

# Prepared for: Science and Technology Facilities Council

## Public Engagement Awards: Recipient Feedback Survey Report

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## 1. Introduction

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Over the last decade the public engagement (PE) landscape has changed significantly as attitudes have altered and many new providers of PE funding have emerged. STFC have a long established PE programme and they have decided to conduct a review to gather and summarise evidence as to how STFC's community approaches, evaluates, supports, and rewards public engagement activity – particularly in departments that receive significant STFC funding.

This review seeks to establish how STFC's key research departments or faculties have responded to institutional PE funding, and the impact of these investments have had in changing research practice, reward and recognition, and demonstration of impact.

As part of the review recipients of PE grants were asked to complete an online survey about STFC's Public Engagement Awards. This report presents the feedback from this survey conducted November 2015 – January 2016.

## 2. Research Objectives

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This overall review has the following objectives:

- To establish whether 'institutional' PE funding has contributed to changing research culture and practice in STFC's research community, and how it complements the overall engagement activities of the School/Department in question.
- To examine level of value placed upon public engagement in STFC's research community and what mechanisms of reward and recognition exist for PE activities.
- To investigate the perceived barriers to effective public engagement by STFC's research community, and how STFC can help to overcome such obstacles.

## 3. Research Method

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This report is based on feedback from 44 recipients of Small and Large Awards and PE Fellowships from STFC for public engagement activity by both HEIs and non-HEI organisations (e.g. schools). An online survey questionnaire sent to recipients was completed between 30<sup>th</sup> November 2015 and 5<sup>th</sup> January 2016.

Forty-four (44) grant recipients completed a feedback questionnaire. Around 85 recipients were invited to take part, so this represents a reasonable response rate of around 50 percent.

Of those taking part 22 were university based public engagement grant holders, with the remaining 12 unspecified. Judging from their answers, many of these were school based recipients.

### **Questions asked**

Due to the small size of the final sample (n=44) and the primarily qualitative nature of the questions, results are not presented as percentages, but simply as the numbers responding to a particular question.

The conclusions and recommendations given in this report are based on the findings from the survey data. However there may be information about the STFC Awards we are not party to that may invalidate or change our conclusions and recommendations.

## 4. Summary, Conclusions and Recommendations

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### 4.1 Summary

*'The funds that STFC give to public engagement play a crucial role. This funding permits active research scientists the luxury of time to devote towards engaging new audiences with often complex science, providing the perfect platform from which to improve how we might explain such science.'*

#### **Applying to STFC funding**

- The core reason for selecting STFC funding was the perceived match between the funding requirements and the PE recipients were conducting.
- Additionally, for non-HEI recipients, the awards were seen as a unique funding opportunity for schools not available elsewhere.
- Although the grants are seen as a good fit with STFC around half of recipients had also received PE funding from other sources including: their own HEI; Royal Societies and Institutes; and a range of other funders.

#### **How the grants have enabled recipient to realise their objectives**

- They have enabled the recipient's PE work to reach larger and more diverse audiences.
- Grants have freed up researcher time to enable them to focus on their PE work without compromising either their research or their personal time.
- They have enabled the purchase of necessary equipment and in some cases additional staff.

#### **Hallmarks of good PE and how the STFC grants foster them**

- There were a wide range of perceived hallmarks of good public engagement but nearly all centred on reaching a larger and more diverse audience through communication that is clear and audience appropriate, leading to an increase in interest and enthusiasm about science and for some, changing study and career choices.
- These hallmarks have been fostered by the PE work that STFC funded by providing opportunities for greater latitude to try new creative ideas, providing better quality content and delivery leading to a better audience experience.

#### **What did grant recipients learn from their public engagement work?**

Recipients mentioned a wide range of lessons including:

- A need for simple communication tailored towards the target audience.
- The value of expert support (e.g. technical, artistic etc.).
- How the right partners can give access to much larger audiences.

- The importance of good planning and organisation.
- How arts and science can work together.

