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CUE East
Case Studies
Autumn 2010

CASE STUDY: Public Engagement Continuing Professional Development Programme



Engaging with Communities...
City, Coast and Countryside

UEA
University of East Anglia

Welcome

Welcome to the first of our case study publications. The role of CUE East at UEA is to provide an environment where public engagement with research and teaching is encouraged, supported and facilitated. In our next two publications, due out in October 2010, we will tell you about the wide range of engagement activities that we have supported and how they have helped to change the culture of the University. This publication focuses on our Continuing Professional Development Programme which continues to provide staff and students at UEA and across the Norwich Research Park with opportunities to develop and hone their public engagement skills.

This edition is written by Julia Stinton, the Beacons Researcher. Julia works alongside the team and her role is to evaluate CUE East. She is employed by City College Norwich and undertakes a range of evaluation activities in order to provide constructive feedback on significant learning points as the four year programme develops. This has helped us to embrace the practice of continuous improvement in all aspects of our programme delivery and it has been enormously beneficial.

Julie Worrall
CUE East Project Director

Cue East Case Study: Public Engagement Continuing Professional Development Programme

Summary

A key objective of CUE East is to increase levels of support, reward and recognition for public engagement across the institution. To facilitate this, CUE East have established a programme of Continuing Professional Development focusing on public engagement. Staff and students have been offered opportunities to develop, expand and apply their public engagement understanding, skills and knowledge in a wide variety of contexts with the aim of introducing and embedding a culture at UEA where knowledge dialogue is encouraged, nurtured and supported.

This case study identifies and discusses the background to the programme, key events, progress against objectives, outcomes and impact, and future plans.

Background

The UEA led Beacon, Community University Engagement East (CUE East), has aimed to be both inward looking (encouraging a change in culture in respect of public engagement) and outward looking (promoting meaningful discourse with the public):

“Our ‘knowledge dialogue’ activities are designed to foster an informed climate within which we are all better able to improve quality of life, support social and economic regeneration regionally and inculcate civic values. Our aims are divided into three inward-looking activities and three outward-looking activities.”
(Cue East Business Plan, 2007, p.15)

One of these key *inward looking* activities has involved establishing a programme of Continuing Professional Development (CPD) for

UEA staff and post-graduate students focusing on training and development around public engagement. The programme was intended to concentrate:

“... initially on the need for training younger teacher and researchers including graduate students. We shall in time make serious inroads into gaining acceptance, for some sort of engagement training and experience for undergraduates”
(Cue East Business Plan, 2007, p.15)

Founded on UEA’s “transitions programme for postgraduate researchers” (Cue East Business Plan, 2007, p.17), CUE East proposed “to use local exemplars to deliver a CPD Programme informed by their hands-on experience of public engagement” (Cue East Business Plan, 2007, p.17).

Aims and Objectives

A core focus of CUE East is to increase levels of support, reward and recognition for public engagement across the institution, Baseline Research recommendations proposed “...developing and running ‘bite-sized’ training courses as part of the programme of continuing professional development training for public engagement” (Baseline Research, 2008, p. 7). Table 1 indicates how the CPD programme aligns with and is applicable to the Beacon for Public Engagement (BPE) and CUE East objectives.

The CUE East Public Engagement Continuing Professional Development (henceforth PE-CPD) aims, therefore, to provide UEA staff and students with the knowledge and skills that will enable them to design, develop and carry out their own public and community engagement activities. Thus, promoting a culture where public engagement is “...encouraged, tracked, evaluated and rewarded” (Business Plan, 2004, p.17). As “...culture is implicit in people’s attitudes, values and beliefs, as well as explicit in people’s behaviours” (Baseline Research, 2008, p. 18), a mixed methods approach to evaluation has been adopted over the course of the programme encompassing the collection of qualitative and quantitative data.

