

February 2023

*Creating Resilient and  
Trusted Data Systems*  
*Appendix to the report*

A public dialogue on effective data environments  
for emergency and non-emergency situations

Conducted on behalf of the Royal Society



## Appendix 1:

# Sample of a participants' workbook

Thank you very much for agreeing to take part in this public dialogue commissioned by the Royal Society and organised by Hopkins Van Mil.

This workbook will help you to prepare for, join and take part in the online workshops and reflection tasks. Please read through Part One of this pack before you join the first workshop. If you have any questions, please contact us at Hopkins Van Mil [admin@hopkinsvanmil.co.uk](mailto:admin@hopkinsvanmil.co.uk)



**The Royal Society** is a Fellowship of many of the world's most eminent scientists and is the oldest scientific academy in continuous existence. One of the Society's important roles is to run an exciting programme for members of the public to engage with cutting-edge science and meet outstanding scientists. The Royal Society's public events programme and Summer Science Exhibition give people a chance to learn about major discoveries and discuss the implications for our world. The Royal Society runs the Insight Investment Science Book Prize which celebrates the best in popular science writing, and the Royal Society Young People's Book Prize which celebrates the best books that communicate science to young people.

The Royal Society has a [programme of policy advice](#) which provides independent, timely and authoritative scientific advice to UK, European and international decision makers. The policy team work on a [range of topics](#) and regularly publish [reports, statements and consultation responses](#): [royalsociety.org](http://royalsociety.org)

**Hopkins Van Mil** is a small specialist social research agency which facilitates engagement and research projects. The team creates safe and trusted spaces for productive and engaging discussions on the important issues that matter to us all.

[www.hopkinsvanmil.co.uk](http://www.hopkinsvanmil.co.uk)

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<i>Workshop preparation checklist</i>	✓
Read through this guide	
Test out Zoom	
Find a suitable space where you can join the online workshop	
Register on the online space for Resilient Data Systems when you receive the invitation	
Join the tech try out session at 4pm on Tuesday 18th January if you have never used Zoom before, you want to refresh your knowledge of using zoom or if you have any questions about the homework space	
Have your smartphone charged and with you to take part in online polling	
Have this workbook and a pen handy and ready to take notes during the workshops	

# Part One

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Practical details

## When are the workshops & reflection tasks?



## What are the workshops for?

The purpose of the public dialogue is to understand what you, and others who attend the workshops, think about developing systems for using data which are:

- Resilient
- Effective
- Trusted and
- Work in emergency and non-emergency situations.

Don't worry if this doesn't quite make sense yet, we'll be explaining our discussion topics at the workshops. You can also head to the Jargon Buster on page 14 to find out more.

## Who will be involved in the workshops?

There will be 21 people taking part in the workshop you are attending. You will be working with other people from across the UK. We are also running location specific workshops in and around:

- Leeds
- Cardiff
- Glasgow
- Belfast

People have been recruited, as you were, to provide a range of ages and backgrounds to bring different perspectives to our discussions. Because of this, **the invitation to join the workshops is specific to you. Please do not share it with anyone else.**

A team from Hopkins Van Mil will run the workshop, they are Henrietta, Suzannah, Dawn and Leila. Their job is to make sure that everyone is listened to and can share their thoughts. Leila will be supporting to help you with getting and staying online.



Some people will be observing the workshop from the Royal Society and from organisations who have information that they can share with all of us to help us understand the subject. They won't be taking part in the discussions but will answer questions we might have and are very interested in what you have to say.

## What will I be doing at the workshops?

At the workshops, we would like you to:



*Listen to what others have to say*



*Learn about how data is used in emergency and non-emergency situations*



*Share your views and opinions with your fellow participants*

Your discussions will take place in small groups of 7-8 participants with a facilitator who will support you through your discussions and make sure you have a chance to have your say. Everyone at the workshop will have different views and ideas, and they are all valid and important. Everyone will be encouraged to share their views, but also to listen to each other.

We will also ask you questions from time to time using this polling tool [www.menti.com](http://www.menti.com). We will ask you to use your smartphone to access the Menti website or app, so please have your phone charged and close to hand. If you don't have a smartphone, you can also use a browser on your computer or tablet.



In part two of this workbook, you will find some materials to help with discussions and space for your own notes during the workshops.

## What will I be doing in between the workshops?

We have set up an online space that only you, your fellow participants, and the commissioning partners/HVM project team will have access to. Between workshops you will be asked to:

- Look and comment on materials, such as videos and presentations
- Review summaries of feedback from the workshops
- Ask questions about the materials you've seen and the information you've heard.

We will email you an invitation to join the online space <https://hopkinsvanmil.recollective.com/data-systems> hosted by Recollective, on Friday 14th January. If you can't see the email, please check your spam folder. If for any reason you can't access the homework space please contact Grace at [grace@hopkinsvanmil.co.uk](mailto:grace@hopkinsvanmil.co.uk)

You will be briefed on your tasks at the end of each workshop. They should take no more than 20 minutes.

## How do I join the workshop?

You will be emailed the link to the Zoom workshop before the first workshop on Tuesday 18th January. Please do not share this with anyone else. You will be emailed a new Zoom link for each workshop.



We will be using the Zoom platform. This is a web-based platform and is free to join. Please download the app. You can also join via your browser to connect to the Zoom website, but this has more limited functions than the app (e.g. you won't be able to choose how you see other workshop participants).

## Joining from a computer

To join a Zoom meeting click the link or go to [zoom.com/join](https://zoom.com/join) and Enter the Meeting ID and click 'Join'.

Some people prefer to download and use the Zoom app. This process is easy to complete on most browsers. When you click the meeting link, you will be prompted to download the file (Google Chrome should automatically download the file). Click on the Zoom\_launcher.exe file to launch Zoom. In Google Chrome this should appear in a bar at the bottom of the screen, in other browsers you may need to click on your Downloads.

You will be prompted to enter a display name - this is the name other people will see during the workshop. Your first name is fine.

## Joining from a tablet (e.g. iPad)

If you are joining from a tablet, click the link provided or go to [zoom.com/join](https://zoom.com/join) and Enter the Meeting ID and click 'Join'. Or if you prefer, you can download the Zoom Cloud Meetings app from the App/Play Store after you click the meeting link.

There are some useful video tutorials on the Zoom website [www.zoom.us](https://www.zoom.us)

If you need technical support (for example if you are struggling to connect or use Zoom) Leila from Hopkins Van Mil will call you on the number you gave to the recruiters. If we lose you, we'll call you to get you back into the Zoom again.

If you accidentally leave the workshop, use the link to return to the main Zoom room.

If your internet connection becomes unstable, try turning your video off and making sure you have no other windows open on your device.

<i>Tips to help us work well together in the online discussions:</i>	✓
Keep yourself on mute unless speaking	
Use the chat as a backup – we'd love to hear your voice	
Keep your video on	
Raise your hand to get our attention	
Leila will call you if we lose connection with you	
Don't use the 'print screen' function - we'll share materials	
We will record this session to help with reporting	
Have your smartphone ready to use menti.com and to receive text messages which we may send you during the workshop	
Respect each other's views and experiences and listen to what everyone has to say	
There are no 'silly' comments or questions	
The team is here to help, the chat is often the best way to raise something with us	
Questions can be put in the chat during discussions and on the online space in between workshops	
We may have to move conversations on to keep to time	
Don't Zoom and drive!	
We're all zooming in from our own homes – try and stay focused	

## How we protect your personal information

Hopkins Van Mil and Roots Research will collect information from you so that you can take part in this research. We will process this data for research purposes. The published report will be shared with research participants. This programme falls under the category of a public task, which means that we have a lawful basis to carry out this research because it is in the public interest.

Hopkins Van Mil is registered with the Information Commissioner's Office reference Z2969274. As such we will protect your personal information in the following ways:

- We will only collect and hold the minimum amount of data we need;
- We will use anonymous data wherever possible;
- We will not process your data in ways likely to cause any harm;
- We will store all personal information securely, in encrypted files on secure servers; and
- HVM have internal processes to review our policies and ensure they are fit for purpose.

## Sharing information with others

**We will not personally identify anyone** in the reports that we write. All sensitive files will be encrypted with a password during the process of recruiting you to the research and you taking part in the research. The quotations we use will be anonymised with no reference to research participants' names nor where they live.

We may also send workshop recordings to a transcription company to be typed up: we have assessed this company to ensure they have the adequate security procedures for holding and deleting the data, and we will send the recordings to them securely. When we send the recordings, they will not contain any information other than the recording itself that could identify you personally (such as your name or project name).

We will not share what you tell us with anyone else in a way that could identify you personally. Nor will we share the transcripts/ audio recordings of our discussions with anyone other than the immediate team of [Hopkins Van Mil](#) and The Royal Society for the purposes of writing the report. We will not share any of the transcripts or data from our discussions with the commissioning government department, community organisations, support organisations, councils, services providers or similar.

The final report from the project will be shared with you once it is published.

Your responses to this research will be stored securely by Hopkins Van Mil. All personal data will be securely destroyed by 01/04/2023 after the programme has finished.

## Your data protection rights

The rights you have are set out in data protection legislation, which is designed to protect and support the personal data rights for everyone in the UK. Your rights include the right:

- To be informed about who is collecting and processing your data: we set this out above;
- Of access: to understand what information about you is being used and how;
- To ask for your personal data to be erased;
- To request that we suspend the processing of your personal data, for example, if you want us to establish whether it is accurate, or the reason for processing it;
- To object to our processing of your personal data.

In addition, you have the right to withdraw from this research at any point in the process, including after having taken part.

There are other rights not listed here and exemptions may apply. For more details see here: <https://ico.org.uk/for-organisations/data-protection-reform/overview-of-the-gdpr/individuals-rights/> or contact our Data Protection Officer (see below).

If there are any problems with our handling of your data, we will notify you and the organisation that is responsible for regulating this where we are legally required to do so. We will not move or share information about you outside the EU and it will be held securely at all times.

## Your right to complain

If you are unhappy about how your personal data has been used or would like to withdraw from the research at a later date, please contact Hopkins Van Mil via email: [info@hopkinsvanmil.co.uk](mailto:info@hopkinsvanmil.co.uk). You can also contact the Information Commissioner's Officer via their website at [www.ico.org.uk/concerns](http://www.ico.org.uk/concerns) or at: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF.

## How will I receive my thank you payment?

You will be paid £250 for taking part in the workshops and completing the between workshop reflection tasks. £50 will be transferred to you after the second workshop on 20th January. The final payment of £200 will be made within two weeks after the last workshop on 9th February.

If this is more convenient to you as a voucher than a cash payment, please let the recruitment team know. You will need to take part in all workshops and tasks to receive payment.

The recruiters are collecting your bank details – we will use those to pay you unless you request voucher payment or a PayPal transfer.

The reference will be Data.

**Thank you** for agreeing to take part in this research and for reading through this guide! We hope you found it helpful. We are looking forward to seeing you on Tuesday 18th January at 5.45pm for the first workshop.

The following pages in this guide give you the information you'll need when you attend the workshops – including spaces to take notes.

# Part Two

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Workshop details

# Jargon Buster

Here are some words and phrases that may come up in our discussions with a brief explanation of what they mean:

## **Care record / medical record / patient record:**

Care records are personal records which identify an individual (whether living or dead) and which can be held electronically, in a paper file or a combination of both. They include data relating to patients' physical or mental health; social care needs and service; any counselling or assistance given by professional or voluntary organisations

**Confidentiality:** Ensuring that information is only made available or disclosed to authorised individuals, or organisations.

