The Engagement Excellence Scheme
University of Leeds
2016-17

Engagement Fellows and their projects

September 2016 – July 2017
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Cat Scott, School of Earth and Environment

Who are you / your background?

I’m Cat Scott, I studied Chemistry at the University of Manchester before coming to the University of Leeds to study for a Masters in Engineering and a PhD in Atmospheric Science.

What are you doing in your current role?

I’m currently a Postdoctoral Research Fellow, in the School of Earth and Environment; my research focuses on the way that natural parts of the Earth system (such as forests) affect the air around us, and ultimately the climate.

I also coordinate the Leeds Ecosystem, Atmosphere and Forest (LEAF) centre, a cross-faculty research network at the University of Leeds.

What is your planned project about? Include objectives.

In my planned project, members of the public will be contributing towards a city wide assessment of the benefits provided by trees in Leeds. We know that trees in urban areas provide a multitude of benefits to the local population, but these can be difficult to quantify and value appropriately. Working with Leeds City Council, the United Bank of Carbon, The Conservation Volunteers and Treeconomics, we will train members of the public to perform surveys and collect the required information. We can use this information to quantify the contribution of trees in Leeds to carbon storage, air quality improvement and flood alleviation in the city.

What is your understanding of public engagement?

I understand public engagement to be any process by which research activities are shared with members of the public – for mutual benefit. This could be by ensuring that members of the general public are better informed about issues that affect their lives, but equally by working with policy makers to ensure that our research is able to deliver information that is useful for them. Without public engagement, of some sort, the impact of our research would be zero.

What is the step change for you with this project?

Personally, although I have worked with school children and collaborated with a range of non-academic organisations previously, I would like to develop my skills at engaging with a wider range of the general public.

At the end of our project, members of the public will have had the opportunity to learn more about the trees they see around them every day, and participated in the collection of data that could help to protect the city’s parks and green spaces.
Mid-term report

Leeds4Trees is a collaboration between the Leeds Ecosystem, Atmosphere & Forest (LEAF) centre at the University of Leeds, the United Bank of Carbon (UBoC), and Leeds City Council. As part of this project, we are investigating the economic value of trees and green spaces across the city of Leeds in terms of carbon storage, air quality improvement and flood alleviation. The first stage of our Leeds-wide project will involve a detailed evaluation of the trees in and around the University of Leeds campus and an assessment of the ecosystem services they provide. This process involves physically surveying the trees, which we will involve staff, student and members of the public as volunteers. As well as understanding the current woodland resource, this assessment will facilitate future decision making on planting in and around campus.

Progress so far:

- Spoke at a Leeds Parks and Green Spaces forum meeting in October to introduce the i-Tree project and gauge interest from community groups in participating (approx. 30 members of public attended)
- Spoke at AirFest in Sheffield in March about the links between air quality and trees in cities (approx. 30 members of public attended)
- We have secured funding from the United Bank of Carbon and the Sustainability Service at the University to appoint a researcher to work with me on the i-Tree Leeds project for 3 months (May – July 2017)
- Continued communications with the Parks and Countryside department at Leeds City Council on the development of project
- An extension to Leeds4Trees has been our work on the BBC’s Terrific Scientific primary school science campaign, which saw thousands of children aged 9-11 years learning about the importance of trees and collecting data to send to us at the University (over 150 schools submitted their data to us, more schools may have taken part but not submitted data – over 5,000 downloads of the online teaching resource). We sent a team of 6 undergraduate Environmental Science students to local primary schools to assist with delivering the activities
- Application to Light Night to host an event highlighting the trees on campus

Next steps:

- Training for project team and tree survey ambassadors (student volunteers and staff from key partner organisations) with Treeconomics in Leeds (21st June)
- Surveying of campus trees to take place during late June and July

We are preparing a Fantastic Forest Science Trail as part of the Friends of Otley Chevin Open Day (1st July)
What have you done in your project? Have you achieved your objectives?

My project had the overall aim to raise awareness of the services and benefits provided by trees, particularly in urban areas. This had two main parts:

1) **i-Tree Leeds**: We performed an assessment of the services provided (in terms of carbon storage, air quality improvement, flood risk reduction) by trees on the University of Leeds campus. This assessment involved students, staff and members of the public in practical tree surveying sessions, culminating in a Community Day at the University of Leeds in August.

2) **BBC Terrific Scientific Trees Investigation**: we worked with BBC Learning to develop an activity for children aged 9-11 to learn more about the trees around them. In May, thousands of primary schools across the UK took part in the trees investigation – pupils identified and measured their trees in order to calculate how much carbon their trees were storing. Schools had the option to submit their data to us at the University using an online survey.

**Objective 1: Provide access to an informal learning opportunity for members of the public.**

**Objective met?** Everyone who attended a volunteer session or the Community Day felt that their knowledge improved and rated their enjoyment at either 4 or 5 out of 5. The BBC Terrific Scientific lesson resources we contributed to were downloaded over 5,000 times and more than 100 schools submitted detailed data about their trees to us.
Objective 2: Ensure that public opinion informs our ongoing research. In this case, “public” = members of community groups / charities who require scientific information about the value of the woodlands they are working to protect / maintain

Objective met? We collected email addresses from all participants in the i-TREE Community Day who were keen to continue their involvement with the project. We will organise an event to present the result of our campus tree assessment back to the members of the public who participated in the surveying sessions.

Your expectation of the scheme and how the scheme has helped you with your project.

The scheme particularly helped me in terms of coming together once a month and providing regular updates, as well as having different aspects of PE introduced to us over time. It was also really helpful to get a sense of who at the University to ask about various different PE related issues.

How likely is it that the research impact has been increased /will increase through your PE project?

Very likely.

How has the PE further diffused in your School/Institute? What is different now with respect to PE?

