Introduction to Public Engagement

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NCCPE
<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
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<tbody>
<tr>
<td>10.00</td>
<td>NCCPE: introduction</td>
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<tr>
<td>10.05</td>
<td>Developing high quality engagement</td>
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<tr>
<td>10.55</td>
<td>Thinking about participants and audiences</td>
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<td>11.20</td>
<td>Evaluation – when, what and how?</td>
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<td>11.40</td>
<td>Developing your ideas</td>
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<tr>
<td>12.30</td>
<td>Lunch</td>
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1. Developing High Quality Engagement
Your experiences of public engagement

In pairs discuss a public engagement project you have been involved in – a good one or one that really didn’t work:

• What was good about it, what worked well? What was wrong with it? Why didn’t it work?
• What does this tell you about the qualities of ‘excellent’ public engagement?
History and heritage

Caer heritage project  Know your Bristol  Postman’s Park

Films of the shortlisted entries: [http://www.publicengagement.ac.uk/work-with-us/competition/competition-finalists](http://www.publicengagement.ac.uk/work-with-us/competition/competition-finalists)
Quality public engagement

- Purpose
- Evaluation
- Process
- People

national co-ordinating centre for public engagement
INFORMING
Inspiring, informing, involving

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

COLLABORATING
Working in partnership to solve problems together, drawing on each other’s expertise
Who are we engaging with?

- Project team
- The public
- Communities of interest
- Communities of place
- Non Governmental Organisations
- Community organisations and societies
- Voluntary organisations and charities
- Social enterprises
- Businesses and industry
- Local authorities / strategic bodies
- Local / regional / national govt
- Quangos and govt agencies
- Health and well being agencies
- Cultural and leisure services
- Schools, colleges and lifelong learning
- The media

- Public sector
- Policy community
- International community
- Business community
- Community and 3rd sector
**Process**

- **INFORMING**
  - Inspiring, informing, involving

- **CONSULTING**
  - Actively listening to the public’s views, concerns and insights

- **COLLABORATING**
  - Working in partnership to solve problems together, drawing on each other’s expertise
Inspiring
Established projects

Danceroom spectroscopy

Conker tree science

Bright Club

Films of the shortlisted entries: http://www.publicengagement.ac.uk/work-with-us/competition/competition-finalists
2. Thinking about participants and audiences
Understanding audiences: Why a strategic approach?

For an engagement activity
- Inclusive? Exclusive?
- Deeper understanding
- More effective engagement
- More likely impact

For a research team
- Quality
- Efficiency
- Equity
- Expertise
- Partnerships
- Sustainability
National Trust: case study

1987
What will you do today? We've got beaches, houses, gardens and even lighthouses to explore.

Fresh air days out

Take a walk in the garden at Ham House, Richmond-upon-Thames

Some of our places are looking their absolute best at this time of year. Take a walk in our winter gardens and parks, or try something a bit more bracing and head out to the coast or countryside.

Head outdoors this winter

Castles to coasts

Did you know that we look after 49 churches, 9 monasteries and 8 billiard tables? Plus mills, lighthouses, abbeys, castles, grand houses and miles of coast and countryside just waiting to be explored.

Take a look at our places

Family days out

Virtual tours

Events

Rainy days

For public engagement
1. Explorer Families

'It's a subtle moment when they come back and ask you something about the trip and you feel they have learnt something. I like to see that.'

Self starters. Proactive. Enjoy adventure as an entire family. Into castles and ruins, high users of the internet, less likely to spend on catering/souvenirs, self-sufficient. Active attendance to NT properties in last twelve months.

Number of people in segment nationally: 7.7m
Spend per NT visit: High
They visit because... they want an active and stimulating experience.

2. Out and About

'We just sit and ask one another what we want to do and we go somewhere every week. It doesn't take an awful lot of planning.'

Moochers, doing things together is more important than what they are doing. The Trust is a backdrop for socialising. Go where the fancy takes them. Picturesque towns and villages interest them, and art and architecture. Like to dip in and out of information and experiences.

Number of people in segment nationally: 8.7m
Spend per NT visit: Low
They come because... we offer them something to do.

3. Grey Matter

'For me I find it almost like an antidote to the 21st Century. You charge your aesthetic batteries a bit.'

Majority 65+, active minds. Highest proportion of members. Deliberate visits to well researched places. Fascinated by people stories. Seek peace and relaxation, likely to be members of other like-minded organisations.

Number of people in segment nationally: 5.6m
Spend per NT visit: Low
They visit because... we provide a source of mental stimulation to stretch their active minds.
4 YOUNG EXPERIENCE SEEKERS
‘If I suggest going up Snowdon usually my close friends are up for it. If they aren’t, I would go on my own.’
Eclectic, under 30, no children, high ethnicity, like new experiences, travel, some want an adrenalin fix. Group visitor for interest, exercise and challenge – ending in the pub.
Number of people in segment nationally: 1m
Spend per NT visit: Medium
They come because... they want to see awe-inspiring things.

