



National
Co-ordinating
Centre for
Public Engagement

Public engagement and culture change

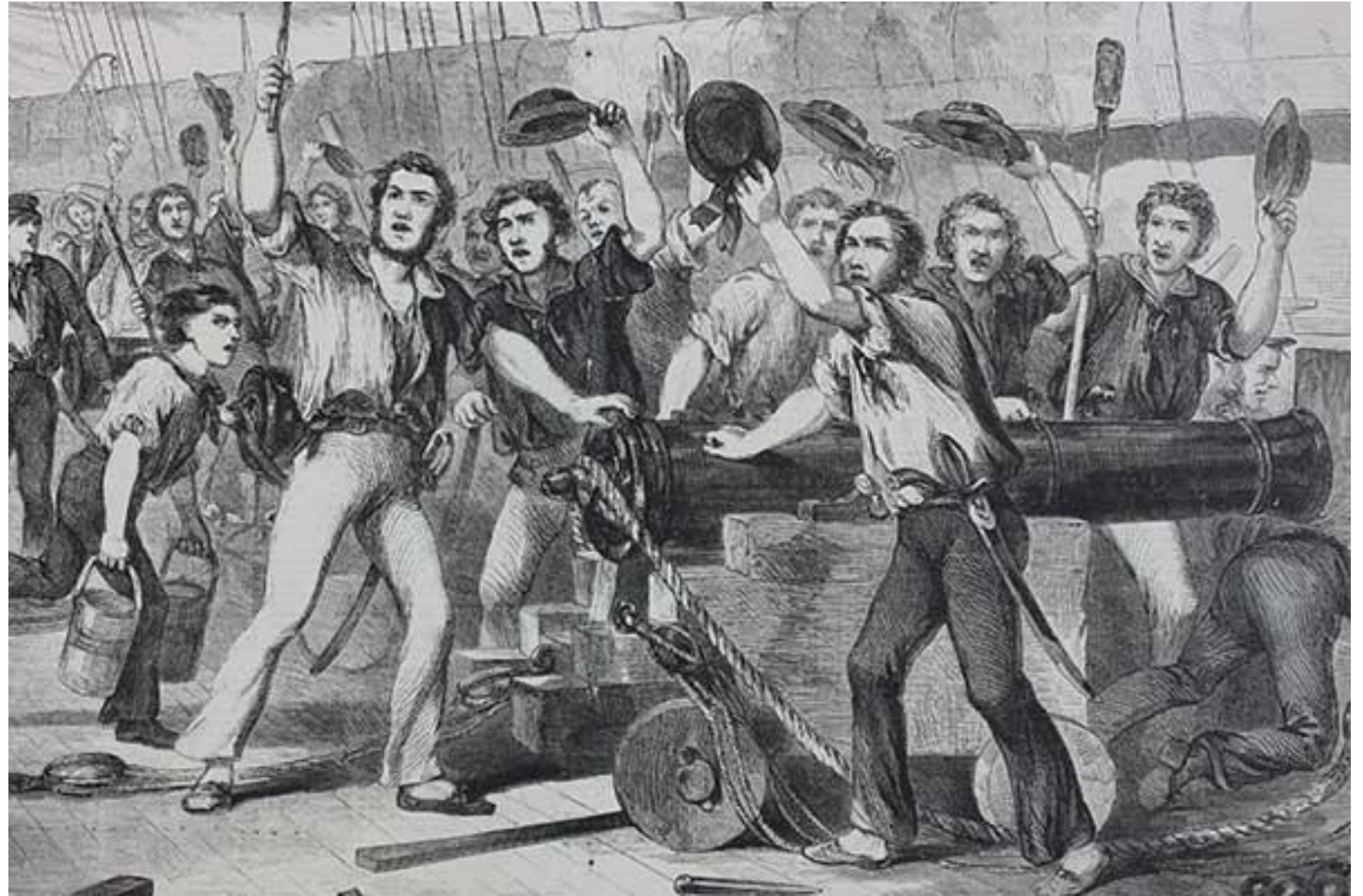
Lessons from the UK

Paul Manners, Director, NCCPE



**The culture
change
voyage**

The culture change crew



About
engagement

Do
engagement

Support
engagement

Resources

About us

NCCPE projects
& services

Connect

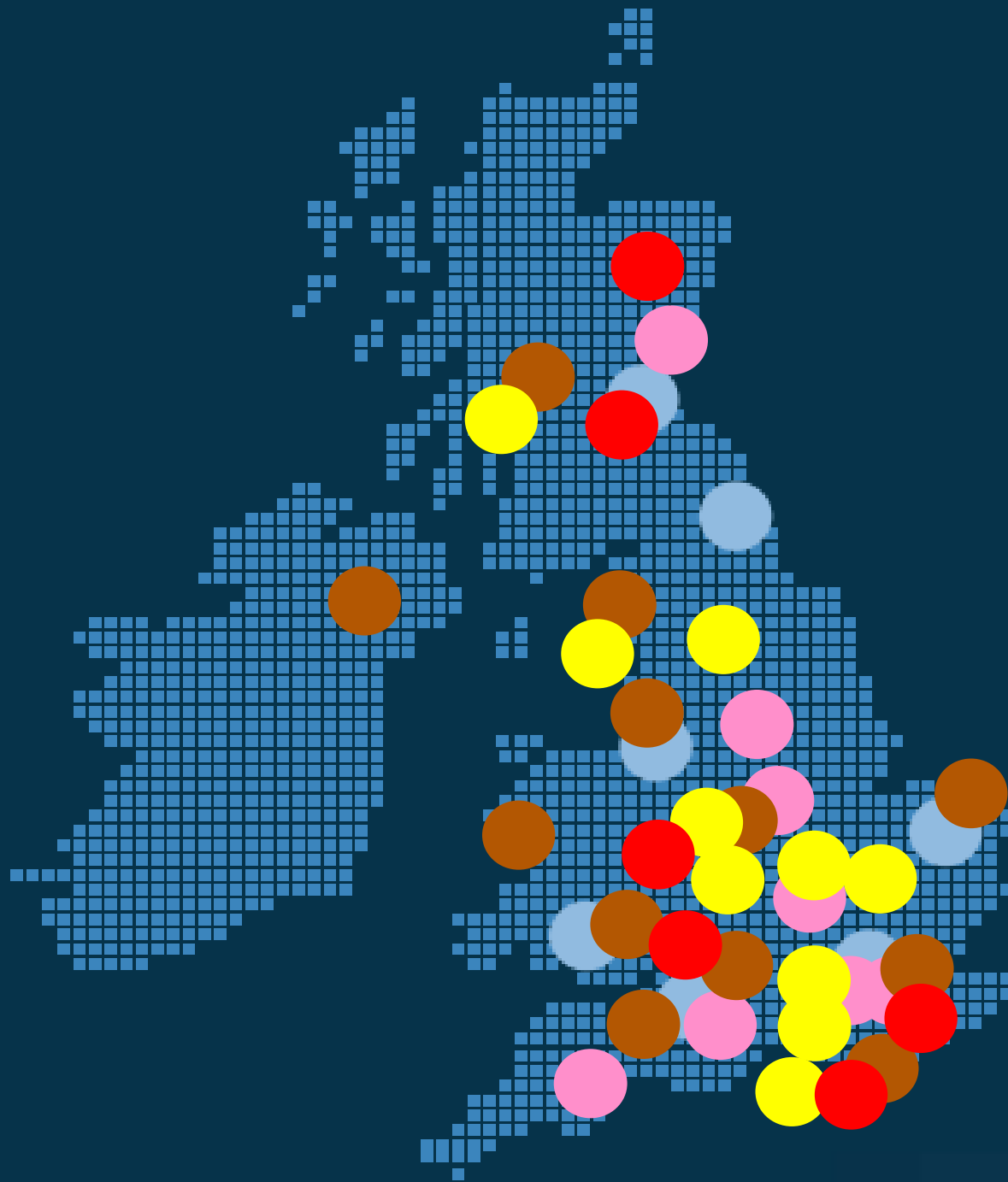
We help universities engage with the public

How can we help you with public engagement?