Our i-TREE Community Day was hosted at the School of Earth and Environment, this prompted several conversations with colleagues who were interested in finding out what we were doing. I might be able to answer this better in a couple of months.

Has your understanding of public engagement changed during the scheme?

Through the scheme I’ve been exposed to many other perspectives on public engagement – either from the other Fellows or the speakers at our sessions. For me the really new element was learning more about patient involvement in medical research as this was something I had very little awareness of.

Have you achieved the step change you aspired to? What do you plan to do in the future regarding PE?

Together with colleagues from the National Centre for Atmospheric Science and the University of York, I have applied to the NERC Engaging Environments Public Engagement Call (decision expected end of Sept).

Breakdown of financial spend

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost (£)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution to i-TREE training day with Treeconomics</td>
<td>278.16</td>
</tr>
<tr>
<td>Lunch for participants at i-TREE training day</td>
<td>51.64</td>
</tr>
<tr>
<td>Waterproof clipboard for outdoor surveying</td>
<td>32.55</td>
</tr>
<tr>
<td>Catering for i-TREE Community Day</td>
<td>37.65</td>
</tr>
<tr>
<td>Total</td>
<td>400.00</td>
</tr>
</tbody>
</table>
How many staff have you engaged with through your project?

Dr Hannah Walker was employed to work on the i-Tree project for 5 months (funded by the United Bank of Carbon, the Sustainability Service and the School of Earth and Environment); at least ten other members of University of Leeds staff were engaged with the project through the voluntary surveying sessions.

Have you developed a case study/article? Include details, please.

http://unitedbankofcarbon.com/TerrificTropicalTrees/
http://leaf.leeds.ac.uk/terrific-scientific-begins/
http://unitedbankofcarbon.com/blog/terrific-scientific-trees-the-results/
http://leaf.leeds.ac.uk/terrific-scientific-placement/
http://www.bbc.co.uk/guides/z2hpw6f

How many events/activities have you done (during the scheme)? + How many people have attended these/taken part in these?

i-Tree Training Day for Project Team (21\textsuperscript{st} June) – 12 participants

Approximately 70 surveying sessions (July – August 2017) – 24 participants

Fantastic Forest Tree Trail at Friends of Chevin Forest Open Day (1\textsuperscript{st} July 2017) – 30 participants

i-Tree Community Day (17\textsuperscript{th} August 2017) – 17 participants

How many people have completing surveys/interviews/interacted on social media?

130 schools completed a survey about their tree data as part of BBC Terrific Scientific
Claire Brockett, School of Mechanical Engineering

Who are you / your background?
Claire Brockett – University Academic Fellow in Bioengineering of the Ankle, Medical Engineer. I’m a keen PE practitioner (in terms of delivering activities to school workshops and science fairs) and am really enthusiastic about engaging the wider community with medical engineering generally, and my research specifically.

What are you doing in your current role?
I am a university academic fellow, specifically focussed on medical engineering research around the ankle joint. Nearly 2 million adults in the UK have arthritis of the foot and ankle, but compared to other joints, the treatment available doesn’t perform so well. I’m using my medical engineering skills to understand why ankle replacement joints fail, and developing new methods to predict clinical performance of new ankle replacements through experimental models.

What is your planned project about? Include objectives.
The main aim of this project is to engage with patient groups to inform some of the research direction within the ankle bioengineering group. Having presented at a patient group ‘Ask the researcher’ event in June 16, and spoken with the patients afterwards, it was clear that whilst they were familiar with engaging with research through clinical trials, they were less sure on how to talk to me (not being a clinical researcher) and what they might be able to contribute to engineering research. The objectives of this project are:

1. Develop links with the local patient groups to raise awareness of my ankle bioengineering work, build upon existing relationships with the LMBRU.
2. Develop materials that could be targeted to ankle patients through local clinical collaborators to invite them to engage with my research
3. Host an event at the iMBE to showcase our ongoing research, and to hold facilitated discussions with the patient groups to encourage dialogue about research priorities
4. Encourage further engagement with patients to help determine targeted research areas for the ankle for the future, through follow-up events and provision of further updates (e.g. through PPI section of LMBRU website)

What is your understanding of public engagement?
Public engagement is a spectrum of activities that can range from telling people about what you do to full engagement where the public can get involved with, influence and create research. At the moment, most of what I’ve done has been around the transmission of information, and so engagement has been quite limited. However there is a lot of value in these activities through science fairs as we can inspire future generations of scientists and engineers and help influence their key influencers (for example, at the Big Bang Fair in 2014, our all-female stand of bioengineers helped change the mind of a parent that engineering wasn’t suitable for their daughter!)

What is the step change for you with this project?
The big change is communicating with a different group in a different way. I would like to be able to discuss my research aims with the patient groups affected and start getting their input on my research direction. This is going to mean learning to ask the right questions, and change my approach.

Claire paused the scheme in early 2017 due to a family emergency and joined the next cohort in October 2017.
Clare Harley, School of Healthcare

Who are you / your background?
Dr Clare Harley, Lecturer in Applied Health Research, School of Healthcare. My research fits into two key strands: 1) capturing patient experiences of disease and treatment, with a particular focus on advanced cancer and palliative care; and 2) the development and implementation of patient reported outcome measures (PROMs) to enhance routine clinical practice.

What are you doing in your current role?
I am a Lecturer in Applied Health Research, which means that my role includes research alongside student education. In addition to my research, broadly described above, my student education roles include PhD, Masters, and Undergraduate research supervision, as well as lecturing on research methods and research governance (for example ethical and governance processes for clinical research).

