Share, Inspire, Involve

Public engagement strategy 2017-2020

Contents

1.   What is 'public engagement'?

"Public engagement describes the myriad of ways in which the activity and benefits of higher education and research can be shared with the public. Engagement is by definition a two-way process, involving interaction and listening, with the goal of generating mutual benefit."

National Co-ordinating Centre for Public Engagement (NCCPE)

1.1   What does 'public engagement' mean to the University?

To us 'public engagement' means the many ways we connect, share and involve the public with our work locally, nationally and internationally. Public engagement encompasses all disciplines and is mutually beneficial to staff, students and the public, so enabling the sharing of knowledge and expertise to solve problems; to inspire researchers and students of the future; to stimulate new areas of research; and to have an impact on society. Within the clinical disciplines this is commonly referred to as patient and public involvement[1].

As an engaged university, we are guided by the three purposes described by the NCCPE[2]:
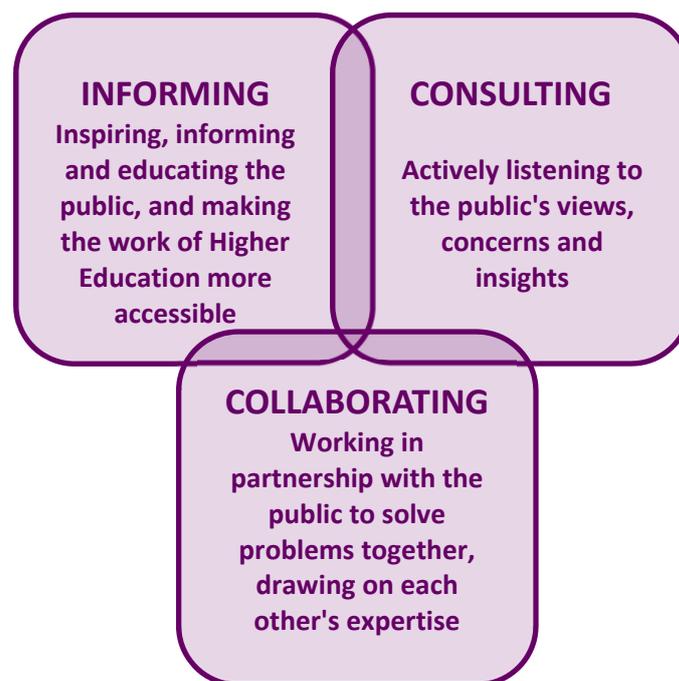
INFORMING
Inspiring, informing and educating the public, and making the work of Higher Education more accessible

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

COLLABORATING
Working in partnership with the public to solve problems together, drawing on each other's expertise

Informing: inspiring, informing and educating the public, and making the work of higher education more accessible, for example public lectures, media and social media work, writing for the non-specialist, being the 'expert' at governmental committees, running activities at major festivals or working with young people, using our expertise to inform public policy and debate at a local, regional, national and international level.

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[1] Involve http://www.invo.org.uk/find-out-more/what-is-public-involvement-in-research-2/
[2] NCCPE's categories - https://www.publicengagement.ac.uk/plan-it/why-engage

Consulting: actively listening to the public's views, concerns and insights, for example employing user involvement in research, using online consultation, holding focus groups, or running seminars and debates that involve the public.

Collaborating: working in partnership with the public to solve problems together, drawing on each other's expertise to generate ideas to meet identified needs, for example co-production of research or community involvement in delivery of teaching courses.

