

# cue<sup>east</sup>

community+university+engagement

CUE East  
Case Studies  
Autumn 2011

CASE STUDY: Public Engagement – Evaluate, Reflect and Learn



Engaging with Communities...  
City, Coast and Countryside

**UEA**  
University of East Anglia

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## Welcome



Welcome to our case study publication, put together by the CUE East team. Read this to learn about what worked, what didn't work and how it really went for those involved in organising and

delivering the CUE East-supported projects. This publication is particularly timely as it follows a major recent development at a national level whereby the terms and conditions for all Research Council grants and fellowships have been changed to include the new Research Councils UK 'Concordat on Engaging the Public with Research'. This means that research organisations, including universities and research institutes, now have to create an environment in which public engagement is valued, recognised and supported. Progress indeed.

**Professor Keith Roberts,**  
**Chair CUE East Steering Group**



As UEA's new Pro-Vice Chancellor for Research, Enterprise & Engagement, I am delighted to welcome you to a really informative overview of the CUE East supported projects.

As a 'Beacon' university over the past four years we have used our funds and our staff resources in a way that has enabled many individuals and groups to come together and try out a diverse range of engagement activities. We have also been instrumental in helping to shape and progress the overall university-community engagement agenda, at UEA itself and across the UK higher education sector as a whole.

**Professor David Richardson,**  
**UEA's Pro-Vice Chancellor for Research, Enterprise & Engagement**

# CUE East Case Study: A focus on evaluation and what it tells us



In our 2011 Spring/Summer Newsletter I said that it's time to start reflecting on our overall impact and I began doing so by telling you the 'Story of change' about CUE East and UEA. Early next summer 2012, we'll publish a final update on that story. In the meantime, in this case study

publication we aim to tell you about the key findings of the evaluations that have been carried out on our funded projects and supported activities. We hope these will prove useful to anyone planning a community-university engagement project or activity in the future. From the outset, we emphasised the importance of evaluation, for our own project, and for all those that we supported. We were very fortunate that the City College Norwich Researchers, employed to evaluate CUE East on behalf of the Steering Group (firstly, Lisa McDaid and then Dr Julia Stinton), were able to provide valuable advice, guidance and assistance on evaluation techniques to our supported projects. They also provided an evaluation report template which gave the project leaders a framework within which to write up their findings. This publication is based upon those reports, some of which can be found on the CUE East website.

Also, in this publication you'll find a summary of all the CUE East funded projects and supported activities, including listings of the UEA/Norwich Research Park and community partners. This overview demonstrates the sheer breadth and depth of the community-university engagement that has been achieved with effective partnership, brokerage, relatively accessible funds, assistance with project development and management, sponsorship and ongoing support since 2008.

Finally, a reminder that we were awarded an extension by our funders to 30th June 2012 and that we remain as committed as ever to supporting your community-university engagement.



*Cover image by Jeremy Webb, Artists for Climate Change*

## A 'Typology' of Public and Community Engagement

CUE East describes public and community engagement as a multi-faceted and complex activity that benefits UEA staff and students, the University as a whole and the community. It has devised a simple model which reflects the one, two and three way types of engagement activity which is now incorporated into UEA's academic promotions criteria:



### Communicating knowledge and enriching cultural life

#### 1 way

e.g. public lectures, media work, writing for the non-specialist, exhibitions, showcasing academic know-how, pro-bono schemes, communicating research to the public, acting as the lead for major festival themes, contributing to the organisation and delivery of engagement activities.



### Providing a service and being in dialogue with the public and communities

#### 2 way

e.g. volunteering, promoting and employing user involvement in research and the co-production of research, forums, focus groups, seminars and debates that involve the public, pro-bono schemes, drama outreach, museum education, continuing education and lifelong learning, contributing to the organisation and delivery of engagement activities.



### Being in dialogue with the public and policy-makers

#### 3 way

e.g. governmental committees involving the academic as the 'expert', such as an expert panel, government led public consultation and task forces, and active membership of professional bodies.

## CUE East supported projects and activities

CUE East has spent a total of £184,000 on project and festival funds, and on small expenses funded activities, plus financial sponsorship and support in-kind by way of brokerage, meeting space, administration and training. Members of the CUE East Steering Group and other community partners comprised the panels that allocated monies to projects under the Enhancement, Sustainable Living Partnership and Festival Funds. These were, Keith Roberts, Ian Findlater, Andy White, Sue Welfare, Phil Smith, Rik Martin, Richard Denyer, Jenni Rant, Gary Towers, Bob Cronk, Debbi Christophers, Gary Towers and Rachael Trezise.

A majority of the CUE East supported activities fall into the 2-way category which reflects the fact that from the outset, CUE East has made a clear distinction between,

*"knowledge transfer, the sort of activity that promotes and deploys academic know-how to specific end-users, and genuine engagement activity that promotes questioning from groups and individuals unrelated to the HEI [the university] and listening and involvement on our part"* (CUE East Business Plan 2007, p.5)

If there is a particular project or activity listed in this publication that you would like to find out more about, please get in touch with CUE East.