What is your planned project about? Include objectives.
My planned project follows on from an ongoing research project investigating the experiences of patients with advanced cancer in managing their medications. This ongoing research utilises researcher-led photography alongside patient interviews to better understand how patients with advanced cancer manage the multitude of medicines that they are prescribed. We are interested in capturing how patients manage their medicines, from the point of prescription, to collection and storage, to ensuring that they take the right medicines at the right time in the right way. The public engagement project follows on from this research and will make use of the photographs and narratives captured during patient interviews as public engagement tools. The format of the public engagement project will be a mobile ‘pop up’ that can be taken to clinical and public spaces. The display and activities for the pop up will be designed to catch the public imagination and facilitate dialogue and debate about medicine taking in advanced cancer. As academics, we hope these events will help us develop a better understanding of the roles, responsibilities, and experiences of patients managing their medications in the context of their everyday lives.

What is your understanding of public engagement?
Public engagement is broad and can include a myriad of ways in which researchers connect with society. For me public engagement is about sharing academic research with the public in a way that is engaging (which may be fun, emotive, or thought provoking) to raise awareness, to inspire debate or discussion, or to seek external reflection on research ideas and outcomes. It is a two-way process that aims to have an impact on public participants but also has an equal impact on the researchers.

What is the step change for you with this project?
As an applied health researcher I routinely incorporate PPI (patient and public involvement) in my research: by involving patients and clinicians in the development, management, and occasionally dissemination of research. For me, public engagement will challenge me to do more with the outcomes of our research, beyond journal publication and presenting at conferences or giving clinical seminars. It challenges me to present our research findings in an accessible way that inspires the public to engage with the research, to reflect on the findings, and feedback their personal experiences about the research topic. I hope that this process will help me and the broader research team to gain new insights into this area of research. We hope this will also inspire the development of future areas of research and ultimately will help to develop effective support for cancer patients and their family caregivers who may struggle to manage their medicines.
Mid-term report

Background to the project

The aim of the “getting to grips with medicines” project is to offer insight into how people cope with taking multiple medicines in the context of advanced cancer as a chronic condition. Work began by carrying out a systematic review, which showed that people living with advanced cancer are prescribed an average of six different medicines, many of which are taken several times per day. We also found that patients usually have more than one prescriber from different health settings (for example, hospital doctors, GPs, palliative care doctors) and that the prescriptions that patients receive are often given independent of an overall medication review. As a result, patients with advanced cancer can be left to work out how best to take their multitude of medicines in a way that fits with their day-to-day activities and responsibilities. Patients in this situation are often confused, make medicine-taking errors, and experience a cascade of symptoms and side effects relating to suboptimal medicine-taking practices.

Following on from the systematic review, we embarked on a series of twenty interviews with cancer patients, aiming to improve our understanding of how patients manage their medicines; from collection and storage to day-to-day medicine-taking at home and whilst out and about. These interviews focussed on documenting patients’ unique approaches to managing their medicines. Alongside the interviews we took photographs to capture the unique and creative solutions that patients developed to manage their medicines. We have now reviewed the photographs and text outputs from the interview study and have a strong repository of thought-provoking materials that we will take forwards to the public engagement project.

Public Engagement Project

We have developed ideas for a public engagement workshop in the form of a ‘pop-up’, which will be suitable for taking to a range of public and clinical sites. The ‘pop-up’ will include: a display of interview excerpts enhanced by photographic materials to generate awareness of our research outcomes; medicine-taking ‘country fair’ activities and information posters to enhance medicine-taking education; and a public post-box to capture attendees experiences through ‘single words of importance’, personal stories, comments and feedback, and hand-drawn images relating to personal medicine-taking experiences and solutions.

Through this project we aim to explore the spaces in which medicine is both experienced and practiced, investigating the nature of boundaries between medicine as professional practice and everyday experience. We will use visual and narrative sources to underpin activities, drawing on theoretical and methodological considerations around the ethical use of patient voices and images. The use of varying spaces of display, inherent in the ‘pop-up’ exhibition style, will enable consideration of how medical narratives can be communicated to a wider audience through space, word and image, both historically and in the present day.

Collaborations

We designed the public engagement workshop ideas with a colleague (Dr Jessica Meyer) in the Faculty of Arts Humanities and Cultures, who has a wealth of experience of carrying out public engagement activities. We applied to the Cultural Institute for funding to support the public engagement project but sadly the application was not funded. Without the requested funding we were unable to pursue the engagement activates as planned and set to revise our plans to be deliverable within the budget available from the engagement excellence scheme. In rethinking the project, we have been working in partnership with a
small team of sociological researchers and artists from Bristol University and Cardiff University (led by Sofia Vougioukalou and Catherine Lamont) who have just recently completed a project exploring the human cost of cancer. We plan to adapt the project ideas submitted to the cultural institute and develop a shared engagement project that can be delivered as a part of wider public engagement activities that are supported by the University of Leeds, Bristol University, and Cardiff University over the next six months.

Set-backs and delays
There have been a few set-backs to the timely delivery of our project. The first disappointment was the rejection for funding from the Cultural Institute. The second problem that we encountered was a delay to the completion of the research project on the human cost of cancer. We are also waiting for our PhD student to return from maternity leave as she has been essential in driving this work forwards. These delays have put the engagement project back a few months but we are now in a good position to drive forward our plans for a joint engagement project, which we hope will be delivered in the autumn.

The project was paused due to the absence of the PhD-student. In January 2018 the PhD student is back into the swing of things with her PhD. We are now in the process of developing her next study which will be some engagement work with stakeholders (prescribers) that involves the use of the photos from the patient interviews. The project is planned to take place around May/June 2018.
Elizabeth Gaston, School of Design

Who are you / your background?
Senior Teaching Fellow, Programme Manager BA Textile Design, Academic Lead Assessment. Prior to working at the University I worked in the knitwear industry both in design and technical research.

What are you doing in your current role?
I teach on BA Textile Design and MSc Design. My research investigates colour and pattern perception and its effect on design. I completed my PhD earlier this year and current outputs include “Crafted Futures”, and exhibition of my work at Armley Mills Industrial Museum, Leeds (until 26th November 2016). I am also co-leading Colonise Campus, a series of knit/lit workshops across Yorkshire, during which participants co-create a knitted canopy which are displayed on the University campus. The workshops are recorded in poetry.

