

## UCL Beacon for Public Engagement Evaluation Framework

This document outlines the lines of inquiry to evaluate UCL's programme as part of the Beacons for Public Engagement initiative. The first section provides an introduction to the evaluation approach adopted; this is followed by an outline of the evaluation framework developed. Finally, a schedule for the evaluation process is introduced.

Some key points about the UCL led Beacon for Public Engagement Evaluation Framework are as follows:

- The framework is based on the strategic aims of the Beacon programme;
- The framework uses a qualitative approach that allows for plurality and diversity;
- It is crucial to assess and measure what is important rather than what is easy to measure;
- Measuring impacts of public engagement is complex as they are often multi-layers and hard to assess;
- The framework develops potential indicators to provide proxies for impact; these indicators are evolving.

### Introduction

There are various approaches to evaluation, ranging in focus (i.e. assessing processes, outputs, outcomes and/or impacts), timing (i.e. throughout the life or at the end of project), audience (e.g. funders, stakeholders, beneficiaries) and methods used (e.g. quantitative and/or qualitative). Ultimately, decisions over what to investigate, for whom and for what purpose determine how the evaluation is approached.

Due to the nature of the Beacons for Public Engagement programme, a responsive, qualitative evaluation approach has been adopted. This is a model grounded in the interpretative philosophy of science, one which recognises and focuses upon understanding multiple experiences and values. An interpretative, qualitative evaluative tradition has been outlined by many authors (see Greene 1994, Guba and Lincoln 1981, Stake 1975 for examples); broadly it seeks to contextualise an understanding of a programme or project for those stakeholders involved in or closest to the programme or project. Qualitative evaluation offers an alternative to approaches which seek to describe and measure quantifiable outputs of a programme for, primarily, the funders.

The principles underpinning the evaluation approach adopted to assess UCL's programme as part of the Beacons for Public Engagement initiative are outlined in Table 1.

Table 1: Principles of a qualitative evaluation approach

<b>Philosophical / ideological framework</b>	<b>Methodology</b>	<b>Typical evaluative questions</b>	<b>Audience of evaluation</b>
Interpretativism – understanding values and experiences, recognising	Reliance on, but not exclusively on qualitative methods; using case studies to frame the evaluation process,	How is the programme experienced by different stakeholders? Are	Those involved in the programme and/or

pluralism and diversity	whilst drawing upon interviews, surveys, observations and document analysis	there different interpretations of the programme? How could the programme be improved?	projects (e.g. staff, directors and beneficiaries)
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Drawing on these principles, an evaluation framework has been developed for the evaluation of UCL's programme as part of the Beacons for Public Engagement initiative. The framework has been developed from a process of consultation, collaboration and contemplation drawing upon a range of literature, research studies and the experiences of the UCL Public Engagement Unit, other Beacons, public engagement (PE) academics and practitioners. Information from a number of public engagement academics and practitioners from a range of UCL departments (e.g. Geography, Science and Technology Studies, Bartlett School of Graduate Studies, Archaeology, Geomatic Engineering) and organisations (e.g. Oxford Brookes University, London 21, National Coordinating Centre for Public Engagement, Cue East, Laura Grant Associates, Oakleigh Consultants) has fed into the development of the evaluation framework, outlined within the next section.

### Evaluation Framework

An evaluation framework has been developed for the evaluation of UCL's public engagement programme as part of the Beacons for Public Engagement initiative. The framework aims to:

- Provide a structure and a skeleton for the appraisal of the programme and projects undertaken;
- Clarify the programmes' strategic aims, breakdown what they mean and how they might be achieved;
- Identify examples of measures, indicators and methods that signal whether elements and activities have been successfully achieved;
- Outline the evidence being collected, throughout the life of the programme, to see if specific aims have been met.

The framework is made up of a range of information linked to the five Beacon **strategic aims** of the programme. The Beacon aims are as follows:

1. 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;
2. Build capacity for public engagement within institutions and encourage staff at all levels, postgraduate students, and undergraduates where appropriate, to become involved;
3. Ensure HEIs address public engagement within their strategic plans and that this is cascaded to departmental level;
4. Create networks within and across institutions, and with external partners, to share good practice, celebrate their work and ensure that those involved in public engagement feel supported and able to draw on shared expertise;
5. Enable HEIs to test different methods of supporting public engagement and to share learning.