### **Dissemination of their experiences**

- The most common action to record and/or share experiences of the public engagement activity was to share internally, mentioned by 26 of the 44 respondents.
- Others also mentioned conferences and other networking events where their experiences were shared along with their university or other organisation's website.
- A minority mentioned social and broadcast media.

### **Perceived impacts of the PE work**

The perceived impact of their PE work in many ways mirrored what they felt to be the hallmarks of good PE, namely:

- Providing wider exposure to science among general public and school audiences leading to changes in knowledge and perceptions about science.
- Changes in behaviour, for example choosing a new course of study.
- Interactions between science and the arts.
- Development of longer-term partnerships and community links.
- New ideas about public engagement methods.

### **Feedback on STFC's approach to funding and supporting public engagement**

- Feedback on the approach to funding via Small and Large Awards was generally very positive, with recipients seeing the value in a system that is flexible according to need.
- Some believed that there was no other comparable scheme, making this one invaluable to recipients of the awards.
- Having small awards makes them accessible to those, such as schools, that would be put off by the demands of a larger grant application and indeed would not have the need of a larger sum of money.
- This approach was praised as it helped ensure that PE practitioners can prove the value of what they are doing via a Small Award and then grow their activity via a Large Award.

There was some negative feedback concerning the process required to make a funding application, which is currently more appropriate to academics than those in other sectors. This was particularly the case with the Small Awards, when compared, for example, with the HLF award application process. Other suggested improvements included:

- Awards to have a wider remit to cover applications from different science disciplines
- A more flexible approach to what the award is spent on - based on the argument that PE isn't always predictable i.e. what was originally planned and submitted in the

funding proposal changed as the project developed but could not be funded under the original agreement.

- STFC to encourage and facilitate more networking opportunities among recipients as this can help projects develop.

### **Public engagement impact on Award recipients**

- The great majority of those Award recipients who responded believed public engagement has had a positive affect on their personal profile.
- While the majority of those responding believed it had enhanced their career there was a noticeable minority who believed it had had the opposite affect.
- Similarly, while just over half said PE had enhanced their research, some believed it had had a negative effect as it took time away that might otherwise have been used for research work.

### **Barriers to public engagement**

The perceived barriers expressed in this survey covered the following key areas:

- A lack of time and potential conflict with teaching and research commitments.
- A lack of funding to do it properly.
- For some, a lack of confidence standing up in front of non-academic audiences.
- A lack of supporting staff (for example admin staff) to make it happen (i.e. it's hard to do it on your own).

### **What STFC could do to support HEIs in reducing barriers**

While some felt that STFC already do a good job by awarding the PE grants, others believed STFC could the following:

- Make it clear it expects the HEI to support the recipient of the grant.
- Work with HEIs generally to raise the profile of PE.

### **Public engagement as part of research funding proposals**

- Of the recipients in the survey who responded, 19 out of 25 said they do include PE as part of their research funding proposals.
- However the PE element isn't always acknowledged during peer review, suggesting that it isn't considered important to the research proposal overall.
- Generally researchers are accepting of this situation given there wouldn't be any public engagement if there weren't the research in the first place.

### **Applying for STFC public engagement and research funding**

Recipients were asked in what circumstances they'd apply for STFC funding for PE and when they'd apply for an award as part of wider research funding. They would apply for both when engagement and research are closely entwined.

They would just apply for PE funding:

- When the PE is stand alone or bespoke.

- When general research funding doesn't allow for PE activity.
- When there are no other obvious internal funding sources or relevant external grants.
- If the PE was a discreet event, such as a festival rather than part of a regular programme.

Decisions are also influenced by how likely they think they'd be awarded the grant and related to that, how much of a fit there is between the research and the public engagement and the requirements of the grant application.

#### **STFC Grants and REF impact case studies**

Five (5) survey participants said that work funded by STFC awards had been used as part of a REF impact case study.