1.2   The 'public'

Whilst there is a high degree of overlap between categories, 'our own' communities are typically thought of as staff, students and alumni. The public is therefore everyone else, including funders, businesses, patients, policymakers, the voluntary and private sectors, schools and colleges, or people, families and organisations in various communities. To engage effectively it is important to identify, prioritise and target specific stakeholder and groups, whether that's based on their identity, where they live or work, or their specific needs and interests.
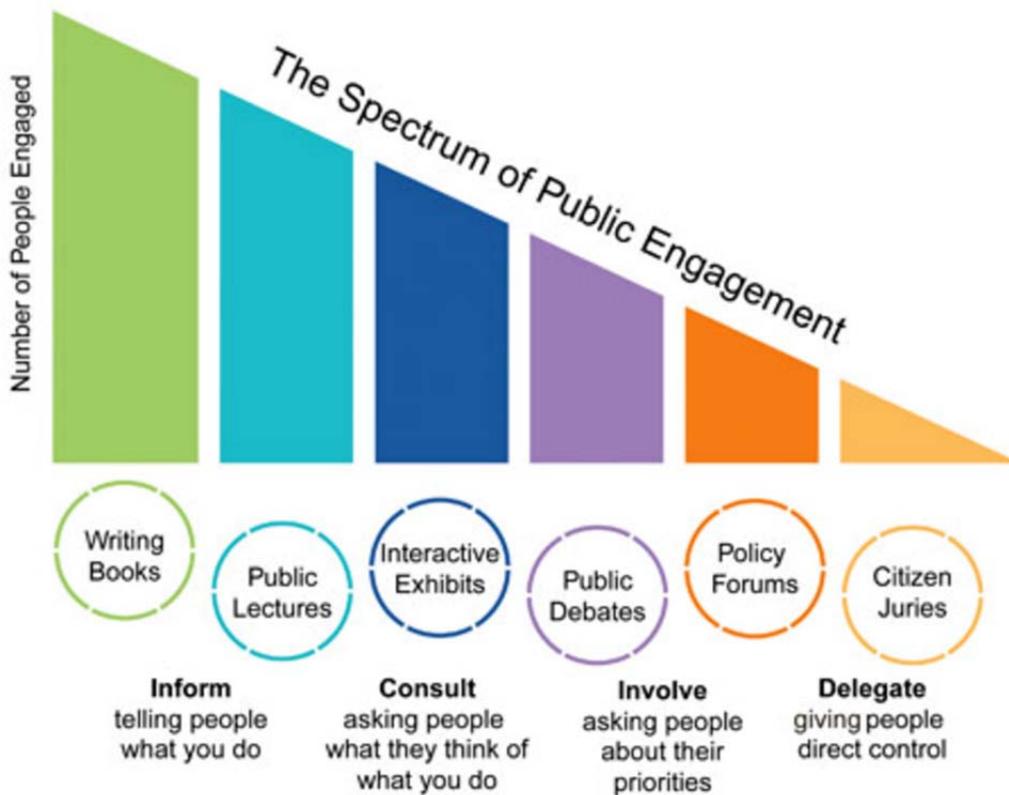
1.3   Breadth of engagement

Public engagement covers a wide breadth of activities and contributions including patient involvement, applied student work, outreach and policy engagement, for example:

- sharing our spaces and equipment, research and our knowledge with the public
- involving the public and stakeholders in driving/developing our research and teaching
- widening participation and recruitment
- inspiring future generations
- stimulating awareness, discussion and debate
- contributing to RCUK's pathways to impact[3] in grant funding and REF impact case studies[4]
- driving inter-disciplinary collaboration
- co-research involving stakeholders in shaping and/or undertaking research.
- applying student work to address public needs as part of student assessed or accredited learning or volunteering.

Engagement can range from more information-giving activities to activities that are public-led, and everything in between.

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[3] http://www.rcuk.ac.uk/innovation/impacts/
[4] http://www.ref.ac.uk/

The Spectrum of Public Engagement

Number of People Engaged

Writing Books · Public Lectures · Interactive Exhibits · Public Debates · Policy Forums · Citizen Juries

Inform
telling people what you do

Consult
asking people what they think of what you do

Involve
asking people about their priorities

Delegate
giving people direct control

Source: Edinburgh Beltane

1.4   Activities and resources

The University has appointed an Academic Lead for Public Engagement with Research. This part-time post aims to provide academic leadership, direction and focus to the University's activities in public engagement by championing this work internally and externally, advising on opportunities to further develop the University's work and overseeing the development and implementation of an institutional framework for public engagement to support staff and promote excellence.

Public engagement across the University is also supported and recognised by various resources, networks and events, which include:

1. **Our Public and Cultural Institutions**[5]: the Manchester Museum, The Whitworth, John Rylands Library, Jodrell Bank Discovery Centre, Students' Union venues, Martin Harris Centre for Music and Drama and the Ahmed Iqbal Ullah Race Relations Resource Centre.
2. **Policy@Manchester**[6]: an initiative to showcase the contribution of academics from The University of Manchester to public policy development in the UK.
3. **Centre for Engagement and Involvement**[7]: provides a one-stop shop for information, advice, networking and opportunities across the Faculty of Biology, Medicine and Health.
4. **Engagement@Manchester**: a network of practicing 'engagers' who provide support and resources, for example a dedicated web site[8], a public engagement listserv,

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[5] Cultural attractions - http://www.manchester.ac.uk/discover/visitor-attractions/ and www.racearchive@manchester.ac.uk
[6] Policy@Manchester - http://www.policy.manchester.ac.uk/
[7] Centre for Engagement and Involvement - http://www.mhs.manchester.ac.uk/about/collaborate/engaging-our-communities/centre-for-engagement-and-involvement/
[8] Engagement@Manchester - http://www.engagement.manchester.ac.uk/index.html

share and learn lunchtime events and cross-faculty activities for key events such as Manchester Histories and Manchester Science Festival.