The five Beacon aims provide the conceptual boundaries for the evaluation; these aims have been segmented into series of **culture change dimensions** of the programme. These dimensions are:

- Support institutional commitment to PE;

- Establish attitudes and values towards PE;
- Influence action and behaviour;
- Develop skills, enhance knowledge and understanding;
- Establish and maintain networks and relations;
- Create a PE learning community (i.e. a community of practice).

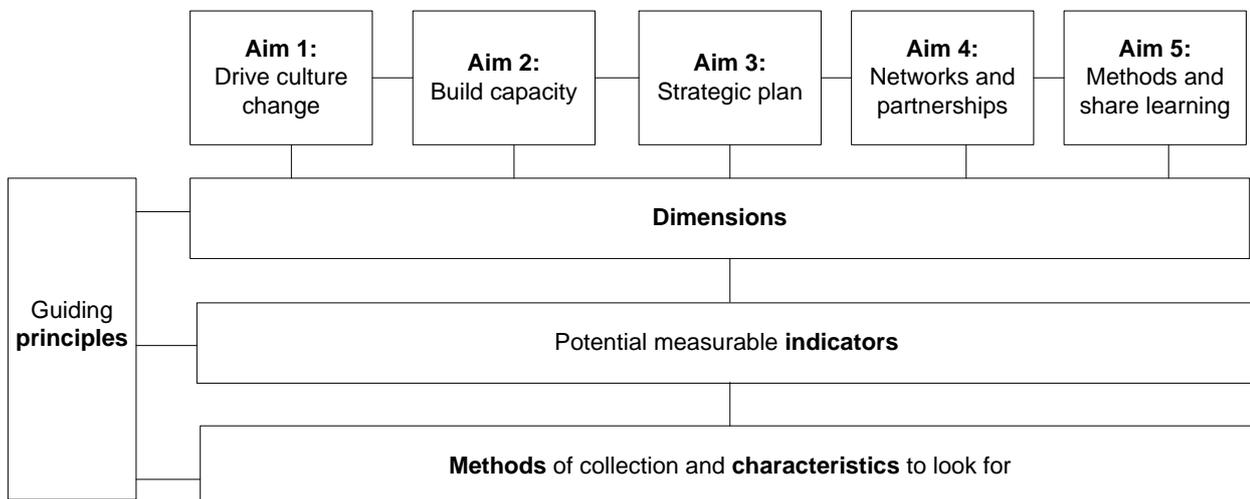
Monitoring and evaluation processes will collect evidence and inform an understanding of how these dimensions have been met. In order to do this a number of proxies for culture change have been developed in the form of **potential indicators**. These combine quantitative and qualitative measures to understand and capture the processes, outputs, outcomes and impacts of the programme and projects. It is important to note that these criteria should be seen as an emergent, ever-evolving, open ended list.

Each indicator is linked to an example **method**, to gather evidence to enable the evaluation, and characteristics to look for in the data gathered (in the form of **evaluative questions**). A mixed methodological approach is outlined (including semi-structured interviews, surveys, observations and document analysis).

Alongside this is a list of **guiding principles** to ascertain the effectiveness of projects and programme activities. These are general principles to guide the success of PE activities and mechanisms. The list of general principles include the relevance of the PE activity, clarity and purpose, timing of involvement, audience focus, the full list is outlined in Appendix 1.

The UCL led Beacon for Public Engagement evaluation framework is illustrated in Figure 1.

Figure 1: Evaluation framework



Full details of the evaluation framework can be found in Appendix 1. Appendix 1 sets out five tables linking culture change dimensions, potential indicators, evaluative questions and methods of collection to each Beacon aim. These tables are followed by the list of eleven guiding principles.

The information in the tables in Appendix 1 will be used form the basis for bespoke evaluation plans for projects and activities. These plans will provide an in-depth understanding of how projects and activities contribute to the strategic aims of the programme. Appendix 2 provides an example of an evaluation plan developed for a

project being undertaken by the UCL Public Engagement Unit (UCL PEU) to demonstrate how the framework can be applied.

Although it would be easier to just measure outputs (direct, measurable results) of activities undertaken, there is a need to understand the outcomes (the changes resulting) of such activities. For example, if a learning event (such as a lecture) is organised it is easy to measure the numbers attending (the output), rather than the learning that occurred as a result of the event (the outcome). However it would be more useful to know what impact the event has had (i.e. if the audience learnt anything), and to understand the quality of this, not just in a binary way (e.g. an increase / decrease in learning) but peoples' experience. There is a need to measure what is important, rather than making things that are easy to measure sound important. Articulating and capturing the outcomes and impacts of projects will provide a richer understanding of the achievements of PE activities.