**Controller:** A term used to describe an individual or organisation who determines the purposes for which, and the ways in which, any personally identifiable data is or will be processed. It is the responsibility of the Controller to ensure that any processing of personally identifiable data is lawful.

## **Data / patient data / patient health information:**

Data that is collected about a patient whenever they go to a doctor or receive social care. It may include details about the individual's physical or mental health, such as height, weight, allergies, social care needs and services received. It may also include next of kin information. This is recorded and stored in a care record.

**Data Protection Act (2018)<sup>1</sup>:** Data protection legislation for the UK which governs the handling and protection of personally identifiable data relating to living people. It includes specific rights for individuals, such as rights to know and correct what data is held. It supersedes the Data Protection Act (1998) and stipulates additional legal obligations under the European Union's GDPR.

**Data Protection Officer:** An independent officer responsible for advising an organisation on how to ensure they comply with the Data Protection Act 2018 and meeting the individual's rights.

**Data security:** Protecting data and information systems from unauthorised access, use, disclosure, disruption, modification or destruction.

## **Data Use / Sharing Contracts and Agreements:**

a group of documents that sets out the common set of rules to be adopted by the various organisations involved in using health data. They establish the rules that will apply to the processing of any data by partner organisations.

**Depersonalised data:** Also called anonymised or pseudonymised - this is information that does not identify an individual, because identifiers or identifiable data have been scrambled or removed from the non-identifiable information about the person it relates to.

**Duty of Confidentiality:** A duty of confidentiality (or confidence) arises when one person discloses information to another (e.g. patient to clinician) in circumstances where it is reasonable to expect that the information will be held in confidence.

**Explicit consent:** a freely given, specific, informed and unambiguous indication of the individual's wishes e.g. regarding data use. There must be some form of clear affirmative action – or in other words, a positive opt-in. Explicit consent cannot be inferred from silence, pre-ticked boxes or inactivity.

## **General Data Protection Regulation (GDPR)<sup>2</sup>:**

The General Data Protection Regulation 2016/679 is a regulation in EU law on data protection and privacy for all individuals within the European Union and the European Economic Area. It also addresses the export of personal data outside the EU and EEA areas and all personal data processed by organisations established in the EU.

**Identifier:** An item of data, which by itself or in combination with other data, enables an individual to be identified.

**Linkage:** The merging of information or data from two or more sources, with the object of combining facts concerning an individual or an event, which are not available in any separate record.

## **Personally identifiable / confidential patient data:**

This term describes personal information about identified or identifiable individuals, which should be kept private or secret. It includes the definition of personal data in the Data Protection Act, but also includes data relating to people who have died and information given in confidence under the Duty of Confidentiality.

**Personal data:** According to the Data Protection Act, this is data that relates to a living individual who can be identified from this data, or from a combination of this data and other data which is in the possession of, or is likely to come into the possession of, the controller.

**Pseudonymisation:** A procedure by which personalised data, such as name and address within a data set are replaced by one or more artificial identifiers, or pseudonyms.

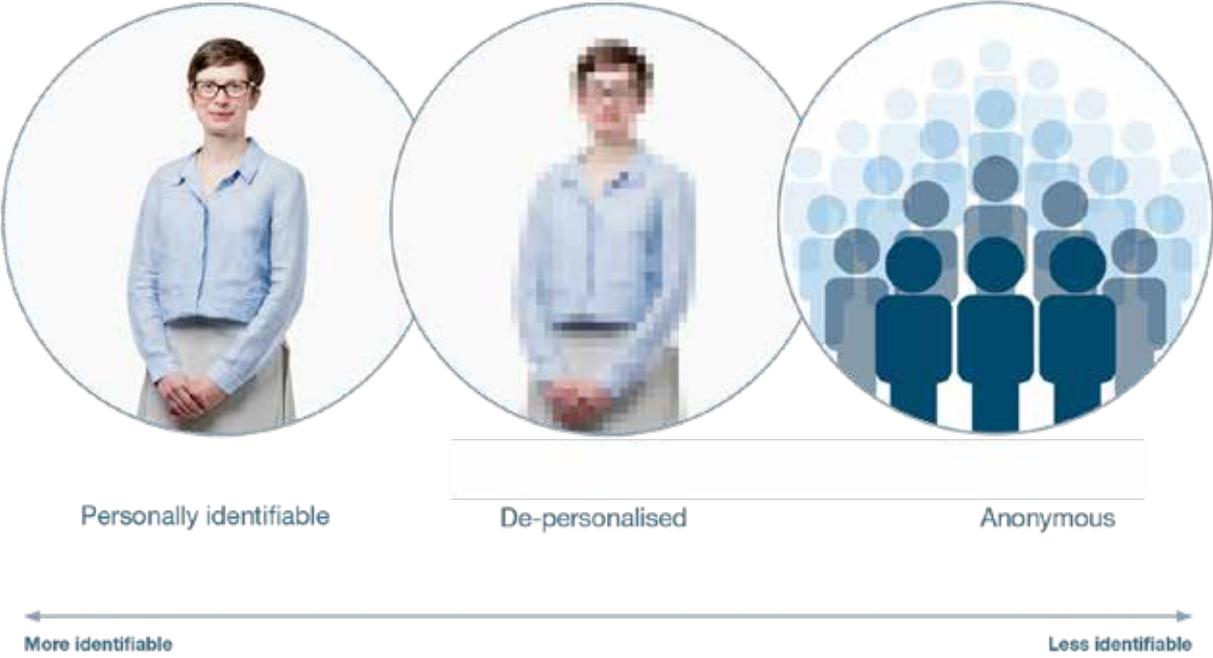
**Routine data:** Patient health information and NHS operational information collected as part of the everyday running of the NHS. Routine data is used by NHS organisations to understand the health needs of local and national populations, to monitor and manage services, and for research.

**Social care data:** information collected about people who use social care services. We are focusing on the information collected by adults who are using public sector social care services in our dialogue discussions.

<sup>1</sup> <http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>

<sup>2</sup> <https://gdpr-info.eu/>

# Spectrum of identifiability





<i>Workshop 1 Programme - Tues 18th Jan</i>	
5:45	Log in to Zoom to check your tech and settle into the space
6:00	Welcome and introductions from the Royal Society and Hopkins Van Mil
6:20	A quick vote using menti.com
6:30	Small group discussion: A day in the life of my data
6:55	Small group discussion thinking about emergency situations
7:05	Presentation: Ed Humpherson, Director General at the UK Statistics Authority
7:20	Small groups decide on questions they would like to ask at this point
7:35	Break – please stay on the zoom just turn your mic and camera off
7:50	Questions and answers in the main zoom room
8:10	“Where’s the data?” Scenarios
8:20	Small group discussion of scenarios
8:50	Reflections on this evening’s discussion
8:55	Wrap up, next steps and preparation for our next session on Thurs 20th Jan
9:00	Workshop ends

Workshop 1: Images for our first discussion

*Group 1*



*Group 2*



*Group 3*



# What is an emergency?

**The Civil Contingencies Act 2004<sup>3</sup> defines the meaning of an emergency as:**

- a. An event or situation which threatens serious damage to human welfare in a place in the United Kingdom,
- b. An event or situation which threatens serious damage to the environment of a place in the United Kingdom, or
- c. War, or terrorism, which threatens serious damage to the security of the United Kingdom.

We are focusing on (a) and (b) in this public dialogue.

Thinking about (a):

For the purposes of subsection (a) an event or situation threatens damage to human welfare only if it involves, causes or may cause—

- (a) loss of human life,
- (b) human illness or injury,
- (c) homelessness,
- (d) damage to property,
- (e) disruption of a supply of money, food, water, energy or fuel,
- (f) disruption of a system of communication,
- (g) disruption of facilities for transport, or
- (h) disruption of services relating to health.

Thinking about (b) an event or situation threatens damage to the environment only if it involves, causes or may cause—

- (a) contamination of land, water or air with biological, chemical or radio-active matter, or
- (b) disruption or destruction of plant life or animal life.

<sup>3</sup> <https://www.legislation.gov.uk/ukpga/2004/36/section/1>



## Workshop 1: Data packs

Use this information to help you in discussions about the Covid-19 emergency and data use.

### Where's the data



Routine health and care data with Covid-19 data

## What is data protection?

Data protection is the fair and proper use of information about people. It's part of the fundamental right to privacy – but on a more practical level, it's really about building trust between people and organisations. It's about treating people fairly and openly, recognising their right to have control over their own identity and their interactions with others, and striking a balance with the wider interests of society.

It's also about removing unnecessary barriers to trade and co-operation. It exists in part because of international treaties for common standards that enable the free flow of data across borders. The UK has been actively involved in developing these standards.

Data protection is essential to innovation. Good practice in data protection is vital to ensure public trust in, engagement with and support for innovative uses of data in both the public and private sectors.

The UK data protection regime is set out in the DPA 2018 and the UK GDPR.



The Information Commissioner's Office (ICO) regulates data protection in the UK. They offer advice and guidance, promote good practice, monitor breach reports, conduct audits and advisory visits, consider complaints, monitor compliance and take enforcement action where appropriate.

### Sources of information about Covid-19

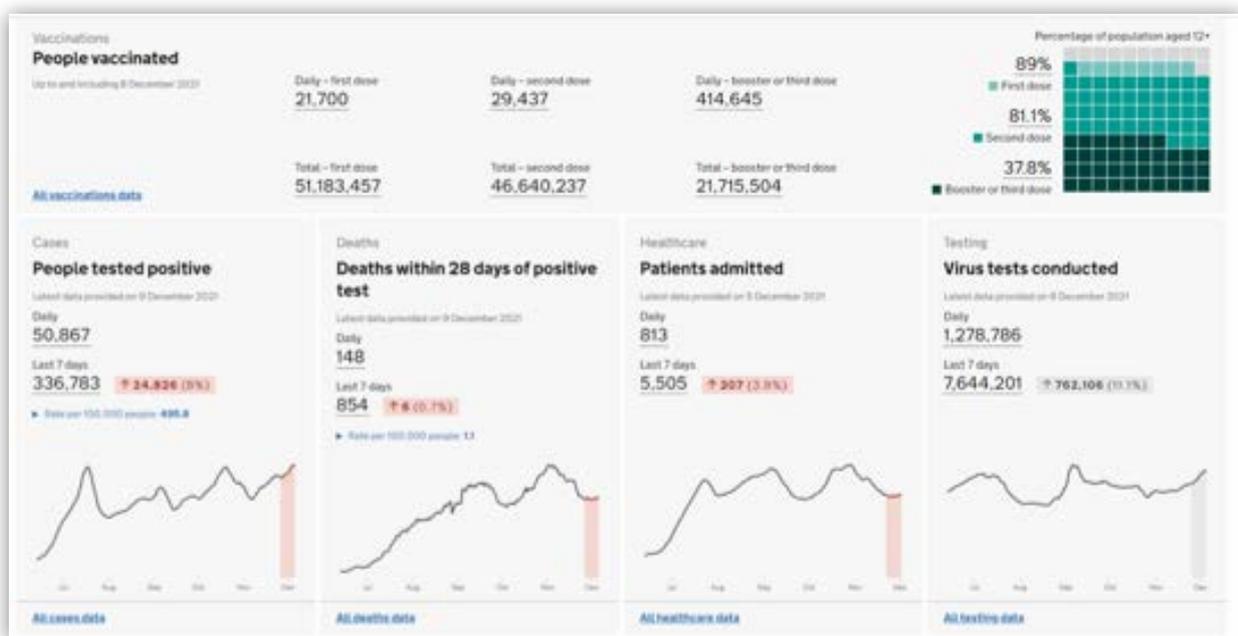
A range of systems and organisations are currently gathering data to help to prevent the spread of the virus. There are too many to list here but such data include:

The government Covid dashboard provides live information on the situation in the UK

<https://coronavirus.data.gov.uk/>

This Global Covid visualiser allows you to click on a country to see live Covid-19 statistics

<https://www.covidvisualizer.com/>



Office for National Statistics<sup>4</sup> surveys and data collation for example:

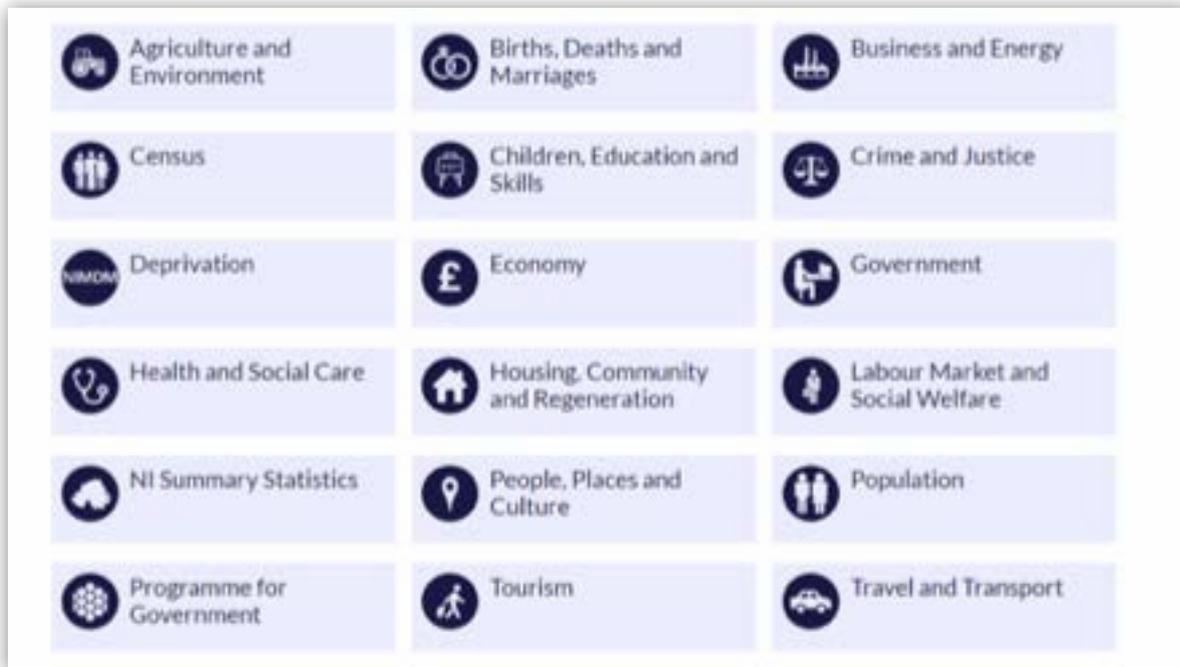
- Coronavirus infection surveys for England, Wales and Scotland
- Antibody and vaccination data by UK country and regions in England from the Coronavirus (COVID-19) Infection Survey – a collaboration between the ONS University of Oxford, University of Manchester, UK Health Security Agency and Wellcome Trust
- Deaths registered in England and Wales
- Deaths in care homes

<sup>4</sup> <https://ons.gov.uk>

Northern Ireland Statistics and Research Agency<sup>5</sup> data for example:

- Coronavirus Opinion Survey

Statistics collected on any of the areas below could inform the way in which Covid-19 is managed in the UK



Data from health agencies is also vital for the example from the NHS App, NHS Test & Trace (England), Test & Protect (Scotland), Test, Trace, Protect (Wales), StopCovidNI (Northern Ireland).

You can also use the newly launched NHS Tracker<sup>6</sup> to see how the NHS is coping this winter in your area of the country.

## What are COPI notices?

The [Health Service \(Control of Patient Information\) Regulations 2002](#) allow the processing of Confidential Patient Information (CPI) for specific purposes. Regulation 3 provides for the processing of CPI in relation to communicable diseases and other threats to public health and in particular, allows the Secretary of State to require organisations to process CPI for purposes related to communicable diseases.

The Secretary of State has issued four of these [notices](#) requiring NHS Digital, NHS England & Improvement, all healthcare organisations, ALBs, local authorities and GPs (including a specific requirement related to the UK Biobank project) to process CPI for the purposes related to communicable diseases.

<sup>5</sup> <https://www.nisra.gov.uk/statistics/ni-summary-statistics/coronavirus-covid-19-statistics>

<sup>6</sup> <https://www.bbc.co.uk/news/health-59549800>

## What does processing mean?

Under COPI Regulations 2002, processing means:

- the use, dissemination and obtaining of information
- the recording and holding of information
- the retrieval, alignment and combination of information
- the organisation, adaption or alteration of information
- the blocking, erasure and destruction of information

## What purposes are covered?

The COPI notices cover a range of purposes related to diagnosing, managing, and controlling the spread of communicable diseases. For COVID-19 purposes this could include but is not limited to:

- understanding COVID-19 and risks to public health, trends in COVID-19 and such risks, and controlling and preventing the spread of COVID-19 and such risks
- identifying and understanding information about patients or potential patients with or at risk of COVID-19
- delivering services to patients, clinicians, the health services
- research and planning in relation to COVID-19

## What type of data is covered?

The notice covers confidential patient information. This means any data, regardless of its identifiability, which is being used for the purposes set out above is covered. It will all be treated in line with the principles of GDPR - fairly, lawfully and securely.

## How long will the notices be in place?

COPI notices have now been extended until the end of March 2022 to help give healthcare organisations and local authorities the confidence to share the data needed to respond to COVID-19. The notices will be reviewed on or before 31 March 2022 or may be extended. If no further notices are issued, the notices will expire on 31 March 2022.

## What if I'm unsure about sharing data?

If you are unsure about the appropriate action to take, please contact [datapolicyhub@nhs.uk](mailto:datapolicyhub@nhs.uk)

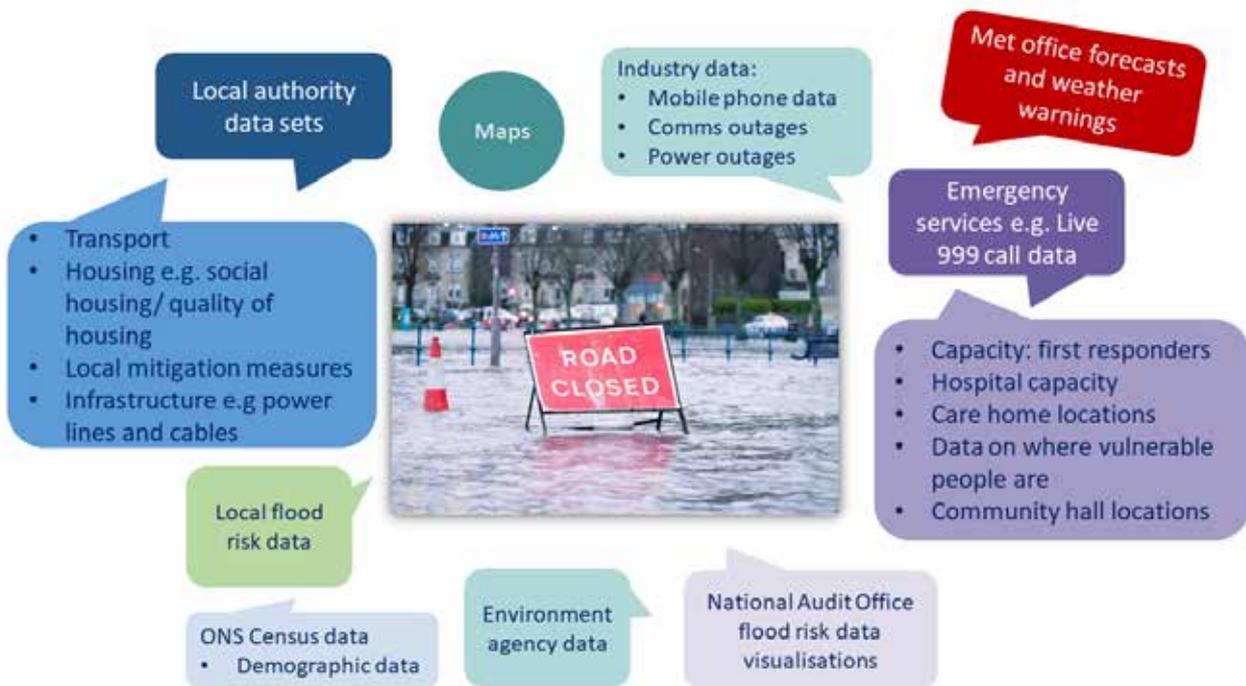


<i>Workshop 2 Programme - Thurs 20th Jan</i>	
5:45	Log in to Zoom to check your tech and settle into the space
6:00	Welcome and introductions from the Royal Society and Hopkins Van Mil
6:15	A quick vote using menti.com
6:20	Small group discussions: Thinking through some emergency and non-emergency situations in which data is used
7:05	Briefing on what we've covered so far
7:20	Break – please stay on the zoom just turn your mic and camera off
7:25	Small group discussion: continuing our thinking about data use in emergency and non-emergency situations
8:40	All groups feedback to the main zoom room
8:50	Reflections on this evening's discussion
8:55	Wrap up, next steps and preparation for our next workshop on Tues 8th Feb
9:00	Workshop ends

## Workshop 2: Data packs

### Wetter than expected

Its 2023. The UK is experiencing flooding.



### The Met Office has issued a red warning

Dangerous weather is expected and, if you haven't already done so, you should take action now to keep yourself and others safe from the impact of the severe weather. It is very likely that there will be a risk to life, with substantial disruption to travel, energy supplies and possibly widespread damage to property and infrastructure. You should avoid travelling, where possible, and follow the advice of the emergency services and local authorities.



Maps<sup>8</sup> can be used to understand the infrastructure in place during a flood

Other data that might be useful:

- Local flood risk data
- Local and national risk registers
- Met Office data
- Monitoring 999 calls
- Vulnerable population data
- Hospital capacity data
- Understanding safe community spaces for evacuation purposes

<sup>8</sup> <https://glasgowgis.maps.arcgis.com/home/webmap/viewer.html>



# What is an emergency?

**The Civil Contingencies Act 2004<sup>3</sup> defines the meaning of an emergency as:**

- a. An event or situation which threatens serious damage to human welfare in a place in the United Kingdom,
- b. An event or situation which threatens serious damage to the environment of a place in the United Kingdom, or
- c. War, or terrorism, which threatens serious damage to the security of the United Kingdom.

We are focusing on (a) and (b) in this public dialogue.

Thinking about (a):

For the purposes of subsection (a) an event or situation threatens damage to human welfare only if it involves, causes or may cause—

- (a) loss of human life,
- (b) human illness or injury,
- (c) homelessness,
- (d) damage to property,
- (e) disruption of a supply of money, food, water, energy or fuel,
- (f) disruption of a system of communication,
- (g) disruption of facilities for transport, or
- (h) disruption of services relating to health.

