend it for a stranger
- Phone interviews were very difficult and should only be used as a last resort. The value of the Field Trips is the face-to-face contact

## 5. REFERENCES

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## **6. APPENDIX 1: ORGANISATION PEN PICTURES**

### **Horizon Digital Economy Research Centre (University of Nottingham)**

University of Nottingham Innovation Park, Triumph Road, Nottingham, NG7 2TU

[www.horizon.ac.uk/](http://www.horizon.ac.uk/)

Horizon acts both as a research hub and as a centre for doctoral training. The result of a £40 million investment primarily from Research Council UK and University of Nottingham, Horizon's mission is to investigate the technical developments that are necessary if electronic information is controlled and also to address the concern of the exploitation of personal data. Horizon looks to further focus on analysing centralised data, with a view to investigate the private and ethical interpretations of human data.

### **Social Futures team at Institute of Mental Health (University of Nottingham)**

Institute of Mental Health, University of Nottingham Innovation Park, Jubilee Campus, Triumph Road, Nottingham

[www.institutemh.org.uk/x-about-us-x/our-centres/centre-for-social-futures](http://www.institutemh.org.uk/x-about-us-x/our-centres/centre-for-social-futures)

The Social Futures team covers a number of areas such as health and justice, ADHD, neuroimaging, dementia and old age and education. The team seek to change the way in which service users, carers and professionals work together in the community and also to address the inequalities that people living with mental health conditions face. Social Futures have established ten active research groups in a bid to promote dynamic relationships and develop integrated sharing across communities.

### **East Midlands Academic Health Research Network (University of Nottingham)**

C Floor, Institute of Mental Health, University of Nottingham, Innovation Park, Triumph Road, Nottingham, NG7 2TU

[www.emahsn.org.uk/](http://www.emahsn.org.uk/)

The East Midlands Academic Health Research Network was founded in 2013 and collaborates with the NHS, Universities, industry and health social care commissioners and providers in order to change the health of East Midlands residents and stimulate wealth creation. The aim of the network is to promote health equality, encourage the adoption of innovation in health and social care practice and work with industry to promote the adoption of proven products and services.

## **UoN RRI project (University of Nottingham)**

[www.eprints.nottingham.ac.uk/28680/](http://www.eprints.nottingham.ac.uk/28680/)

The RRI project stands for responsible research and innovation, their aim is to develop a distinct vision of RRI at UoN, as the project is already gaining momentum at national and international levels. Furthermore RRI training and grant applications are already underway at certain units of UoN. Looking forward they would like to create a virtual space for RRI to share role models, case studies and tips in an effective way.

## **Nottingham Institute for Children, Young People and Families (Nottingham Trent University)**

Department of Social Sciences, Nottingham Trent University, Chaucer Building, Nottingham, NG1 4BU

[www.ntu.ac.uk/soc/collaborative\\_working/nccypf/index.html](http://www.ntu.ac.uk/soc/collaborative_working/nccypf/index.html)

The Institute combines the expertise of nearly 100 academics with practitioners, policy makers, students and children, young people and families themselves in order to give children, young people and families and influential voice, to protect them from exploitation and to have the best start in life. It seeks to inspire discovery, drive innovation and deliver research with real-world impact. The Institute aims to play a key role in shaping major local, national and international policy debates concerning children using the research and the voices of those affected by these policy debates.

## **Broadway Media Centre**

14-18 road St, Nottingham NG1 3AL

[www.broadway.org.uk/](http://www.broadway.org.uk/)

Broadway is an independent cinema and media centre in the heart of Nottingham's Creative Quarter. Broadway was born out of a consortium of four local media organisations: Nottingham Film Theatre, New Cinema Workshop, Midland Group, and Nottingham Video Project and has developed into one of the most innovative and successful independent cinemas in the UK. Near Now is Broadway's producing, commissioning and artist development programme, working closely with artists and designers to produce and present playful projects that explore technology in everyday life. They strongly support practice-led research and act as a development organisation for creativity.

### **Royal Society for the Arts (East Midlands)**

Lynchwood House Peterborough Business Park, Peterborough PE2 6G

[www.thersa.org/fellowship/in-your-area/regions/east-midlands/](http://www.thersa.org/fellowship/in-your-area/regions/east-midlands/)

The mission of the RSA is to enrich society through ideas and action, believing that all of us have a creative capacity which when encouraged is able to flourish. The RSA's work is focused on enabling this creativity through sharing ideas, carrying out cutting-edge research and by building networks and opportunities for people to collaborate. The focus on three key themes: public service and communities, creative learning and development and economy, enterprise and manufacturing.