What is your planned project about? Include objectives.
I am currently re-thinking my project. The original idea was to create a high impact large-scale knitted space. The pattern of the fabric would be designed so it would perceptually change under different lighting conditions produced by colour changing light sources. This would be used to facilitate a discussion about the nature and relativity of colour and pattern and also about the impact of using theory to inform design and the integration of design and technology. The project is aimed predominantly at school children and can be adapted to specific ages. It would form an introduction to the study of design at a higher education level which is particularly important as many schools no longer teach textiles at A level.

A secondary aim would be to formulate an engagement strategy for the School of Design. Reflecting on recent engagement activities that I have run I feel the idea needs further development. “Colonise Night”, a Leeds Light Night activity acted as a pilot for the project. It was a very successful activity with excellent feedback but it was a very brief activity with the longest engagement being about 10 minutes. Conversely the knit/lit workshops that I have been running for the Yorkshire Year of the Textile have engaged some participants for longer periods of up to four hours which allows for a more meaningful interaction. These workshops have featured an interactive making project where participants are contributing to the production of an object and/or have something to take away. I would like to incorporate an element of making/design into the project. To develop my ideas I have arranged a meeting with Laura McGregor from Into University.

What is your understanding of public engagement?
Public engagement is communicating research for a specific audience. This may be research findings or active research.

What is the step change for you with this project?
To improve my skills so that I can facilitate public engagement more widely and to communicate the effectiveness of public engagement to the wider School of Design community.
**Mid term report**

The Light House aims to help participants understand how we perceive colour and pattern, and the relativity of colour. Whilst the basic Idea for the Light House project remains the same there have been developments in the execution of the project.

**Into University**

Whilst running a separate engagement activity at the Leeds Industrial Museum, Armley Mills I introduced myself to the educational charity ‘Into University’, who work with local children from year two to year thirteen and offered to run a workshop for them during their Easter activity sessions. This gave me the opportunity to pilot a light/colour related activity. The workshop coincided with Assemble: Adapt: Act, an exhibition of the Knit: Design: Research group from the School of Design held in the Foyer Gallery of Clothworkers’ Central which was a snapshot retrospective of recent work undertaken by the group. Colonise, the original tent that inspired the Light House project was central to the exhibition.

**InTo University workshop, April, 2017**

A group of twenty children were introduced to colour theory through interaction with the tent and were then introduced to basic knit techniques to produce fabric in a range of colour. At the end of the workshop the children viewed their fabric in different lighting conditions and discussed the results. The workshop worked particularly well with excellent feedback both informally from the students and formally in communications with InTo University “I was amazed at how engaged and focused they were!” Charlotte
Matless, Team Leader and SEN and EAL Manager. The children not only asked questions about light and colour theory but also about textile design and university entrance, fulfilling both objectives of the project. The workshop also confirmed that the interactive session with the tent is invaluable for grabbing attention and would benefit from being bigger to house more participants at once, it was much easier to engage a group of excited children.

Production of a bigger tent will take place over the summer and further workshops will take place in the next academic year.

**End of scheme report**

**What have you done in your project? Have you achieved your objectives?**

**The Light House**

The Light House is an interactive light/textile installation which can be used on many levels to disseminate research findings on the interaction of colour and pattern in knitted fabrics. This built on Colonise (2015), a smaller scale version of The Light House. Colonise had been successful as a tool demonstrate the effects of changing lighting conditions on the visual perception of pattern but it was limited in the number of participants it could accommodate. This resulted in some participants being observers rather than fully engaged with the work.

The objectives of the project were to disseminate research findings more widely and to give pupils a broader experience of textile design. This is in line with curriculum requirements at Key stage 2 or Key stage 3 where there is a requirement to embed “working scientifically” within the development of art and design skills which should also widen pupils’ understanding of different approaches to art, craft and design (National Curriculum in England Framework Document, 2014).

The first stage of the project was to test the idea of a larger scale piece. This was done as part of Leeds Light Night 2016. Colonise Night (7th October 2016) was a simplified but larger version of the Colonise tent. Subtractive primary colour and white acrylic yarns were used to produce lengths of knitted fabric in different stripes of Fair Isle pattern. These were used to create a knitted tunnel. Participants were invited to walk through the tunnel carrying colour change torches so that they could control the colour change effects they observed. Participants were encouraged to complete a feedback form at the end of the drop-in activity however this was not particularly suitable for the nature of the event and the most successful feedback was collected verbally. Feedback demonstrated that participants of all ages enjoyed the activity and were interested in how the effects were produced but the uncontrolled nature of a drop-in session meant that there was often not time to discuss the colour change effects in detail or for participants to consider how they could use the information themselves. It did however demonstrate the wider focus of research in Textile Design effectively with many participants commenting that the unusual medium of the work was the key attraction to the event.

The second test stage was a workshop with a group of 20 Key stage 2 pupils which took place 5th April 2017 at the University of Leeds. The pupils were all part of Into University, and educational charity which
encourages children from specific economic or geographic regions to apply for University. The pupils were shown the Colonise tent with an explanation of how light can affect the colour and therefore the pattern they see. This was informal and intended to initiate a link between science and design rather than to embed the theory firmly. The pupils were then taught a simple hand process for fabric production and spent time designing and producing lengths of fabric in colours of their own choice. The colour range offered had been selected so that dramatic changes could be observed in different lighting conditions. This was tested at the end of the session. Feedback was collected verbally from pupils and Into University staff involved. Staff commented that many pupils had never been more engaged with an activity and pupils asked directly about the possibility of studying Textile Design later in their educational careers. All students achieved the production of fabric indicating that this was a suitable level for key stage 2. No direct feedback was collected about the link between light and perception.