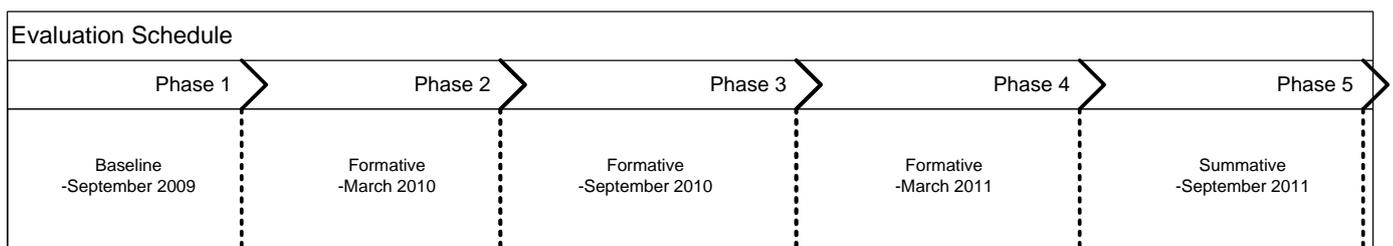
The framework, therefore, is designed to capture outcomes and impacts as well as quantifiable outputs. It seeks to collect data that will contribute to an understanding of changes resulting from PE, i.e. what has changed, why it has changed, how changes relate to activities and how these changes fit within the aims of the programme. However, it is recognised that the answer to such questions depends upon the quality of the data collected and the judgement of analysis.

The challenges and issues surrounding the evaluation of PE are fully acknowledged by PE practitioners and within the literature. Key challenges include: a lack of standardised evaluation tools and techniques; the difficulty in determining attributable results to specific activities and/or agents; multi-layered levels of impacts (e.g. individual, department, university, society); and the complexity of organisations involved (e.g. HEI's). Not all these issues are resolvable, but the approach adopted to assess UCL's programme as part of the Beacons for Public Engagement initiative works through such challenges. The evaluation undertaken will be a reflective learning process, providing evidence of what works well/not so well to ultimately improve practice and performance. The approach is based on the premise that knowledge and analysis can increase understanding.

### Evaluation Schedule

The UCL led Beacon for Public Engagement runs until September 2011. Figure 2 outlines the schedule for the evaluation breaking down the process into five key stages throughout this time period. This is expanded further within Appendix 3 detailing each stage, providing an outline of the methods adopted, the sampling strategy and the outputs at each stage.

Figure 2: Research process map



## Appendix 1: UCL Beacon for Public Engagement Evaluation Framework

Tables linking the key culture change dimensions, example indicators, evaluative questions and collection methods to each Beacon aim. These are separated as follows:

- Aim 1: drive culture change
- Aim 2: build capacity
- Aim 3: strategic plans
- Aim 4: networks and partnerships
- Aim 5: methods and share learning

These tables are followed by a list of guiding principles, which are considerations to ensure the success of PE activities.

<b>Aim 1:</b> 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			
<b>Drive culture change: dimensions, example indicators, evaluative questions and collection methods</b>			
<b>Dimension</b>	<b>Example indicators</b> (*evidence useful for Oakleigh)	<b>Evaluative questions</b>	<b>Methods of collection</b>

<p>Attitudes and values towards PE</p>	<p>Interest in, encouragement of and support for PE:          -Number/percentage of individuals (staff and/or students) who comment upon having positive thoughts on their ability to undertake PE          -Staff and/or student perceptions; statements of interest in, encouragement of and support of PE activities e.g. passionate, visionary and clear articulation of PE</p> <p>Change in attitudes towards PE:          -Staff and/or student perceptions; statements from individuals relating to a change in attitudes towards something or someone (i.e. methods, audience, subject, organisation) since being involved in the programme/projects          -Individuals, groups or organisations state that the project/programme has helped to change their work (e.g. research, teaching) and give examples how</p> <p>Experience of PE:          -Staff, students and/or audience satisfaction; statements from individuals on positive or negative attitudes related to PE experiences, describing reasons for those viewpoints          - Staff and/or students perceptions; individuals note an increase in their confidence to undertake PE, or comment upon overcoming any personal or professional barriers as a result of the programme/projects</p>	<p>Are people confident that PE is possible? Do people state that PE is a worthwhile activity?</p> <p>Do departments encourage staff/students to take part in planning and carrying out PE in their work? How are obstacles to PE removed?</p> <p>What have individuals' experiences been? Are there different understandings and interpretations of PE?</p>	<p>Qualitative semi-structured interviews (staff, students)</p> <p>Participant observation (meetings, events)</p> <p>Self reflection tools (e.g. project learning and assessment form)</p> <p>Focus groups e.g. a discussion topic on experiences to PE</p> <p>Surveys or "reactionnaires" e.g. short direct questions with audience</p>
<p>Support institutional commitment to PE</p>	<p>Outlined in detail in Beacon Aim 3</p>		