### **Small Steps Big Change (CityCare/NHS)**

Nottingham CityCare Partnership CIC, 1 Standard Court, Park Row, Nottingham, NG1 6GN

[www.nottinghamcitycare.nhs.uk/ssbc/](http://www.nottinghamcitycare.nhs.uk/ssbc/)

Small Steps Big Change is a project funded through the UK's National Lottery. It's a 10 year plan aiming to improve the lives of young children (0-5 years old) using an Early Intervention approach and is a partnership between the City Council, Health partners, the voluntary sector and parents, families and communities. SSBC's focus is primarily on four of the most economically deprived areas of the city Arboretum, St Ann's, Aspley and Bulwell areas.

### **Stemcity**

[www.stemcity.co.uk](http://www.stemcity.co.uk)

Stemcity has been developed by members of Nottingham's Science and Technology Advisory Group's (STAC) Education and Training working group, a partnership of education, industry, government and citizen representatives who work together to increase the culture of science and technology learning in the city. Stemcity focuses on engaging, enabling and empowering citizens through STEM learning activities in the community. One of Stemcity's main events is the annual Festival of Science and Curiosity which brings together the people of Nottingham to share their knowledge of science and to learn more in a stimulating environment.

## **Scotland's Futures Forum, The Scottish Parliament**

<http://www.scotlandfutureforum.org/>

Scotland's Futures Forum is based at the Scottish Parliament. It was established in 2005 to look at long term issues and opportunities for the people of Scotland. The Forum brings together policymakers with academics, civic Scotland, implementers and users to consider issues of long term strategic importance. Looking beyond the electoral cycle and away from party politics, the Forum seeks to stimulate public debate in Scotland, bringing fresh perspectives, ideas and creativity on how we might prepare for the future now.

## 7. APPENDIX 2: TIMELINE

NUCLEUS PROJECT FIELD TRIP TO NOTTINGHAM, UK - MAY 11 <sup>th</sup> & 12 <sup>th</sup> 2016		
TIMELINE	SESSION	
<b>Tuesday 10<sup>th</sup> May</b>  From 7pm	Meet at Ye Olde Trip to Jerusalem pub on Castle Street for drinks/food. We will have a table reserved in the pub, with bar meals available to order for those who want to eat. <a href="http://triptojerusalem.com/">http://triptojerusalem.com/</a>	
<b>Wednesday 11<sup>th</sup> May</b>  9.30am – 12.30pm  Council House Market Square Nottingham NG2 3NG	9.30am – 10.30am  Council House Dining Room	<u>Introduction and orientation</u>  NUCLEUS – Alex and Annette <ul style="list-style-type: none"> <li>• Recap of NUCLEUS project</li> <li>• Aims and objectives for Nottingham field trip</li> <li>• Reporting, evaluation requirements</li> </ul> Field trip agenda – Heather, Sarah and Jon <ul style="list-style-type: none"> <li>• Agenda</li> <li>• Interview groups and methodology</li> <li>• Logistics</li> </ul> Overview of public policy making in Nottingham – Jon <ul style="list-style-type: none"> <li>• Early Intervention</li> <li>• Economic Growth</li> <li>• Health and Well-being</li> </ul>



	10.30am – 12pm	<u>Public policy and RRI - World café</u>	
	Council House Dining Room	<u>Table 1 – Policies that drive research</u> <b>Nathan Oswin</b> Political to the Labour Group, Nottingham City Council <b>Helen Hill</b> Team manager, Research, Engagement and Consultation, Nottingham City Council  <u>Table 2 – Research that drives policies</u> <b>Alison Challenger</b> Interim Director of Public Health, Nottingham City Council <b>Virginia Portillo</b> Former programme Manager, Nottingham Clinical Trials Unit, Queen’s Medical Centre  <u>Table 3 – The culture of RRI in the UK</u> <b>Dr Warren Pearce</b> Faculty Fellow (iHuman), The Department of Sociological Studies, Sheffield University	
	12pm – 12.30pm	Sandwich buffet lunch provided at the Council House, hopefully the Lord mayor and/or the Sheriff of Nottingham will join us.	
12.30pm – 1pm	<u>Group 1</u> Business Engagement and	<u>Group 2</u> Small Steps, Big Change	<u>Group 3</u> Room 4.26