“NCCPE are the people who really understand engagement. They offer structured, productive tools that really make a difference.”



David Sweeney
Research England



Culture change in action

Beacons for Public
Engagement



Catalysts for PE
with research



School-University
Partnership
projects



Catalyst Seed
Funds



SEE-PER projects

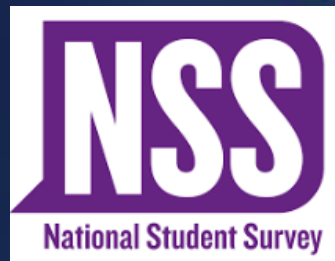




Accountability
Trust and transparency
Relevance
Social responsibility



**CHANGE
AHEAD**



Manchester Beacon

connecting people, place & knowledge



Image: Michael Colvin



The Beacons for Public Engagement are funded by the Higher Education Funding Council for England and Research Councils UK in association with the Wellcome Trust, the Higher Education Funding Council for Wales and the Scottish Funding Council.

The importance of public engagement

“It’s difficult to say because it almost comes into a different category because it is not part of my job description or one of the measures against which I think I will ever be measured...it’s more like deciding do I want to go for a run today? It’s something I enjoy and it’s important but I don’t really see it as a part of my paid job” (Senior Researcher)

A qualitative baseline report on the perceptions of public engagement in University of East Anglia academic staff





<http://www.publicengagement.ac.uk/support-engagement/strategy-and-planning/edge-tool>

Purpose

Mission

Leadership

Communication

Embedding a commitment to public engagement in institutional mission and strategy, and championing that commitment at all levels



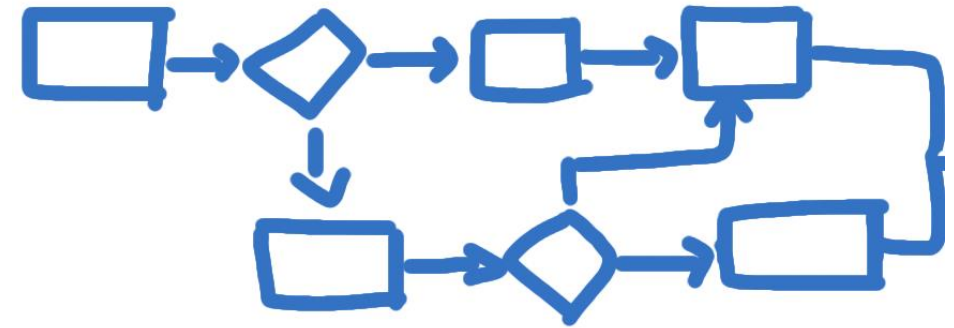
Process

Support

Learning

Recognition

Investing in systems and processes that facilitate involvement, maximise impact and help to ensure quality and value for money



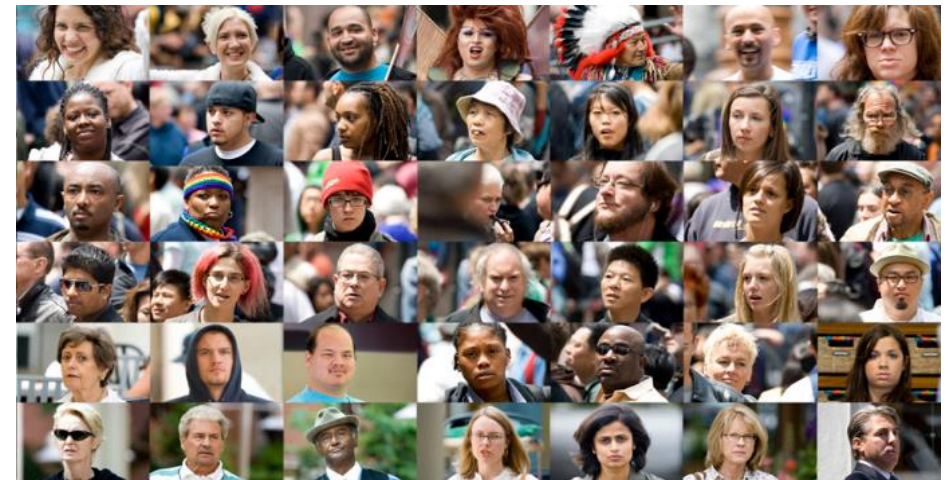
People

Staff

Students

Publics

Involving staff, students and representatives of the public and using their energy, expertise and feedback to shape the strategy and its delivery



THE EDGE TOOL					
	FOCUS	EMBRYONIC	DEVELOPING	GRIPPING	EMBEDDING
PURPOSE	Mission	There is little or no reference to public engagement in the organisational mission or in other institution-wide strategies.	PE is referenced sporadically within the institutional mission documents and strategies, but is not considered a priority area.	PE is clearly referenced within the institutional mission and strategies and the institution is developing an institution-wide strategic approach.	PE is prioritised in the institution's official mission and in other key strategies, with success indicators identified. It is a key consideration in strategic developments in the institution.
	Leadership	Few (if any) of the most influential leaders in the institution serve as champions for public engagement.	Some of the institution's senior team act as informal champions for public engagement.	Some of the institution's senior team act as formal champions for public engagement.	The VC acts as a champion for PE and a senior leader takes formal responsibility. All senior leaders have an understanding of the importance and value of public engagement to the institution's agenda.
	Communication	The institution's commitment to public engagement is rarely if ever featured in internal or external communications.	Public engagement occasionally features in internal and external communications.	Public engagement frequently features in internal communications, but rarely as a high-profile item or with an emphasis on its strategic importance.	PE appears prominently in the institution's internal communications; its strategic importance is highlighted, and resources and strategic support have been allocated to sustain this.
PROCESS	Support	There is no attempt to co-ordinate public engagement activity or to network learning and expertise across the institution.	There are some informal attempts being made to co-ordinate PE activities, but there is no strategic plan for this work. Some self-forming networks exist, not supported by the institution.	Oversight and co-ordination of PE has been formally allocated (e.g. to a working group or committee) but there is minimal support and resource to invest in activity.	The institution has a strategic plan to focus its co-ordination, a body/ies with formal responsibility for oversight of this plan, and resources available to assist the embedding of PE. There are a number of recognised and supported networks.
	Learning	There is little or no opportunity for staff or students to access professional development to develop their skills & knowledge of PE.	There are some opportunities for staff or students to access professional development and training in PE, but no formal or systematic support.	There are some formal opportunities for staff or students to access professional development and training in PE.	Staff and students are encouraged and supported in accessing professional development, training and informal learning to develop their skills and knowledge of engagement.
	Recognition	Staff are not formally rewarded or recognised for their PE activities.	Some departments recognise and reward PE activity on an ad hoc basis.	The university is working towards an institution-wide policy for recognising and rewarding PE activity.	The university has reviewed its processes, and developed a policy to ensure PE is rewarded & recognised in formal and informal ways.
PEOPLE	Staff	Few if any opportunities exist for staff to get involved in public engagement, either informally or as part of their formal duties.	There are opportunities for staff in a handful of faculties or departments to get involved in PE, either informally or as part of their formal duties.	There are structured opportunities for many staff members to get involved in PE; but not in all faculties or departments. There is a drive to expand opportunities to all.	All staff have the opportunity to get involved in public engagement, either informally or as part of their formal duties, and are encouraged and supported to do so.
	Students	Few opportunities exist for students to get involved in PE, either informally, through volunteering programmes, or as part of the formal curriculum.	There are opportunities for students to get involved, but there is no coordinated approach to promoting and supporting these opportunities across the institution.	Many (but not all) students have the opportunity to get involved in PE and are encouraged and supported to do so. There is a drive to expand opportunities to all.	All students have the opportunity to get involved in PE, and are encouraged and supported to do so. The institution offers both formal and informal ways to recognize and reward their involvement.
	Public	Little or no attempt has been made to assess community need, or to support 'non-traditional' groups in engaging with the institution.	Some attempt has been made to analyse community need and interest; and to begin to tackle access issues to open up the institution and its activities to the public.	The institution has committed resources to assessing community need and interests, and to using this insight and feedback to inform its strategy and plans.	The institution has assessed need & committed resources to supporting a wide range of groups to access its facilities and activities, and to systematically seek their feedback and involvement.