**Aim 2:** Build capacity for public engagement within institutions and encourage staff at all levels, postgraduate students, and undergraduates where appropriate, to become involved

**Build capacity: dimensions, example indicators, evaluative questions and collection methods**

Dimension	Example indicators	Evaluative questions	Methods of collection
Develop skills, enhance knowledge and understanding	<p>Skills gained:</p> <ul style="list-style-type: none"> <li>-Number/percentage of people who state that they have developed or gained certain skills or learnt something new as a result of being involved in the programme/projects</li> <li>-Staff, students and/or audience perceptions; statements from individuals about different skills gained (e.g. subject specific, practical skills, communication skills, intellectual skills, social skills) and if, how or where those skills will be applied</li> <li>-Observed self-confidence of those involved in PE</li> </ul> <p>Knowledge development:</p> <ul style="list-style-type: none"> <li>-Number of courses that support PE, number of individuals (staff and/or students) attending courses, with details on position, academic disciplines and career level*</li> <li>-Staff, students and/or audience perceptions; number/percentage of individuals who state that they have learnt something new as a result of being involved in the programme/projects, and statements about different learning outcomes (e.g. subject specific, practical, personal) and if, how or where this knowledge will be applied</li> <li>-Staff and/or students perceptions; individuals state they feel they have the appropriate knowledge to undertake/be involved in PE activities</li> </ul> <p>Understanding:</p> <ul style="list-style-type: none"> <li>-Staff and/or students perceptions; statements from individuals relating to a deeper understanding of PE</li> <li>- Staff and/or students perceptions; statements from individuals relating to a deeper understanding of a subject, themselves, people or an organisation</li> </ul>	<p>What knowledge and skills have been developed by the people involved in PE? Are the skills relevant for PE? Have the skills been applied elsewhere? If so, how and where?</p> <p>What have individuals' experiences been? Do the participants/course coordinators feel the course has been useful?</p> <p>Has the learning been applied elsewhere? If so, what, how and where?</p>	<p>Qualitative semi-structured interviews (staff, students)</p> <p>Participant observation (courses, events)</p> <p>Self reflection tools (e.g. project learning and assessment form)</p> <p>Focus groups e.g. a discussion topic on skills and learning outcomes</p> <p>Surveys or "reactionnaires" e.g. short direct questions with audience</p>

<p>Influence action and behaviour</p>	<p>PE activities undertaken:</p> <ul style="list-style-type: none"> <li>-Levels/amount of PE being undertaken, with details on nature of PE (e.g. types, subject matter, audience numbers)*</li> <li>-Levels of resources invested in PE (e.g. amount of time spent on PE activities)</li> <li>-Initiatives developed as a result of the programme/projects; descriptions of types of initiatives, who's involved, funding received</li> <li>-Number of collaborative research bids submitted; with details on bid and outcomes of each</li> <li>-Tracing the pathways (e.g. activities) of key individuals involved in programme/projects</li> </ul> <p>PE partnerships developed:</p> <ul style="list-style-type: none"> <li>-Number of internal and external groups or organisations involved in programme/projects; information collated on type of groups or organisations involved (i.e. disciplines, profession, department) and nature of involvement (i.e. meetings, projects)*</li> </ul> <p>Access to services:</p> <ul style="list-style-type: none"> <li>-Individuals comment upon now being able to access services and amenities, with details on services used, and feedback of usefulness</li> <li>-Individuals state that they feel that PE activities have become more integrated and coordinated within UCL and give clear examples why</li> <li>-Examples of user involvement in research, teaching, service provision or decision-making (e.g. representation on panels)</li> </ul>	<p>How does PE work in practice? Are a variety of methods of PE applied (e.g. seminars, events, learning by doing, case studies)? Are there differences between disciplines, practitioner settings, stages in career, audiences? Are alternative PE strategies adopted if shortcomings are identified?</p> <p>How are services and resources been used? How often are they used? Are they valued by users?</p>	<p>Document analysis (BPE reports)</p> <p>Monitoring and classification of PE activities</p> <p>Participant observation (meetings, events)</p> <p>Qualitative semi-structured interviews (staff, students)</p>
<p>Attitudes and values towards PE</p>	<p>As outlined in Beacon Aim 1</p>		

