

NERC Public Engagement Glossary of terms

Please find below a list of definitions of terms associated with public engagement. These are as defined and used by NERC, and provided for clarity, and other definitions are used and acceptable.

STFC's Public Engagement: Attitudes, Culture and Ethos report¹ explored the attitudes of STFC's research community towards engagement, and explores some of the complexities of defining public engagement terms. Like STFC, NERC "considers that a healthy 'engagement landscape' in the UK would encompass a whole variety of different activities and approaches."

Public Engagement: We aim to support a diverse ecosystem of engagement, which realises a range of benefits for research and for society. We will continue to use the National Co-ordinating Centre for Public Engagement's broad definition of public engagement with research (based on consultation across the higher education sector):

"Public engagement describes the myriad of ways in which the activity and benefits of higher education and research can be shared with the public. Engagement is by definition a two-way process, involving interaction and listening, with the goal of generating mutual benefit."²

Collaborative research: Where academics and members of the public work together on research projects, to create knowledge collaboratively. This could be co-production (where you engage people throughout the process, from setting the research questions to sharing the results) or collaborative engagement, where you involve people in certain parts of the research programme e.g. citizen science.³

Citizen science: The participation of non-professional volunteers in professional science projects.⁴ This is a broad definition and it is important to highlight that "Citizen science is a rapidly growing field with expanding legitimacy. Often seen as a cluster of activities under a larger umbrella of concepts, including 'open science' and 'open innovation', citizen science expands public participation in science and supports alternative models of knowledge production."⁵

Engaged research: engaged research encompasses the different ways that researchers meaningfully interact with various stakeholders over any or all stages of a research process, from issue formulation, the production or co-creation of new knowledge, to knowledge evaluation and dissemination.⁶

Impact:

- UKRI defines impact⁷ in the following ways:
 - "Academic impact: the demonstrable contribution that excellent research makes to academic advances, across and within disciplines, including significant advances in understanding, methods, theory and application. "
 - "Economic and societal impacts: The demonstrable contribution that excellent research makes to society and the economy. Economic and societal impacts embrace all the extremely diverse ways in which research-related knowledge and skills benefit individuals, organisations and nations"
 - "A clearly thought through and acceptable Pathways to Impact is an essential component of a research proposal and a condition of funding. Grants will not be

¹ STFC: <https://stfc.ukri.org/public-engagement/strategy-and-evaluation/evaluation-and-our-evidence-base/>

² NCCPE: <https://www.publicengagement.ac.uk/about-engagement/what-public-engagement>

³ NCCPE: <https://www.publicengagement.ac.uk/do-engagement/quality-engagement/purpose>

⁴ Dickinson et al. 2010, accessible via <http://www.ukerf.org.uk/resources/citizen-science-resources/MotivationsforCSREPORTFINALMay2016.pdf>

⁵ <http://discovery.ucl.ac.uk/10058422/1/Citizen-Science.pdf>

⁶ Holliman, 2012

⁷ Pathways to Impact: <https://www.ukri.org/innovation/excellence-with-impact/pathways-to-impact/>

allowed to start until a clearly thought through and acceptable Pathways to Impact statement is received.”

- In the context of the *Research Excellence Framework*, impact is “an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia”⁸.

Knowledge exchange conveys how knowledge and ideas move between the knowledge source and the potential users of that knowledge...The key common element is that information and expertise is exchanged with businesses, society and/or the economy.⁹

KEF: “The Knowledge Exchange Framework (KEF) is intended to increase efficiency and effectiveness in use of public funding for knowledge exchange, to further a culture of continuous improvement in universities by providing a package of support to keep English university knowledge exchange operating at a world class standard.”¹⁰

Outreach: “Outreach usually refers to programmes intended to convey science to the public with the purpose of increasing levels of scientific literacy. In this context, ‘the public’ are often school students”.¹¹

Public: is anyone beyond academia. It is essential to consider specifically who the ‘audience’ or ‘participant’ of engagement is (which ‘publics’), and it can be useful to consider the many types of organisations and intermediaries that this includes¹².

Public dialogue: brings together members of the public, policy makers, scientists and other expert stakeholders to deliberate, reflect, and come to conclusions on national public policy issues.¹³

Public involvement: in research, this is defined as research that is done with or by the public and not to, about or for them¹⁴

Responsible research and innovation: is an approach that anticipates and assesses potential implications and societal expectations with regard to research and innovation, with the aim to foster the design of inclusive and sustainable research and innovation.”¹⁵

REF: The Research Excellence Framework (REF) “is the system for assessing the quality of research in UK higher education institutions.”¹⁶

Science communication: (SciCom) may be defined as the use of appropriate skills, media, activities, and dialogue to produce [a] personal responses to science [such as] awareness, enjoyment, interest, opinion, understanding”¹⁷

TEF: “The Teaching Excellence and Student Outcomes Framework (TEF) is a national exercise, introduced by the government in England. It assesses excellence in teaching at universities and colleges, and how well they ensure excellent outcomes for their students in terms of graduate-level employment or further study.”¹⁸

⁸ Research England: <https://re.ukri.org/research/ref-impact/>

⁹ Vitae: <https://www.vitae.ac.uk/doing-research/leadership-development-for-principal-investigators-pis/intellectual-leadership/demonstrating-research-impact/knowledge-exchange>

¹⁰ Research England: <https://re.ukri.org/knowledge-exchange/knowledge-exchange-framework/>

¹¹ Holliman, 2012

¹² NCCPE: <https://www.publicengagement.ac.uk/about-engagement/who-are-public>

¹³ Sciencewise 2013

¹⁴ Involve: www.invo.org.uk

¹⁵ European Commission: <https://ec.europa.eu/programmes/horizon2020/en/h2020-section/responsible-research-innovation>

¹⁶ Research England: <https://www.ref.ac.uk/>

¹⁷ Doran, Heather, Communication and Engagement Jargon:

https://discovery.dundee.ac.uk/ws/portalfiles/portal/33896435/Public_Engagement_and_Communication_Jargon_Explained.pdf

¹⁸ Office for Students: <https://www.officeforstudents.org.uk/advice-and-guidance/teaching/what-is-the-tef/>