Table 1: How CUE East plan to meet its objectives and those of the Beacons initiative

BPE Aims	CUE East Aims	To be achieved through
1. Create a culture in HEIs and research institutes and centres where public engagement is formalised and embedded as a valued and recognised activity for staff at all levels	1. To introduce and embed a culture at UEA where knowledge dialogue activity is encouraged, tracked, evaluated and rewarded appropriately	<ul style="list-style-type: none"> • Incentives and Reward Scheme • Engagement tracker • Engagement CPD Programme making available engagement training for staff and students
2. Build capacity for public engagement within institutions and encourage staff at all levels, postgraduate students, and undergraduates where appropriate, to become involved	1. To introduce and embed a culture at UEA where knowledge dialogue activity is encouraged, tracked, evaluated and rewarded appropriately	<ul style="list-style-type: none"> • Enhancement Fund • Engagement CPD Programme making available engagement training for staff and students • Incentives and Reward Scheme

The Process

The first task in developing the programme was to identify existing CPD training that related to public engagement at UEA. Working with the Centre for Staff and Educational Development (CSED), CUE East carried out a review of the CSED 2007/08 delivery programme. Two sessions relating to public engagement were identified. A further eight courses were commissioned by CUE East / CSED in the year 2008/09 (see Table 3).

A diverse range of people have contributed to the PE-CPD programme, including UEA public engagement exemplars, partners and stakeholders. Training delivery has ranged from full days to short lunchtime sessions and has been hosted in a range of venues, both on and off university grounds. The latter point being seen as significant in encouraging academics to "...go off

campus into the community to develop links and relationships" (CSED staff member).

In the second year (2009/10), a further PE-CPD planning and review meeting took place to identify courses that should be continued as well as potential new additions. The lack of evaluation feedback from some courses made this assessment more challenging. Consequently, it was also decided to modify the evaluation approach from the standardised CSED system. This has involved a more direct role for the CUE East Evaluator in liaising with trainers about the evaluation and modifying the CSED evaluation form (which focused on learner satisfaction) to also include an assessment of learner progression against specified learning outcomes.

Table 2: Progress against objective set out in CUE East Business Plan –Year 2 (Jan 09– Dec 09)

CUE East objective	Success criteria	Target & timetable	Costs	Progress
To introduce and embed a culture at UEA where knowledge exchange activity is encouraged, tracked, evaluated and rewarded appropriately	Take-up and evaluation of CPD Programme	Attendees – Year 1 (10) Year 2 (15) Year 3 (20) Year 4 (30)	Year 1 (2008/09): Projected: £10,000 Actual:£4,034 * Year 2 (2009/10): Projected: £10,000 Actual: £5,086* Year 3 (2010/11): Projected: £10,000 Year 4 – (2011/12): Projected: £10,000 *not charged for most venues	CPD Programme take up: Year 1 – 75 participants on CUE East commissioned training, plus 20 participants attending existing PE courses. Total number attending PE training was 95 participants. Year 2 – 139 participants on CUE East commissioned training, plus 27 participants attending existing PE courses. Total number attending PE training was 166 participants.

Table 3 (opposite) presents the CUE East public and community engagement courses commissioned for the first academic year of the programme (2008/09) and those for the second (2009/10). This helps to illustrate which courses were recommissioned and any new additions to the programme.

In total, 75 individuals attended PE-CPD during the first year, with a further 20 attending existing

CSED public engagement related training. Thus, a total of 95 individuals participated in public engagement training in the period 2008/9 – by far exceeding the modest target of 10 participants for Year 1. This compares with 166 individuals (target 15) in the following year (139 on CUE East commissioned training and 27 on existing CSED training). Progress against the applicable CUE East objectives has been summarised in Table 2.