THE EDGE TOOL					
	FOCUS	EMBRYONIC	DEVELOPING	GRIPPING	EMBEDDING
PURPOSE	Mission	<i>Institutional support and resourcing</i> <i>Need for clear mechanisms for research institutes to collaborate in formation of policy</i> <i>Language, messaging, communication</i> <i>Training , Faculty incentives , recognition and acknowledgement</i> <i>Learning from others</i> <i>Building community networks</i>			
	Leadership				
	Communication				
PROCESS	Support				
	Learning				
	Recognition				
PEOPLE	Staff				
	Students				
	Public				

Museum-University Partnerships Match Event Facilitators' Guide

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New ideas originate in
practice, academics
evaluate and validate them

New ideas originate in
research, practitioners
test out and validate them

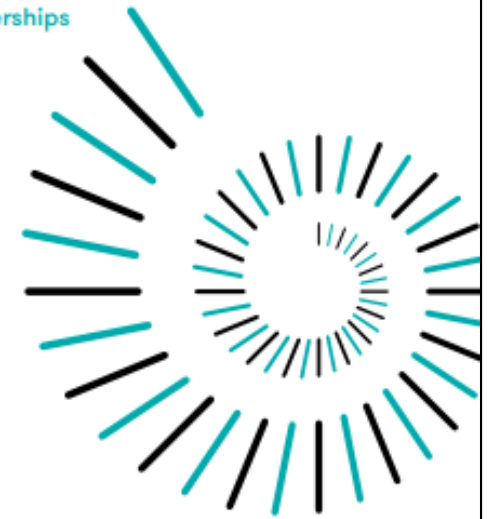


Museum-University Partnerships Purposeful partnerships

PDF FOR PRINT OUT

- This document has been designed for single-sided printing.
- For best results print out at 100% on to an A3 sheet and cut out the cards.
- Alternatively print on to an A4 sheet with edge to edge printing.
- There are 80 cards in total.

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Co-ordinating
Centre for
Public Engagement



<p>PURPOSE</p> <p>To learn something new</p> <p> Museum</p>	<p>PURPOSE</p> <p>To have an impact on society</p> <p> Museum</p>	<p>PURPOSE</p> <p>To influence how we do things</p> <p> Museum</p>	<p>PURPOSE</p> <p>To help make the work I do sustainable</p> <p> Museum</p>
<p>PURPOSE</p> <p>To access new spaces</p> <p> Museum</p>	<p>PURPOSE</p> <p>To create new ideas</p> <p> Museum</p>	<p>PURPOSE</p> <p>To grow my network</p> <p> Museum</p>	<p>PURPOSE</p> <p>To engage with new audiences</p> <p> Museum</p>

School of Life Sciences
University of Dundee



Why Engage?



Our staff and students on the
benefits of public engagement

Gold
Engage
Watermark

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Public Engagement



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Centre for
Public Engagement