From left: Bright Club Norwich,  
Artists for Climate Change



## Communicating knowledge and enriching cultural life



### 1 way

Project/Activity	UEA school/centre* & Norwich Research Park Institute	Community Partner
<b>Bright Club Norwich</b>	ENV, SCI	The Forum, One Green Firework, UCL's Public Engagement Unit
<b>Café Scientifique training</b>	ENV	Norfolk County Council, Norwich Castle Museum
<b>East Anglian Book Awards 2010 &amp; 2011</b>	LDC	Eastern Daily Press (EDP), Jarrolds of Norwich, Writers' Centre Norwich
<b>East Meets East public lectures – 150 years of connections between Japan &amp; East Anglia</b>	HIS	BBC Voices, Great Yarmouth Library Exhibition Galleries, Interface Learning, Norfolk Records Office, Peterborough Museum & Art Gallery, The Forum
<b>Norwich Science Olympiad Film 2008</b>	CHE	BBC Voices
<b>Science Demonstration Lectures at Hobart High School</b>	CHE	Hobart High
<b>Science training for journalists</b>	JIC	Press Association, Royal Statistical Society
<b>Shaping Norfolk's Future Business Breakfasts</b>	LCIC	Deepdale, Hains FrozenFoods, Heigham Treatment Works, Norfolk Chamber of Commerce, Small & Medium Enterprises, Sustainable Prosperity Group
<b>World Art in the City</b>	ART	Norfolk Libraries, Norwich University College of the Arts (NUCA), Sixth Form Colleges, The Forum

\* See Acronym Buster on page 9

# Providing a service and being in dialogue with the public and communities



## 2 way

Project/Activity	UEA school/centre* & Norwich Research Park Institute	Community Partner
<b>Artists for Climate Change (Phase 1), Artists for Climate Change – City, Coast &amp; Countryside (Phase 2)</b>	ENV, LCIC, SCVA	<i>Phase 1:</i> Archbishop Sancroft High, Attleborough High, Brundall Primary, Bure Valley Junior, Cavell Primary, Colman Junior, Holt Primary, Lancaster Primary, Lionwood Infant & Nursery, Methwold Duchy of Recreation Road Primary, Norfolk & Norwich Festival, Norfolk County Council, North Walsham Junior, Reepham Primary, St Michael's VA Primary, Thomas Bullock Primary. <i>Phase 2:</i> Chapel Break Infant, Happisburgh CE VC Primary, Northgate High, Notre Dame High, Reepham High, Rosemary Musker High, Thomas Bullock CE VC Primary
<b>Association for Research in the Voluntary &amp; Community Sector (ARVAC) Annual Lectures, Conferences &amp; Community-based Research initiatives</b>	AHP	ARVAC Trustee Group (representatives from the Salvation Army, National Council for Voluntary Organisations, Roehampton University, Turning Point, Islington Voluntary Action)
<b>Aylsham Navigation 2012</b>	CEAS, HIS	Aylsham Local History Society, Brampton Parish Council
<b>BBC Making History Workshop &amp; Write Out Loud</b>	SCI	BBC Voices, Mary-Jane Cullen (journalist), Andrea Rippon (counsellor) & Sue Welfare (author)
<b>Broadland Community Climate Change Champions</b>	ENV, LCIC	Broadland Community Groups (Rackheath, Stratton Strawless, Blofield, Postwick & Reepham), Broadland District Council
<b>Café Conversations at Aladdin's</b>	AHP, BIO, CHE, CSED, ECO, EDU, ENV, LDC, MED, MTH, PHI, SWP, TYN	Aladdins Café, Norwich
<b>Cells Alive 2008</b>	BIO	The Forum, The Millennium Library, SAW Trust
<b>Collaborative Research – Mental Health</b>	AHP, HIS	Norfolk residents managing their lives with mental illness
<b>Discover Japan Day 2008</b>	HIS	Magdalen Gates Junior, The Japan Society
<b>East Meets East public lectures – 150 years of connections between Japan &amp; East Anglia</b>	HIS	BBC Voices, Great Yarmouth Library Exhibition Galleries, Interface Learning, Norfolk Records Office, Office, Peterborough Museum & Art Gallery, The Forum
<b>Eco Innovations Competition 2011</b>	LCIC, NBS	Anglia Print Ltd, BBC Voices, Chapelfield Shopping Centre, City Academy, May Gurney plc, Norse, Norwich Carbon Reduction Trust, Norwich City Council, Ormiston Victory Academy, The Hewett School
<b>Ecopoetry in Schools &amp; Beyond</b>	AMS, LDC	Artists for Climate Change, Blenheim Park Primary, Houghton Hall, Howard Junior, Norfolk Wildlife Trust (NWT), Norfolk County Council, Sandringham & West Newton Primary, Stibbard All Saints Primary