Table 3: PE-CPD Evaluation Summary **2008/09** and **2009/10**

Course 2008/2009	Feedback/Comments	Course 2009/10	Feedback/Comments
<i>Lunch with CUE East</i>	Informal feedback suggested good for profile raising and networking. Provided a good platform to promote programme internally.	<i>Lunch with CUE East</i>	As before, well attended but could have included real-life examples from CUE East Award holders, funded project etc. to diversify delivery.
<i>Introductory Visit to The Forum</i>	Feedback generally positive. Some issues with new facilities at The Forum not open – rectified in later sessions	<i>Introductory Visit to The Forum</i>	Continued by individual or group request.
<i>Introduction to Film-Making 1 (BBC Voices)</i>	Received extremely positive feedback and a number of participant's went on to make their own films (see Vignette 1)	<i>Introduction to Film-Making 1</i>	Positive feedback has continued. Recommended potential collaborative case study.
<i>Public Engagement Practitioners Programme</i>	Generally positive feedback. Some parts of the session said to be rushed. Suggested to break-down session into shorter surgeries.	<i>Introduction to Film-Making 2</i>	Positive feedback – primarily individual skills based session – needs to link into future PE activities more tightly
<i>Celebrating Your Engagement with CUE East</i>	Low take up to all sessions. Possible reason for this was late inclusion in the programme, so did not feature in hard copy CSED brochure.	<i>Public Engagement Practitioners Programme</i>	Planned to continue in the form of 'experiential learning' linked to public engagement activity – cancelled by trainers due to other work commitments.
<i>Diversity Matters for Public and Community Engagement</i>	First session received positive feedback. The evidence suggested there was generic value in the course but it was difficult to justify CUE East funding. Not continued following review	<i>Celebrating Your Engagement with CUE East</i>	Decided to continue with two lunch time sessions – however, these were cancelled by the trainers due to other work commitments.
<i>Approaches to Engagement with Schools: A Science and Arts Perspective (SAW Trust)</i>	Cancelled due to low numbers. It was decided not to continue the course into the second year programme.	<i>Going Back to School... A Helping Hand</i>	Very positive feedback received from participants, positive reaction to public engagement opportunities.
<i>How to Give a Professional Science Demonstration Lecture</i>	This course was cancelled by the trainer. It was decided not to continue the course into the second year programme.	<i>Workshop on User Involvement in Research</i>	Positive feedback received and applications identified. Suggestion that future sessions have greater user involvement in delivery.
<i>The SAW Challenge</i>	Provided a good example of a public engagement activity but attendees were participants in the activity rather than learning how to plan and deliver it. Not continued into year 2 following review.	<i>How to Run a Successful Café</i>	Two successful sessions run with partner organisations: PE opportunities to extend into World Art Studies and Museology course (see Vignette 2).
		<i>Write Out Loud</i>	Positive feedback – potential for application into multiple areas identified (see Vignette 3)
		<i>Engagement Tracker Demo</i>	High attendance, positive feedback to PE in general and some form of Tracker

The following vignettes help to demonstrate the impact of CUE East's PE-CPD programme and progress against the BPE and CUE East objective to introduce and embed a culture of public engagement. These illustrations show how developing the skills to undertake good quality public engagement can incur wider, 'soft' outcomes and the importance of 'brokerage' in the facilitation of positive and proactive relationships between university and community.

Vignette 1: Introduction to Film-Making 'The West Runton Elephant'

CUE East PE-CPD: Introduction to Film-Making

Background

Hosted by BBC Voices, the film-making courses are designed to introduce participants to how digital media can be an effective way of connecting with communities.

Intended Learning Outcomes

The workshops aim to equip attendees with the skills needed to produce a short film, including camera technique, filming and editing.

Key Events

Staff and student attendance levels on all 'Introduction to Film-Making' sessions have been good and overall feedback very positive. Evaluation findings have indicated good learner progression against each of the specified outcomes and a number of participants suggested that they would like to develop their skills further and requested a follow up session to look at sound and finishing touches. Consequently, at the CUE East PE-CPD Planning Review 2009 it was decided to introduce a stage two film-making course for those that had completed the first one.

Challenges

Encouraging participants to apply the skills and knowledge obtained in an appropriate public engagement activity. Facilitating suitable opportunities for practical, hands-on experiences in the second more theoretical Film-Making 2 session.



Lessons Learnt

A focus of the Film-Making 2 course became real-life application of the personalised learning outcomes. Examples given were in fieldwork, projects and website promotions materials.

Key Outputs

Overall, the 'Introduction to Film-Making' courses have been one of the real successes of the CUE East PE-CPD Programme, and their applied nature have ensured that a number of participants have gone on to use the skills developed to make their own public engagement films. Examples of this have encompassed staff members filming and interviewing alumni abroad, "*I have already made some short films of Chinese graduates of the University in their work places in China*" (course participant), capturing and editing lectures and liaising on projects with local schools. Students have produced film as part of coursework, in one example a DVD on the 'West Runton Elephant' (still, pictured), was created and incorporated in the Evolution Box (CUE East funded project) which went out to local schools via the Teacher Scientist Network.

