Document B: Completing the metrics spreadsheet

A guide for STFC public engagement grant holders when completing the STFC public engagement metrics spreadsheet

**STFC Public Engagement Programme
Version 3.0, November 2022**

www.ukri.org/councils/stfc/

Table of Contents

Introduction

Effectively and appropriately evaluating public engagement is important to STFC. In publishing the STFC public engagement evaluation framework, we aimed to not only make our own approach transparent, but to aid our community in undertaking their own engagement activities.

Our evaluation framework lays out a clear series of measures by which we measure, review, and reflect on the effectiveness of the STFC public engagement programme. Within this programme, our range of public engagement grant schemes allow the STFC community to undertake high quality engagement across the UK: grant holders extend the reach of STFC science and technology to new audiences remote from our own STFC laboratories and campuses.

Our evaluation framework was explicitly designed to allow STFC to evaluate our engagement *programme*, not simply our individual activities. Our grant schemes are part of this programme, and so we have worked with grant holders to create a more detailed, and specific, approach to recording and reporting data on work undertaken via STFC's public engagement grants.

Our grant holders report their data via Researchfish. This guidance document is designed to help that process. We hope that this will help applicants better understand our expectations for the evaluation of public engagement and help our grant holders to record and report their work over the lifetime of their award, and beyond.

The STFC Public Engagement Team

Monitoring and reporting on STFC public engagement grants

All STFC public engagement grant holders must submit their data into the **Researchfish** data collection system. Data can be entered over the course of the year, though many users choose to complete the process annually, during the 'submission window' in February and March.

While all grant holders complete the questions relevant to engagement in the 'common outcomes' question set, STFC public engagement grant holders have an additional, bespoke set of mandatory questions. These are labelled, 'Engagement Activities (STFC)'.

If you filled in Researchfish before 2018, you may notice that it looks a little different now. We have upgraded Researchfish, and it contains some new sections that provide us with more information about your public engagement grant project, and how its impacts align with STFC's public engagement evaluation framework.

We are confident that it will give us considerably more insightful data about the programme, and a more structured way for you to report your findings. Guidance for completing these new questions in Researchfish is covered in Document A: Completing the Researchfish questions.

To help you with answering some of the questions, we are also providing our engagement grant holders with a **Metrics Spreadsheet**.

This will help you to capture data as the project progresses and will help you to sum data to enter into Researchfish. It also has some additional information that Researchfish does not ask for. This includes, for example, the post codes of any schools you have worked with during your project. This information allows us to look at the data from multiple award holders and see what the total reach is for our grant programmes. Please include as many details as you can on the metrics spreadsheet, even if they do not appear to be asked for on Researchfish. Guidance for completing the metrics spreadsheet is covered in this document.

We would like you to submit the metrics spreadsheet via email to stfcpublicengagement@stfc.ac.uk by the Researchfish submission deadline each year.

We recommend that you update your engagement data as you are going along, to make it easier for you to collate your data at the end of the project, and during the annual Researchfish submission window.

This document contain some sections of text presented in red. These paragraphs have been included to provide additional guidance to you when you are completing your data entry.

Completing the Metrics Spreadsheet

The metrics spreadsheet has a number of worksheets within it. This guidance will go through them one by one. Not all of them may be relevant for you, but please read the guidance in full to help you understand what to complete.

Worksheet 1: Grant details

Please include the details of your grant, as entered on the Je-S form. If you have been able to publish any papers linked to your STFC-funded PE (public engagement) activity, please also add the details on this worksheet.

Worksheet 2: Live event reach

This is for keeping track of details of live face to face or online events. Definitions are in the evaluation framework.

Resources: If your project is mainly about producing resources or creative pieces then the first worksheet 'Live event reach' may not be relevant. However, if there are occasions when people are invited to see or engage in your resource then please do add as much information as you can to this worksheet.

Some fields are marked as required. This means that you should aim to provide this information for every event you do.