## 4.2 Conclusions and Recommendations

The STFC PE awards scheme is popular with both HEI and non-HEI recipients as it allows them the time and resources to deliver better quality engagement to larger and wider audiences. The fact that STFC is seen as being directly related to their research makes it feel a natural fit with their public engagement activity as well.

The variation in possible grant size is seen a big plus but having more flexibility in what they can spend it on would possibly help with projects that take an unexpected or unplanned for route.

While HEIs appear to have little problem with using the application procedures some non-HEIs felt these were unnecessarily complicated. So a simplification of the application procedure for non-HEIs would be appreciated, perhaps based around grant size.

STFC is, by the nature of the grants, supporting public engagement work but it could play a bigger role in facilitating networking between its recipients, building a community of researchers within similar disciplines, who are then able to share and learn from each other's experiences.

Additionally STFC could play a bigger advocacy role in promoting PE as an integral part of academic research in institutions where its funding already has influence.

## 5. Main Findings

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### 5.1 Reasons to apply for STFC PE funding strands

The core reason for selecting STFC funding was the perceived match between the funding requirements and the PE work Award recipients were conducting. Specifically STFC's focus on physics and related disciplines was seen to fit well with the type of work they were doing. Additionally for Non-HEI recipients the Awards were seen as a unique opportunity for schools not available elsewhere.

*I am a research-active particle physicist, so it seemed the obvious place to go for the public engagement I wanted to do.*

*It is relevant to our field of work and the projects we would like to offer our visitors.*

*There was a strong bias toward physics in our public exhibition and we believed that STFC was the best-fit funder to support the type of broad public engagement we were aiming for with our city-centre exhibition.*

In some cases the size of the grant was important, allowing more scope for their PE work and in the case of one recipient, allowing them to stop their research and conduct PE on a full time basis.

*It actually provided funds to buy me out of teaching to create time for the outreach.*

A number of recipients are or had previously received funding from STFC for research so saw its PE funding as a logical extension.

*My research is funded by STFC and thus are my outreach activities directly related.*

*Right scope, right funding level, not enough funding available from other sources; plus my research is partly supported by STFC.*

*Most of my research is STFC funded and hence is the natural place.*

For non-university recipients it provides the opportunity to deliver PE in conjunction with university-based partners. Indeed, as mentioned above the awards are seen as a unique opportunity for schools.

*I am a researcher but not university based this enables me to deliver public engagement with university research colleagues.*

*It was the only grant I am aware of that would be suitable for this kind of project. In particular was open to a high school providing engagement with local primary schools.*

One respondent commented that the application process was straightforward and cognisant with the size of the grant being awarded. *Note: This was not the case for some non-HEI recipients – see later section.*

*My project ideas fall within the funding remit for content and cost. There are not many other funding sources like this! Also, the process for application is straightforward and the time it takes to apply is in line with the amount you receive. That is, the process is not overly onerous.*

## 5.2 Public engagement funding from other sources

Half of the responding recipients said they have or have had PE funding from other sources. (See Table 1 below). As well as these sources, internal university sources (unspecified) were also mentioned by some.

**Table 1. Sources of PE funding from bodies other than STFC**

Grant giving body	Number of mentions n=44
Institute of Physics	8
UK Universities	5
Royal Society	4
UK Research Councils	4
Royal Astronomical Society	3
Arts Council England	2
UK Space Agency	2
Association of Science Discovery Centres	2
British Science Association	2
Royal Academy of Engineering	2
Lloyd's Register Foundation	1
Royal Commission for the Exhibition of 1851	1
"Principia" grants	1
British Science Festival	1
Institute of Chemistry	1
Fellowship funding	1
Royal Society of Edinburgh	1
Heritage Lottery Fund	1
The Scottish Government	1
The Institute of Engineering and Technology	1
Westfield trust	1

## 5.3 How the grant has enabled recipients to realise their objectives

The grant has helped in a number of linked ways. Firstly it has enabled some recipient's PE work to reach larger and more diverse audiences.