5 HOME AND FAMILY
‘On Bank Holiday Monday nine of us went to Fairhaven Gardens and it cost a fortune to get in.’

Know what they like and like what they know. Lowest income segment, largest groups of extended family and friends, most interested in spending family time together. Enjoy shopping. Visits likely on high days and holidays. Entertainment and value important, want affordable catering rather than having to take a picnic.
Number of people in segment nationally: 4.9m
Spend per NT visit: High
They come because... they want to be entertained.

6 KIDS FIRST FAMILIES
‘If the kids are happy, we’re happy.’
Want to be certain they will have a good time. Likely to attend Halloween, Christmas. Large groups. Want packaged experiences and familiarity. Visit country parks and estates, wanting entertainment. High spenders but infrequent visitors.
Number of people in segment nationally: 3.8m
Spend per NT visit: High
They come because... we are a special family treat for school or bank holidays.
Arts Council Audience Segmentation

This segmentation was developed to provide the Arts Council and others working in the arts with:

• greater knowledge of the levels and broad patterns of arts engagement in today’s society, across both arts attendance and participation

• better understanding of the motivations and behaviours of different audience groups, including both those who are already active in the arts and those who currently have little or no engagement

• insight into how the arts fit into people’s overall lives today, by illustrating how aspects of arts engagement are associated with patterns in other lifestyle choices, behaviours and attitudes

• inspiration for strategies for engaging more people with the arts
<table>
<thead>
<tr>
<th>Category</th>
<th>Subcategory</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Highly engaged</td>
<td>Urban arts eclectic</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>Traditional culture vultures</td>
<td>4%</td>
</tr>
<tr>
<td>Some engagement</td>
<td>Fun, fashion and friends</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>Bedroom DJs</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Mature explorers</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Mid-life hobbyists</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Dinner and a show</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Retired arts and crafts</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Family and community focused</td>
<td>9%</td>
</tr>
<tr>
<td>Not currently engaged</td>
<td>Time-poor dreamers</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Older and home-bound</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>A quiet pint with the match</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Limited means, nothing fancy</td>
<td>3%</td>
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Traditional culture vultures

At a later stage in life and having attained a high standard of living, *Traditional culture vultures* have time to devote to their many leisure interests. Art and culture takes up the majority of their time, alongside travelling and spending time with family.

**Their arts**

- *Traditional culture vultures* have a keen interest in the arts, it forms part of their identity
- they form the core loyal audience base for several of the more traditional arts including opera, ballet, plays, classical music concerts and art exhibitions
- their interest in the arts extends into their hobbies – in their leisure time many of them enjoy textile crafts, playing a musical instrument or painting and drawing

**Their demographics**

- nearly two-thirds are women
- typically older – two-thirds are aged 45–74 – and living with a partner without any children in the household
- majority are in good health
- almost exclusively from a white ethnic background
- highly educated, with two-thirds holding higher education qualifications
- typically affluent, more likely than average to be retired
- higher than average – just over a quarter – live in rural areas
3. Evaluation
Getting started

Source: Ingenious evaluations: A guide for grant holders, The Royal Academy of Engineers
What goes in an evaluation plan?

1. **Aim** (what do you want to achieve? Big picture!)
2. **Objectives** (what you need to do to achieve your aim?)
3. **Evaluation questions** (what do you want to know?)
4. **Methodology** (what strategy will you use?)
5. **Data collection** (what techniques will you use to collect your evidence?)
6. **Data analysis** (how will you analyse your data?)
7. **Reporting** (who will be reading your report?)
What questions do you want to ask?
Corrosion Summer Ball

Everyone is invited to the Corrosion Summer Ball! Witness first hand the amazing array of talents that Mr Copper will show off to keep his date, the lovely Miss Sulphate. Learn how he can generate electricity from fruit and turn your pennies into gold. Design and make cuprum art and discover if Mr Copper finally gets the girl!

What are the outputs, outcomes and impact of this activity?

http://www.publicengagement.ac.uk/how/case-studies/corrosion-summer-ball
How will you collect data?
VISITOR RESPONSE

"QUITE INTERESTING"

100%

Luckily, the visitor stayed long enough to sign the book.
Useful links

NCCPE  http://www.publicengagement.ac.uk/plan-it/evaluation

Manchester Beacon Evaluation Guide  http://www.manchesterbeacon.org/about/

UCL Evaluation Toolkit
http://www.ucl.ac.uk/public-engagement/research/toolkits/Event_Evaluation

RCUK Evaluation Guide
http://www.rcuk.ac.uk/documents/publications/evaluationguide.pdf

HE STEM  http://www.hestem.ac.uk/evaluation

Inspiring Learning for All  http://www.inspiringlearningforall.gov.uk/toolstemplates/
We are the national co-ordinating centre for public engagement

We help universities and the public engage with each other. With our expert advice, training and tools, public engagement becomes achievable, measurable and above all, successful.

Our vision, mission & aims

Engage Competition 2014
Self assess your institution with the EDGE Tool
Consultancy services
Manifesto for public engagement

The NCCPE seeks to support a culture change in universities. Our vision is of a higher education sector making a vital, strategic and valued contribution to 21st-century society through its public engagement activity.