\* See Acronym Buster on page 9

From left: *Ecopoetry in Schools and Beyond*,  
*Growing Grain at Gressenhall*



Project/Activity	UEA school/centre* & Norwich Research Park Institute	Community Partner
<b>Elements 2011</b>	LCIC	Bayer Crop Science UK, City Council, Norfolk Contemporary Art Society (NCAS), Norfolk Network, Norse Commercial Services, Norwich Carbon Reduction Trust (NCRT), NUCA, The Forum
<b>Encounters with Butterflies</b>	ENV, UEA Volunteering	Butterfly Conservation volunteers from Cumbria, Yorkshire & Norfolk
<b>Evolution in a Box</b>	TSN	Greshams Preparatory, Heathersett Old School, Hopton Primary, Sir John Leman High
<b>Food for the Future</b>	IFR	Bizzfizz, Easton College, Joy of Food, Lionwood Junior
<b>Future Radio Media Undergraduate Module 2010 &amp; 2011</b>	DEV	Future Radio, New Media
<b>Gadgets to go Green Mini Festival 2008</b>	ENV, LCIC, TYN	Global Action Plan, Green Energy Option, Liftshare, Surface Ocean – Lower Atmosphere (SOLAS), The Forum, The Lingwood Project, Transitions Norwich
<b>Girlguiding Norfolk Sustainable Living Challenge Badge</b>	IFR, LCIC	Girlguiding Norfolk
<b>Growing Grain at Gressenhall (also at The first Norwich &amp; Norfolk Sustainable Living Festival 2009)</b>	BIO, JIC	Gressenhall Farm & Workhouse
<b>Hilgay Film 2008</b>	SCVA	BBC Voices, Downham Market High, Hilgay Junior
<b>History, Heritage and The New Media (Course 1), Heritage &amp; Public History (Course 2)</b>	FTV (course 2 only) HIS	<i>Course 1:</i> Castle Museum, Dragon Hall, Norfolk Record Office, BBC. <i>Course 2:</i> Norwich Castle Museum, The Historic Royal Palaces, The National Trust
<b>International Year of Biodiversity Sixth Form Conference 2010, Biodiversity &amp; Sustainability A Level Conference 2011</b>	BIO	Castle Museum, City College Norwich, Fakenham High, Norfolk Biodiversity Information Service (NBIS), Norfolk Biodiversity Partnership (NBP), Norfolk Non Native Species Initiative (NNSI), Norwich High, Norwich School, NWT, Thetford Academy, Wymondham College, Wymondham High

\* See *Acronym Buster* on page 9



<b>Project/Activity</b>	<b>UEA school/centre* &amp; Norwich Research Park Institute</b>	<b>Community Partner</b>
<b>Invisible Dust</b>	ENV, SCVA	Artists for Climate Change, Invisible Dust, Norfolk & Norwich Festival, Norfolk County Council
<b>Lost Worlds of Norfolk</b>	ENV, HIS, HUM, LDC, Science Outreach	Sheringham High
<b>Masterclass with Michael Brunson 2010</b>	PSI	Michael Brunson, writer & broadcaster
<b>Mile Cross Children's Water Pollution Solution Project</b>	ENV	Catton Grove Primary, Mile Cross Junior School, Phoenix Centre, Spectrum Crafts
<b>Millennium Babies – the Oil Game</b>	EDU, ENV	Catton Grove Primary, Community Solutions East, The Avenues Primary
<b>Mind Workshop</b>	DOS	Mind
<b>Mini Eden</b>	ENV	Colby School, Landscaping for Biodiversity
<b>National RE Day 2010 Cafés at The Forum, Norwich</b>	EDU, LCS, Centre for Spirituality & Religion in Education	The Forum
<b>Norfolk Coastal Encounters</b>	ART, ENV, SCVA	Artists for Climate Change, Cromer & Sheringham Arts Festival, North Norfolk Coastal Service, Paston College, Sheringham Little Theatre
<b>Norfolk's Secret Seaside</b>	TSN, SCVA	Langham Primary
<b>Paintaphasia Exhibition 2008</b>	AHP	British Aphasiology Society
<b>Pleasures &amp; Past Times</b>	FTV	The Forum
<b>Public Health in Medieval England</b>	HIS	Oriel High
<b>Public &amp; Patient Involvement in Research (PPIRes) Panel</b>	AHP, MED	East Norfolk & Waveney Research Consortium, NHS Norfolk, PPIRes
<b>Rapid Enterprise Schools Competition 2009</b>	NBS	City College Norwich, City of Norwich School (CNS), Costessey High, Earlham High, Lime Websites, Minima Design, Moco Developments Ltd, National Skills Academy for Finance, Norfolk Network, Notre Dame High, Open Academy, Sewell Park College, The Hewett School
<b>Refugee Week Community Cuisine event</b>	DEV	The Red Cross
<b>SAW Training Workshop</b>	EDU, HUM, SCI, SAW Trust	Falcon Junior, Great Ellingham Primary, Chris Hann (Art), Morley CE VA Primary, NUCA, Mike O'Driscoll (Writing)
<b>SEAL &amp; the Vulnerable Teenager</b>	LCIC, IFR, LCIC,	Brooklands Centre Eastern Area Referral Unity, Central Area Pupil Referral Unit, Framlingham Earl High, Fred Nicholson Special School, Norfolk Children's Services, Sportspark
<b>Seal Matrices at the Norwich Castle Museum</b>	ART	British Museum, Norwich Castle Museum
<b>Students for Sustainable Choices</b>	TSN	Attleborough High, City Academy, City Hall, CNS, Costessey High, County Hall, Hellesdon High, Hewett School, Northgate High, Taverham High, The Open Academy, Wymondham College
<b>The Big Urban Heat Experiment</b>	ENV, Weatherquest	Royal Meteorological Society