5. **Widening Participation**: based in the Directorate for the Student Experience, the widening participation team oversee a range of initiatives engaging young people, teachers, parents and advisers[9]. For example, the School-University Partnership Initiative (SUPI)[10]; the Teachers and Advisers Forum; and the Widening Participation Fellows.

6. **Engagement via online and digital platforms:** UoM's digital channels allow us to reach out to a myriad of audiences. Blogs such as Policy@manchester and citizen science projects

7. **Engagement support roles in faculties, institutes and research groups**: some research grants fund full and part roles to support engagement within specific research areas.

8. **Making a Difference Awards – Outstanding Public Engagement Initiative**: this university-wide award recognises outstanding initiatives by staff and students who engage with the public and make a difference.

9. **Student engagement**: through volunteering, learning and applying learning in the community (for example through off campus engagement or specifically designed project work) and our Ethical Grand Challenges Programme particularly JustFest Presents[11]

10. **Knowledge Exchange & Impact Team and Business Engagement Team**.

2. Current structures and activities

"At Manchester our core goal of social responsibility ensures we are fully committed to encouraging, supporting and rewarding public engagement."

Professor Dame Nancy Rothwell, President and Vice-Chancellor

The University of Manchester has been a 'Beacon for Public Engagement' – an initiative funded by the Higher Education Funding Councils, Research Councils UK and the Wellcome Trust between 2008 and 2012. The aim of the initiative was to inspire culture change in how universities engaged with the public. The project provided a foundation for recognising, supporting and initiating public engagement across the University. Since the cessation of funding the UK's and the University's commitment to public engagement has continued. All funding bodies support public engagement initiatives and new drivers that seek to qualify the added value of universities and research to the public and key stakeholders such as Pathways to Impact[12] and REF impact case studies[13]. Furthermore, public engagement has continued to evolve and has become a research subject in and of itself, leading to new methodologies to involve the public in research such as citizen science projects and new ways of evaluating project success, to name but two.

2.1 Structures and governance

This public engagement plan has been developed to deliver against key aspects of the University's Manchester 2020 Strategic Plan[14], contributing to our vision to be "*a world-leading University*

[9] http://www.manchester.ac.uk/connect/teachers/
[10] SUPI http://www.supi.manchester.ac.uk/
[11] http://www.egc.manchester.ac.uk/
[12] RCUK's Pathways to Impact - http://www.rcuk.ac.uk/innovation/impacts/
[13] HEFCE's REF impact case studies - http://impact.ref.ac.uk/CaseStudies/
[14] Manchester 2020 The University of Manchester's Strategic Plan http://www.manchester.ac.uk/discover/vision/

recognised globally for the excellence of our research, outstanding learning and student experience . . . which is a major contributor to the economic, social and cultural transformation of the city of Manchester, the north, the UK and the world."

The University's 2020 Strategic Plan has three core goals:

- **Goal 1: World-class research** which aims to achieve research of the highest quality, to support and develop excellent people, and to have an impact beyond academia which yields economic, social and cultural benefits.
- **Goal 2: Outstanding student learning and experience** which aims to promote the educational and social impacts of teaching and learning.
- **Goal 3: Social responsibility** which addresses the way we are making a difference to the social and environmental well-being of our communities in a way that has a positive impact on people's lives. Within this Goal there are five priorities, one of which is **engaging our communities,** which focuses on how we engage and partner with a range of people and organisations to make a difference in our local, national and international communities.

Further to this, public engagement also contributes to Enabling Strategy 4 of the Manchester 2020 Plan by assisting the University to build "A reputation for Excellence."

Public engagement is therefore not an end in itself: it contributes to all of our core strategic goals as it can enhance research, teaching and student experience and enables us to work with our communities in achieving this. Importantly many courses require work with the public as part of their accreditation course work. No part of the University has a monopoly on this agenda and a range of committed staff and students from across different services, functions, divisions, institutes and institutions organise and deliver a wide range of engagement activities that are integral to social responsibility, teaching and research. This provides a very rich tapestry of engagement and reflects how public engagement is part of the 'DNA of the University'.