Thinking about (b) an event or situation threatens damage to the environment only if it involves, causes or may cause—

- (a) contamination of land, water or air with biological, chemical or radio-active matter, or
- (b) disruption or destruction of plant life or animal life.

## The heat is on

Its 2030. Temperatures are rising as a result of climate change<sup>9</sup>. In the UK temperatures look like this in the summer.

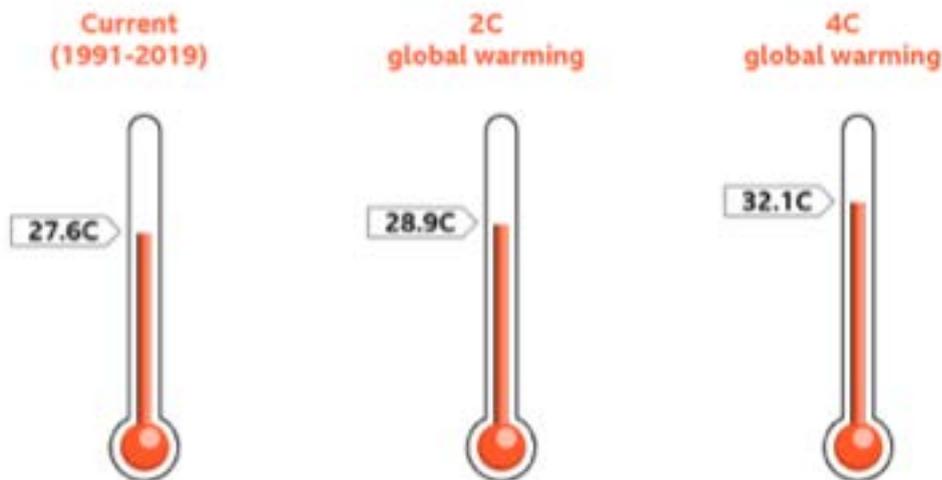
In Southern England:

The hottest summer day of the past 30 years near you was **34C**. If global average temperatures increase 2C above pre-industrial levels, the hottest summer day could be about **36.2C**. If global temperatures rise by 4C, it could be about **41.1C**.



And in Northern Scotland:

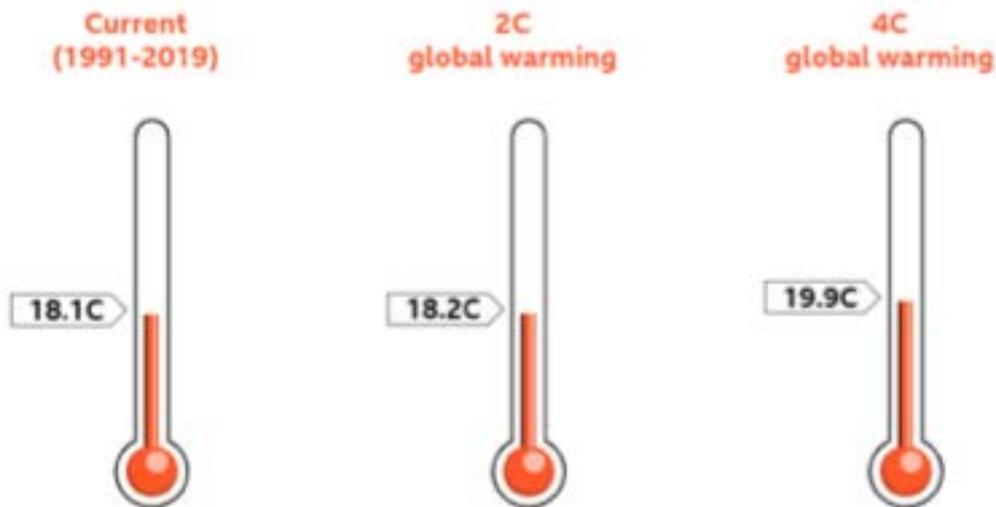
The hottest summer day of the past 30 years near you was **27.6C**. If global average temperatures increase 2C above pre-industrial levels, the hottest summer day could be about **28.9C**. If global temperatures rise by 4C, it could be about **32.1C**.



<sup>9</sup> What will climate change look like near me? BBC/ Met Office July 2021

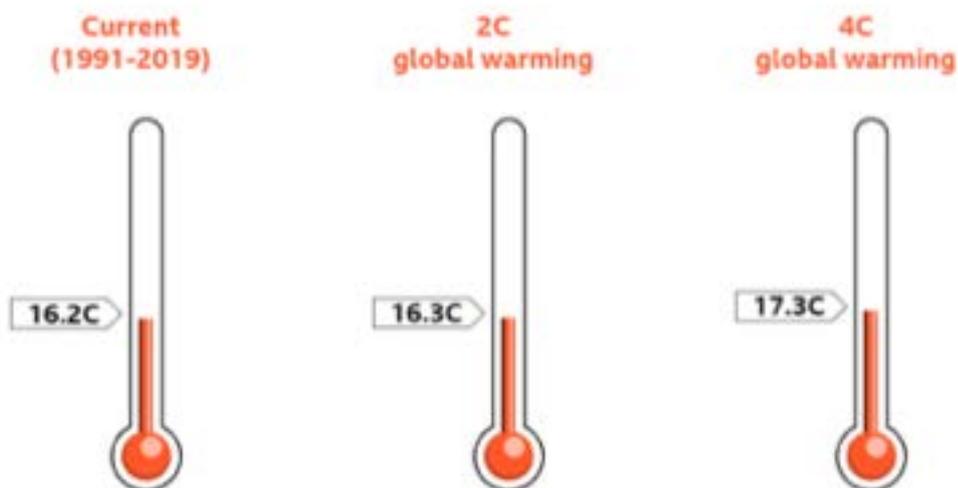
And in winter temperatures could look like this.  
In Southern England:

The warmest winter day of the past 30 years near you was **18.1C**. If global average temperatures increase 2C above pre-industrial levels, the warmest winter day could be about **18.2C**. If global temperatures rise by 4C, it could be about **19.9C**.



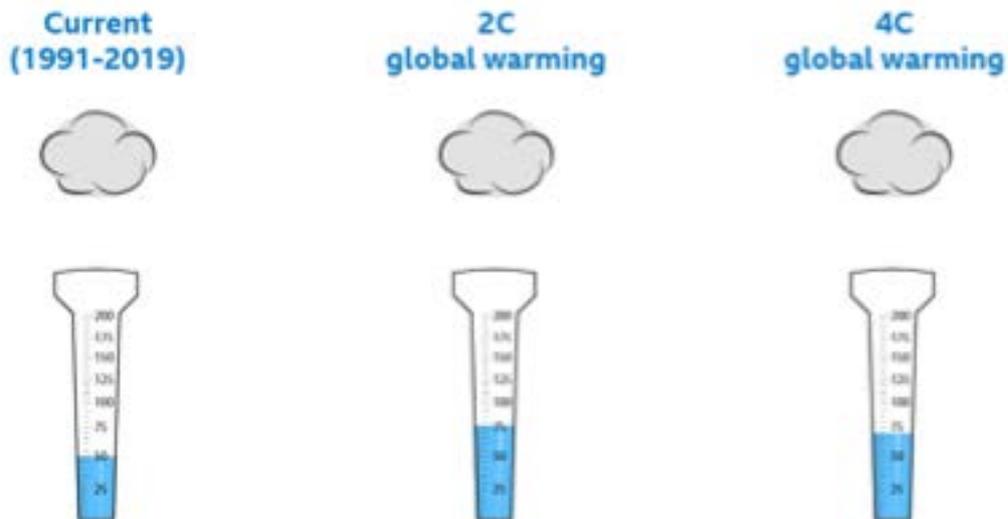
And in Northern Scotland:

The warmest winter day of the past 30 years near you was **16.2C**. If global average temperatures increase 2C above pre-industrial levels, the warmest winter day could be about **16.3C**. If global temperatures rise by 4C, it could be about **17.3C**.



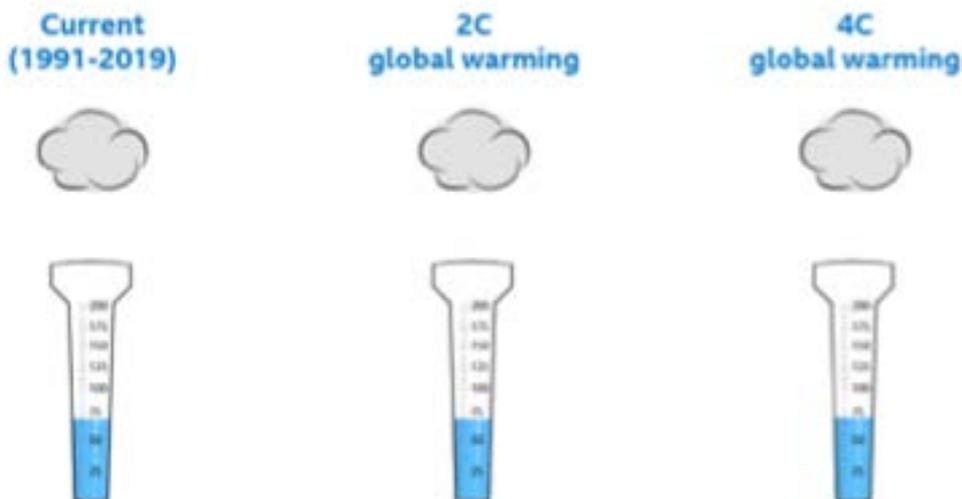
In the UK rainfall could look like this in the summer of 2030.  
In Southern England:

On the wettest summer day of the past 30 years, **51mm** of rain fell in your area. At a 2C rise, this could be about **75mm**. And at a 4C rise, it could be about **69mm**, which is **37%** more than now.



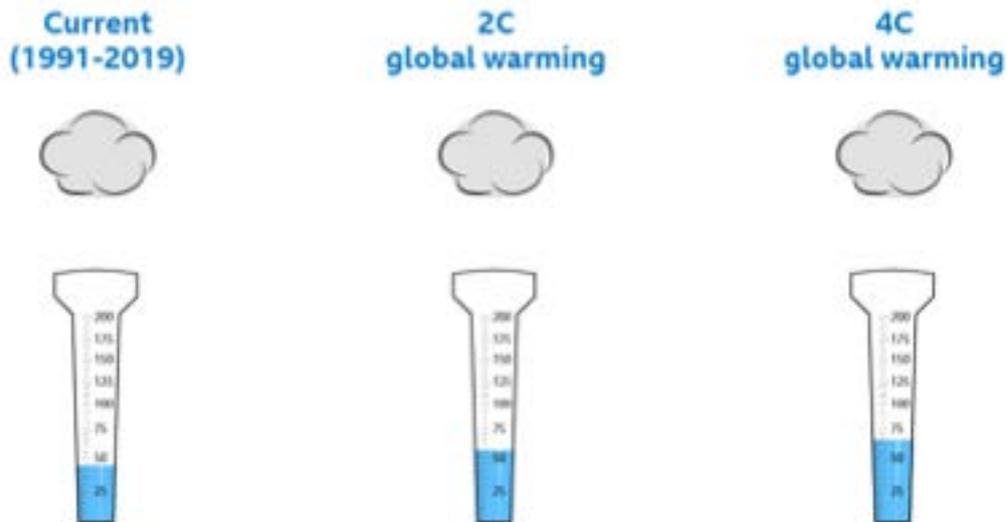
And in Northern Scotland:

On the wettest summer day of the past 30 years, **68mm** of rain fell in your area. At a 2C rise, this could be about **68mm**. And at a 4C rise, it could be about **69mm**, which is roughly the same as now.