*The funding allowed us to reach more people by having a more effective marketing campaign, and a wider-reaching public engagement project.*

*It enabled me to dedicate my time and provided financial support that allowed me to communicate research I conduct to wide audience of different age, gender and socio-economic groups*

Secondly the grants have freed up researcher time to enable them to focus on their PE work without compromising either their research or their personal time with a couple referring to the use of funding to buy out researcher time. In some cases this meant hiring additional staff. In another case it is seen as providing the means to ensure a sustainable approach rather than ad hoc,.

*But it has made an enormous difference. I am teaching a lot less, so I have time to work on outreach without it impacting my "day job" or my family/sanity.*

*By providing dedicated staff time to the project.*

*This opportunity allowed me to buy-out my own time from research and so dedicate a proportion of the week to properly organising, preparing, and delivering outreach activities.*

It has facilitated the purchase of equipment or services to better deliver the PE work.

*The funding was instrumental both in letting us purchase the equipment we needed to expand the scope of our activities, and to pay for additional programming development work which allowed us to bring our proposed improvements into action much faster.*

*It provided the money to buy equipment and training, as well paying for my employer to allow time to develop the materials and administer the project.*

In some cases it has meant the difference between doing and not doing PE.

*It made the whole project possible - we would not have been able to carry out the project without it.*

*It enabled us to provide the lecturers and infrastructure for the Astrobiology Summer Academy. It would not have happened otherwise.*

There were one or two negative comments to the effect that the grant-funding panel had turned down funding for key elements of the recipient's planned work.

*Not much as the grant panel refused funding for the main goals in the application which had to be made up from other sources.*

#### 5.4 Perceived hallmarks of good public engagement

There were a wide range of perceived hallmarks of good public engagement but nearly all centred on reaching a wider audience through appropriate communication that is clear and audience appropriate, leading to an increase in interest and enthusiasm about science.

- Interaction with new and wider audiences in different non-traditional locations.

*Great communication in an environment which welcomes all types of people - often this will be outside of traditional museums and science environments, and while schools offer great opportunities for public engagement, it is important to look beyond just involving schools and look to involving the wider community.*

- Inclusion of more diverse audiences

*Reaching a large community without the bias of age, gender, financial and educational background. For example many of the workshops we hold at the University are very limited, so schools tend to choose the gifted and talented students that already have an interest in science, when they should be targeting those that have little interest in science and encouraging the development of such interest.*

- Consultation and dialogue with audiences
- Durability/ Legacy – e.g. lesson plans, repeatability to ensure impact
- Delivering simple messages via effective communication – i.e. the audience understand what you are saying.

*You need to be very sensitive to the requirements and interests of your target audience, to make sure that you present material at an appropriate level and in a style that is engaging and interesting. If you decide to use props or demos in your talk I think that this should be a clearly-thought through active decision, and it needs to be well-linked in to the material and context, and very*

*well rehearsed - I have seen many unnecessary and unsuccessful demos in engagement talks that I fear only distance or confuse the audience*

- Impact on participants but also a knock on to their friends and families e.g. school children telling their parents about a particular experience.
- Increase in interest and participation on the topics being covered (e.g STEM).

*Generating excitement, enthusiasm, and enlightenment. Encouraging exploration, play, and investigation.*

- Giving ownership of science understanding to a wider audience and thus reducing alienation from it.

Recipients were subsequently asked how these hallmarks had been fostered by the public engagement work that STFC funded. While feedback was varied what the funding provided was greater latitude for trying new creative ideas, for updating and upgrading what is delivered all of which lead to a better audience experience.

- Using techniques to engage audiences that they might not have otherwise considered doing.

*I have been able to take on a more risky project with funding to use commercial services to improve the experience the participants have when they attend the event I am developing.*

*The shows encouraged audiences to not just meet the scientists, but work with them to solve problems thrown up in the fictional world.*

- Giving audiences a chance to try real science for themselves.

*Giving students and teachers the chance to do real science, and so really engage with the research supported by STFC by letting them do it themselves.*

- Enabling the necessary interactions to take place.