\* See *Acronym Buster* on page 9



Project/Activity	UEA school/centre* & Norwich Research Park Institute	Community Partner
<b>The Butterfly Effect – Manifestations of Climate Change in the Norfolk Broads</b>	ENV, LCIC, TYN	CreativeData, Elio Studio
<b>The first Norwich &amp; Norfolk Sustainable Living Festival 2009</b>	BIO, CEAS, DEV, EDU, LCIC, LDC, NBS, SCVA, SSF, SWP, TYN, InCrops, UEA Permaculture Society	Anglia Cycle Training CIC, Archant, BBC East & BBC Voices, BBC Springwatch (Pensthorpe), BTCV Green Gym, Campaign for the Protection of Rural England, Easton College, Elio Studio, Energy Saving Trust, Girlguiding Norfolk, Green Gardener, Greenhouse Trust, Gressenhall Farm & Workhouse, Interface Learning, Magic Gardens Project, May Gurney, Norfolk & Norwich Millennium Library, Norfolk Biodiversity Partnership, Norfolk County Council, Norfolk Education & Action for Development, Norfolk Wildlife Trust, Norwich Carbon Reduction Trust, Norwich City Council, Norwich in Bloom, Produced in Norfolk, Sustainable Living Initiative, The Forum, The Forum Shop, The Otesha Project UK, Transition Norwich, Virtuoso Garden Designs, West Norfolk & Kings Lynn Beekeepers Association
<b>The Sustainability Resource Centre – Costessey Junior</b>	EDU, ENV, EST, SCVA	BBC Voices, Costessey Junior, Landscaping for Biodiversity, Norfolk County Council, Norse County Services, NWT, Ormiston Victory Academy, RHS
<b>UEA Drama Outreach</b>	JIC, LDC, MED	Aylsham High, Bignold Primary, Colman Road Infants, Earlham High, Larkman Primary, Magdalen Gates Primary, Mile Cross Primary, Recreation Road Primary, Taverham Primary, Wymondham High
<b>Vintage East Anglia: Fashion &amp; Fun in the 1950s &amp; 1960s</b>	FTV	The Forum
<b>West Norwich Partnership – community book launch 2009, Life Histories from the Larkman, Marlpit &amp; North Earlham Estates</b>	DEV	West Norwich Partnership
<b>What America Means to Me – Cafe series</b>	AMS	The Forum
<b>World on the Street</b>	DEV, UEA Outreach, Student Global Messenger Project	BBC Radio Norfolk, Future Radio, Norfolk Education & Action for Development (NEAD), Wymondham High, The Forum

\* See Acronym Buster opposite



Left and opposite:  
The first Norwich and Norfolk  
Sustainable Living Festival



## Being in dialogue with the public and policy-makers

### 3 way

Project / Activity	UEA school/centre* & Norwich Research Park Institute	Community Partner
<b>Broadland Community Climate Change Champions</b>	ENV, LCIC, Laboratory for Global Marine & Atmosphere	Broadland Community Groups (x5), Broadland District Council, Rex Warner (Community Leader)
<b>Professional Culture Conflicts</b>	EDU	Ben Higham Consulting
<b>Royal Society for the Encouragement of Arts, Manufactures &amp; Commerce (RSA) Education Forum</b>	EDU	Eastern Region RSA Fellows
<b>Sustainable Long Term Care for Older People, Social Care &amp; Community Engagement for Older People</b>	AHP, DEV, HIS, MED, NBS, NSC, UEA Student Associate Volunteers	Age UK Norfolk & Norwich, Broadland Housing Association, Cringleford Lunch Club & Men's Breakfast Club, Crossroads Care, Dereham Norfolk & Waveney Mental Health Partnership, Marion Road Centre (Age UK Norwich), Mattishall Primary School, Norfolk Counselling & Learning Matrix (C.A.L.M.), Norfolk County & Norwich City Council Adult Community Services, Norfolk Local Involvement Network (LINK), Norfolk Older People's Strategic Partnership Board, Norfolk Social Workers Group, North Norfolk Older People's Forum, North Walsham Heartsease Fun Afternoon, Norwich & District Carers Forum, Norwich & East Norfolk Educational Centres Association, Norwich Carers Council for Norfolk, Norwich GPs, Norwich Griffon Area Partnership, Norwich Living History Group, Pabulum Café, Seabrook & Ashby Court Sheltered Housing Schemes (Age UK Norwich), St Francis Church (Age UK Norwich), The Norfolk Sound Archive, Thorpe St Andrews Arts & Craft Group, WISE Archive, Wymondham (Age UK Norfolk)