**Aim 3:** Ensure HEIs address public engagement within their strategic plans and that this is cascaded to departmental level

**Strategic plans: dimensions, example indicators, evaluative questions and collection methods**

Dimension	Example indicators	Evaluative questions	Methods of collection
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<p>Support institutional commitment to PE</p>	<p>Structures, statements and strategies:          -PE reflected as a priority in UCL mission statements, faculty and department plans. Examples of and extent to which this is applied in practice*          -Clear, concise strategy for PE, adopted across UCL; strategy created with input from a range of stakeholders.          -Governance structures and processes within UCL for coordinating PE (i.e. PE Unit, steering group, working groups)*</p> <p>Budgets:          -Funding dedicated to support PE activities; details on amount / source of funding*</p> <p>Recognition of PE:          -Recruitment policies encourage employees with experience of PE (i.e. job descriptions); examples of and extent to which this is applied in practice e.g. staff state PE is used as criteria for appointment          -PE included as a criteria for promotion; examples of and extent to which this is applied in practice, e.g. staff feel / state that PE has been used as a promotion criteria          -PE included in performance appraisals and / or mentoring schemes, statements from individuals (staff and students) regarding targets for PE*          -Awards for PE activities; information collated on numbers, types of award, and awardees (e.g. discipline, career level, public engagement activities undertaken)</p> <p>Evidence-based knowledge:          -Number of departments collecting data on PE activities, with details on type of data being collated          -PE in embedded in curriculum; details of where PE is a component of course*</p>	<p>What management and governance arrangements are in place to support PE?          What is the content of the strategies/statements? How were they decided? Have they been taken up? Have there been any barriers to adoption?</p> <p>How do PE promotions/ recruitment/mentoring work in practice?          What have individuals' experiences been? What other criteria would be useful?</p> <p>How is PE recorded? How can the recording of PE activities be improved?</p>	<p>Document analysis (department business plans, strategic plans, PE strategy, BPE reports, finance reports)</p> <p>Qualitative semi-structured interviews (with staff)</p> <p>Participant observation (meetings, training, courses, events)</p>
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**Aim 4:** Create networks within and across institutions, and with external partners, to share good practice, celebrate their work and ensure that those involved in public engagement feel supported and able to draw on shared expertise

**Networks and partnerships: dimensions, example indicators, evaluative questions and collection methods**

Dimension	Example indicators	Evaluative questions	Methods of collection
Establish and maintain networks and relations	<p>PE partnerships developed:</p> <ul style="list-style-type: none"> <li>-Number of internal and external groups or organisations involved in programme/projects; information collated on type of groups or organisations involved (i.e. disciplines, profession, department) and nature of involvement (i.e. meetings, projects)*</li> <li>-Collaborators perceptions; statements referring to the clarity of and understanding of the purpose and direction for the network/partnership established</li> </ul> <p>Brokerage:</p> <ul style="list-style-type: none"> <li>-Individuals or groups state that they have met new people, groups or organisations, and comment on whether they will, and how they might or have, continue the links made</li> </ul> <p>Relationship building:</p> <ul style="list-style-type: none"> <li>-Views of staff and/or students on relationships with others; individuals or groups state that they have built up stronger relationships between individuals, groups or organisations and give specific examples (i.e. who, why they feel the link is stronger)</li> <li>-Individuals explain that the programme/projects has enabled them to build trust between different individuals or groups or organisations</li> </ul>	<p>Who is involved? Who is not involved? What are their expectations? What are the experiences of those involved?</p> <p>What do the different partners and networks contribute? What could be improved?</p>	<p>Document analysis (BPE reports) and stakeholder mapping</p> <p>Qualitative semi-structured interviews (partners, collaborators)</p> <p>Focus group and workshop exercise with individuals involved in a project/programme– to understand relationships developed</p>
Create a PE learning community	Outlined in detail in Beacon Aim 5		