Overview data

This is summary data about your event.
- Location of event (postcode or online)
  This is for live face to face or online events. For on demand videos or content please include the number of views/downloads in the 'Resources' tab.
- Event Name
- Start date
- End date (this is usually the same as the start date)
- Duration of event (hours and minutes)
- Average dwell time (hours and minutes)
  'Dwell time' is how long were they actually engaged in the activity. This should not include time spent at registration or lunch breaks, for example. It should be recorded in hours and minutes (hh:mm). For an exhibition it would be an average time that people spent at your particular stand, not at the event as a whole.
- How many events is this?
  How many events: This would usually be '1' and just allows a simple addition. Occasionally you may wish to group a few events together and sum the total attendees, in which case please be sure to change this number to reflect that.

Reach
- Total number of attendees
- Was this a public event?
  - Number of children aged 8-14? *(can be an estimate)*

> ➢ Percentage of all attendees that identify as female *(can be an estimate)*
- o Was this a training or CPD event?
  - ➢ How many groups/schools attended? *(add details of schools or groups to relevant tab)*
  - ➢ Total number of people completing the training
- o Was this a school event?
  - ➢ Number of schools attending *(add details of schools to 'Schools' tab)*
  - ➢ Number of accompanying adults *(this may be the number of teachers, but include other accompanying adults such as parents)*
  - ➢ Number of students
  - ➢ Percentage of students who identified as girls *(can be an estimate)*
  - ➢ Number of students from each age range:
    - upper primary *(key stage 2/second level, years 3-6 in England and Wales, years 4-7 in NI, P5-P7 in Scotland)*
    - lower secondary *(key stage 3/third & fourth level, years 7-9 in England and Wales, years 8-10 in NI, S1-S3 in Scotland)*
    - upper secondary *(key stage 4/senior phase, years 10 & 11 in England and Wales, years 11 & 12 in NI, S4-S6 in Scotland)*

Worksheet 3: Participant outcomes

These questions relate to the Generic Learning Outcomes (GLOs) from STFC's public engagement evaluation framework. Completing this worksheet will help you to collect data on these for a sample of your events so you can report your impacts on Researchfish.

If you are a project involved in the Wonder Initiative (https://stfc.ukri.org/public-engagement/wonder/), then this worksheet is not mandatory. Please report your outcomes in the 'Wonder toolkit' tab and leave the 'Participant outcomes' tab blank.

Some fields are marked as required. This means that you should aim to provide this information for every event you do as we need to report on these particular GLOs across all of the programme. Other fields are marked as 'optional'. It is recommended that you complete these fields for a reasonable sample of your events, but not all. For Spark awards and Reaction awards, you should select the fields that best represent the desired outcomes of your project. For awards where you are working with an STFC mentor, your mentor can help you if you wish to tweak the GLOs for your own project.

The recommended way to ask these questions is with a rating or 'Likert' scale. You should record the number of people who answered the top of a three-level Likert scale, or the top two options of a five-level Likert scale. For example:

The science and technology I found out about is something I would encourage young people I know to do as a career (please circle):

Disagree strongly   Disagree   Neither agree nor disagree   Agree   Agree strongly

Include all 'agree' or 'agree strongly' responses for this question in the spreadsheet.

OR

Please rate this event out of 5

1.

2.

3.

4.

5.

Include all '4' and all '5' responses for this question in the spreadsheet.
OR

Will you tell others about what you have heard and seen today?

Yes definitely

Maybe

No

Include all 'Yes' for this question, but not 'Maybe' or 'No'.

Process

If this was evaluated, what was the sample size? (i.e., how many people completed the evaluation?)
Please include this number as it allows us to see the total numbers as a percentage of those who filled in the evaluation, rather than a percentage of the total attendees, which is not always an accurate picture.

Qualitative data

Please capture any quotes or comments here, along with a non-identifying description of who said them (e.g., Teacher, Farm Dale primary school; or 'Mrs J, age 65'; or 'Amelia, age 5')

Worksheet 4: Wonder toolkit

If you are a project involved in the Wonder Initiative (https://stfc.ukri.org/public-engagement/wonder/), then this worksheet should be used to report the data gathered using the Wonder evaluation toolkit. Please report your outcomes in this tab instead of the 'Participant outcomes' tab. If your project is not involved in Wonder, then please leave this worksheet blank.