Forward Plans

CUE East plan to recommission the film-making courses for the 2010/2011 PE-CPD programme.

Vignette 2: The Art of Discussion - How to Run a Successful Café

CUE East PE-CPD: How to Run a Successful Café

Background

This course was commissioned in part as a response to the success of the Social Science Faculty Cafés that ran during the first Norwich and Norfolk Sustainable Living Festival in May 2009, and builds on a long tradition of Cafés Scientifiques, which have been held to enable the public to explore ideas in science and technology in an informal setting.

Intended Learning Outcomes

This course is offered to enable staff and students to design and host their own Cafés in a subject area or discipline of their choosing.

Key Events

After a low uptake for the first CSED PE-CPD session in February 2010, CUE East have been able to assist partner organisations, for example the Inspire Discovery Centre and the Castle Museum, by providing in-house training on how to run a Café.

Challenges

Encouraging participants to run their own Cafés.

Lessons Learnt

After some initial confusion, the name of the course has been amended to make the content clearer. Also, linking the concept into established events has proved to be a successful way to encourage participants to run their own Café; *“it gives your Café importance and the right vibe”* (PGR student).

Key Outputs

In addition to CSED courses and in-house training for partner organisations, two PGR students facilitated Cafés during the Showcase of Postgraduate Research at the Forum (pictured). Commenting on the value of the Cafés, one of the students reflected that *“they are a more open and less threatening way of engaging with the public”* while the other student suggested that it was *“good to engage with people in different ways”*.

Forward Plans

CUE East intends to provide ongoing help and support for staff and students who wish to host a Café session for the public. Examples of this to include UEA students running Cafés as part of assessed course work during the ‘Art of Faith’ exhibition at the Castle Museum and, as a result of the PGR Showcase, City College Norwich has expressed an interest in utilising the Café concept and UEA academic expertise in a experimental biofuel project, *“we hope that using ... [UEA academic] ... to run a Café it will challenge and inspire staff and students”* (City College Norwich, Travel Plan Co-ordinator). Two good examples illustrating the importance of liaison, brokerage and listening by the CUE East Operations Manager



Vignette 3: Exploring Language Use - Write Out Loud

CUE East PE-CPD: Write Out Loud

Background

Developed from the CUE East workshop 'Making History' and led by local author Sue Welfare (pictured), Andrea Rippon (School of Education) and Mary-Jane Cullen (School of Literature), 'Write Out Loud' is designed to help participants use creative writing to tell their life stories.

Intended Learning Outcomes

'Write out Loud' gives people the tools and encouragement to reassess and enhance the way in which they communicate. Participants develop their creative voice in a form that is carefully structured and responsive to group and individual needs.

Key Events

A well received four week course, 'Write out Loud' builds an empathic and positive creative culture within the group where people feel able to express themselves freely and with confidence.

Participants are encouraged to express and be receptive to ideas and opinions, while developing the skills that allow those ideas to be discussed and developed.

Challenges

The course team are aware of the need to attract both academic and non-academic participants and are investigating how to incorporate the public engagement agenda, combining the institutional voice with the personal voice.

Lessons Learnt

In order to attract a greater diversity of participants, the 'Write Out Loud' team plan to use a wider variety of publicity materials in advance of the 2011 course.

Key Outputs

The course has helped to *"break down barriers between disparate parts of the institution ... everyone's experience is valued"* (The Write Out Loud Team). While participants suggested that "I have subtly improved my written communications skills since the course, and am better able to listen in small groups" and *"I value the experience of the training hugely and believe it has been extremely instructive to me, and thus will ultimately be of benefit to UEA as I continue to liaise with folk across the campus and beyond"* (course participants)

Forward Plans

CUE East intend to recommission 'Write Out Loud' for the 2010/11 PE-CPD programme. An anthology of stories from the 'Write Out Loud' programme is planned in a variety of medium – printed, recorded and electronic. It is anticipated that the course will be taken out to Africa to record the human voice in a narrative context.