\* See *Acronym Buster* below

## Acronym Buster

**AHP** – School of Allied Health Professions  
**AMS** – School of American Studies  
**ART** – School of World Art Studies and Museology  
**BIO** – School of Biological Sciences  
**CEAS** – Centre of East Anglian Studies  
**CHE** – School of Chemistry  
**CSED** – Centre for Staff and Educational Development  
**DEV** – School of International Development  
**DOS** – Dean of Students  
**ECO** – School of Economics  
**EDU** – School of Education and Lifelong Learning  
**ENV** – School of Environmental Sciences  
**FTV** – School of Film and Television Studies  
**HIS** – School of History  
**HUM** – Faculty of Arts and Humanities  
**IFR** – The Institute of Food Research  
**JIC** – John Innes Centre

**LCIC** – Low Carbon Innovation Centre  
**LCS** – School of Language and Communication Studies  
**LDC** – School of Literature, Drama and Creative Writing  
**MED** – Norwich Medical School  
**MTH** – School of Mathematics  
**NBS** – Norwich Business School  
**NSC** – School of Nursing Sciences  
**PHI** – School of Philosophy  
**PSI** – School of Political, Social and International Studies  
**SAW** – Science, Art and Writing  
**SCI** – Faculty of Science  
**SCVA** – Sainsbury Centre for Visual Arts  
**SSF** – Faculty of Social Sciences  
**SWP** – School of Social Work and Psychology  
**TSN** – Teacher Scientist Network  
**TYN** – Tyndall Centre for Climate Change Research

# CUE East Cameos

## One-way World Art in the City



*Supported by: the CUE East Enhancement Fund*

**Description:** a series of 12 weekly public talks given by members of UEA's School of World Art Studies & Museology (ART) on aspects of their research. Free to attend, held at The Curve in The Forum, Norwich, from April to June 2010. Organised by Dr Sarah Monks, lecturer in European Art History, ART.

**Purpose:** to showcase the research and raise the profile of the School and the discipline with local people who are not in touch with UEA and to encourage local engagement with art and with higher education level study.

**Resources required:** total cost: £3,572 which included the venue hire (43%), refreshments (30%), undergraduate student helpers expenses (5%), speakers fees (2 were visiting lecturers – 3%), printing and publicity (11%).

**What worked well:** The Forum Trust were very helpful, particularly in responding to changes in the schedule.

All speakers communicated their enthusiasms well. The range of topics was well received and also the informal format and language of the talks which according to feedback, made all the topics accessible.

Each talk introduced a range of new issues, materials and approaches and attendees were encouraged to question their assumptions about art and learn about its sheer diversity.

**What didn't work well:** The publicity presented difficulties, e.g. the printed listings deadlines were too early, adverts in local publications proved prohibitively expensive and the organiser (new to Norwich) was not linked into all the local art societies and networks.

### Top tips:

- If your target group(s) include younger people, use social and web-based media to develop, communicate and deliver your project.
- Don't underestimate the costs and lengthy timescales involved in publicising your project effectively.
- Provide time and refreshments after the main event to meet and talk to your audience.
- Run your event off-campus, early evening in the city centre to secure a more diverse audience.



## Two-way The first Norwich & Norfolk Sustainable Living Festival



### CUE East & Partners, 22-31 May 2009

*Supported by: the CUE East Sustainable Living Partnership Fund, marketing and staff budgets*

**Description:** a 10 day programme of interactive exhibitions and activities designed to explore different aspects of living in sustainable ways including the BBC Garden Design Event 2009, in association with Easton College; 43 contributors including 30 community organisations and 13 UEA/Norwich Research Park schools, divisions and societies (109 staff and students). Opened by organic gardener, Bob Flowerdew.

**Purpose:** to build upon the CUE East priority theme of 'Sustainable Living', engage with the public of all ages on issues of sustainable living, provide a platform for UEA staff and students to get involved in public engagement, work with a range for CUE East partners and stakeholders, to establish CUE East's presence at The Forum and to build upon and extend working relations with Forum partners.

**Resources required:** total cost: £41,152 which covered the venue hire, marketing (£1,000 marketing contributed by The Forum), staffing (incl. CUE East staff, a temporary administrator and 13 UEA Student Ambassadors), grants for contributors (£10,000 Festival Fund) and other

expenses (e.g. stationary, gala launch, speaker, refreshments). BBC Voices organised the Garden Design Event with Easton College's Head of Horticulture & Design.

### What worked well:

The Festival fully utilised the facilities, holding workshops in the CUBE and debates in Café Marzano. The interactive map was very eye-catching and made good use of the Atrium space. The information desk by the entrance was very useful. The Forum had a footfall of around 39,000 visitors during the event.

A good working relationship developed between CUE East and The Forum Trust and the overall organisation was very good. Forum based organisations supported the event e.g. the Millennium Library.

The interactive stalls e.g. Girlguiding Norfolk, UEA Permaculture, Elio Studio/Tyndall Centre, Norfolk Wildlife Trust and Gressenhall, received the most public interest, as did the Produced in Norfolk stand where visitors were able to buy local produce.

Handing out flyers for activities and workshops on the day helped to increase previously low sign-up numbers; holding the event over summer half-term allowed families and children to attend.