Overview data

This is summary data about each event.
o Location of event (postcode or online) *(same information that is entered in the 'Live event reach' tab)*
o Event Name *(same information that entered in the 'Live event reach' tab)*

Context

These questions help to establish your starting point – the personal characteristics of your Wonder audience and their pre-existing relationship to science. If you can, it's best to collect this data in advance.

o Number of 8–14-year-olds
o Percentage of 8-14 audience from Wonder demographic *(if exact proportion is unknown, please estimate. The Wonder toolkit provides information on links how to identify Wonder participants.)*
o Is your percentage an estimate? *(enter 'y' for yes or leave blank for no)*
o 'Someone in my family is really into science or works in science' *(Enter the number of responses for each answer)*

Reaction
These questions aim to capture the immediate reactions following engagement with a Wonder event.
o I felt able to join in and ask questions *(Enter the number of responses for each answer)*
o I want to find out more about science *(Enter the number of responses for each answer)*

Reflection
These questions try to capture more substantial change, which takes time to emerge.

If you evaluated your event once at the end, enter your data in Option One:
o Do you feel more or less interested in studying science or working in science after [event]? *(Enter the number of responses for each answer)*
o *Do you feel more or less certain that science will have a positive impact on our future after [event]? (Enter the number of responses for each answer)*

If you evaluated your event multiple times, before and after an event, enter your data in Option Two:
o I would like to study science or work in science *(Enter the number of responses for each answer)*
o I feel science will have a positive impact on our future *(Enter the number of responses for each answer)*

Worksheet 5: Resources
We are keen to know how widely new resources are distributed. Please use this worksheet to record when you have distributed resources, either at events, via post/contacts or online. In particular, we are trying to calculate how many hard copy resources reach schools. If you have targeted particular schools for receipt of resources, then please add those schools to the list of schools on the 'Schools' worksheet.

Worksheet 6: Schools
This sheet is where you should write the names and the postcodes of any schools that attended your events, or who were targeted for receiving resources, for us to carry out postcode analysis.

Please do not duplicate schools, each school should only appear once on this sheet.

If your project involved running training or Continued Professional Development for schools, other education establishments or community or other groups, then please list the organisations of the attendees here. If they were from a number of different organisations, please list them all. You will need to remember to ask them to give you the name and postcode, perhaps on a register. If the training was for a group of people from one organisation, please include how many people were trained from that organisation when listing it here.

IMPORTANT: For data protection purposes please do not include information on home educated families if it would indicate their full name and address. We suggest 'home educator' and a postcode in these situations.

Worksheet 7: Partners and groups

This sheet is where you should list any organisations or groups that you partnered with. This may have been a formal partnership or simply someone you had discussions with to prepare an activity. They may be national, regional, or local and include other providers, networks, and venues. Please provide a postcode for the organisation and a short description of the nature of the partnership or collaboration.

Worksheet 8: STFC staff

To help us to understand where STFC-funded staff and researchers have contributed to the project, please list all STFC scientists, engineers, researchers or students who contributed to the development or delivery of public engagement activities and resources. This includes anyone who works in a department that received STFC funding, or a facility user on an STFC facility. Please do not list individuals more than once. Undergraduate students should not be counted here. There is a drop-down list of the role that they played. If 'other' please write a short description of the nature of their involvement.

You do not need to include their name and can group a number of people together if this is simpler. For example, 6 Post Docs from the same department could be in a single row – but please include how many of them you are talking about in the 'how many' column.

Worksheet 9: Capacity building

If you have been awarded an STFC Public Engagement Leadership Fellowship, a significant proportion of your work should be devoted to leadership/capacity building activity and filling in this tab is mandatory. Other grants may also include capacity building activity and we encourage you to fill in this tab with relevant data even though it is optional.

We have included some examples of leadership and capacity building activities, but appreciate they can be varied and take many forms. Please include details of individuals or groups involved and a brief description of the activity. If your capacity building has led to the development of another project, activity, or event, please give an estimate of the audience reached if possible. Please also provide any other information you feel is relevant to reporting the activity such as web links, longer term outcomes or audience details.

At the end of a calendar year, we suggest you do a totals row. Be careful not to include the original examples that were at the top! This will help you when you are doing your Researchfish submission the following February.