Pathways to culture change

Lessons from the Catalyst Seed Fund programme
Interim report: May 2017

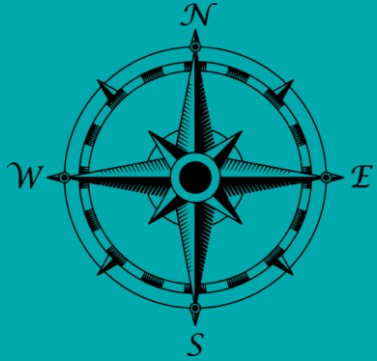








Pathways to culture change

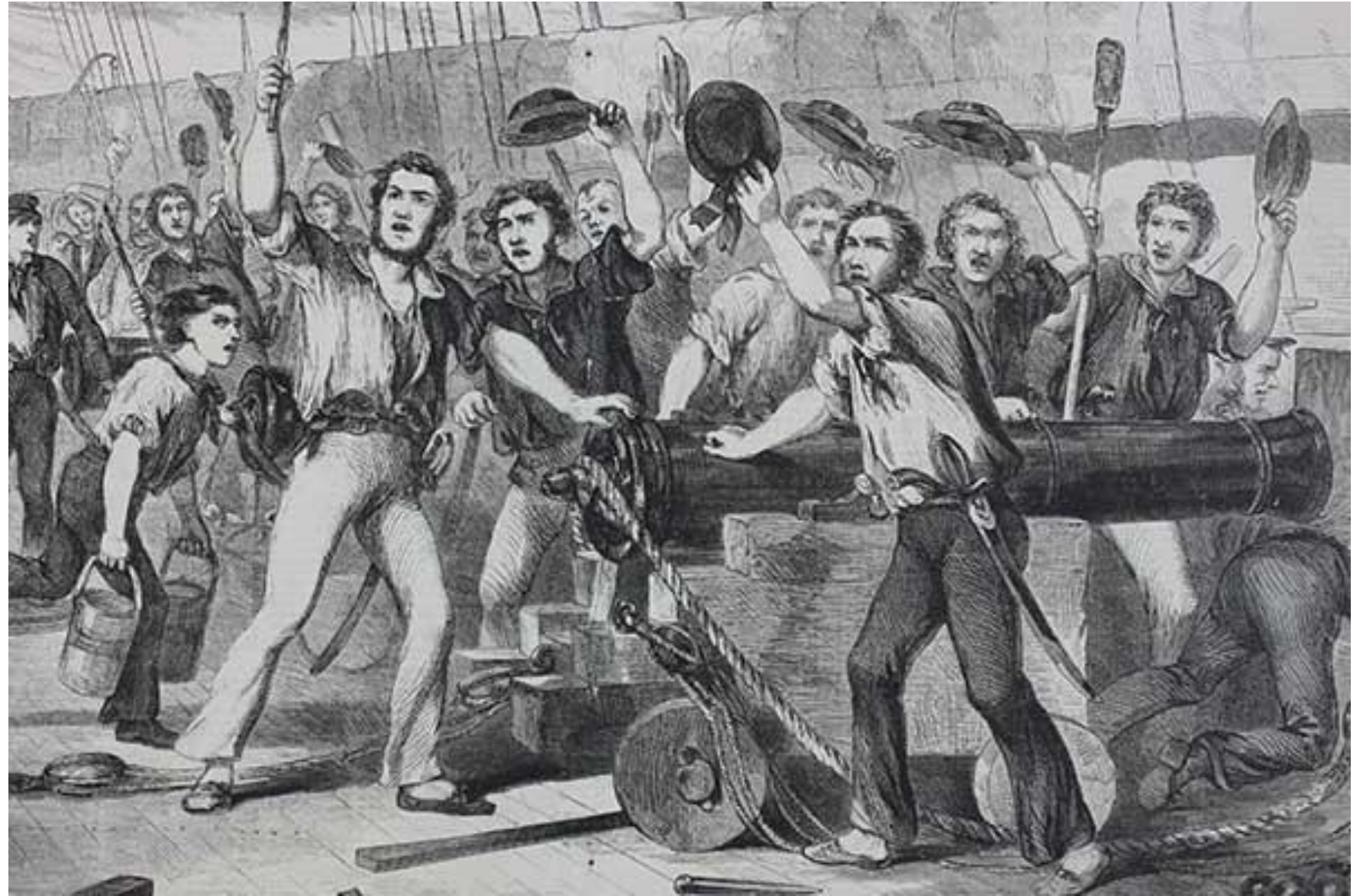


PLOT, HOLD AND REVIEW YOUR COURSE

- Secure high level commitment and alignment
- Review and take stock; consolidate existing activity
- Develop your rationale, narrative and strategy; consider sustainability
- Identify and address quick wins and tractable challenges
- Identify success measures and monitor
- Put in place steps to sustain momentum beyond project
- Work responsively; build allies and networks
- Recruit a skilled team, with expertise in facilitating change



The culture change crew



Who are we?

Research
managers

Knowledge transfer
professionals

Marketing and
communications

Public affairs

Researcher
developers

Development
managers

Strategy officer

Recruitment
managers

Public engagement
specialists

Public relations

Engaged
researchers

Project managers

Events managers

Impact specialists

Research support
officer

Fundraisers

Scholarly
communications

Alumni relations

[HOME](#)



What professional instincts guide us?



What impact do we try to create?



What methods do we rely on?



What are our skills?



Who do we engage with?



What attributes do we value?

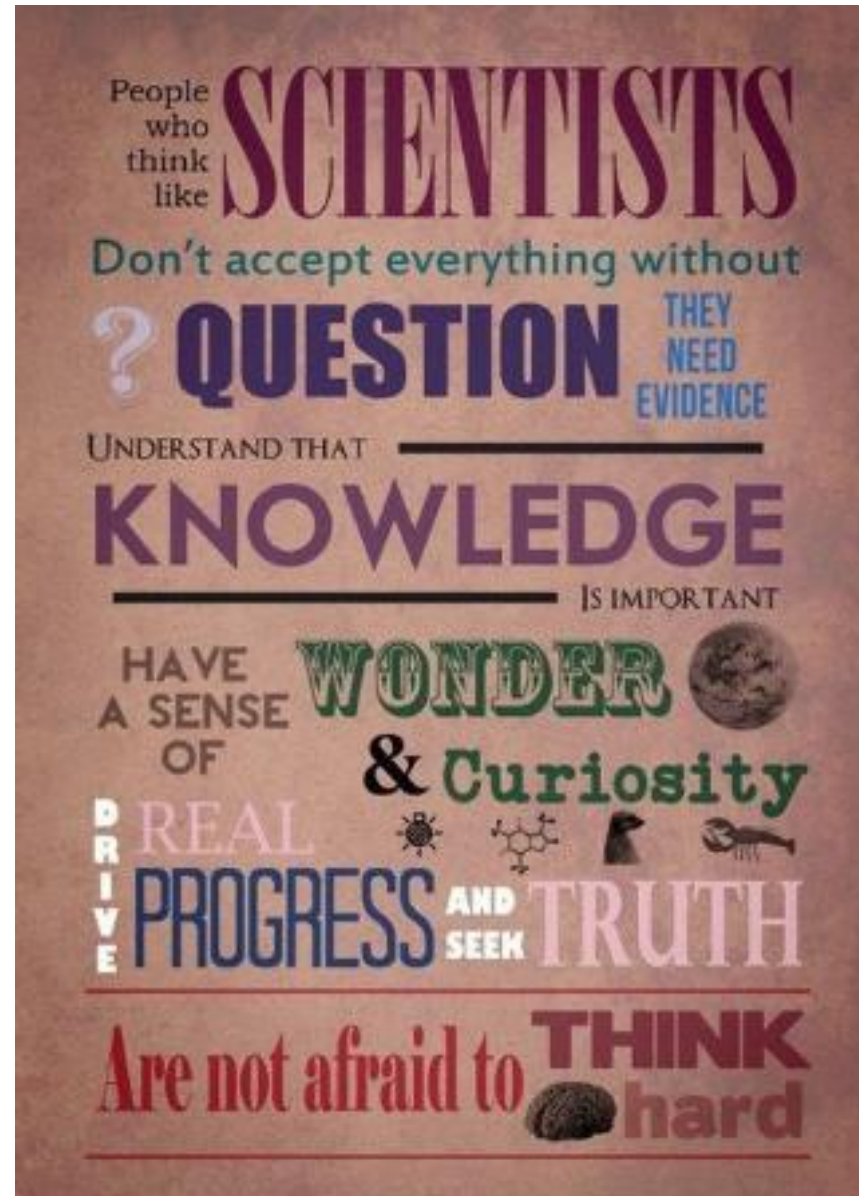


What is excellent work?