### What would we do differently?

- Set up a dedicated Festival website; the event featured on UEA, The Forum and BBC websites.
- Ensure the promotion material is accessible to different publics.
- Ensure more joined up planning between the main Festival and the BBC Garden Design Event.
- Involve one real show-stopping activity or attraction to get media attention and encourage visitors.
- Devise a clear 'sustainable living' message and use a mixture of 'bottom up' and selective programming, to ensure wider UEA involvement and a wider range of activities on e.g. reducing energy use, building materials, houses, insulation and ethical fashion.
- Create more innovative and dynamic exhibits as opposed to tables and display stands; work more closely with stallholders on the design and content of their stalls.
- Ensure the programme is more consistent, with interactive activities for all ages every day.
- Make more use of the Atrium for workshops and activities, so the public can watch and join in.
- Use the outdoor space more and look at how this can then draw people inside. Include more stuff that people can take away or even buy.
- Look to raise sponsorship from other sources whilst retaining the integrity of the theme.
- Run a mixture of paid and free activities.
- Promote talks and workshops long before the Festival to encourage early sign up.
- Shorten the time that the Festival runs; ten days was too long. Run it later on in the year, so as not to compete with the sunshine when visitors head to the coast instead (there were two very hot days).

For the programme and the full Festival Evaluation Report by The Research Centre, City College Norwich see [www.cueeast.org](http://www.cueeast.org)



From far left:  
World Art in the City,  
Norwich & Norfolk Sustainable  
Living Festival at The Forum.  
Right: Cringleford Lunch Club.

## Three-way Sustainable Long Term Care for Older People



Supported by: the CUE East Sustainable Living Partnership Fund

**Description:** for her post- doctoral research, Dr Mayumi Hayashi in UEA's School of History (HIS) explored sustainable long-term care models by collecting the experience of residential care through 86 interviews with elderly residents, their relatives, social workers and staff in care and nursing homes across East Anglia.

**Purpose:** starting from an academic perspective, the purpose was to widen understanding through participation in local public meetings and events related to long-term care and continuing contacts with interviewees and care homes in Norfolk. The purpose was also to contribute to a change of culture in HIS and UEA by extending public engagement in this discipline.

**Resources required:** total cost: £1,250 which covered travel expenses, workshop refreshments, equipment, e.g. digital voice recorder, binding of printed materials (produced at no cost at HIS). Training on interviewing, recording and editing, provided by the Norfolk Sound Archive and BBC Voices at no cost and academic mentoring and shared office provided at no cost by HIS.

**What worked well:** Good networking, partnership and engagement that developed between UEA, community groups and individuals. The 'voices' of older residents, their family carers, social workers and care providers were heard and valued. Enhanced knowledge and interview skills gained for the student volunteers. Funding secured from CUE East for extension project, 'Community Care & Social Engagement for Older People'.

**What didn't work well:** Initial difficulties in recruiting potential interviewees; a project information pack was sent to 61 care and nursing homes across Norfolk with just two positive responses; delayed the project for two months. Lack of time for transcribing all the interviews and public lectures. Difficulties with local schools visits; schools are very busy.

### Top tips:

- Don't underestimate the amount of time and energy needed for producing publications and organising and analysing interviews.
- Allow enough time for unforeseen circumstances and administration e.g. lack of participants, cancellation of planned activities for various reasons and the paperwork required by partner organisations.
- Keep the project partners and any interested parties updated regularly and respond to enquiries promptly.
- Utilise personal and established networks and contacts.
- Review and revise the project plan regularly.
- Negotiate balances between time available and work involved.
- Be brave enough to skip some activities.

## Thoughts and advice

### Doing evaluation

Evaluation isn't easy but it is a way of,

*"...asking and answering the questions: What was the point of our work? What difference did it make? What happened that wouldn't otherwise have happened? What did we learn from this? What should we do next?" (Public Engagement Evaluation Guide, Manchester Beacon for Public Engagement 2010)*

The CUE East projects used a range of different evaluation methods such as postal surveys, feedback forms, e.g. at the end of an activity, either handed out or emailed to participants, formative questionnaires (to help shape the project programme), a pupil questionnaire at the start and end of project, and informal feedback. The evaluation of CUE East itself, carried out by City College Norwich, used an annual stakeholder perception survey (sent to partners, contributors, event and training attendees, funded projects, Individual Award winners and UEA Heads of Schools), focus groups, interviews and participant observation. This publication is not intended to be a guide to evaluation. There are many guides and tools available, some of which we have cited (see page 15).

Here are some anonymised findings from the evaluation reports. They are focused on organisational aspects, the 'how to' rather than the impact of the activity itself with the aim of helping others to learn from their experience.