**Aim 5:** Enable HEIs to test different methods of supporting public engagement and to share learning

**Methods and learning: dimensions, example indicators, evaluative questions and collection methods**

<b>Dimension</b>	<b>Example indicators</b>	<b>Evaluative questions</b>	<b>Methods of collection</b>
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<p>Create a PE learning community</p>	<p>Share learning:</p> <ul style="list-style-type: none"> <li>-Individuals, groups or organisations (e.g. other HEIs) state they have had access to information and resources for undertaking or supporting PE; feedback on the usefulness and appropriateness of the information provided</li> <li>-Range and efficacy of methods of communication used to share learning (e.g. networking, symposium, meetings, and events); details of people involved and the content and accuracy of the information being communicated</li> <li>-Staff, students and/or audience perceptions; people, groups or organisations state that they have encouraged others to become involved in PE, providing details of who, what and how</li> <li>-Number of courses that support PE, number of individuals (staff and students) attending courses, with details on position, academic disciplines and career level*</li> <li>-Establishment of other public engagement units, or examples of replica models, methods and approaches elsewhere</li> </ul> <p>Communication of programme/projects:</p> <ul style="list-style-type: none"> <li>-The efficacy of internal and external communication strategies used (e.g. website, case studies, and press releases)*. Reflection on method of exchange; accessibility of knowledge; the flow of information; and the content and accuracy of the information being communicated</li> <li>-Staff and/or students perceptions; statements from individuals, groups or organisations on the perception of the programme/projects, to gauge understandings of the purpose and vision of the programme/projects</li> <li>-Any references to PE activities by internal and external experts/academics</li> </ul>	<p>Is it instrumental in the development of knowledge and learning in the field? Does it challenge assumptions or drive progress?</p> <p>What information was given? What format was this information given? What could be improved? What have individual's experiences been of training/courses taken?</p>	<p>Monitoring or observations of certain activities</p> <p>Usability audit –checklist of factors used to assess communications</p> <p>Qualitative semi-structured interviews (staff, students, partner organisations).</p>
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## Guiding principles for PE:

Public engagement can be defined as a two-way process of exchange between the institution and the public. This process can generate mutual benefit, with all involved learning from each other through sharing knowledge, experience and expertise. There are different types or models of public engagement (e.g. informing, consulting, involving, devolving decisions) and a range of senses in which engagement may happen (from telling public groups about our work to creating knowledge in collaboration with communities and interest groups outside the university). PE can benefit academic and research activity.

Below are a list of considerations to ensure the success of any PE activities or mechanism, these are described as a series of guiding principles. These eleven guiding principles have been developed drawing upon literature within the field (Rowe and Frewer 2000, Stilgoe 2003, Wynne *et al.* 2005) and the experiences of the UCL Public Engagement Unit, PE academics and practitioners. These provide a useful means to assess the effectiveness of PE, these are as follows:

- The *relevance* of PE activity. The activity should be justified as being relevant, for example, is the activity useful or responsive to the audiences' needs?
- *Transparency* in the process and the decisions made. The PE activity should be transparent so that all of those involved (e.g. directors, staff and beneficiaries) can see and understand what is going on, particularly how decisions are being made.
- *Clarity and purpose*. It is important to set clear parameters for the PE activity. The nature and scope of PE should be clearly defined, this should, ideally, include both its expected output and the mechanisms of the activity. For example explaining levels of power and agency can be vital for managing expectations of those involved.
- Application or *influence*. The result of the PE activity should have a genuine impact and be seen to do so; otherwise the activity could be seen as ineffectual. Thus, there should be clear acceptance beforehand as to how the output of the activity will be used.
- The *timing* of involvement. The timing of involvement of stakeholders in the PE activity should be considered to ensure that the involvement becomes salient.
- *Cost/resource effectiveness*. Value for money is a significant motivation for PE, which (in many circumstances) needs to be demonstrated. Effective PE requires access to appropriate and relevant resources (e.g. information, people, skills) to enable full involvement in activity.
- *Representative-ness*. Those participating should consist of a representative sample of the public, or of the targeted group. This also could refer to the consideration of a range of viewpoints.
- *Audience focus*. The PE activity should be specific or tailored to certain factors/audiences. There is a need to take the time to carefully think about the audience to identify and approach the right people, consider what interests them and why should they be involved.
- *Independence*. The PE activities should be conducted in an independent, unbiased way.
- There is a need to ensure that all people are engaged both *meaningfully* and *respectfully*.
- *Evaluation and learning*. There is a need to consider how to evaluate the success of and learn from any PE activity undertaken.
- Time for *reflection*

**Appendix 2:** Example evaluation plan for the project ‘Bright Club’:

“Bright Club” is a project facilitated by the PEU. It brings together a cross-disciplinary network of researchers at UCL, training them and giving them a space to share their research with each other and the public. The project aims to involve a certain cross section of the “public” – members of the public aged 20-40, individuals and groups currently not linked to HEI, but who take part in cultural events. The project tests a different, new method for HEI PE, focused around entertainment.