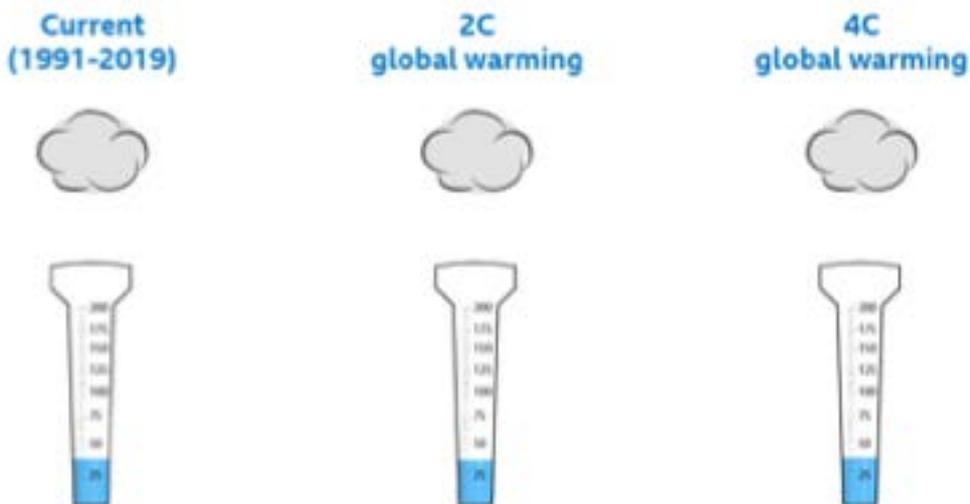
And in winter of the same year in Southern England:

On the wettest winter day of the past 30 years, **45mm** of rain fell in your area. At a 2C rise, this could be about **57mm**. And a 4C rise, it could be about **65mm**, which is **45%** more than now.

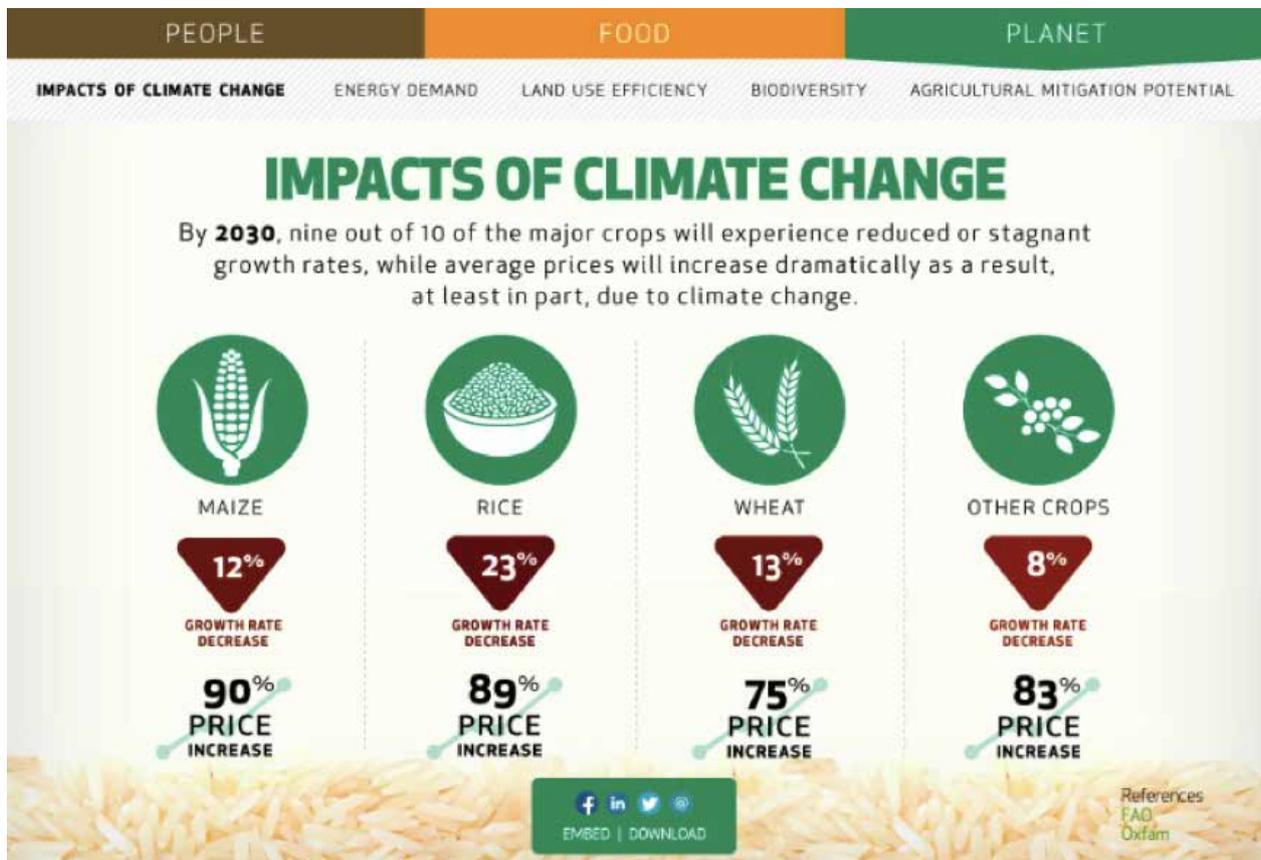


And in Northern Scotland in winter of the same year:

On the wettest winter day of the past 30 years, **38mm** of rain fell in your area. At a 2C rise, this could be about **37mm**. And a 4C rise, it could be about **39mm**, which is **3%** more than now.



Impacts of farming on climate change, for example this data from the University of CCAFS Program Management Unit, Wageningen University & Research in the Netherlands<sup>10</sup> about the impacts of climate change.



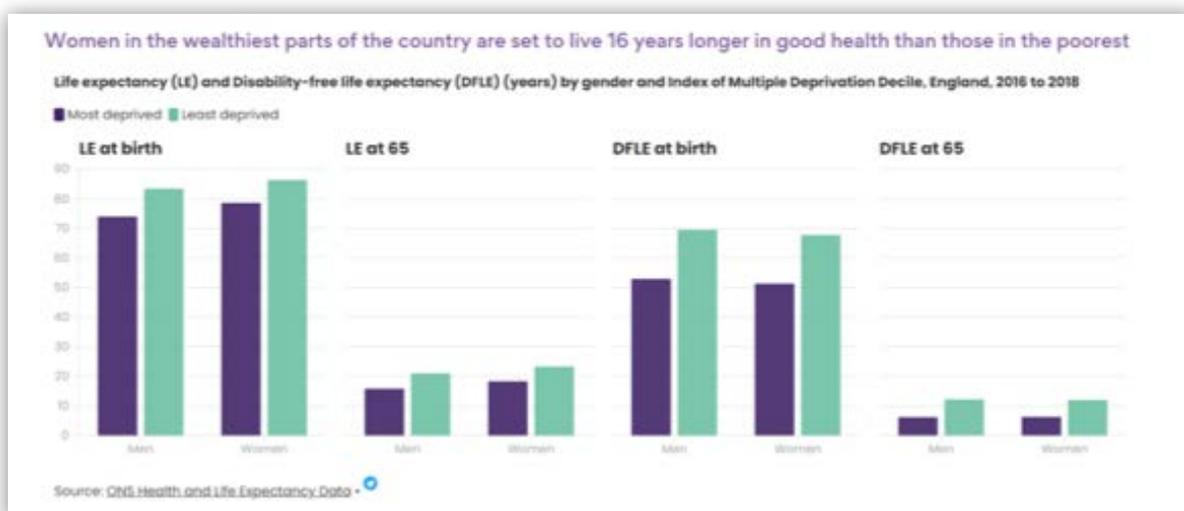
<sup>10</sup> <https://ccafs.cgiar.org/news/infographic-what-will-2030-look-our-food-people-and-planet>



## Healthier and happier



There is a wide range of data that could be looked at, for example:





<i>Workshop 3 Programme - Tues 8th Feb</i>	
5:45	Log in to Zoom to check your tech and settle into the space
6:00	Welcome and introductions from the Royal Society and Hopkins Van Mil
6:15	A quick vote using menti.com
6:30	Separate into small groups: Conversations on Data
6:55	Discussion on resilience and resilient data
7:15	Presentation - Overview of key points so far
7:20	Break – please stay on the zoom just turn your mic and camera off
7:35	Small group discussion: continuing our thinking about data and our scenarios
8:05	Small Group Discussion: Trust
8:55	Wrap up, next steps and preparation for our next workshop on Wed 9th Feb
9:00	Workshop ends

## Workshop 3: In someone else's shoes exercise

On the first evening of our Round 2 discussions on Wednesday 8th February we will be asking you to put yourself in the shoes of someone else. Someone who is involved in either creating or using resilient data systems. These roles are:

### *A charity or non-governmental organisation (NGO) worker*

**Core purpose:** To provide support and benefit to address a specific societal need

### *A researcher or (data) scientist*

**Core purpose:** To develop society's understanding of a situation by undertaking research and collecting and using data

### *Industry partner*

**Core purpose:** To create value from the data by using it to develop products and services

### *Policy maker*

**Core purpose:** A broad remit to provide services, safeguard, support society whilst implementing government policy

### *Professional in the field*

**Core purpose:** To use data to improve outcomes for individuals, communities and society

We'll randomly allocate you to one of these roles at the workshop, so you'll need this page handy as a reminder of what core purpose the one you are allocated is interested in achieving.

Use this information to help you in discussions about flooding, climate change and health emergency data.



<i>Workshop 4 Programme – Wed 9th February</i>	
5:45	Log in to Zoom to check your tech and settle into the space
6:00	Welcome and introductions from the Royal Society and Hopkins Van Mil
6:15	A quick vote using menti.com
6:20	Preparing for plenary report back in small groups
6:35	Plenary Report Back on previous session: Resilience, Inequalities and Trust
6:50	Small group discussions: Developing and prioritising considerations
7:20	Break – please stay on the zoom just turn your mic and camera off
8:05	Review notes from previous session and ad any final comments
8:35	All groups feedback to the main zoom room & reflections
8:50	Final feedback via menti.com
8:55	Wrap up
9:00	Workshop ends





Thank you very much for agreeing to take part in this public dialogue commissioned by the Royal Society and organised by Hopkins Van Mil.

Any questions?

<https://hopkinsvanmil.recollective.com/data-systems>

[www.hopkinsvanmil.co.uk](http://www.hopkinsvanmil.co.uk)

[info@hopkinsvanmil.co.uk](mailto:info@hopkinsvanmil.co.uk)

# Appendix 2:

## Recruitment Specification

Recruitment specification for creating resilient data systems for emergency and non-emergency situations – a public dialogue

**Client:** The Royal Society

**Research theme:** Data use and data systems in emergency and non-emergencies

**Deliberation contractor:** Hopkins Van Mil

### Purpose:

The purpose of this recruitment specification is to recruit participants to take part in a public dialogue which will be held from December 2021 in 5 locations (including one online cohort). Participants will reflect on the use of data and data systems in emergency and non-emergency situations. The dialogue will inform the work of the Royal Society's Resilient Data Systems for Emergencies programme which aims to identify how to build an amenable data environment for the UK. The methodology will be one face-to-face/ one online public dialogue comprising two full day workshops (or equivalent evening workshops) with up to a three week break between rounds 1 and 2, with light homework to be completed between workshops using an online space (Recollective).