*Through the STFC grant and volunteers we were able to make our monthly event free to the general public. Any one could attend, and the question and answer session helped to encourage people without the expertise to come along and ask questions. It really helped the local community to engage in the science we carry out at the University.*

- Enabling a more accessible mix of arts and science that in turn appeal to a wider audience.

*The fusion between arts and science highlights the parallels between the fields and fosters new methods of education and understanding for all.*

- Enabling better quality exhibits and more entertaining content to be developed.

*The improvements we have made have allowed us to hide some of the irrelevant detail of the activity, making the user experiences more entertaining but also allowing us to move more seamlessly into the educative aspects.*

*Having good quality or new exhibits renews the enthusiasm for particular subjects and staff are keen to show off exhibits and talk about them rather than being embarrassed by old tired exhibits.*

## 5.5 What did grant recipients learn from their public engagement work?

Quite a few said that it was too soon to say as their projects hadn't been underway for very long. Otherwise there was a range of learning points that recipients felt they had gained.

- Make the communications short and simple.

*Make it simple, talk to people about necessity of research we do. And most importantly provide evidence of the outcomes of the long-term research programs.*

*The audience has limited time and means available and any interaction should be punctual and targeted: lasting interaction will not work.*

- The value of having good teachers as partners when it comes to working with schools and how to work with schools in general.

*I have learned how to best script the lab activities for the teachers that were going to deliver them during my events. Finding the right levels was initially difficult, but thanks to the teachers' feedback I quickly found my way.*



*The power of having a teacher forum that feeds into a project. The forum was established a few years ago but it has now become so successful (and we realise the true value) that we have decided to create a youth version too.*

- The value of dedicated personnel.

*A dedicated person organising a multitude of events is a big advantage.*

- The value of expert support.

*The importance of working with the right scientist to link in the depth of knowledge, but also for the scientist to benefit from working with professional production team which is used to working in public engagement in media, heritage, arts and science projects.*

- The value of having partners and networks that can help lead to much larger audiences.

*The Zooniverse team, with whom we are collaborating, is, unsurprisingly, very well informed about how to do good citizen science.*

*Partnerships can multiply the impact of the project. Networking is valuable to increase the effectiveness of the project.*

- Tailoring the event to a specific target audience or ensure that delivery is suitable to a wide-ranging audience.

*It is important to target the outreach activities carefully, to ensure that the level of engagement is appropriate to the target group (age range etc.)*

*The programme needs to be tailored to a specific audience*

*How to successfully engage with an audience mixed between very young members and those much older (e.g. children's grandparents) - the audience has very different levels of background knowledge and language that they would comprehend, and different requirements for maintaining interest during the show*

- That schools really appreciate PE initiatives from universities.
- The value of good organisation and planning – which often takes longer than expected.

*Allow lots of time, logistics takes longer than imagined (even if you imagine it taking a long time).*

- Arts and science can work well together.
- How to communicate better, to the public, to undergraduates and to fellow academics.

*It would be fair to say that outreach work has the potential to help all scientists not only to better explain their research to a wider audience, but also to academic audiences.*