Whilst stage one and stage two of the project had produced useful information for the final production of The Light House, it was felt that the work would have more impact if the changes observed were from one recognisable form to another, for example if a recognisable figure such as a face transformed from a smile to a frown, rather than a change from one abstract pattern to another abstract pattern. This required a lot more experimentation with new materials and development of patterning technique. This work is now complete.

Three in school workshops have been planned for 2018. The Three schools involved are Beckfoot Upper Heaton, Bradford, St Thomas a Beckett Catholic School, Wakefield and Guisley School. Workshops will be held with up to 80 key stage 3 students over four days in each school. The Light House will be used as an introduction to the use of theory in design. The extended time period will allow students to develop a more comprehensive understanding of the relationship between light and vision but also to use this information to participate in a practical workshop where they will develop their design skills. Additional funding has been secured from the Crafts Council.

Anecdotally the original objectives of The Light House have been achieved through the two test stages, but three further workshops will allow more robust feedback to be collected.

**Your expectation of the scheme and how the scheme has helped you with your project.**

The Engagement Excellence Fellowship Scheme fulfilled my expectation. I envisioned it as a practical support for public engagement planning and this is what happened over the year. I feel that perhaps the most useful aspect of the programme was becoming part of an engagement network which offers both practical and moral support. The Scheme helped particularly with goal setting and the collection of feedback, ensuring that any future public engagement activity has more impact.

**How likely is it that the research impact has been increased /will increase through your PE project?**

The scope of the planned engagement activities will definitely add to the research impact of the project. This has already translated into approaches from other Schools for help with public engagement in different fields (more details to follow if it comes off).

**How has the PE further diffused in your School/Institute? What is different now with respect to PE?**
Public engagement is not unusual in design, as exhibition is common for dissemination of design research. This is particularly pertinent to individual practice based researchers. Within the senior management of the School of Design, public engagement has not been seen as important, unless it is seen as a way of attracting new students.

**Has your understanding of public engagement changed during the scheme?**

The biggest change for me has been the inclusion of co-design as an engagement activity, rather than engagement being specifically a dissemination activity.

**Have you achieved the step change you aspired to? What do you plan to do in the future regarding PE?**

I still have to complete the Light House, however this has become a much larger activity then first envisioned.

**Appendix:**

1 **Costs**

- 8 x 1kg cones of 100% lambswool 2/17Nm £279
- 1 x tent frame £79
- Travel £42

2 **Additional Staff**

- 1 additional staff member Dr Jane Scott

3 **Engagement activity**

- 7th October 2016 Colonise Night Leeds Light Night
- 10th February – 4th April Inflection, textile installation Royal Armouries, Leeds
- 14th February Inflection workshop Royal Armouries, Leeds
- 5th April Key stage 2 workshop Into University, Leeds
- 2nd July Public workshop Chelsea Physic Garden
- 1st October Public workshop Ilkley Literature Festival
Lou Harvey, School Education

Who are you / your background?
I am a Lecturer in TESOL in the School of Education. I was a teacher of English as a Foreign Language in Slovakia and the UK for nine years, and am now an intercultural and narrative researcher specialising in language and intercultural learning in higher education contexts. I have lots of interests outside academia but not much time to indulge them all, though I manage to write fiction and poetry and to make some noise on the piano every so often.

What are you doing in your current role?
I am currently researching the use of drama as a methodology for exploring university students’ intercultural experiences and learning, teaching undergraduates on the BA English, Language and Education (which I co-manage), and I am Deputy Director of the Centre for Language Education Research. I am also developing a research network to explore the processes of knowledge creation which take place in collaboration between academics and arts practitioners.

What is your planned project about? Include objectives.
My objective is to create a full-length performance of my doctoral research, with theatre company Cap-a-Pie. We will create a piece of participatory performance art which aims to stimulate audience thought and discussion around the topics of language, communication and migration, and specifically about how we communicate interculturally, how it feels to be uncertain of what is happening around you even in a situation you expect to be familiar, and the extent to which we all share responsibility for successful intercultural communication.

What is your understanding of public engagement?
For me, public engagement is communicating research in a non-didactic, democratic way, giving people space to engage emotionally as well as intellectually, to bring their own identities and experiences and to create their own meanings – and thereby genuinely learn.

What is the step change for you with this project?
This project will give audiences a visceral and potentially unsettling experience which will stimulate audiences to think more empathetically about, and raise awareness of their own responsibility for, successful intercultural communication. We hope that as a result, audiences will be more conscious of the need to accommodate, be flexible and patient when communicating interculturally.

Mid term report
My project will not be getting under way until May and June 2017, so I have little to report on its progress. Cap-a-Pie, my theatre company collaborators, have now recruited two actors and are advertising the project on their website (see http://www.cap-a-pie.co.uk/up-up-up-towards/). In May Cap-a-Pie and the actors will be developing the performance for a week at their office in Newcastle, and I will join them for three days of this. The team will then take up a week-long residency at Slung Low, Holbeck, in the third
week of June (which I will visit), at the end of which will be two pilot performances: on Friday 23 June and Sunday 25 June.