The purpose of this document is to give the framework for recruitment. This will be approved by the Project Team via HVM before a recruitment screener is developed which enables fieldwork team members to implement the specification.

### Recruitment summary:

- Participant recruitment: 26 for 24 in each location = 120 in total
- Face-to-face workshops will be held from 10am-4pm on weekends, or equivalent time on consecutive weekday evenings with up to a 3-week gap between round 1 and 2
- For the online cohort, workshops will be split into three 2.5 hour workshops and one 3 hour workshop on weekday evenings. There will also be an optional tech-try out session held from 4-4.30pm on the day of the first workshop. Participants only need to attend this if they would like to be given support in advance of the workshops in using Zoom or online polling tools.
- Participants must attend all workshops for their location and must complete the pre-workshop and between workshop homework tasks<sup>12</sup>.
- Incentive: £275 for attendance at all workshops and completing short homework tasks (£225 for online cohort).
  - For face-to-face: £50 paid for immediate out of pocket expenses for workshop 1, final payment of £200 paid in cash at the end of the final workshop.
  - For online: This will be paid by HVM on completion of all workshops. The recruitment agency to collect bank details/ requests for vouchers for this purpose.

<sup>12</sup> Consideration will be given for example if affected by Covid-19

- Five recruitment exercises as follows:

Location	Date proposals avoiding significant school and public holidays
<b>England:</b> Leeds (incl. Hebden Bridge)	<b>R1:</b> Tues 14th and Wed 15th December 6-9pm <b>R2:</b> Saturday 8th January 10am to 4pm
<b>Scotland:</b> Glasgow	<b>R1:</b> Tues 11th and Wed 12th January 6-9pm <b>R2:</b> Wed 26th and Thurs 27th January 6-9pm
<b>Wales:</b> Cardiff	<b>R1:</b> Sat 15th January 10am to 4pm <b>R2:</b> Sat 5th February 10am to 4pm
<b>Northern Ireland:</b> Belfast	<b>R1:</b> Sat 22nd January 10am to 4pm <b>R2:</b> Saturday 12th February 10am to 4pm
<b>Online cohort:</b> UK	<b>R1 x 2 workshops:</b> Tues 18th and Thurs 20th January 6-8:30pm <b>R2 x 2 workshops:</b> Tues 8th 6-8:30pm & Wed 9th February 6-9pm

### General screener to include:

Criteria	Target
<b>Gender</b>	At least 40% each identifying as male / female making sure those who do not identify as either are not excluded from the dialogue
<b>Age</b>	Good age distribution across age groups from every adult life stage
<b>Ethnicity</b>	A boosted range: we propose at least 6/24 for each location from minoritised groups – more where the demographic figures for the location suggest this.
<b>Disabled people</b>	A boosted range: we propose at least 6/24 in each location
<b>Life stage</b>	A broad range of life stages from students and career starters, raising young children to empty nesters and those who are retired
<b>Current working status and type</b>	A range of people who are employed (part-time/ fulltime/ self-employed) and unemployed, plus those who are retired.
<b>Socio-economic groups</b>	A range. We propose AB (5/24 people) /C1&2 (10/24 people) /DE (9/24 people) in each location
<b>Voting status (elections)</b>	Balanced group in line with latest election data (a mix).
<b>Attitudinal questions – to achieve a mix of views</b>	<p><b>How worried or unworried are you about sharing your data with public sector agencies, for example the NHS?</b> Extremely worried / Slightly worried / Neither worried nor unworried / Not very worried / Not worried at all</p> <p><b>Do you have an active social media account?</b> Yes / No</p> <p><b>If yes, how important is social media in your daily life?</b> Extremely important/ somewhat important/ neither important or unimportant/ not very important/ not at all important</p>

Criteria	Target
<b>Urban/ Rural/ Suburban</b>	<p>To recruit from a wide area for each of the 5 locations so that a combination of urban / rural / suburban and coastal (where appropriate) can be brought together for each set of workshop locations. Recruitment from within a 30-mile radius of:</p> <p><b>Leeds</b> – to include a min. of 6 participants from Hebden Bridge who were affected by flooding in 2015, plus those who were aware of the floods.</p> <p><b>Glasgow</b></p> <p><b>Cardiff</b></p> <p><b>Belfast</b></p> <p><b>Online cohort</b> – UK wide to achieve mix of participants from four nations, particularly those areas not covered by other workshop locations/ and or who may not be able to attend an in-person workshop</p>
<b>Experience of market research/ deliberation</b>	Must not have taken part in a focus group / public dialogue / citizens' assembly / citizens' jury in the last 12 months.
<b>Exclusions</b>	People who work in regulatory / policy bodies (e.g. Office for National Statistics) in context of data use / data systems. People who work for the emergency services (fire, police, ambulance).
<b>Important note</b>	The <b>majority of recruitment should be done using on-street / community engagement</b> (including online community and neighbourhood networks) rather than panel methods which can be used as a last resort / top-up. Recruiters <b>must not</b> use snowballing / friendship pairs for recruitment.

## Appendix 3:

# Dialogue speakers

Dialogue participants had one main expert speaker to provide contextual material which set the scene for the use of the stimulus materials and the public dialogue deliberations. The speakers and observers from the Royal Society project team answered participants' questions both in the workshops and in the online homework space. Expert speakers were as follows:

### Leeds

Monica Jones MBCS CITP MInstLM, Chief Data Officer, HDRUK Hub for Cancer DATA-CAN and Associate Director, HDRUK North Better Care Partnership

### Cardiff and Belfast

Professor Virginia Murray, FRCP, FRCPath, FFPH, FFOM, Head of Global Disaster Risk Reduction, UK Health Security Agency

### Glasgow and UK

Ed Humpherson, Director General for Regulation, UK Statistics Authority

## Appendix 4:

# Process plan samples for each dialogue round

Creating resilient data systems for emergency and non-emergency situations

### Facilitation Process plan

Public dialogue round 1 online workshop 1

Locations & Venue	Dates & times	HVM Teams
<p><b>Leeds:</b> Online</p> <p><b>Glasgow:</b> Online</p> <p><b>Cardiff:</b> Online</p> <p><b>Belfast:</b> Online</p> <p><b>UK cohort:</b> Online</p>	<p>W1 Tues 14th Jan</p> <p>W2 Wed 15th Jan</p> <p>6-9pm</p> <p>Mon 10th &amp; Wed 12th Jan</p> <p>6-9pm</p> <p>Sat 15th Jan</p> <p>10am-4pm</p> <p>Sat 22nd Jan</p> <p>10am-4pm</p> <p>Tues 18th &amp; Thurs 20th Jan</p> <p>6-9pm</p>	<p><b>LF:</b> Henrietta Hopkins (Group 1). <b>Fs:</b> Suzannah Kinsella (Group 2) and Grace Evans (Group 3). <b>RS:</b> Toluwalope Ayo-Ajala</p> <p><b>LF:</b> Suzannah Kinsella. <b>Fs:</b> Henrietta Hopkins and Hally Ingram. <b>RS:</b> Leila Nashef</p> <p><b>LF:</b> Henrietta Hopkins. <b>Fs:</b> Hally Ingram and Grace Evans</p> <p><b>RS:</b> Toluwalope Ayo-Ajala</p> <p><b>LF:</b> Suzannah Kinsella. <b>Fs:</b> Henrietta Hopkins and Sophie Reid. <b>RS:</b> Toluwalope Ayo-Ajala</p> <p><b>LF:</b> Henrietta Hopkins. <b>Fs:</b> Suzannah Kinsella and Dawn Snape. <b>RS:</b> Leila Nashef</p>
<p><b>Pre-materials:</b> Participants are sent hard copy work book including points to help the discussion. All will be sent Zoom links and links to join the online space in good time for their familiarisation and joining process.</p>		

## Aim & Objectives

To inform the work of the Royal Society's Resilient Data Systems for Emergencies programme which aims to identify how to build an amendable data environment for the UK. The dialogue sessions will include exploration of the following areas:

- Exploring the public's level of awareness of data systems, including understanding of the current data landscape, data flows, data use and data governance in different emergency situations, and during non-emergency situations;
- Defining what emergency situations mean, and the different types of emergencies;
- Exploring the public's views, expectations, and concerns around data use, flows, and data governance during contrasting scenarios of different emergency situations e.g., health emergencies, environmental emergencies (both short-term events such as flooding versus longer-term climate emergency response), and non-emergency situations, setting out where the main 'trade-offs' and 'win-wins' may be;
- Exploring how data systems can exacerbate inequalities and how future systems can be made more inclusive;
- In the context of the above scenarios, exploring how the public's views may change within different situations, with regards to the use and access of different types of data, through different organisations, with regards to an absence or shortage of data, how trade-offs may change and where new priorities emerge; and
- Finishing with recommendations, both highlighting where there appears to be unanimous and clear priorities for action and pulling out the nuance of context-specific recommendations and conflicting points of view.

Round 1: Context & understanding – exploring scenarios – workshop 1 UK group, online

Time	Agenda	Process	Who?	Process tools	Expected outcomes
5:00–5:45 (45 mins)	Set-up	<p>1 LF and 2 Fs, plus RS.</p> <ul style="list-style-type: none"> <li>• Test link, and camera.</li> <li>• Transfer host/co-host function to relevant team members and ensure it is allocated to the right team member(s) for sharing screens.</li> <li>• Change screen name to NAME HVM – Facilitator/ Tech Support</li> <li>• Test screen share function for presentations (TS to screen share)</li> <li>• Update on sign up status</li> <li>• Check MENTI is updated to read ‘evening’ in the questions</li> </ul>	HVM team	<p>Process plan for each team member</p> <p>Menti</p> <p>Recollective</p> <p>Facilitator backgrounds to reflect situation</p>	<p>Welcoming space ready for deliberation.</p> <p>All resources ready for use.</p>
5:35–5:45 (10 mins)	Briefing for specialists/ observers	RS to register participants as they enter. Name check and rename participants with ‘ipad’ or similar entry name.	RS	Workbooks	All those present ready to start the session
5:45–6:00 (15 mins)	Registration	<p>Testing sound / microphone / video for participants. RS to support those struggling.</p> <p>Open <a href="http://www.menti.com">www.menti.com</a> on smart phones/ tab on their computer. Explain about the code.</p> <p>Reminder that one of the homework tasks was to think about what an emergency is. As we’re settling in you could take a minute to recall what you’d noted down.</p> <p>Participants encouraged to get a pen and paper and have their participant pack with them. Once settled they can mute/ turn video off/ before we start promptly at 6pm.</p> <p>RS to set up Zoom groups using GE’s group allocation based on a mixed demographic in each group:</p> <p><b>Group 1:</b> Henrietta</p> <p><b>Group 2:</b> Suzannah</p> <p><b>Group 3:</b> Dawn</p> <p>Observers move between the breaks so each gets to observe at least two small group discussions.</p>	LF		