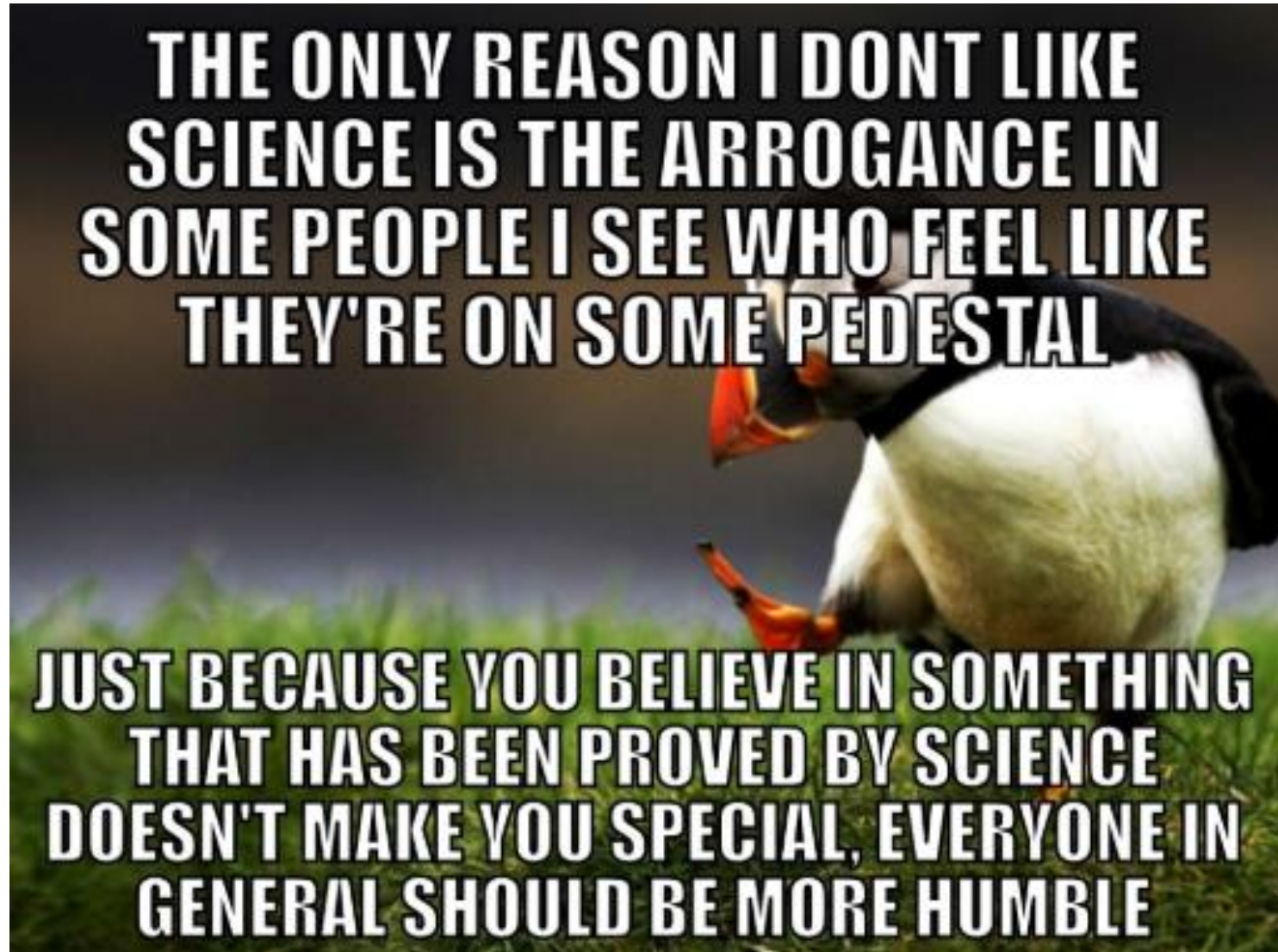
What professional instincts guide us?

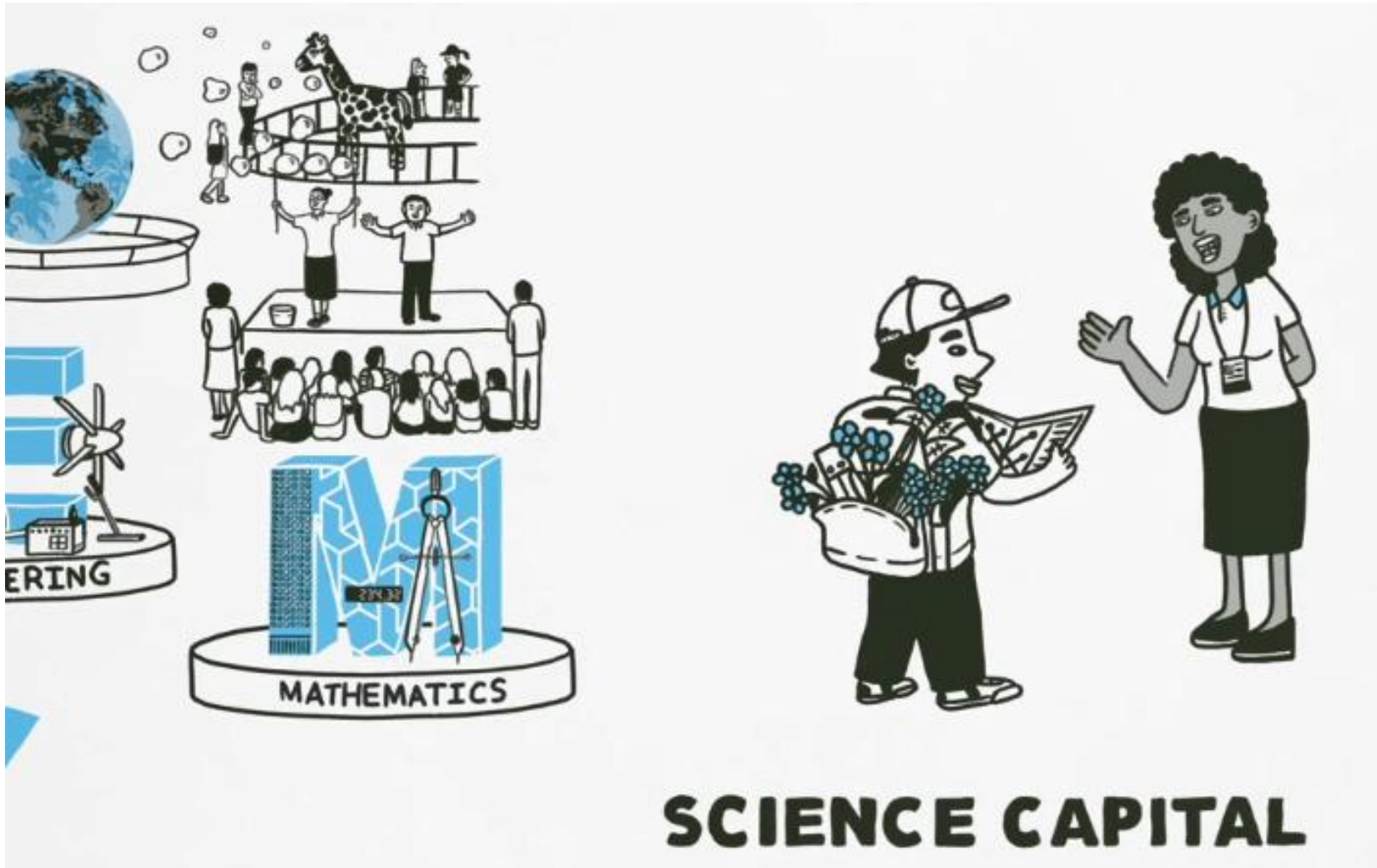


What professional instincts guide us?