Specifically, Bright Club aims to:

- a) To raise (audience) awareness of science, research and the role of HEIs
- b) To influence the attitudes and values (of audience members) towards science, research and the role of HEIs
- c) To develop (researchers) skills, enhance knowledge and increase understanding of PE
- d) To exchange information, share learning and inform culture change across the sector

A number of methods will be used to see how and to what extent these project aims have been met, which include:

- Surveys and reactionnaires (short surveys to gauge audience reactions)
- Observations
- Focus groups

The following matrix outlines the evaluation plan in detail, also highlighting how the project fits into the overall UCL BPE programme strategy:

Bright club Aim	Beacon Aim(s)	Indicator	Methodology	Evaluative Questions	When / Who
a)	5	<p>Understanding: -Statements from individuals relating to a deeper understanding of research, science and HEI</p> <p>Experience: -Statements from individuals on positive or negative attitudes related to the event, describing reasons for those viewpoints</p>	<p>“<b>Reactionnaires</b>” with audience (20 per event) – short, specific questions to gauge perceptions and experience of events</p> <p><b>Online survey</b> with facebook group - to analyse the impact of the message, and assess whether it was received successfully by the target group</p> <p><b>Participant observations</b> of events</p>	<p>How and how much does the project raise awareness of science, research and the role of HEI? Have they continued to think about the issues raised? Have they attended any other related events, on the same subject?</p> <p>Is there clear, concise, message(s) or campaign(s)</p>	<p>Throughout the life of the project</p> <p>Undertaken at events by GM, with audience</p> <p>Facilitated</p>

				which promotes science, research and HEI?	and written up by GM
<b>b)</b>	<b>2 and 5</b>	<p>Interest in, encouragement of and support for science, research and role of HEI: - Statements of interest in, encouragement of and support of HE activities</p> <p>Change in attitudes: -Statements from individuals relating to a change in attitudes towards something or someone (i.e. methods, audience, subject, organisation) since being involved in the project</p> <p>Experience: -Statements from individuals on positive or negative attitudes related to PE experiences, describing reasons for those viewpoints</p>	<p><b>“Reactionnaires”</b> with audience (20 per event) – short, specific questions to gauge perceptions and experience of events</p> <p><b>Online survey</b> with facebook group - to analyse the impact of the message, and assess whether it was received successfully by the target group</p> <p><b>Participant observations</b> of events</p>	<p>How and how much does the project challenge existing attitudes? What are the barriers to changing attitudes and values? How and how much does the project motivate individuals, groups to engage with HE?</p>	<p>Throughout the life of the project</p> <p>Undertaken at events by GM, with audience</p> <p>Facilitated and written up by GM</p>
<b>c)</b>	<b>2</b>	<p>Skills gained: - Statements from individuals about different skills gained (e.g. subject specific, practical skills, communication skills, intellectual skills, social skills) and if, how or where those skills will be applied.</p> <p>Knowledge development: -Number of individuals attending courses, with details on position, academic disciplines and career level - Statements from individuals about different learning outcomes (e.g. subject specific, practical, personal) and if, how or where this knowledge will be applied</p> <p>Understanding:</p>	<p><b>Focus group</b> and workshop exercise with team members and staff involved – to understand skills development, knowledge gained.</p> <p><b>Observations</b> of training, and events</p>	<p>What have individual experiences been? Did the course and the events go well? Do the team and contributors feel the project been useful?</p>	<p>At end</p> <p>Throughout the life of the project</p> <p>Facilitated and written up by GM</p>

		<p>-Individuals state they feel they have the appropriate knowledge to undertake / be involved in PE activities</p> <p>-Statements from individuals relating to a deeper understanding of PE</p>			
d)	5	<p>PE partnerships developed:</p> <p>-Number of internal and external groups or organisations involved in programme / projects; information collated on type of groups or organisations involved (i.e. disciplines, profession, department)</p> <p>and nature of involvement (i.e. meetings, projects)</p> <p>Brokerage:</p> <p>-Individuals or groups state that they have met new people, groups or organisations, and comment on whether they will, and how they might or have, continue the links made</p> <p>Perception of project:</p> <p>-Statements from audience on the perception of the projects</p> <p>-Statement relating to understandings of the purpose and vision of the projects</p>	<p><b>Monitoring of audience</b> – to establish the “public” attending the events</p> <p><b>Observations</b> of events</p> <p><b>Focus group</b> with a discussion topic around dissemination, next steps</p>	<p>What would the partnership like to achieve next? What is needed to achieve this?</p>	<p>Throughout the life of the project</p> <p>At end. Facilitated and written up by GM</p>

