4. Letting people outside the university contribute their research and knowledge to our programmes

Within this fourth category of types of public engagement, the intention of the public engagement activities is to share knowledge, expertise and experiences rather than the disseminate information or deliver a particular service to a particular audience, partner or community. The contribution to specific research projects and or teaching programmes can take many different forms, for instance groups outside the university may be involved in different stages of the research process e.g. prioritising and commissioning research, identifying research topics, planning and designing a research project, undertaking the research, disseminating, or evaluating research. The three examples below, Examples 8, 9 and 10, have been selected to illustrate the various ways that this contribution can take place.

<table>
<thead>
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<th>Example 8</th>
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<td>Reel Health Stories, September 2009- October 2010, Division of Medical Education</td>
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The UCL Division of Medical Education ran a short film competition on the subject of health and sickness. The competition was promoted online line, locally in Archway and within local health and community organisation.

The team received 42 entries; a shortlist of 8 was created. The team developed relationships with local arts organisation Rowan Arts who introduced them to Reel Islington Screenings who run a local film festival in the summer. The films were screened at a local arts festival in Archway in July 2010 and onsite at UCL in Bloomsbury in October 2010. Using the entries, the team created a bank of health-related films for use in teaching medical students within the department.

A panel of 4 judges for the films included: Professor Jane Dacre, Head of Medical Education at UCL and consultant at the Whittington hospital in Archway; Director Ken Loach; Actor/Director David Morrissey and locally-based film Producer Camille Gati). Cash prizes were awarded to the winning entrants.

The above example used a creative method to engage a wide audience on the issues of health and sickness, as the project lead noted:

“We would not have done a project with film without the public engagement funding, It was certainly a method of engaging the public that no-one in our department had done before”.

Through engagement in a film competition, those who are patients but not academics are, offered a route whereby their knowledge can be used to create teaching
Another public engagement project which aimed to involve user groups in teaching is briefly outlined in Example 9.

Example 9
Involving Service Users in Clinical Psychology Training, February 2009-ongoing, Clinical Educational & Health Psychology

The aims and objectives of this project were to: formalise and develop service user input in the teaching, development and evaluation of the DClinPsy at UCL; and to complete a formal evaluation of service user involvement in teaching.

Ten service users were involved in teaching activities, including: the participation in DClinPsy Service User and Carer Committee, teaching to BSc psychology and DClinPsy students, and the involvement in the design and completion of a large scale research project to evaluate the impact of involving service users in clinical psychology teaching at UCL.

The DClinPsy Service User & Carer Committee now has a formal constitution. The committee’s work and other aspects of service user involvement have been highlighted as real strength of the course, by the department, in evidence prepared for the course accreditation in March 2010.

The formal evaluation of user involvement in teaching has almost reached the finishing stages with the help of 3 undergraduate UCL students and 1 post-graduate UCL student. Services users were involved in this project from the outset and will be involved in reviewing the findings and making recommendations accordingly.

In the above example, the purpose of engagement was embedded in the tools used (committees, training, evaluation) and was not just about gathering information about the users of the service, but about building the capacity of the users to be involved in aspects of teaching. With such practices, there is also a desire to create a feeling amongst those involved that there is something that can be influenced: a sense of ownership and commitment to the activity.

Similarly, in the example below (Example 10) the key parties involved (UCL staff, student, local residents and artists) were bound together by a mutual endeavour – hoping to capture and discuss regeneration and change in the urban environment.

Example 10
Drawing DiverCITIES: Walk-Talk-and-Draw, October–November 2010, Bartlett School of Planning

On the 29th October 2010 a group of 15 MSc students, 11 members of the local public, 2 professional artists, and 2 members of Bartlett School of Planning staff participated in a one-day event that encouraged a sharing of perspectives on the transformation of the King’s Cross area through the communicative act of drawing.

A guided walk through key points of interest in the King’s Cross regeneration area was interspersed with three drawing exercises led by the collaborative, mobile and performative drawing collective Ortelius Drew. A week-long public exhibition of the drawings followed in UCL.
The main aim of the event was to encourage students and members of the local public to come together in dialogue about their experiences of urban regeneration and change but from two rather different perspectives: the community affected by planning and those learning how to manage it.

The combination of artist run drawing exercises in situ surrounded by ‘planning in action’ allowed for a real experiential learning process.

This project challenged traditional norms of what constitutes ‘planning’ education and also what counts as constructive ‘community engagement’ in planning. It also established new networks between community members, students and the arts community and demonstrated the capacity-building propensity of activities like this which in a relaxed, informal and non-threatening manner encourage a lively exchange of ideas, opinions and perspectives on urban change and its management.

The project outlined in Example 10 serves two objectives: an opportunity to experiment with community engagement approaches and the creation of a new learning and teaching tool. The project lead noted how drawing as a communicative tool combination with reflective discussion could become embedded into the induction week proceedings for all MSc. students within the Bartlett School of Planning.