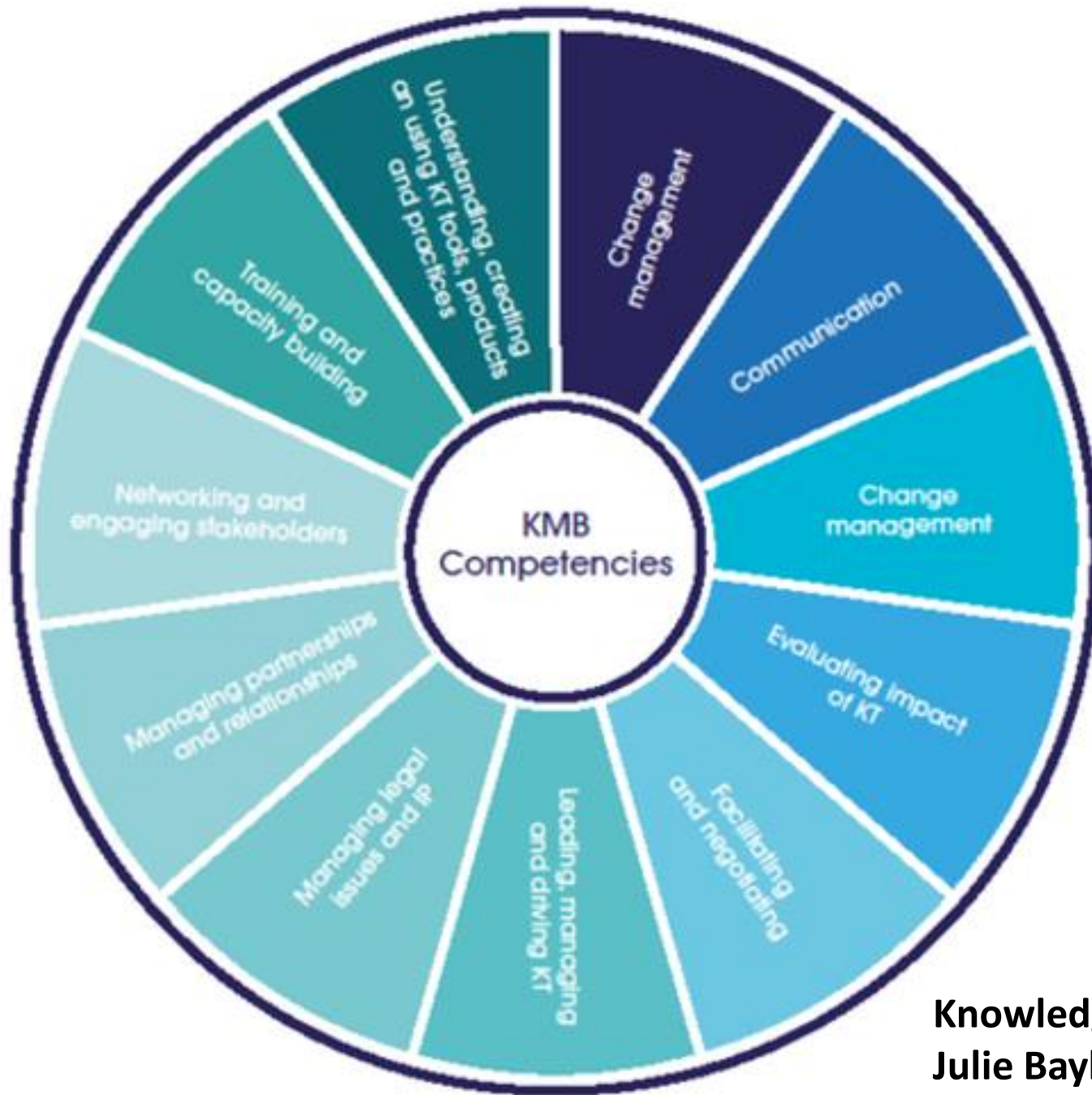
What professional instincts guide us?





Introduction to Science Capital video: <https://www.youtube.com/watch?v=mziJEbb6ETs>

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What are our skills?

1. Change management
2. Communication
3. Creating, sourcing and synthesising (research)
4. Evaluating impact of KT
5. Facilitating and negotiating
6. Leading, managing and driving KT
7. Managing legal issues and IP
8. Managing partnerships / relationships
9. Networking and engaging stakeholders
10. Training and capacity building
11. Understanding, creating and using KT tools, products and practices

**Knowledge broker competencies,
Julie Bayley and David Phipps**

[HOME](#)

What attributes do we value?



Communication

- Adapts their communication for different audiences
- Has a robust knowledge of the topic in question
- Listens and responds carefully and values other people's contributions
- Builds on their audience's knowledge & understanding

Empathy

- Is sensitive to issues of diversity and inclusion
- Respects differences in understanding and attitudes
- Is sensitive to social and ethical issues
- Builds and sustains effective partnerships

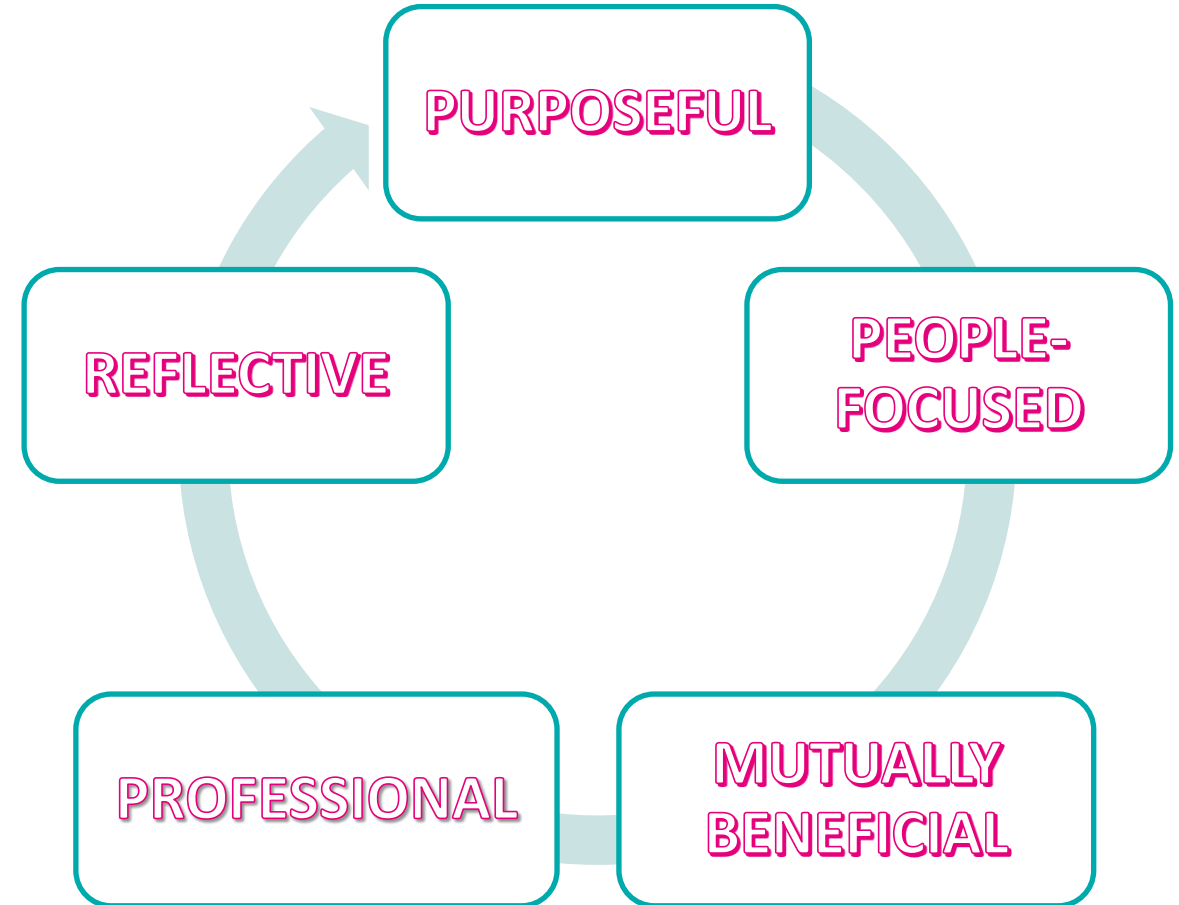
Reflection

- Welcomes feedback
- Reflects on their own practice
- Conducts formative and summative evaluation
- Can recognise when to seek advice or support