### What the evaluation reports said

#### Coming together and overcoming pre-conceptions

*"The partnership with [academic partner] worked well, with one of their team coming to the planning meetings – allowing them to pass on information and their ideas whilst also talking to people the pack was to be written for. As they had been involved in the planning stages, this meant that when they came to write their sections, they knew not only what information to include, but also the level of information to include."*

*"Despite showing interest during the initial stages of the project before the submission of the proposal, there was very little input into the information pack by scientists...despite considerable overlap with areas of*



From left: Artists for Climate Change,  
International Year of Biodiversity Sixth Form Conference 2010



*research...This was primarily due to time pressures – as people were busy with their research/papers/grant proposals...I would ensure that people’s contributions were agreed and specified before the submission of the proposal.”*

*“...problems were overcome through extensive communication, hard work and commitment by all partners.”*

*“We did see some change of attitudes to the University. Our initial encounter produced some resistance, especially in terms of one or two people clearly bracing themselves for finding working with the University challenging. As we worked in the area and got to know people, we did learn a lot about how and why people are prejudiced about the University and how important it is to be out there talking to them and enabling creativity, in places where they go to relax. So we found numerous examples of people changing their minds...”*

*“Public engagement...worked best when members of our extended team talked directly to the public. Indeed it was essential to have staff and volunteers present alongside the artist-led projects to talk to people the whole time.”*

### Engaging target audiences

*“The use of unusual venues such as the beach shelter...meant that new audiences were engaged with. In some cases this meant that people had not time to put up barriers to their involvement in artistic work or ‘play’, and so found themselves taking part when in other circumstances they might not have done so.”*

*“The simplicity of the project, and its immediacy...help offset initial reluctance, as did the energy and enthusiasm with which the artists involved undertook to engage people.”*

### Practicalities

*“It was felt that the issuing of certificates in exchange for the token payment gave the activity a purpose as well as stimulating discussion about who might ‘own’ the weather and the sky.”*

*“Some artists felt that signage for certain events could have been installed earlier, more eye-catchingly and in greater profusion. There had been errors in some of the publicity distributed.”*

### Getting it right on time and resources

*“Publicising a long-running event...that quickly reaches a wide potential audience is difficult, and involves far more money, resources and planning that were allocated for this project.”*

*“...events require a lot of time and resources.”*

*“Although we had staff, we needed more. We needed better communication.”*

*“We needed much more time to gain the full benefit from the project and its outcomes and influences need to be seen in the longer term.”*

*“It quickly became apparent that the experts would require fees that we could not afford...at times it seems that academics did not grasp the limitations of a small...budget and it would have been very easy for the entire grant to be used up on advice only.”*

## Changes for next time and advice for others

### Coming together and overcoming pre-conceptions

*“There is a need to be flexible and enthusiastic and write, refer to and update action plans regularly to ensure that individual elements of complex projects do not get overlooked, and are clearly understood by all parties.”*

*“Brace yourself for stereotypical views of ‘The University’ and however simply we talk, people will assume that we speak in complicated language.”*

*“Focus on the desirability of long-term, detailed planning and ensuring that both the university and the schools involved have an opportunity to meet and ‘size each other up’ well in advance of actually delivering the programme.”*

*“Liaise from the start of the...term with local schools, especially primary schools, about how best to involve them, and to generate a sense of anticipation and involvement. Firm up and calendar dates to structure involvement.”*

### Engaging target audiences

*“Recruiting (sixth form) schools...can be difficult even when your offer is good quality. Don’t give up! Having a specific teacher contact in each school is helpful.”*

*“Try to be imaginative in terms of what you offer to young people. A paper conference pack would have been simpler to organise but not as exciting as a USB wristband.”*

### Practicalities

*“Food is very important to everyone!”*

*“Through clear signposting and marketing, make more of the unusual venues... for involving new audiences and for breaking down barriers to participation.”*

*“Ensure venues are not changed after the publication of the...programme, or if changes are inevitable, publicise them clearly and thoroughly.”*

*“Make more signs, and place them more visibly. Review the use of balloons as people clearly didn’t notice them even though we thought we put them everywhere. Place clearer maps at each venue to direct people to all the sites; use more volunteers to act as ‘art guides’ to direct people to venues and talk about the Festival generally; develop sense of an art trail.”*

*“Give stickers to pupil-participants to fix on a map of all the activities, logging participation.”*

### Getting it right on time and resources

*“Allow plenty of contact time in the community – it isn’t something which can be done by halves.”*

*“Plan well ahead- we didn’t have enough lead time to do all we planned and be prepared to change plans according to the responses in the locality.”*

## Thoughts from CUE East

At every round the main CUE East funds have been oversubscribed and we continue to receive enquiries for support via the Small Expenses Fund, established in 2009 in response to a need highlighted by the City College Norwich Baseline Research. In addition to the advice given above, we have the following thoughts for anyone planning a future engagement activity:

- Make sure you have total buy-in from all project/activity partners and if necessary, get their commitment in writing.
- Make sure that everyone knows and understands their role in the project/activity.
- Build in contingencies for, e.g. funds, time, availability of partners and getting the project off the ground.
- See your partnership not as a one-off but something to be sustained beyond the life of the project/activity.
- For the academics – seek to collaborate with other disciplines at the University as well as community partners.
- Build in evaluation from the outset. Some evaluation tools can be used at the formative stage to help you plan your activity.