<p><i>Transfer to locations for afternoon interview sessions</i></p>	<p>Innovation Services University of Nottingham, Sir Colin Campbell Building Triumph Road Campus <i>Travel to UoN by car</i></p> <p>FOCUS: How Universities and research institutions view the relationship between RRI and public-policy making</p> <p><i>Lead: Alex Gerber Team: Steven Flipse, Robin Yee, Edward Duca Chaperone: Jon Rea</i></p>	<p>NVAC building 7, Mansfield Road <i>Travel to SSBC by tram and on foot</i></p> <p>FOCUS: Early Intervention – a case study in RRI and evidence based policy making</p> <p><i>Lead: Karen Moss Team: Lars Tata, Padraig Murphy, Chaperone: Sarah Anderson</i></p>	<p>Nottingham City Council Loxley House, Station Street NG2 3NG <i>Travel by to Loxley by tram</i></p> <p>FOCUS: How Local Authorities view the relationship between RRI and public-policy making.</p> <p><i>Lead: Annette Klinkert Team: Theda Minthe Chaperone: Heather Rea</i></p>
<p>1pm – 5.30pm</p> <p>Field interview sessions in various locations</p>	<p><u>Interview</u></p> <p>1.30pm – 3pm</p> <p><b>Dr Dan King</b> Head of Knowledge Transfer Business Engagement and Information Services</p> <p><b>Shahnaz Aziz</b> Patient and Public Leadership Lead</p>	<p><u>Interview 1</u></p> <p>1.30pm – 3pm</p> <p><b>Michelle Battlemuch</b> Deputy Director, Small Steps Big Change</p> <p><b>Luke Murray</b> Programme Manager, Small Steps Big Change</p> <p><b>Katy Ball</b></p>	<p><u>Interview</u></p> <p>1pm - 2pm</p> <p><b>Councillor Alex Norris</b> Portfolio Holder for Adults and Health; Chair, Nottingham City Health and Well-being Board</p> <hr/> <p><u>Telephone interview</u></p> <p>2.30pm – 3.30pm</p>

	<p>East Midlands Academic Health Science Network</p> <p><i>After interview:</i> Group 1 transfer to NTU Clifton Campus by car</p>	<p>Director of Procurement and Children's Commissioning</p> <p><i>After interview:</i> Group 2 transfer to Creative Quarter office on foot</p>	<p><b>Dr Paul Crawford</b> Director, Social Futures Unit, Institute of Mental Health, UoN</p> <p>Tel 07500 788076</p>
	<p><u>Informal meeting</u> 3.30pm – 5pm</p> <p><b>Professor Carl Brown</b> and a panel of NTU researchers and business – panel session examples of research with public policy impacts Erasmus Darwin room ERD 196</p> <p>Call Carl when on Campus - 07804918959</p>		<p><u>Interview</u> 4pm - 5pm</p> <p><b>Councillor Graham Chapman</b> Deputy Leader, Nottingham City Council; Portfolio Holder for Resources and Neighbourhood Regeneration</p>
	<p><u>Interview</u> 5.15 - 6pm</p> <p><b>Yvonne Barnett</b> Pro Vice Chancellor Research, DH Lawrence Building Nottingham Trent University</p>	<p><u>Interview</u> 3.30pm – 4.30pm</p> <p><b>Kathy McArdle</b> Chief Executive Creative Quarter office Beck Street</p>	

	5pm - <i>Group 2 and 3 return to hotel on tram/foot</i>	
	6pm - <i>Group 1 returns to hotel by car from Clifton</i>	
5.30pm – 7.30pm	5.30pm – 6.30pm	
St. James' Hotel	Opportunity for reflection and evaluation of the day's interview outcomes, insight gained; thoughts on the methodology, amendments as needed; recap of Day 2 timetable and logistical arrangements.	
	6.30pm – 7.30pm	
	Free time/freshen up	
7.30pm – 10pm	Dinner at Edin's Natural Kitchen, Goosegate, Hockley. Three-course meal with a glass of wine and coffee included for a fixed price of £20 per person (each person will be responsible for their own bill). Vegetarian starter and main course options available.	
Dinner	<a href="http://www.edinsnottingham.co.uk/">http://www.edinsnottingham.co.uk/</a>	
Thursday 12 <sup>th</sup> May	<u>Group 1</u>	<u>Group 2</u>
	Broadway Media Centre	University of Nottingham,
	Broad Street	Triumph Road Campus
	Hockley	NG1 3AL
	FOCUS: Civil society & voluntary sector partnership perspectives on RRI and public policy making.	FOCUS: More University perspectives: Case studies in RRI and public policy making
	Lead: Theda Minthe	Lead: Steven Flipse
	Team: Annette Klinkert, Lars Tata, Carl Bown, Edward Duca	Team: Karen Moss, Robin Yee, Padraig Murphy
	Chaperone: Heather Rea/ Sarah Anderson	Chaperone: Jon Rea