This work is being funded by Arts Council England, along with funding from the Society for Research in Higher Education, the Cultural Institute, and a RIF contribution from the School of Education. In December 2016 I applied to the Leeds Social Sciences Institution Impact Acceleration Account (funds distributed to Leeds from the ESRC) for funds to support the main performance and take it on tour, but I was rejected on account of not having sufficiently articulated the potential impact and how this would be captured and measured. I was, however, invited to reapply for the February 2017 round. This I did, addressing (as I thought) the feedback, and was rejected again. I found this both heart-breaking and bewildering, as I felt I had addressed all the panel’s comments and had sought feedback on the revised proposal. Obviously there are many learning opportunities in situations like this, and I think one of the issues was that I had made the project too grand and complex and had perhaps lost sight of a clear and coherent ‘pathway to impact’. This, however, has brought me round to thinking that maybe what I want to do is a research project on public engagement, rather than ‘just’ an impact/engagement project. Having realised this, many of my disparate ideas are falling into place, and I’m starting to plan a project for Leverhulme on public intercultural learning through performance. I have an interested co-investigator and two more possible co-Is to approach. So, out of the ashes of rejection arises a much stronger Ideas Phoenix…

(hat tip to this Hungarian band)

I have also learnt from my thinking and talking about public engagement that engagement does not necessarily need to be complex or involve intricately designed projects; I think sometimes in my burning desire to be ‘innovative’ I’ve found it easy to overlook simpler options. With a colleague in the School of Education I’m working on a proposal for the ESRC Social Science Festival in November, applying for £1000 to lead three open conversations with the public around language and belonging, to take place in community cafes in Leeds, Wakefield and Newcastle. This idea is based on an event which my colleague’s research project ran at the Bloomsbury Festival, which was extremely simple and very successful.

So, in summary: not much happening on my Engagement Fellowship project yet, but lots of productive and exciting thinking taking place…
End of scheme report

What have you done in your project? Have you achieved your objectives?

Theatre company Cap-a-Pie and I worked together for two weeks over May and June 2017 to develop a work-in-progress theatrical performance, The Translator, based on my research. With two actors, Cap-a-Pie’s Artistic Director and Producer, and artistic collaborators (a set designer, choreographer, and sound artist Dr Rebecca Collins from the School of Performance and Cultural Industries) we devised a number of dramatic characters, scenes and scenarios around the themes of my research (e.g. communication, (mis)understanding, responsibility). With the support of the Slung Low theatre company, some of this material was performed at the Holbeck Underground Ballroom, their premises in south Leeds, on the evening of Friday 23 June and the afternoon of Sunday 25 June 2017. The two performances were slightly different in content, as we had a lot of material and wanted to show as much as we could. However, both events comprised 45-60 minutes of participatory performance, followed by a 10-minute interval and 30 minutes of audience discussion. 44 people attended the Friday performance; 65 attended the Sunday performance (a full house).

My overarching aim was to increase public understanding of a) experiences of intercultural communication, and b) their own roles and responsibilities in intercultural communication. My objectives were:

1. To generate awareness of my research by communicating the key themes through theatrical performance.
2. To inform the audience/increase their knowledge by creating an active learning experience about how we relate to ‘otherness’ and how we think about our own responses to difficult communicative situations.
3. To explore sensitive and difficult issues around responsibility for communication and understanding.

From my experience of the project, audience written feedback and audience discussion, I believe these objectives have been achieved.

Your expectation of the scheme and how the scheme has helped you with your project.

The scheme has been incredibly generative in a way I couldn’t have predicted. I expected the scheme to be very practical in its orientation, which it was, and in this sense it was very helpful. I also expected it to be supportive, but I didn’t expect such a level of individual discussion – it was so helpful to hear other people talk in detail about their projects, and to talk about my own and get feedback. It was hugely valuable to
hear the perspectives of people not related to my field and with different levels of experience in public engagement. I also found it very heartening to hear of ongoing public engagement work in the university, e.g. from Sue Pavitt’s and Delia Muir’s talks, and to see how such creative and productive ideas are being embraced at different levels in the institution, and by funders. The scheme was also a source of support when I faced setbacks – I was rejected three times for funding for my project before finally being successful – and the sympathy and encouragement to keep going was really invaluable. Finally, the scheme has stimulated me to think about other fields in which I could apply my work – conversations with Sue in particular have made me think about its applicability to healthcare settings – and I’m now leading an interdisciplinary research bid for the AHRC/EPSRC Immersive Experiences call to apply my work to a medical communication context.

How likely is it that the research impact has been increased /will increase through your PE project?
The short answer is, very likely – it has brought my research to users and stakeholders and in this sense it will be an important stepping stone on future pathways to impact. The longer answer is that this project has really stimulated me to think more critically about impact and its relationship to public engagement, and the ways in which we talk about this relationship in the academy. As a result of this thinking I am now planning projects with public engagement/impact not only more central, but actually integral to the theoretical, methodological and empirical aspects.

How has the PE further diffused in your School/Institute? What is different now with respect to PE?
I’m not sure how much has really changed in the School around public engagement. My understanding is that it is understood in the same paradigm as impact, with outcomes that need to be capturable and measurable. And of course it is part of impact – but I don’t think this is the only way of understanding it, or even the most useful one (see my thoughts on this in the next section). However, public engagement is creeping into our School discourse – I’m increasingly hearing ‘impact and public engagement’ used together, so this is a good thing.

Has your understanding of public engagement changed during the scheme?
My understanding of public engagement has utterly transformed during the scheme. I used to see it as a kind of side line or extension of research, whereas now, as an educational researcher, I now see public engagement with research as an educational context in its own right – after all, public engagement is public education. This can be researched using existing theories of learning but is also starting to generate important new theory, which I believe can really inform two very important issues in higher education: 1) how to address the gap between those perceived as being in the ivory tower/metropolitan elite and those who perceive themselves as not belonging to these groups; and 2) how to break out of ‘critical’ and pessimistic ways of understanding the world (e.g. as simply subject to neoliberal forces) and engage in participatory, co-produced, world-making approaches which bring different ways of doing, knowing and understanding into being.

Have you achieved the step change you aspired to? What do you plan to do in the future regarding PE?
Yes: the project has not only raised awareness of the complexities and responsibilities of (intercultural) communication, but it has provoked much thinking and feeling among the theatre audience, several of whom contacted me to talk further or offering to be interviewed. I plan to continue developing this particular project – *The Translator* was a work in progress which we would like to build into a full-length and polished production, so I will be seeking Arts Council funding for that. I’m also planning a research project around public intercultural learning, which will be publicly engaged and co-produced and also concerned to research those processes and the learning which occurs through them. I hope in this way to contribute to public engagement as a practice and as an emergent research field.