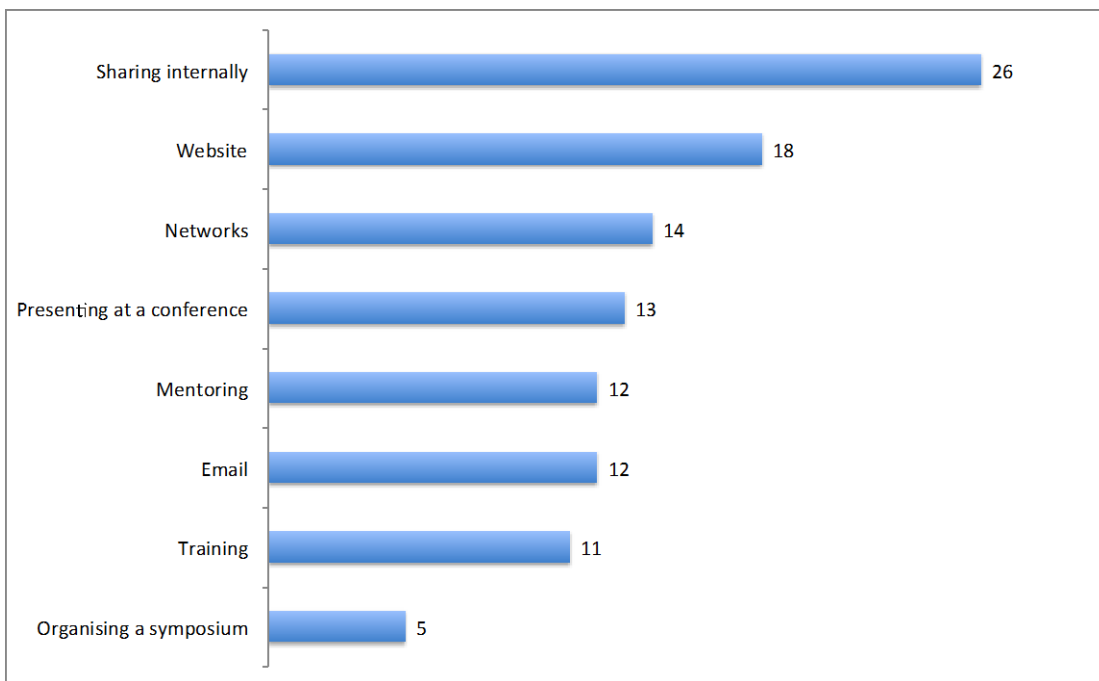
## 5.6 Actions taken to record and share experiences

The most common action to record and/or share experiences of the public engagement activity was to share internally, mentioned by 26 of the 44 respondents.

*We organised a meeting with all that took part in the project to ensure that the lessons learned were shared between artists, producing team and the scientists and engineers, this was held at UCL - one of the main partners.*

*Shared details of the project in various school and department newsletters*

**Chart 1. What steps have you taken to record and share your practice / lessons learnt?**  
(number of responses n=44)



Other activities not given on the pre-coded responses included media (TV, radio, press) and social media activity (Twitter, YouTube, Facebook).

## 5.7 Perceived significant impacts

Recipients taking part in the survey were asked what they felt were the most significant impacts of their funded public engagement work and what evidence they had to support these claims. While some simply stated the impacts, a number (8) said that they had evaluation data to support their assertions.

- Wider exposure to science among general public and school audiences leading to changes in knowledge and perceptions about science.

*A change in knowledge and perception of science. By feedback received.*

*Several young people chose to do physics at university because of my engagements with them.*

*Positive evaluation where high % participants want to learn more about the subject.*

*Increase in confidence of key target pupils. Evidenced by comments recorded by both parents and pupils*

- Exposure leading to changes in behaviour, for example choosing particular courses of study.

*Many of the undergraduates who I recruited to help in outreach activities have gone on to graduate level studies, including one who is pursuing a Masters in Science Engagement at the University of Manchester and has been directly impacted by the activities during my PE Fellowship tenure.*

- Interactions between science and the arts.

*Exchanging knowledge between the science and art communities - evidenced from blog, exhibition, interview feedback and follow up projects.*

- Development of longer-term partnerships and community links.
- New ideas about public engagement methods.

*New conversations within the department that link people together for shared ideas and best practice both in public engagement and research*

## **5.8 Opinions on the STFC's approach to funding and supporting public engagement: Large and Small Awards**

Feedback on the approach to funding through Small and Large Awards was generally very positive, with recipients seeing the value in a system that is flexible according to need and based on the scale of what researchers are trying to achieve with their PE work. Some believed that there was no other comparable scheme, making this one invaluable to recipients of the awards.

*I believe that the STFC's current approach offers opportunities at the levels that are relevant to the different scales that outreach may take.*

Having Small Awards makes them accessible to those, such as schools, that would be put off by the demands of a larger grant application and indeed would not have the need of a larger sum of money.