3.   Our vision and principles

"We believe that universities and research institutes have a major responsibility to contribute to society through their public engagement, and that they have much to gain in return. We are committed to sharing our knowledge, resources and skills with the public, and to listening to and learning from the expertise and insight of the different communities with which we engage."

Manifesto for Public Engagement[15]

3.1   Our vision

Share, Inspire, Involve

Our ambition is to carry out high quality engagement, working with diverse audiences to *share* ideas and research and *inspire* informed discussion, debate and creativity. We seek to lead on public engagement in all forms, to *involve* the public in our work and provide expertise in public

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[15] The engaged university: a manifesto for public engagement
https://www.publicengagement.ac.uk/sites/default/files/publication/manifesto_for_public_engagement_final_january_2010.pdf

discourse and policy development, listening to the wider community. We will enable this through provision of networks and practical resources and support, so continuing to embed public engagement across all areas of our work including research, teaching and learning.

3.2 Our principles and values

Our key principles of public engagement are underpinned by our guiding values:

- **Adaptable:** Actively listening and responding accordingly.
- **Accessible:** Being respectful and open
- **Sharing:** reflecting, getting feedback, and sharing learning.
- **Inclusive:** Ensuring we are public-centred so we meet public needs.
- **Integrity:** being credible, consistent and honest about our capabilities and limitations.

4. Priorities

4.1 Priority 1: Achieving high quality

To continually improve the quality of our public engagement activities.

4.2 Priority 2: Creating a more supportive environment

To enhance and develop existing structures, resources and training to support staff and students to engage the public in their research and work.

4.3 Priority 3: Improving co-ordination

To improve how public engagement is co-ordinated across the University to maximise opportunities and effectiveness, communication, create new research and teaching opportunities and raise our profile.

4.4 Priority 4: Diversifying audiences

To work to understand audience needs and diversify the range of public audiences we engage with locally, nationally and internationally to reflect those groups identified as a priority by the University.

4.5 Priority 5: Evidencing impact

To ensure we build an evidence base of how our public engagement is making a difference and having an impact.

5. Actions and measures of success

ACTIONS	MEASURES OF SUCCESS	TIMEFRAME *RESPONSIBLE FOR ACTIONS*
5.1. Achieving high quality		
a. To plan and develop baselines, for example using the NCCPE's EDGE Tool and PURE	Establish 2016-17 baselines for reporting against actions.	July 2017 *Academic Lead for Public Engagement with Research (APLER), Office for Social Responsibility (OSR), Research & Business Engagement Support Services (RBESS), Comms & Marketing*
b. To apply for the NCCPE's Watermark for Public Engagement and show we are moving beyond the 'Embedding' stage on the EDGE tool	Awarded the NCCPE's Watermark. Provide evidence that we are moving beyond the 'Embedding' stage on the NCCPE's EDGE tool.	December 2018 *ALPER, OSR & RBESS*
c. To work in partnership with the NCCPE to develop a project-level national standard for public and community engagement	Develop standard and pilot using University projects. Launch standard with NCCPE.	December 2018 *OSR*
d. To increase national awareness of the University's public engagement approach and activities by promoting strategies and sharing stories through websites and social media; disseminating at key conferences; publishing articles; sharing expertise through training; developing our own web presence; achieving success in awards.	Coverage of public engagement-related stories picked up by regional, national and international media. University submits at least one public engagement entry for a national/international award per year. At least one article relating to public engagement published each year eg. F1000 article, sci comm	December 2019 *ALPER, Centre for Engagement & Involvement (CEI), OSR, RBESS (PURE), Comms & Marketing, staff involved in public engagement, institute/school/faculty communications*

	journals, NCCPE's Research for All publication.	
e. To showcase public engagement projects within any developments to NCCPE/UoM quality standards for engagement.	At least one public engagement/involvement project achieves the new NCCPE/UoM standard for engagement by 2019.	December 2019 *OSR*