**Appendix**

**Financial spend breakdown**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rail travel to Newcastle for performance making</td>
<td>63.90</td>
</tr>
<tr>
<td>Subsistence for 3 days in Newcastle</td>
<td>79.26</td>
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<tr>
<td>Stationery for Newcastle trip – coloured pens for notes and posters</td>
<td>10.98</td>
</tr>
<tr>
<td>Taxis to and from Leeds station on way to/return to Newcastle</td>
<td>15.00</td>
</tr>
<tr>
<td>Travel expenses for Dr Katja Frimberger to attend <em>The Translator</em></td>
<td>77.93</td>
</tr>
<tr>
<td>(academic colleague interested in performance and PE – she hopes to</td>
<td></td>
</tr>
<tr>
<td>join me on my public intercultural learning project-in-development):</td>
<td></td>
</tr>
<tr>
<td>Subsistence for 5 days’ making at Slung Low</td>
<td>44.91</td>
</tr>
<tr>
<td>Travel expenses – taxis to and from Slung Low during making week</td>
<td>32.80</td>
</tr>
<tr>
<td>and performances</td>
<td></td>
</tr>
<tr>
<td>Print Copy Bureau for 125 coloured feedback sheets for the</td>
<td>40.23</td>
</tr>
<tr>
<td>performances</td>
<td></td>
</tr>
<tr>
<td>Donation to Slung Low (who hosted Cap-a-Pie for our making work in</td>
<td>34.99</td>
</tr>
<tr>
<td>Leeds, and offered the venue for <em>The Translator</em>)</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL SPEND £</strong></td>
<td>400</td>
</tr>
</tbody>
</table>

**How many staff have you engaged with through your project?**

Directly (not including the EF/PE team): perhaps 2 or 3 closely. Indirectly: around 25 staff members attended *The Translator*, as it was based on research with international students and HE practitioners were part of my target audience (I can’t be sure of the exact figure because not everyone completed a feedback form).

**Have you developed a case study/article? Include details, please.**
Yes – I’m writing up the project as an article for Research for All journal, and am giving an invited talk at the Open University in November. The project will also be part of a monograph in preparation, about the research on which it is based.

**How many events/activities have you done (during the scheme)?**
Two performances for the public.

**How many people have attended these/taken part in these?**
109 people attended over the two performances:
   a) Practitioners in language and intercultural education (university student support practitioners; educational engagement and widening participation practitioners; school language teachers);
   b) Practitioners working in demanding intercultural/communicative contexts (migrant support workers; social and youth workers; advocacy workers);
   c) Immigrants to the UK (local recent arrivals; international students);
   d) Local people from settled communities (from Slung Low’s local Holbeck audience).

**How many people have completed surveys/interviews/interacted on social media?**
88 people gave written feedback; 80 people took part in post-show discussions.

**Postscriptum**
Lou won the University of Leeds Public Engagement with research: Dissemination 2018 award.
Mary Madden, School of Healthcare

Who are you / your background?
Mary is a Lecturer in Applied Health Research in the School of Healthcare at the University of Leeds. In addition to the sociology of health, illness and biomedicine, she has a background in welfare rights and community work, English literature and critical theory. Recently, Mary has been investigating the wound care treatment outcomes that matter most to patients and other stakeholders; working with patients, carers and clinicians to identify and prioritise shared healthcare uncertainties (with the James Lind Alliance); exploring the extent of industry influence in knowledge production and the positioning of evidence based medicine in opposition to clinical knowledge and as an obstacle to innovation.

What are you doing in your current role?
I am currently leading a project exploring histories and futures of innovation in advanced wound care, http://wounds.leeds.ac.uk/. I lead the School of Healthcare modules, Research in Action, Inequalities in Health and Care, and Sociology of Health and Illness.

What is your planned project about? Include objectives.
Wound care is a field with very little patient and public involvement and engagement. The aim is to develop and use visual images to engage interest in a fundamental part of everyday health care which is often considered mundane and so overlooked, with important consequences for service users. The project will generate visual material for engagement without exploiting the dramatic close ups of wounds prevalent in the field and without participating in the marketing field that currently dominate the visual domain here. Presentations at chronic wounds events and conferences and articles in wound care journals are often accompanied by graphic close-up photographs of painful wounds on parts of a patient body. Products for treatment are presented as mundane (and therefore dull to look at) or in marketing to health care professionals (predominantly nurses) with patients in passive roles. When the project is complete we will have visual resources which can be used for wide public dissemination.

What is your understanding of public engagement?
I am interested in public understandings of and engagements with science and how critical arts methodology can be applied to enhance patient and public involvement and engagement in health and social science research. My understandings of PPIE in health research are in publications including https://researchinvolvement.biomedcentral.com/articles/10.1186/s40900-016-0026-y
http://rsnr.royalsocietypublishing.org/content/early/2016/09/12/rsnr.2016.0037

What is the step change for you with this project?
More focus on Engagement than PPI. Focus on the visual.

Mid term report
Funding for the AHRC project Exploring Histories and Futures of Innovation in Advanced Wound Care ended 31st May 2017. I am at the stage of going through video footage of three workshops and interviews,
graphic outputs and images generated by the designer in residence to produce storyboards/scripts for short outline video projects. The selection process is linked to the development of a proposal for a short monograph and deciding on a ‘provocation’ to take to the wounds conference/industry publication circuit (so that media will people to fuller publication). Some of the graphic outputs have been used in conferences this April and this has helped refine ideas.

A key challenge has been negotiating administrative processes which are not very flexible or responsive to delivering projects within a short time frame (funding was for one year only). Also, finding the time to do this justice in amongst many other competing obligations.