This approach was praised as it helped ensure that PE practitioners can prove the value of what they are doing via a Small Award and then grow their activity via a Large Award.

*I think the Small and Large awards are a great idea. The small awards can act as pathfinder or starter funds with the ability to expand if the initiative is successful later on. I would encourage STFC to continue with this model.*

However there was negative feedback from some (5) concerning the process required to make a funding application, one that perhaps is more appropriate to researchers used to such applications than those in other sectors. This was particularly the case with the Small Awards, for example when compared with the HLF award application process.

*We were part of the Small Awards scheme which was very suitable amount for our first step into funding an event with science academics. So while the funding stream was perfect for us, the application process was a bit of a nightmare. I am very used to a number of different fundraising online systems such as the Heritage Lottery Fund and Arts Council England, but it was evident the funding platform was aimed at academics on long running research projects with quarterly feedback from research, and seemed a completely unsuitable system for the Small awards funding applications and reporting.*

## 5.9 Suggested changes to the STFC funding options

Survey participants were asked what, if any, changes they would make to the funding approach. Stemming from the above comments a simplified Small Award application process would be appreciated, particularly among non-academic recipients who are not familiar with making such applications.

*Had I known how complicated the process of applying for and gaining funding would be at the beginning I may not have proceeded. Registering the school and then myself for the Je-S system, completing the rather complex application and then the many steps to actually receive the funding were very time consuming. It will most likely put most teachers off despite the opportunities it opens up.*

One respondent suggested ‘a Very Large Award’ for purchase of capital equipment while another suggested a starter fund comprising smaller amounts than the Small Award.

It was suggested that the awards could have a wider remit to cover applications from different science disciplines.

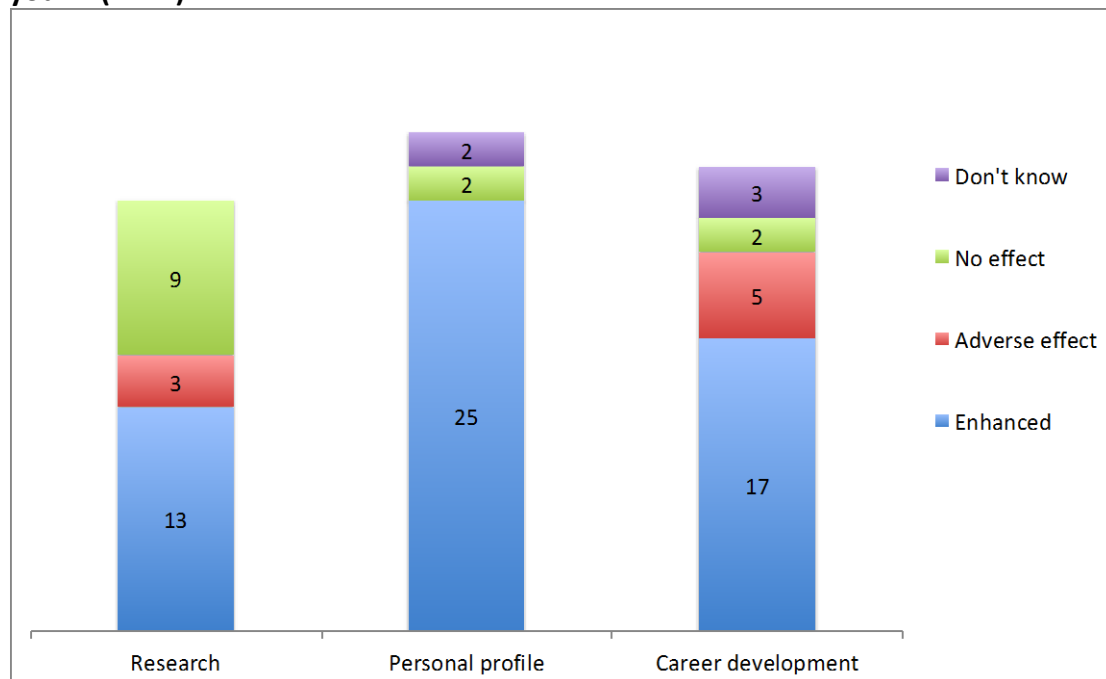
Having a more flexible approach to what the award is spent on was requested by one recipient based on the argument that PE isn’t always predictable and what you thought you might need to spend can turn out not to be the case but yet the funding cannot be reallocated to such changing need.