Time	Agenda	Process	Who?	Process tools	Expected outcomes
6:00–6:20 (20 mins)	Welcome & introductions	<p>HH to introduce the session with early slides including the ‘how we work together slides’ and HVM team introductions.</p> <p>Introduce HVM Team</p> <p>Introductions to RS team – Alex / Any</p> <p><b>Royal Society team introductions and welcome</b></p> <p>Alexandra Wakefield – to introduce the Royal Society and introduce the research questions</p> <p>How do we develop a system for using data which is resilient, effective and trusted in emergency and non-emergency situations?</p> <ul style="list-style-type: none"> <li>• Can the systems developed help us in a future national emergency?</li> <li>• Are the systems developed for emergencies useful in non-emergency situations?</li> <li>• Are we any better placed to put in place a data-led response to other emergencies?</li> </ul> <p><b>HH to introduce the detail on the dialogue</b></p> <ul style="list-style-type: none"> <li>• Dialogue process and timeline</li> <li>• An explanation of what happens to all the points of view gathered during the dialogue process</li> <li>• Introduction to the online space</li> <li>• Introductions to recording</li> <li>• Explain work book</li> <li>• Explain small group rationale &amp; support provided from HVM team (facilitators/ research support)</li> </ul> <p>Facilitator to tell the group about recording and non-attribution of comments. We are interested in what you are saying not who says what.</p> <p>Refer to all the other ways in which we also capture views:</p> <ul style="list-style-type: none"> <li>• JamBoards</li> <li>• Recollective</li> <li>• Menti</li> </ul>	<p>LF</p> <p>TH</p> <p>NM</p> <p>On screen</p> <p>LF using HVM slides</p>	<p>Welcome PP</p> <p>Setting out purpose Introduction &amp; HVM &amp; FT introduction.</p>	<p>Everyone knows who is in the room and why; what will happen during the day and their role (and importance of that role) in it.</p> <p>Participants understand they are part of a larger process and other dialogue groups are meeting in other parts of the country.</p> <p>Participants are comfortable in the space and with the process.</p> <p>An understanding of how views are recorded, why this is important and how they help us build the record.</p>

Time	Agenda	Process	Who?	Process tools	Expected outcomes
6:20–6:30 (10 mins)	Quick vote 1: Introducing the topic	<p><b>Introduce Mentimeter</b></p> <p>Using <a href="http://www.menti.com">www.menti.com</a> on your smart phone. Put in code on the screen – those struggling invited to use the Chat.</p> <p><b>Test question – how to use menti:</b></p> <p>1. Who do you call in a sudden emergency? Mum or Dad / 999 / Partner / A friend</p> <p><b>Data related baseline questions:</b></p> <p>1. Health and social care data should be used to inform planning for the NHS</p> <p>Strongly agree / agree / neither agree nor disagree / disagree / strongly disagree</p> <p>Complete this sentence...</p> <p>2. I expect the data collected on store loyalty cards to...</p> <p>3. I expect the data collected by electricity smart meters to...</p>	LF	Smartphones	<p>Voting system has been tested</p> <p>Voting process is understood &amp; those without smartphones know they are supported.</p> <p>Vote will gather baseline information on what people know/ perceive about data currently</p>
6:30	<p>Leila to send everyone to their small groups</p> <p><b>Group 1:</b> HH <b>Group 2:</b> SK <b>Group 3:</b> DS</p>				
6:30–6:55 (25 mins)	A day in the life of my data	<p><b>Recorder on</b></p> <p>1. Spend 1 minute writing down one piece of data about you in your work book (facilitator to do it too).</p> <p>2. Go round the Zoom. Introduce yourself and share the piece of data with the group. Fs to start the ball rolling.</p> <p>3. Turn to our images on the JamBoard (also in the participant packs)</p>	Fs Group	Fs not to take visible notes at this point. Start to get to know your group.	Showing data is shared by us and collected by others all the time.
6:30–6:35 (5 mins)					
6:35–6:45 (10 mins)		<p><b>Group 1:</b> Doing a supermarket shop Doing an online shop</p>			

Time	Agenda	Process	Who?	Process tools	Expected outcomes
6:45–6:55 (10 mins)		<p><b>Group 2:</b> A visit to the doctor A trip to A&amp;E</p> <p><b>Group 3:</b> Sharing a picture of a party on Facebook Visiting the cinema</p> <p>As a group let's:</p> <p>a) list all the times in the two settings where you might share data about yourself</p> <p>b) Discuss:</p> <ul style="list-style-type: none"> <li>• Who is collecting the data?</li> <li>• What are they going to use it for?</li> <li>• Who might they share it with?</li> </ul> <p>Q: How do you feel about what you have listed about the data collection, use and sharing?</p> <p>Facilitator to note down the key feelings expressed. Prompt as necessary for:</p> <ul style="list-style-type: none"> <li>• Anything you feel is particularly positive about data use in these settings?</li> <li>• Explore why</li> <li>• Anything you feel is particularly challenging about data use in these settings?</li> <li>• Explore why</li> </ul>			
6:55–7:05 (10 mins)	Emergency and non-emergency situations	<p><b>Continue in small groups</b></p> <p>Before you came to this workshop we asked you to use the dedicated online space to think about what an emergency is. We asked you to add words which might describe an emergency and share images if you would like to. As a result of that thinking you've done on your own let's now make a list together:</p> <p>Q: What are all the UK emergency situations that you can think of that might require the use of data?</p>	Fs Group	JamBoard	To clarify what might be different about an emergency situation. Being clear about the focus for our discussions (not global disasters e.g. earthquake)

Time	Agenda	Process	Who?	Process tools	Expected outcomes
		<p>p.20 in the workbook gives the meaning of 'emergency' relevant to our discussions taken from the Civil Contingencies Act 2004. You can use the space on that page to jot down the emergencies.</p> <p>Facilitator to note the list on the flip chart – quick fire listing discussion.</p> <p><b>Recorder off</b></p>		<p>Leila to broadcast a 3 minute warning to all groups at 7:02.</p> <p>Close the groups at 7:05</p>	
<b>7:05</b>	Leila to close the small groups and bring everyone back to the plenary space				
7:05-7:20 (15 mins)	<b>Speaker:</b> Edward Humpherson	<p>LF: We said at the beginning of today that the public dialogue which you are part of aims to identify how an effective data environment for the UK for both emergency and non-emergency situations.</p> <p>We are now going to hear from Edward Humpherson, Director General at UK Statistics Authority, who will help to put our conversations this evening in context with an Introduction to the UK data landscape.</p> <p>Examples of where interoperability works and doesn't work. Examples of the trade-off between individual privacy and public good. Simple explanations of data flows and blockages in the flow. Clarity that data is collected and used all the time and that informs our understanding of the world.</p> <p>Participants encouraged to note down questions they have as they listen in their work book.</p>		<p>Work book page 21 to be used for participants to note down any questions they have whilst listening.</p>	<p>Participants understand the UK data landscape in broad terms.</p> <p>Can clarify anything that has been confusing/ not clear</p>
7:20	<p>Leila to send everyone into their small groups</p> <p><b>Group 1:</b> HH <b>Group 2:</b> SK <b>Group 3:</b> DS</p>				

Time	Agenda	Process	Who?	Process tools	Expected outcomes
7:20–7:35 (15 mins)	Small group question development	<p>Building on the questions you first thought of as you were listening and noted down in the work books. We have 15 minutes to agree on one or two priority clarification questions for our group.</p> <p><b>Recorder on</b></p> <p>Group to discuss questions</p> <p>Facilitator to note on JamBoard</p> <p>Q: We now have a list of questions. Which of these do you need clarification on now to help your discussions to continue?</p> <p>Facilitators aim for 1 priority question with a backup to be added if the answers are uncomplicated. Volunteers asked to share their question in the next session.</p> <p>We will gather those not being asked at this point together so that they can be addressed from the 'emergency comments wall' during today.</p> <p><b>Recorder off</b></p>	Fs Group	<p>JamBoard</p> <p>Leila to broadcast a 3 minute warning to all groups at 7:32.</p> <p>Close the groups at 7:35</p>	
7:35–7:50 (15 mins)	<p>Leila to bring people back to the plenary space to be given instructions about break timings</p> <p>Break</p>				
7:50–8:10 (20 mins)	Plenary Q&A	<p><b>One clarification question per group</b></p> <p>Each group to ask their question, once the answer has been given the next group is asked for their question.</p> <p>If the priority question has been asked the group asks their back up question.</p>	LF Group volunteers		Clarity on the UK data landscape.
8:10–8:20	<p><b>Scenario 1:</b> Where's the data? Routine health care data integrated with Covid-19</p>	<p>Facilitation team step in to the Covid-19 press room as if the press conference has just ended.</p> <p>LF introduces the scenario. I'd like now to take you back in time. It's April 2020, the UK is one month in to Covid-19 restrictions and discussions are beginning about developing the Test and Protect app in Scotland. We join a group of three data scientists discussing what data is needed to develop a test, trace, isolate and support strategy.</p>		<p>The where's the data scenarios on sheets and in workbooks</p> <p>Jargon buster COPI FAQ</p>	<p>Immediately comparing emergency and non-emergency data</p> <p>An understanding of the wide range of data sets and some of the challenges in accessing them.</p>

Time	Agenda	Process	Who?	Process tools	Expected outcomes
		<p><b>2. Play film of the facilitation team acting out the scenario:</b></p> <p><b>Researcher 1:</b> So you are telling me we have no data at this point?</p> <p><b>Researcher 2:</b> No, as I've been trying to explain, we have some data, but not all of it will help us immediately to develop our digital response to the pandemic.</p> <p><b>Researcher 3:</b> We can gain access, given time, to de-personalised data (pointing to participants) – look you'd better turn to page 16 in your workbooks, that'll help explain - all the stuff that's regulated by GDPR.</p> <p><b>Researcher 2:</b> And an explanation of GDPR is your jargon buster (see page 14)</p> <p><b>Researcher 3:</b> Yes, so, as I was saying, that's all the records from Local authorities, the NHS, NHS Digital, NHSX and National Records and statistics across the UK.</p> <p><b>Researcher 2:</b> Yes, we're beginning to get really useful information. For example: the ONS Opinions and Lifestyle Survey has helped us to understand the impacts of the pandemic on disabled people in the UK from 3-13 April 2020. And we're going to get more valuable data from that source.</p> <p><b>Researcher 3:</b> Information from WHO is also helping to understand what is happening globally. But that depends on the quality of data being issued by some countries – and that's not always reliable.</p> <p><b>Researcher 1:</b> OK, so we need to get access immediately to all the data we can to understand what's happening here and how we manage, for example the impacts on the vulnerable, for example those with an underlying health condition, or the elderly. I mean are there greater impacts on people in care homes potentially? We need data to understand that.</p> <p>But what about confidential information, information from GPs and hospitals on underlying health conditions and what effect they are having on people who also contract Covid?</p> <p><b>Researcher 2:</b> So GDPR covers a lot of that – and we can access it. But it's a huge job. Not everything is digitised, not everything relevant is held in a form which can be shared or which operates in conjunction with other data.</p>			

Time	Agenda	Process	Who?	Process tools	Expected outcomes
		<p><b>Researcher 3:</b> And where we need to access confidential information we'll have to apply to the Secretary of State for a COPI Notice which allows for this data to be used for this specific purpose.</p> <p>We need this in place to get on with notifying members of the public who are most at risk; and for those who have been in contact with people who have the virus and are at risk of catching and spreading it.</p> <p><b>Researcher 1:</b> Well we just need to get cracking. We need to involve others. Let's get on to the academic team. Having the data isn't enough (and let's face it, we may have some, but not all that we need), we need to have expert academics modelling the data, analysing these impacts. And get hold of giant tech – we can't do this without industry. What will we miss if we don't use their expertise?</p> <p><b>3. End with the 4 steps of Test &amp; Trace film clip (1:14)</b>  <a href="https://www.youtube.com/watch?v=U8s4EJu45OI">https://www.youtube.com/watch?v=U8s4EJu45OI</a></p>			
<b>8:20</b>	<p>Leila to send everyone into their small groups</p> <p><b>Group 1:</b> HH  <b>Group 2:</b> SK  <b>Group 3:</b> DS</p>				
8:20-8:50 (30 mins)	Small group initial discussion on the scenarios	<p><b>Recorder on</b></p> <p>Set questions that will be mirrored in the carousel tomorrow evening. All groups discuss their front of mind thoughts – the in-depth discussions happen tomorrow.</p> <p><b>Where's the data?</b> Routine data collected everyday within the health and care system informing what's possible for a Test &amp; Trace system</p> <p><b>Q1: What do you expect to be used in the 'Where's the data?' scenario we've just seen acted out?</b></p> <p>Facilitator to use JamBoard for notes.</p> <ul style="list-style-type: none"> <li>• What's good about how data is used in this scenario? – Who benefits?</li> <li>• What's challenging/ not so good about how data is used in this scenario? – What's missing?</li> <li>• First thoughts – what should happen in the future?</li> </ul> <p><b>Recorder off</b></p>		<p>Visual of the scenario</p> <p>JamBoard</p> <p>TS to broadcast a 3 minute warning to all groups at 8:47.</p> <p>Close the groups at 8:50</p>	Beginning to explore the uses of the scenarios, preparing for tomorrow evening's work.