# Helpful Sources

## Planning and delivering university-community engagement

Over the past four years the six Beacons for Public Engagement in higher education (Beacon North East, CUE East, Edinburgh Beltane, Manchester, University College London and Wales) have supported a wide range of engagement 'experiments', initiated and led by academics, by community partners and by the Beacons themselves. This is in line with the original task given to the Beacons by the funders which was,

*"to create a culture within HEIs and research institutes and centres where public engagement is formalised and embedded as a valued and recognised activity for staff at all levels and for students."*(HEFCE 2006)

## Assessing your skills

Different activities demand different approaches and skills, particularly in communication and project management. Specifically for postgraduate researchers but increasingly being used by universities and research institutes to inform the professional development of academics, research staff and students, Vitae's new Researcher Development Framework has a dedicated 'domain' on Engagement, Influence & Impact. With its sub-domains and descriptors, the Framework is a useful tool for individuals who wish to assess their current level of skills for planning and delivering public engagement.

Also the National Coordinating Centre for Public Engagement (NCCPE) and the Beacons have devised a draft 'Attributes Framework' with three interlocking domains, Communication, Empathy and Reflection, which captures the key developmental areas for anyone considering how they might develop and improve their engagement skills.

subjects such as, Easy ways to get started and How to do it: engagement in practice. You can also access definitions of public engagement, the case for public engagement (why it matters), opinions and publications. Signing up to the NCCPE Public Engagement Network is a good way to get the latest information on events. See [www.publicengagement.ac.uk](http://www.publicengagement.ac.uk) for all NCCPE resources.

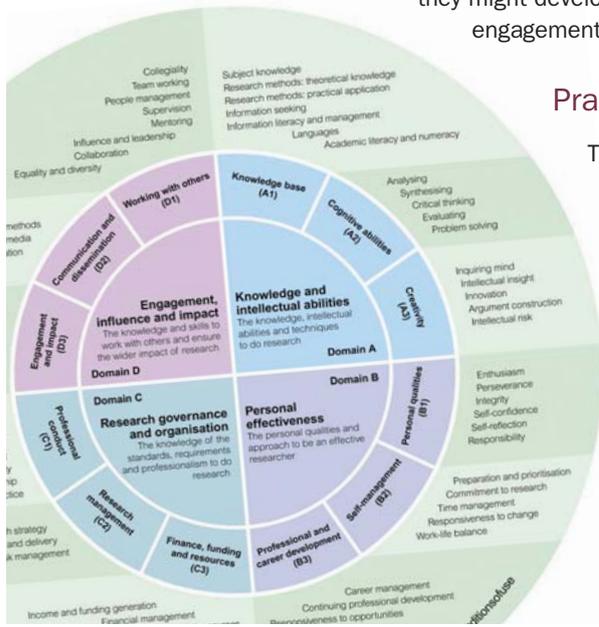
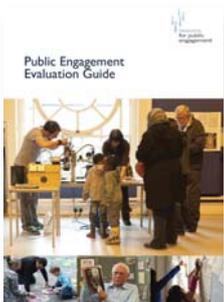
Another extremely useful source for information and guidance on doing public engagement is the website of Vitae itself, the UK organisation that champions the personal, professional and career development of doctoral researchers and research staff in higher education institutions and research institutes. A particularly useful Vitae publication is, 'The Engaging Researcher (2010)', written by Suzanne Spicer, Manchester Beacon and Sophie Duncan, NCCPE. See [www.vitae.ac.uk](http://www.vitae.ac.uk) for all Vitae resources.

## Evaluating public engagement

As the NCCPE says, most funders will ask you to tell them how you have measured the impact of your public engagement work – and it can sometimes feel like an unwelcome add-on. Evaluation is a valuable tool which enables you to learn from your experiences. Think of it as the research element of your activity. It is a process of collecting evidence and reflection and its benefits can include:

- assistance with planning. Evaluation helps you focus on what you want to achieve, how you will achieve it and how you will know if you have been successful
- provides evidence. It proves the value and benefits of your activity and a record of your achievements (for you and your line manager/supervisor and funder)
- demonstrates value for money. Which is important when reporting to funders
- learning that can be shared with others and inform future activities
- an opportunity to reflect on your approach and improve it.

The Manchester Beacon has published a very useful guide, the 'Public Engagement Evaluation Guide' which, along with other tools, can be found on the NCCPE website.



## Practical resources

The NCCPE, along with the Beacons, has amassed a huge amount of useful material and resources. Via the NCCPE website you can access guides, toolkits and case studies. These cover a wide range of

## Sources for this case study publication

Beacons for Public Engagement: invitation to apply for funds 2006/49 (HEFCE 2006).

Evaluation reports from CUE East supported projects and activities.

McDaid, L. (2009). The first Norwich and Norfolk Sustainable Living Festival 2009 Evaluation Report, The Research Centre, CCN, Norwich.

Public Engagement Evaluation Guide, Manchester Beacon for Public Engagement 2010.

University of East Anglia (2007) CUE East Business Plan 2008-2012.

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**UEA** University of East Anglia **cue**<sup>east</sup>  
community-university engagement

**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](http://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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