A final suggestion was for STFC to encourage and facilitate more networking opportunities among recipients as this in itself can really help projects develop.

### 5.10 Public engagement impact on Award recipients

The great majority of Award recipients who answered believed public engagement has had a positive affect on their personal profile and certainly no adverse affect. However while again the majority of those responding believed it had enhanced their career there was a handful who believed it had had the opposite affect. Similarly while just over half said PE had enhanced their research, one or two believed it had a negative affect.

**Chart 2. In what ways has public engagement either enhanced, or adversely affected, your... (n=44)**



## 5.11 Barriers to public engagement

### **Perceived barriers to undertaking effective public engagement**

The perceived barriers covered the following key areas:

- A lack of time with potential conflict with teaching and research commitments.
- A lack of funding to do it properly.
- For some, a lack of confidence standing up in front of non-academic audiences.
- A lack of supporting staff (for example admin staff) to make it happen (i.e. it's hard to do it on your own).

### **How institutions try to minimise barriers**

For many it was felt that while their institution supported PE activity it does little in practical terms to enable it to happen more easily. Of those institutions that do offer help this came in the form of:

- Internal support networks
- Exchanges with local schools
- Ensuring PE is recognized as one of the pathways to impact
- Training in science communication
- Time set aside for PE work

### **What HEIs could do to improve support of PE activity?**

To improve support and reduce the above barriers recipients in HEIs said they'd like to see the following changes:

- A move away from the model of outreach that focused on telling people about research to involving them more in its development.
- Having PE as part of the work model allocation rather than at the discretion of management.
- Greater recognition of time spent on PE.
- More funding.

### **What STFC could do to support HEIs in reducing barriers?**

While some felt that STFC already do a good job by awarding the PE grants, others believed STFC could:

- Make it clear it expects the HEI to support the recipient of the grant.
- Work with HEIs generally to raise the profile of PE.

## 5.12 Public engagement as part of research funding proposals

Of the recipients in the survey who responded, 19 out of 25 said they do include PE as part of their research funding proposals. However as some noted, although they might do this, the

PE element isn't always acknowledged during peer review, suggesting that it isn't considered important to the research proposal overall. Generally researchers are accepting of this situation given that as one stated; there wouldn't be any public engagement if there wasn't the research in the first place.

*Where relevant, we try to highlight side activities that would be conducted as a part of the grant that we consider public engagement. But in by experience these are usually not questioned or acknowledged by the peer review.*

*I have done this but last time the panel was negative about that aspect. I think the research grant panels just don't care much about PE.*

Additionally some felt that PE should be kept separate from research proposals, and seek its own dedicated and discreet funding instead.

### 5.13 Applying for STFC public engagement and research funding

Recipients were asked in what circumstances they'd apply for STFC funding for PE and when they'd apply for an award as part of wider research funding.

#### **Applying for both:**

- When engagement and research are closely entwined.

#### **Just applying for PE funding:**

- When the PE is stand alone or bespoke.
- When general research funding doesn't allow for PE activity.
- When there are no other obvious internal funding sources or relevant external grants.
- If the PE was a discreet event, such as a festival rather than part of a regular programme of outreach.

What to apply for is also influenced by how likely they think they'd be awarded the grant and related to that, how much of a fit there is between the research and related public engagement and the requirements of the grant application.

### 5.14 STFC Grants and REF impact case studies

Five (5) survey participants said that work funded by STFC awards had been used as part of a REF impact case study.