9am – 12pm Field interviews	<u>Interview 1</u> 9.15am – 10.15am		<u>Interview 1</u> 9.30am – 11am	
	<b>Steve Mapp</b> Chief Executive, Broadway Media Centre		<b>Dr Ansgar Koene</b> Citizen centric approaches to social media analysis	
	<b>John Tobin</b> Development Director, Broadway Media Centre,		Horizon Digital Economy Research Institute,	
	<b>Mathew Trivett</b> Creative Producer, Near Now		University of Nottingham	
	<u>Interview 2</u> 10.45am – 11.45am		<b>Dr Sujatha Raman</b> RRI project Principal Investigator University of Nottingham	
	<b>Jeanne Booth</b> Chair, East and West Midlands Board of the Royal Society of the Arts			
	<b>Rick Hall</b> Executive Founder, Ignite Futures			
	<b>Hasmita Chavda</b> Programme Manager, Ignite Futures			
	11.45am Transfer to Loxley House		11am Transfer to Loxley House	
12pm – 1pm	Sandwich buffet lunch provided at Loxley House, room 2.17			
1pm – 3pm	<u>Group 1</u>	<u>Group 2</u>	<u>Group 3</u>	
	FOCUS: Local Authority	FOCUS: Comparative study	FOCUS: RRI and policy making -	

<p>Loxley House</p> <p>Nottingham City Council policy officer interviews; Skype meeting with Scottish Parliament;</p>	<p>leadership interviews around the role of RRI in policy making</p> <p><i>Lead: Annette Klinkert Theda Minthe, Sarah Anderson,</i></p>	<p>of RRI and policy making with Scottish Parliament ; partnership perspectives</p> <p><i>Lead: Heather Rea, Lars Tata, Padraig Murphy</i></p>	<p>partnership perspectives</p> <p><i>Lead: Karen Moss</i></p> <p><i>Team: Robin Yee, Steven Flipse, Edward Duca</i></p>
	<p><u>Interview</u></p> <p>1pm – 1.45pm</p> <p>Room 4.25</p> <p><b>Colin Monckton</b> Director of Insight and Commissioning Nottingham City Council</p>	<p><u>Skype interview</u></p> <p>1pm – 2pm</p> <p>Room 3.25</p> <p>Skype link-up with research colleagues from <b>Scottish Parliament</b> and <b>Northern Irish Assembly:</b></p> <p><b>Donald Jarvie</b> Head of Scotland's Futures Forum, The Scottish Parliament</p> <p><b>Eileen Regan</b> Senior Researcher, Northern Ireland Assembly</p>	<p><u>Interview</u></p> <p>1pm – 2pm</p> <p>Room 1.32</p> <p><b>Rachel Illingworth</b> Head of Research and Evaluation NHS Clinical Commissioning Group</p>

	<u>Interview</u> 2.15pm – 3.15pm Room 2.17  <b>Robert Dixon</b> , Head of Business Growth and International Strategy, Nottingham City Council <b>Chris Henning</b> , Strategic Director, Economic Innovation, Nottingham City Council	<u>Interview</u> 2.15pm – 3.15pm Room 4.26  <b>Nigel Cooke</b> Head of One Nottingham strategic partnership	<u>Interview</u> 2.15pm – 3.15pm Room 1.32  <b>James Hunter</b> Principal Lecturer in Public Policy, School of Social Science Nottingham Trent University
3.30pm – 5pm	Reflection ,summary, evaluation		
5pm	Close of NUCLEUS Nottingham field trip		

## 8. APPENDIX 3: NOTETAKING TEMPLATE

<b>Interview (Location, Time, date):</b>				
<b>NUCLEUS Field Trip Participants present:</b>				
<b>Team Lead:</b>				
<b>Note taker:</b>				
<b>Moderator:</b>				
<b>Interviewee name (and contact email)</b>				
<b>Role of Interviewee</b>				
<b>Question prompts</b>				
<b>Please could you tell us a little more about your organisation/network and position?</b>				
<b>On a scale of 0 to 5, 0 being the lowest, how would you rate your involvement / influence / links with</b>				



<b>research and innovation or those undertaking it?</b>				
<b>How is academic research and innovation incorporated into your work?</b>				
<b>How is responsible research and innovation, or any other relevant concept, viewed in your organisation?</b>				
<b>What role do you think there is for your policy makers in research and innovation projects?</b>				
<b>And if these concepts</b>				

are put into practice, can you tell something about how this is done?				
What barriers are you aware of to bring research and innovation into your field?				
Is there anything else you would like to say that has an influence of the above issues?				


<b>Reflection</b>				
What was the most important barrier to RRI that you identified?				

What was the biggest opportunity for civil society and RRI that you identified?	
Was there anything else that came out of this discussion?	
<b>Comparison with the other parallel session</b>	
Compared with the other parallel session, what similarities/differences were identified?	