5.2 Creating a more supportive environment

a. To formalise and grow a programme of professional development in public engagement for staff and students.	Work in partnership with Staff Learning & Development, policy@manchester and faculty trainers to further develop the professional development portfolio of support for staff and students. Promote a portfolio of internal/external professional development in public engagement opportunities to staff and students, resources, case studies and toolkits. Establish a baseline and then regularly survey staff and students to invite feedback on public engagement including support.	December 2019 *ALPER, OSR, Staff Learning & Development & Faculty trainers*
b. To foster and grow networks across the University both more generally such as Engagement@Manchester and to bring together networks linked to specific opportunities or partners.	Run at least four Engagement@Manchester lunchtime share and learn events per year plus university-wide network events linked to specific opportunities or partners. Maintain engagement-related listservs provided across the University allowing good communication and support between staff.	2017- December 2019 *ALPER, OSR & staff involved in public engagement networks*
c. To strengthen the recognition of public engagement across the University.	To ensure best practice in public engagement is embedded into the annual "Making a Difference	Plan by July 2018 to be delivered by July 2019

	Awards" applications and judging processes each year. Strengthen the role of public engagement and social responsibility criteria in performance reviews and promotions process across the University.	*Associate Vice-President for SR and Director of HR*
d. To resource and support specific opportunities for staff and students to engage with the public	Ensure that key annual engagement opportunities are supported such as Manchester Science Festival, ESRC Festival of Social Sciences, and specific faculty-led initiatives such as ScienceX or Public and Cultural Institution events such as Big Saturday and Bluedot Festival.	July 2019 *Cultural Institution and support staff in Faculties and key central directorates working to support academic colleagues.*

5.3 Improving co-ordination

a. To ensure there is appropriate resource dedicated to those aspects of public engagement with the biggest impact on our reputation, particularly in winning research funding and performing well on measures of research impact through public engagement in the REF.	Opportunities for assessing the best way to enhance the management, support and co-ordination of public engagement with research activities and functions are considered, particularly in light of REF2021.	2017 *AVP for SR, ALPER, Director of RBESS and SR*
b. To understand how professional support services staff based in faculties and central directorates coordinate public engagement across the University with a view to how it these might be better developed and coordinated.	Analyse the roles of staff currently coordinating and supporting public engagement across the University and make recommendations for improving the coordination and capacity challenges.	July 2018

5.4 Diversifying audiences

a. To listen to our public to ensure their needs and interests are an integral part of University's public engagement in a changing political and economic	Measures of diversity from data from of our cultural institutions, widening participation and HEFCE/RCUK reported figures from the faculties.	July 2019

landscape.		
b. To encourage public engagement work with local people and organisations identified in the Inspiring Communities plan[16].	Stories and case studies of public engagement activities in our local community.	July 2018
c. To ensure Manchester is represented at national and international events, such as The Cheltenham Science Festival, New Scientist Live, Royal Society Summer Exhibition.	Represented at a minimum of one major public engagement event per year.	2017- December 2019

5.5 Evidencing impact

a. To raise awareness and understanding of how public engagement can contribute to, and result in, social, cultural and economic impact.	Have at least one engagement@manchester session each year focused on impact/REF. Develop a toolkit of training materials (e.g. PPT slides, exemplar case studies) on impact of PE which can be integrated into existing staff/PGR training programmes. Work with Communications and Marketing to regularly promote PE success stories via the University's social and traditional media channels.	2017-December 2019
b. To understand how the development of partnerships with the public to share knowledge and experiences creates mutual benefit.	Ensure active promotion and signposting of possible sources of University support/expertise for evaluation of public engagement activities, for example Engagement@manchester, Knowledge Exchange/Business Engagement managers, Policy@Manchester, Centre for Engagement & Involvement, The Nowgen Centre, Manchester	2017-December 2019

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[16] Inspiring Communities: local community social engagement plan http://documents.manchester.ac.uk/display.aspx?DocID=30998

	Museum Include specific mention in internal guidelines for grant applications on the mutual benefits of evaluating outcomes of public engagement activities (specifically in Pathways to Impact guidance/training). Pilot creation of a network of PE mentors working alongside Faculty Academic Impact Leads/Champions (where these exist).	
c. To support and encourage the collection of evidence of how public engagement is having an impact on our research and teaching	Provide at least two training workshops per year on how to evaluate public engagement Through face-to-face and online training, actively promote the Pure system as the preferred University repository to record evidence and documentation related to public engagement activities. Liaise closely with Faculty Knowledge Exchange & Impact Officers (where they exist) in providing clear messages and guidance through training (e.g. New Academics Programmes) about the value in collating feedback and evaluation materials from events, consultations, etc.	2017-December 2019