Good practice principles



- **Principle 1: PURPOSEFUL**
 - I will put purpose at the heart of my engagement
- **Principle 2: PEOPLE-FOCUSED**
 - I will strive to ensure my engagement is appropriate to the participants and framed around their needs
- **Principle 3: MUTUALLY BENEFICIAL**
 - I will commit to establishing a way of working that is mutually beneficial for myself and my partners
- **Principle 4: PROFESSIONAL**
 - I will value engagement as a professional endeavour and plan my projects appropriately
- **Principle 5: REFLECTIVE**
 - I will build reflection and improvement into the engagement work I am part of



Common Cause Research

Building Research Collaborations
between Universities and Black
and Minority Ethnic communities

Fair and
mutual research
partnerships:
10 principles for
community-university
partnerships

- 1 A commitment to strengthening the partnering community organisation**
Any partnership between a university and a community/cultural organisation or group should be premised on leaving that organisation stronger than before the participation. This might take the form, amongst others, of building capacity and knowledge within the organisation, the development of new products and services, the opportunity to take a strategic look at the work of the organisation, the building of new networks. Importantly, the partner organisation needs to know that the collaboration will not leave them financially or organisationally weaker than when they began the project.
- 2 A commitment to ethical considerations**
There should be the potential to identify, and the potential benefit for, not to exploit individual, local and wider people, possibly various inequality.
- 3 A commitment to transparency and accountability**
Partnerships with public or community organisations should be premised on leaving them stronger than before the participation. This might take the form, amongst others, of building capacity and knowledge within the organisation, the development of new products and services, the opportunity to take a strategic look at the work of the organisation, the building of new networks. Importantly, the partner organisation needs to know that the collaboration will not leave them financially or organisationally weaker than when they began the project.
- 4 Fair practices in y**
Partnerships must ensure that all partners are treated fairly and that all partners are given the opportunity to be heard. This means that all partners should be given the opportunity to be heard and that all partners should be given the opportunity to be heard.

- 5 Fair payments for participants**
Payments to participants in research projects should recognise the time and valuable expertise that partners are contributing to the project, ensuring that they are remunerated in a manner commensurate with their expertise—unless the partner has clearly and explicitly stated that they see these activities as a core part of their own mission and practice. Any payments should take into account not only the actual cost but the time costs of the organisation and the opportunity cost of not participating in other activities.
- 6 A commitment to full knowledge exchange**
This principle refers to the fact that research partnerships should build upon and strengthen the knowledge and expertise of all participants. This means that all partners will be encouraged to be expected to contribute their knowledge and expertise to the project. All partners will be expected to be involved in the full range of planning or implementing the work of the project, and that all partners will seek to build stronger working relations with all knowledge and experience. Critically, a commitment to full knowledge exchange also recognises that some forms of knowledge/information are associated with and belong to particular communities and therefore should be freely shared or used without permission.
- 7 A commitment to sustainability and legacy**
The value of a fair and ethical research project will be judged not only by its immediate outcomes but also the longer-term. Project participants will be expected to develop plans for longer-term legacy and sustainability by ensuring that skills and capacity from projects will be sustained and that the project will have a lasting impact on the community.

1 A commitment to strengthening the partnering community organisation

Any partnership between a university and a community/cultural organisation or group should be premised on leaving that organisation stronger than before the participation. This might take the form, amongst others, of building capacity and knowledge within the organisation, the development of new products and services, the opportunity to take a strategic look at the work of the organisation, the building of new networks. Importantly, the partner organisation needs to know that the collaboration will not leave them financially or organisationally weaker than when they began the project.



[LINK](#)

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Community-based participatory research

A guide to ethical principles and practice

Centre for Social Justice and Community Action, Durham University

National Co-ordinating Centre for Public Engagement

November 2012

I. Ethical Principles

This section outlines some general ethical principles to bear in mind for those who are conducting or supporting community-based participatory research. The principles are at a relatively general level, with the bullet points offering brief illustrations of what each principle might include. The bullet points are not meant to be an exhaustive list. More detailed practical principles and guidance are offered in Section II.

[LINK](#)

1. Mutual respect: developing research relationships based on mutual respect, including a commitment to:

- agreeing what counts as mutual respect in particular contexts
- everyone involved being prepared to listen to the voices of others
- accepting that there are diverse perspectives

2. Equality and inclusion: encouraging and enabling people from a range of backgrounds and identities (e.g. ethnicity, faith, class, education, gender, sexual orientation, (dis)ability, age) to lead, design and take part in the research, including a commitment to:

- seeking actively to include people whose voices are often ignored
- challenging discriminatory and oppressive attitudes and behaviours
- ensuring information, venues and formats for meetings are accessible to all

3. Democratic participation: encouraging and enabling all participants to contribute meaningfully to decision-making and other aspects of the research process according to skill, interest and collective need, including a commitment to:

- acknowledging and discussing differences in the status and power of research participants, and working towards sharing power more equally
- communicating clearly using language everyone can understand
- using participatory research methods that build on, share and develop different skills and expertise

4. Active learning: viewing research collaboration and the process of research as an opportunity to learn from each other, including a commitment to:

- ensuring there is time to identify and reflect on learning during the research, and the on ways people learn, both together and individually
- offering all participants the chance to learn from each other and share their learning with wider audiences

- sharing responsibility for interpreting the research findings and their implications for practice

5. Making a difference: promoting research that creates positive changes for communities of place, interest or identity, including:

- engaging in debates about what counts as 'positive' change, including broader environmental sustainability as well as human needs or spiritual development, and being open to the possibility of not knowing in advance what making a 'positive difference' might mean
- valuing the learning and other benefits for individuals and groups from the research process as well as the outputs and outcomes of the research
- building the goal of positive change into every stage of the research

6. Collective action: individuals and groups working together to achieve change, including a commitment to:

- identifying common and complementary goals that meet partners' differing needs for the research
- working for agreed visions of how to share knowledge and power more equitably and promote social change and social justice
- recognising and working with conflicting rights and interests expressed by different sections of communities or by different communities

7. Personal integrity: participants behaving reliably, honestly and in a trustworthy fashion, including a commitment to:

- working within the principles of community-based participatory research
- ensuring accurate and honest analysis and reporting of research
- being open to challenge and change and prepared to work with conflict