Outcomes and Impact

Overall, the PE-CPD training has been a highlight of the CUE East project. Progress has been made and attendee numbers for new courses have exceeded the modest targets set for Year 1 (n=10) and Year 2 (n=15). In fact, the numbers have already surpassed the targets set by CUE East for the four year (n=75) duration of the project. Evaluation from Year 1 reported that:

“Notable progress has been made in terms of influencing structures at UEA to support cultural change and in implementing inward-looking activities. The qualitative baseline research highlighted the sheer extent of the challenge ahead for CUE East but also a strong enthusiasm from academics to participate in public engagement. Attendance figures ... clearly demonstrated that this can be harnessed and developed if the right support is put in place” (Year 1 Evaluation Review, 2009, p.54).

In the second year, CUE East continued to experiment with a range of public engagement related professional development opportunities that were designed to implement a range of ‘embedding’ activities within the institution. For example, as a result of the skills and knowledge acquired by the postgraduate researchers participating in the ‘Making History’ workshop, CUE East decided that there would be value in running a similar session as part of the CUE East CPD Programme, to help staff enhance their public engagement.

Overall, attendance numbers for the CUE East commissioned PE-CPD training has been extremely positive, with some courses more successful in recruiting than others. Year 2 evaluation reported on courses that stood out, which included the ‘Introduction to Film Making 1’ and the ‘Workshop on User Involvement in Research’ with both experiencing good uptake and very positive feedback. In addition, feedback from the ‘Going Back to School...A Helping Hand’ session was exceptional, and participants indicated that they planned to sign up to one of public engagement opportunities discussed as a result. The Year 2 evaluation rationalised that:

“One thing that all these sessions have in common is that they are very focused and designed to equip participants with skills for a specific public engagement activity, for example, working with schools, film making, and public involvement in research. There may be a connection between this and take up levels and/or applied outcomes” (Year 2 Evaluation Review, 2010, p. 53-54).

Course evaluation has demonstrated a range of individual outcomes, including practical skill development and improved knowledge and understanding. For example “... [the course] made me think how to use language at the appropriate level with no jargon” (PE-CPD course participant) and “I think these courses are a good way to encourage public engagement from uni staff at all levels” (PE-CPD course participant). Post-course feedback have highlighted that participants had gone on (or plan) to use their learning to contribute to various public engagement activities (Year 2 Evaluation Review, 2010).

Throughout the project, an iterative action research approach to evaluation has been adopted. This has enabled CUE East to act on lessons learnt from each stage of the programme. In Year 1, the evaluation recommended:

“Produce a CUE East brochure highlighting the aims and objectives of the programme, the benefits of public engagement, opportunities to get involved ...” (Year 1 Evaluation Review, 2009, p. 54)

To facilitate this, CUE East have been included within the UEA’s CSED brochure, both hard copy and on-line.

In Year 2, evaluation recommendations advised that “...trainers submit a course overview and learning outcomes before commissioning the training” (Year 2 Evaluation Review, 2010, p. 88). These suggestions will result in a more focused and streamlined approach to the PE-CPD programme in the third year of the project, with the possibility of a more bespoke style to some thematically similar courses focussing on need and the final product.

In response to the baseline research carried out in Year 1, CUE East established an incidental expenses fund to pay for the smaller, ‘out-of-pocket’ costs, such as travel and venue hire, often incurred when running a public engagement activity. Through this fund, training and personal progress have been positive outcomes. An example of this was the ‘Artists for Climate Change’ project (see Vignette 4) whereby CUE East helped to support the development of artists at the Sainsbury Centre for Visual Arts (SCVA) and their travel into schools as part of a project intended to inspire children to tackle climate change. Commenting on the importance of CUE East’s input, the Development Officer responsible for the initiative reflected “... although it’s brilliant to have the funding, CUE East have also interpreted the value of the project to all involved, creating dynamism and allowing recognition to all sides”.

Vignette 4: Artists for Climate Change

Artists for Climate Change

Background

The CUE East small expense fund *“for individual UEA/NRP staff, students and postgraduate researchers to claim expenses related to their public and community engagement activity.”* (Cue East Funding Guidelines, 2010) assisted in the payment of costs to enable artists to travel to schools as part of the ‘Artist for Climate Change’ project.