End of scheme report

What have you done in your project? Have you achieved your objectives?
The aim was to develop and use visual images to engage interest in a fundamental part of everyday health care which is often considered mundane and so overlooked, with important consequences for service users. The project has achieved its objective of generating and curating visual material for engagement without exploiting the dramatic close ups of wounds prevalent in the field and without participating in the marketing field that currently dominates the visual domain here.

EES resources were used towards graphics which disseminated ideas from the AHRC funded project Exploring Histories and Futures of Innovation in Wound care project including images and soundtrack of an animated film ‘Wound Care for All’ [https://youtu.be/SUgAm1r611A](https://youtu.be/SUgAm1r611A). They were also used for poster printing and to purchase three books by key speaker Professor Christine Hallett given as prizes for the return of feedback sheets and for student helpers at the Nurses on the Frontline of Wound Care: Passchendaele to pressure ulcers events at the University of Leeds, 17th November 2017.

[https://www.leeds.ac.uk/news/article/4131/what_can_war_teach_todays_nurses_about_wound_care](https://www.leeds.ac.uk/news/article/4131/what_can_war_teach_todays_nurses_about_wound_care)

Your expectation of the scheme and how the scheme has helped you with your project.

I expected the scheme to be more of a pump priming and coming together of peers i.e. fellows already engaged in public engagement (to build on this, embed links and join up practice across the university). I was not expecting a training/mentoring scheme aimed at those who were completely new to public engagement. If this is a mentoring scheme it would be useful (as in other mentoring schemes) for participants to know this and to have some part in the selection of their mentors. The finance was useful, especially as a start for raising additional funds and it was interesting to meet people. Sessions provided on twitter, commissioning a video and by Delia Muir were directly relevant and useful. The meetings took a lot of work time and ate into the already limited time to develop the project.

How likely is it that the research impact has been increased /will increase through your PE project?
The animation seeks to highlight the importance of wound care for those affected and for all of us. It has only just been produced and was premiered as part of the Nurses on the Frontline exhibition. It will be used in dissemination from the AHRC project [https://wounds.leeds.ac.uk/videos/](https://wounds.leeds.ac.uk/videos/) The Tissue Viability Society have invited me to do a paper at their next conference and have also asked if they can exhibit some of the artwork from the project.
The Nurses on the Frontline events brought healthcare and history together in the University and used a variety of means to disseminate ideas to an audience of nurses and academics from a number of disciplines as well as the public. We used the ‘drama’ of wound care in WW1 to draw attention to the hidden contemporary domestic epidemic of chronic wounds. The Parkinson building provided a ‘stage’ for linked events with people in costume, lots to see, themed food, presentations, discussions, object handling, archive viewing and performance. Feedback sheets were collected and are being used by Professor Alison Fell to produce a report. I have asked her to forward a copy of this when complete. We got some pre-coverage on Gayle Lofthouse’s show on BBC radio Leeds. Andrew Thompson (head of the AHRC) was visiting on the day of the event and co-organiser Alison Fell brought him to the exhibition.

How has the PE further diffused in your School/Institute? What is different now with respect to PE?
I think people in the School saw what was possible and were very proud of the event. It remains to be seen whether there is any difference in the future in respect to PE. The practicalities of the time and energy it takes to organise a quality event are also evident and other demands on staff time place huge practical constraints on doing PE. It continues to be very difficult to co-ordinate activity and negotiate administrative hurdles across University departments. Getting things done relies on the goodwill of particular individuals. Fundraising is time consuming and overall funds raised predominantly went to meet in-house University costs for holding public events (room hire, catering, printing, photography, parking charges etc).

Has your understanding of public engagement changed during the scheme?
No. I think PE should be about engaging the public in discussion about research and that involves listening to the public rather than broadcasting only. I continue to think that Universities conflate PE with marketing.

Have you achieved the step change you aspired to? What do you plan to do in the future regarding PE?
I continue to believe PPI and PE are important and linked activities. I also know that it is insufficiently resourced and evidenced and that expertise in these areas gets overlooked (wheels reinvented all the time). I will continue to pursue an evidence base for PPI and PE activities
http://www.bmj.com/content/357/bmj.j3129/rr-2

Appendix:
Breakdown of financial spend

<table>
<thead>
<tr>
<th>Misc Office Exps</th>
<th>AHRC funded - EEF funds - Illustrations</th>
<th>200.00</th>
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</thead>
<tbody>
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<td>Int Purch- Est Secur</td>
<td>ParkIT Parking Charges September 2017</td>
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<td>30/10/2017</td>
</tr>
<tr>
<td>Int Purch- M/Servs</td>
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<td>14/09/2017</td>
</tr>
<tr>
<td>Int Purch- M/Servs</td>
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<td>23/10/2017</td>
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<tr>
<td>Books &amp; Pamphlets</td>
<td>Nurses of Passchendaele Book</td>
<td>37.14</td>
<td>01/11/2017</td>
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<tr>
<td>Pending</td>
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</table>
How many staff have you engaged with through your project?
Have you developed a case study/article? Include details, please.
How many events/activities have you done (during the scheme)?
How many people have attended these/taken part in these?
How many people have completing surveys/interviews/interacted on social media?

My colleague Alison Fell is preparing a report for Gateways to WW1, the key funder of the Nurses on the Frontline event, which will detail some of this. I have asked her to forward a copy to Alexa and the NHS funders.

Mary has left the institution in December 2017 to take up a position at the University of York.

<table>
<thead>
<tr>
<th>Staff</th>
<th>Delia Muir voice-over animation</th>
<th>60.00</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>344.86</td>
</tr>
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</table>
The Project team

**Sue Pavitt**
Professor in Applied Health & Translational Research
School of Dentistry

**Elaine McNichol**
Academic Lead in Service User and Carer Involvement
School of Healthcare

**Alexa Ruppertsberg**
Head of Public Engagement with Research
Communications

**Clare Gee**
Public Engagement Officer
Communications