### Appendix 3: Detailed Evaluation Schedule

Phase	Research method	Outputs	Date (mm/yy)
1. Baseline (-September 2009)	<ul style="list-style-type: none"> <li>-Survey of UCL staff conducted by Freshminds</li> <li>-Qualitative semi-structured interviews with Early Career Researchers (c.17), by PEU intern</li> <li>-Public Engagement Unit exercise (workshop)</li> <li>-Literature review</li> <li>-Consultation with PE academics and experts</li> </ul>	<ul style="list-style-type: none"> <li>Baseline report</li> <li>ECR and PE Report</li> <li>Logic model framework</li> <li>Draft evaluation framework</li> </ul>	<ul style="list-style-type: none"> <li>06/08</li> <li>09/09</li> <li>08/09</li> <li>09/09</li> </ul>
2. Formative (-March 2010)	<ul style="list-style-type: none"> <li>-Document monitoring (e.g. case studies, Beacon progress reports, steering group meetings)</li> <li>-Self reflection tool (project learning and assessment forms) with funded projects</li> <li>-Document analysis</li> <li>-Participant observation (e.g. training, project meetings, steering group meetings)</li> <li>-Surveys/questionnaires with audiences involved in PE activities</li> <li>-Focus group with individuals involved in certain projects</li> <li>-Semi-structured interviews with key stakeholders (PEU, steering group, partners)</li> <li>-Semi-structured interviews with range of staff and students (sample covering range of factors )</li> <li>-Data analysis</li> </ul>	<ul style="list-style-type: none"> <li>Case studies</li> <li>Draft six month report</li> <li>Final six month report</li> </ul>	<ul style="list-style-type: none"> <li>Throughout period</li> <li>02/10</li> <li>03/10</li> </ul>
3. Formative (-September 2010)	<ul style="list-style-type: none"> <li>-Document monitoring (e.g. case studies, Beacon progress reports, steering group meetings)</li> <li>-Self reflection tool (project learning and assessment forms) with funded projects</li> <li>-Document analysis</li> <li>-Participant observation (e.g. training, project meetings, steering group meetings)</li> <li>-Surveys/questionnaires with audiences involved in PE activities</li> <li>-Focus group with individuals involved in</li> </ul>	<ul style="list-style-type: none"> <li>Case studies</li> <li>Oakleigh report</li> <li>Draft year one report</li> <li>Final year one report</li> </ul>	<ul style="list-style-type: none"> <li>Throughout period</li> <li>07/10</li> <li>08/10</li> <li>09/10</li> </ul>

	<p>certain projects</p> <ul style="list-style-type: none"> <li>-Semi-structured interviews with range of staff and students (sample covering range of factors )</li> <li>-Data analysis</li> </ul>		
<p>4. Formative (-March 2011)</p>	<ul style="list-style-type: none"> <li>-Document monitoring (e.g. case studies, Beacon progress reports, steering group meetings)</li> <li>-Self reflection tool (project learning and assessment forms) with funded projects</li> <li>-Document analysis</li> <li>-Participant observation (e.g. training, project meetings, steering group meetings)</li> <li>-Surveys/reactionnaires with audiences involved in PE activities</li> <li>-Focus group with individuals involved in certain projects</li> <li>-Semi-structured interviews with key stakeholders (PEU, steering group, partners)</li> <li>-Semi-structured interviews with range of staff and students (sample covering range of factors )</li> <li>-Data analysis</li> </ul>	<p>Draft eighteen month report</p> <p>Final eighteen month report</p>	<p>02/11</p> <p>03/11</p>
<p>5. Summative (-September 2011)</p>	<ul style="list-style-type: none"> <li>-Document monitoring (e.g. case studies, Beacon progress reports, steering group meetings)</li> <li>-Self reflection tool (project learning and assessment forms) with funded projects</li> <li>-Document analysis</li> <li>-Participant observation (e.g. training, project meetings, steering group meetings)</li> <li>-Data analysis</li> </ul>	<p>Final year two report</p>	<p>09/11</p>

### Appendix 5: References

- Greene, J. (1994) Qualitative program evaluation: practice and promise, in Denzin, N. and Lincoln, Y. (eds) Handbook of Qualitative Research, Sage, Thousand Oaks, CA
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