Intended Learning Outcomes

To develop creative and affective approaches to inspire behavioural and attitudinal change in school communities to support a reduction in carbon emissions and evolve sustainable lifestyles

Key Events

A Norfolk County Council initiative supported by CUE East, the UEA, the Sainsbury Centre for Visual Arts and UEA CRed offered 20 places on a training course for artists interested in developing their work to support issues of sustainability and climate change.

Challenges

The complexities and demands of liaison with multiple agencies and a diversity of individuals proved to be challenging, as were the time scales and constraints involved in satisfying the ‘Inspire mark’ criteria.

Lessons Learnt

Although CUE East performed a valuable role in *“brokering relationships and facilitating the exchange of ideas”* (Development Officer), it was also *“important to ensure that a direct relationship is formed between community member and UEA academic personnel in order to ensure legacy, if relationship is only with CUE East staff it is more tenuous and vulnerable and hasn't necessarily changed behaviour of academic personnel”* (Development Officer).

Key Outputs

A two day training course, based at the Sainsbury Centre for Visual Arts, was followed by artists taking part in pilot sessions in Norfolk schools. The artists are featured in an ‘Artists for Climate Change’ directory widely distributed across the county to schools, further education settings, museums and libraries - showcasing their work to those who may want liaise on specific climate change ventures. The project is one of a few initiatives in the country to have been awarded the ‘London 2012 Inspire Mark for sustainability’. The artists have also been involved in two further CUE East Projects.

Forward Plans

The UEA’s Science graduate school intend to run a session for their PGR students on ‘Engaging with Artists’ intended to break down traditional barriers between the arts and science. It is hoped to expand the ‘Artists for Climate Change’ initiative into a phase two project to extend the legacy of this exciting and valuable venture.



To assess impact in terms of "... to introduce and embed a culture at UEA where knowledge dialogue activity is encouraged, tracked, evaluated and rewarded appropriately" (CUE East Business Plan, 2007. P. 21), Table 4 illustrates progress made

against culture change indicators identified within the Year 1 (2009) and Year 2 (2010) evaluation reviews. A positive direction of change from 2007 – 2009 has been observed.

Table 4: Measuring Culture Change at UEA, in regard to public engagement: Exert from Indicator

	2007	2008	2009	Change 2007-09	Direction of change
2. Institutional commitment					
2.10 Professional development support for public engagement	CSED ran 2 courses relevant to PE. However, these were not promoted specifically as PE courses.	In addition to the two existing courses relevant to PE, CUE East introduced 8 new courses relevant to PE in Oct 2008.	In addition to three existing courses relevant to PE, CUE East ran 10 PE CPD courses in 2009.	A range of new courses introduced in 2009. Some were well attended and others less so. Overall there was a 91% increase in attendance to PE CPD.	Positive
No. PE professional development training courses	2	10	13		
No. staff attending PE professional development training	27	87	166		

The future

A continuing challenge for CUE East will be to adapt and nurture their input to the PE-CPD programme in response to institutional, regional and national constraints and forces. Although the programme is achieving its aims in terms of forging "... better relationships and links with the community at an institutional and individual level" (UEA Head of CSED), it was acknowledged that without the "CUE East umbrella" (UEA Head of

CSED) the future of public engagement training was less certain. A continued institutional push to maintain the PE-CPD programme will help to foster the progress already made and will facilitate the embedding of an "... initiative that is aimed at supporting researchers ... [providing] ... support, encouragement and training for staff and students" (CUE East, 2010) within existing CSED CPD systems.

Conclusion

With support from CUE East, good advancement has been made in establishing a programme of Continuing Professional Development for UEA staff and post-graduate students focusing on training and development around public engagement. Positive progress in terms of acquiring knowledge and skills, and a shift in attitude towards public engagement involvement as a result of participation in the CUE East PE-CPD programme can be observed. As the Head of CSED observed "... prior to CUE East's involvement it used to be hard to encourage people on public engagement courses, they used to question 'why is this relevant to me?' Now they can see the impact on what they do. We aim to develop a holistic approach, preparing staff for both academic and non-academic worlds".

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For further information about the Beacons for Public Engagement project visit the National Co-ordinating Centre for Public Engagement (NCCPE) web pages: www.publicengagement.ac.uk. The NCCPE works with all the beacons to promote best practice in public engagement and provides a single point of contact for the whole higher education sector.

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