**What impact do we try
to create?**



REF2021

Research
Excellence
Framework

Understanding



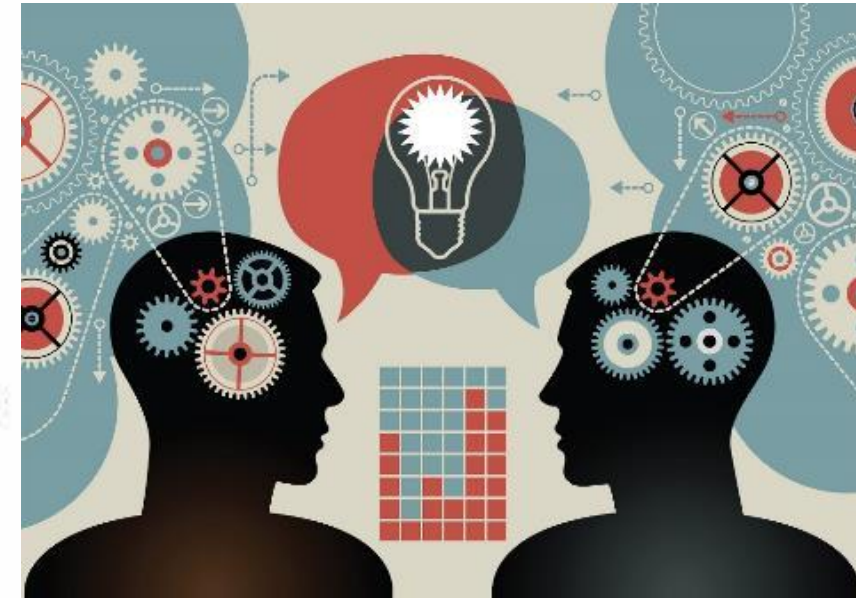
Stimulating curiosity,
understanding and
empathy

Capability



Building capacity and
strengthening
networks

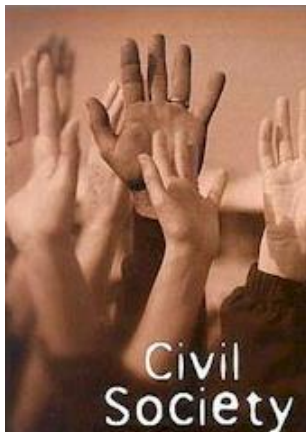
Innovation



Improving decision
making and the way
things work

Who do we
engage with?





CIVIL SOCIETY & THIRD SECTOR

Charities & associations; societies and clubs



POLICY

Policy makers,
regulators, civil
servants

PUBLIC SECTOR

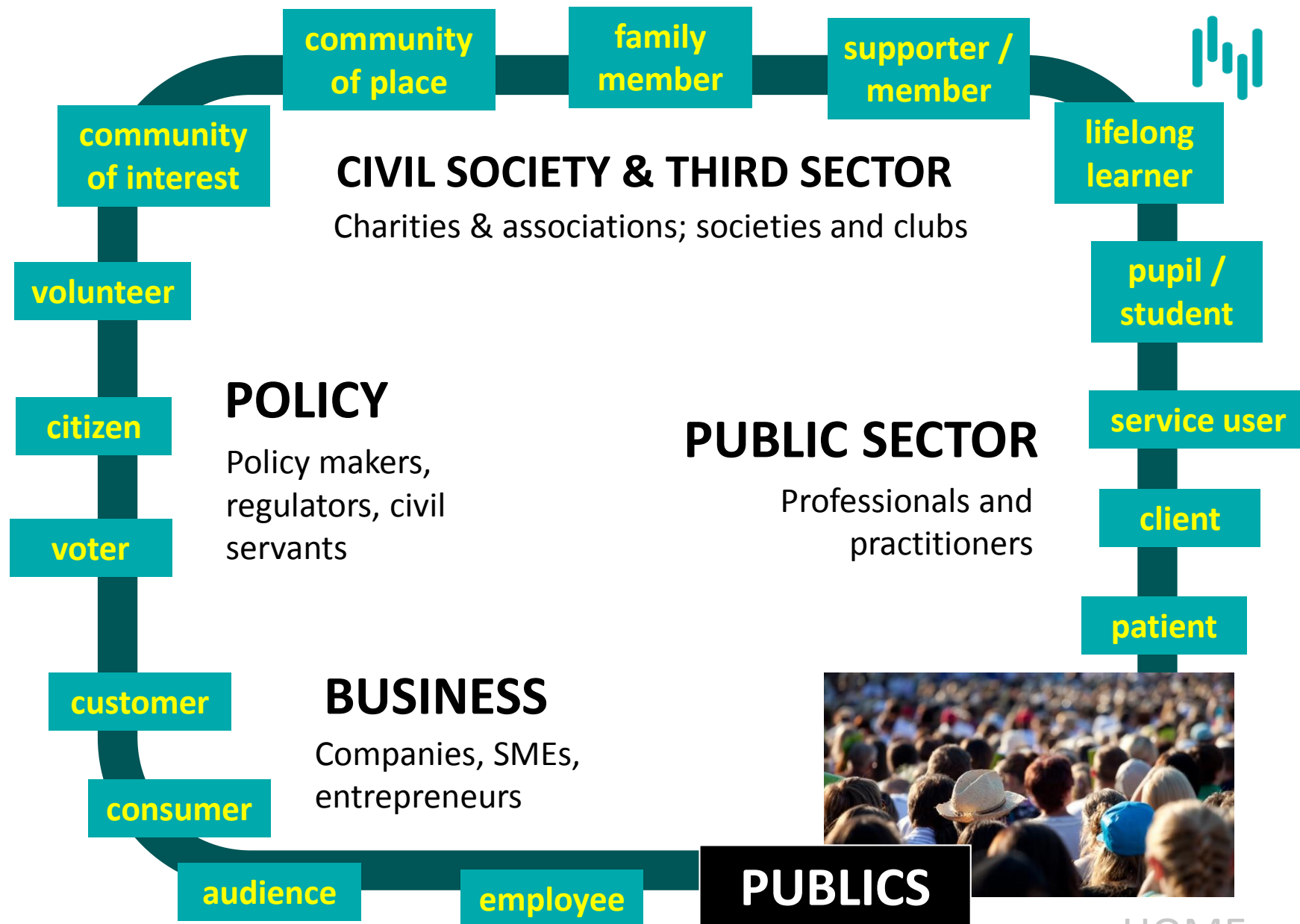
Professionals and
practitioners



BUSINESS

Companies, SMEs,
entrepreneurs







INSPIRING

Inspiring, involving
and informing the
public about
research

CONSULTING

Actively listening to the
public's views, concerns
and insights

Working in partnership to solve problems,
drawing on each other's expertise

COLLABORATING



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**Community
development**

**Science
communication**

Lifelong learning



**Responsible Research
& innovation**



**Participatory action
research**

**International
development**

Arts based practices

**Dialogue and
deliberation**

User-centred design

**Evidence based
policy**

**Knowledge
mobilisation**

**Business
engagement**

**Patient and Public
Involvement**

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What core, strategic functions do we all contribute to?



What core, strategic functions do we all contribute to?



Social intelligence



Service design



Brokerage



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Public Engagement

**We help universities
engage with the public**

How can we help you with public engagement?

Enter search terms...

Search

Consultancy

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**Professional
development**

[Find out more →](#)

**Engage
Competition**

[Find out more →](#)

**Engage
Conference**

[Find out more →](#)

**Engage
Watermark**

[Find out more →](#)

**Images of Public
Engagement 2018**

[Find out more →](#)

**Research for All
Journal**

[Find out more →](#)

**Manifesto for
Public
Engagement**

[Find out more →](#)

NCCPE projects

[Find out more →](#)

publicengagement.ac.uk

The National Co-ordinating Centre for Public Engagement (NCCPE) is internationally recognised for its work supporting and inspiring universities to engage with the public.

We work to change perspectives, promote innovation, and nurture and celebrate excellence. We also champion meaningful engagement that makes a real and valued difference to people's lives.

The NCCPE is supported by the UK Higher Education Councils, Research Councils UK and Wellcome, and has been hosted by the University of Bristol and the University of the West of England since it was established in 2008.

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