Time	Agenda	Process	Who?	Process tools	Expected outcomes
8:50	TS to bring people back to the plenary space				
8:50	Royal Society  www.menti.com	<b>Alexandra</b>  Reflections what has been heard this evening to take us in to tomorrow's discussion  Q: One thing from today that you'll take into Thursday evening's workshop...		Menti	Emphasis that this is step one in the process.
8:55	Wrap up	Thanks for this evening's discussion  Reminders about the online space – you can find the scenario there – a film clip and the visual material  Please go there and complete the evaluation for this evening too.		Note that we'll pay £50 after tomorrow evening's session. The rest (£200) will come at the end of the final round 2 session on 9th February	

## Facilitation Process plan

### Public dialogue round 1 online workshop 2

Round 1: Context & understanding – exploring scenarios – workshop 2. UK - online					
Time	Agenda	Process	Who?	Process tools	Expected outcomes
5:00–5:45 (45 mins)	Set-up	1 LF and 2 Fs, plus RS. <ul style="list-style-type: none"> <li>• Test link, and camera.</li> <li>• Transfer host / co-host function to relevant team members and ensure it is allocated to the right team member(s) for sharing screens.</li> <li>• Change screen name to NAME HVM – Facilitator / Tech Support</li> <li>• Test screen share function for presentations (TS to screen share)</li> <li>• Update on sign up status</li> <li>• Check MENTI is updated to read 'evening' in the questions</li> </ul>	HVM team	Process plan for each team member  Menti  Recollective  Facilitator backgrounds to reflect situation	Welcoming space ready for deliberation.  All resources ready for use.

Time	Agenda	Process	Who?	Process tools	Expected outcomes
5:45–6:00 (15 mins)	Briefing for specialists/ observers  Registration	<p>RS to register participants as they enter. Name check and rename participants with 'ipad' or similar entry name.</p> <p>Testing sound / microphone / video for participants. RS to support those struggling.</p> <p>Open www.menti.com on smart phones / tab on their computer. Explain about the code.</p> <p>Reminder that one of the homework tasks was to think about what an emergency is. As we're settling in you could take a minute to recall what you'd noted down.</p> <p>Participants encouraged to get a pen and paper and have their participant pack with them. Once settled they can mute / turn video off / before we start promptly at 6pm.</p> <p>RS to set up Zoom groups using GE's group allocation based on a mixed demographic in each group:  <b>Group 1:</b> Henrietta    <b>Group 2:</b> Suzannah    <b>Group 3:</b> Dawn</p>	<p>RS</p> <p>LF</p>	Workbooks	All those present ready to start the session
6:00–6:15 (15 mins)	Welcome & introductions	<p>HH Reminder of HVM team and Amy to re-introduce herself</p> <p>Alexandra to welcome group back</p> <p>Alexandra to give a reminder of the questions we are exploring</p> <p>How do we develop a system for using data which is resilient, effective and trusted in emergency and non-emergency situations?</p> <ul style="list-style-type: none"> <li>• Can the systems developed help us in a future national emergency?</li> <li>• Are the systems developed for emergencies useful in non-emergency situations?</li> <li>• Are we any better placed to put in place a data-led response to other emergencies?</li> </ul> <p>HH to run through process slides – then detail on the dialogue</p> <ul style="list-style-type: none"> <li>• Dialogue process and timeline</li> <li>• Reminder of work book</li> <li>• Broad agenda for this evening</li> <li>• Important reminder that they may receive text messages from HVM throughout the course of the evening so should have their phone handy for that as well as menti.</li> </ul> <p>Facilitator to remind the group about recording and non-attribution of comments. We are interested in what you are saying not who says what.</p>	<p>LF</p> <p>On screen</p> <p>LF using HVM slides</p>	<p>Welcome PP</p> <p>Setting out purpose</p> <p>Introduction &amp; HVM &amp; FT introduction.</p>	<p>Everyone knows who is in the room and why; what will happen during the day and their role (and importance of that role) in it.</p> <p>Participants understand they are part of a larger process and other dialogue groups are meeting in other parts of the country.</p> <p>Participants are comfortable in the space and with the process.</p> <p>Reminders of how we gather data</p>

Time	Agenda	Process	Who?	Process tools	Expected outcomes
6:15–6:20 (5 mins)	Quick vote 1: Getting back in the space	<p><b>Introduce Mentimeter</b></p> <p>Using <a href="http://www.menti.com">www.menti.com</a> on your smart phone (Fs to support those without phone). Put in code on the screen.</p> <ol style="list-style-type: none"> <li>1. Share one thing that has stayed with you from yesterday evening’s workshop</li> <li>2. Share one way in which data has been collected about you today</li> </ol>	LF	Smartphones + FT phones as required	<p>Voting system has been tested</p> <p>Voting process is understood &amp; those without smartphones know they are supported.</p>
<p>RS issues text messages to each group using HVM phone:</p> <p><b>Group 1:</b> ‘Wetter than expected’: Go to area 1 immediately for a flood briefing – the Met Office has issued a red warning</p> <p><b>Group 2:</b> ‘Heat is on’: Go immediately to area 2 for a climate crisis briefing</p> <p><b>Group 3:</b> ‘Healthier and Happier’: Go immediately to area 3 for a public health briefing</p> <p>Groups stay in the same zoom rooms from 6:20-7:05. Facilitators change their backgrounds and hats to create the sense of the shift in scenario</p>					
6:20-7:05 (45 mins)	Carousels to build the scenarios	<p><b>Recorder on in each of the spaces</b></p> <p>When you arrive in your briefing area</p> <ol style="list-style-type: none"> <li>1. Spend 1 minute taking in the information on the scenario (data in workbooks too pp 22 onwards)</li> </ol> <p>F to highlight key points – putting on the appropriate hat and change background to the relevant one.</p> <p>Turn to our images</p> <p><b>Group 1 – Wetter than expected: a flood crisis room</b></p> <p>Fs to put on hard hat/ high vis jacket.</p> <p>Its 2023. Towns and cities across Scotland have had severe weather warnings for the last 24 hours.</p> <p>The met office has issued a <b>Red warning</b>: There is an increased likelihood of impacts from severe weather, which could potentially disrupt your plans. This means there is the possibility of travel delays, road and rail closures, power cuts and the potential risk to life and property. You should think about changing your plans and taking action to protect yourself and your property. You may want to consider the impact of the weather on your family and your community and whether there is anything you need to do ahead of the severe weather to minimise the impact.</p>	Fs Group	<p>Carousel set ups</p> <p>Images on JamBoard</p> <p>Data on JamBoard</p> <p>RS issuing new text alerts to shift groups</p> <p>Notes area for each JamBoard for groups to make headline notes</p>	<p>Beginning to think about the difference between data in emergency/ non-emergency situations.</p> <p>Working through the carousel data with support.</p> <p>Foundations for having more in-depth discussions the end of the session and for round 2 discussions in January</p>

Time	Agenda	Process	Who?	Process tools	Expected outcomes
<p><b>Group 2:</b> 6:20-6:35</p> <p><b>Group 3:</b> 6:35-6:50</p> <p><b>Group 1:</b> 6:50-7:05</p>		<p><b>JamBoard map</b></p> <ul style="list-style-type: none"> <li>• Hospital</li> <li>• 2 care homes for the elderly and vulnerable</li> <li>• Schools</li> <li>• Community and village halls</li> </ul> <p>Layers with transport and housing data showing data collected in a non-emergency situation</p> <p>Data used</p> <ul style="list-style-type: none"> <li>• Met office data</li> <li>• Live 999 call data</li> <li>• Scottish Environment Protection Agency (SEPA)</li> <li>• Vulnerable population data</li> <li>• Socio-economic data</li> <li>• Hospital capacity data</li> <li>• Understanding of safe places for people to be evacuated to</li> <li>• Data.gov.uk local flood risk management strategy areas</li> </ul> <p>News just in that the rivers in areas across Scotland have breached their banks and water is rapidly entering homes, businesses and people need to be evacuated is issued to the group as the discussion starts – this changes the situation.</p> <p><b>Group discussion</b></p> <p><b>Q1. What other data do you expect to be used in the ‘Wetter than expected?’ scenario we’ve just discussed?</b></p> <p>Facilitator to collect data points on JamBoard</p> <ul style="list-style-type: none"> <li>• What do you expect data to be used for?</li> <li>• What’s good about how data is used in this scenario? <ul style="list-style-type: none"> <li>– Who benefits?</li> </ul> </li> <li>• What’s challenging/ not so good about how data is used in this scenario? <ul style="list-style-type: none"> <li>– What’s missing?</li> <li>– Public acceptance of data collection?</li> </ul> </li> <li>• Back in 2021. First thoughts – what should happen in the future?</li> </ul>		<p>RS issues next set of text alerts to move to the next groups.</p> <p>Fs put on new prop and change their background picture.</p> <p>Met office/ BBC visualisations</p>	

Time	Agenda	Process	Who?	Process tools	Expected outcomes
		<p><b>RS text alerts</b></p> <p><b>Group 2:</b> 'Wetter than expected': Go to area 1 immediately for a flood briefing – the Met Office has issued a red warning</p> <p><b>Group 3:</b> 'Heat is on': Go immediately to area 2 for a climate crisis briefing</p> <p><b>Group 1:</b> 'Healthier and Happier': Go immediately to area 3 for a public health briefing</p> <p><b>Group 2: The heat is on – Met Office/ BBC visualisations on JamBoard</b></p> <p>Fs put on sun hats</p> <p>Its 2030. Global temperatures have risen by 2°C.</p> <p>The World Meteorological Organization (WMO) defines any day with a maximum temperature above 25°C as a “summer day”.</p> <p>Since 1991 data has been gathered in 7.5 mile-square grids to understand climate change.</p> <p>In the past 30 summers, even the warmest places in the UK, located in the South, had no more than seven days a month above 25°C on average.</p> <p><u>Glasgow</u> is now (it's 2030) is experiencing 5 days in each summer month which are above this average.</p> <p>If global temperatures rise above 4°C this will increase to 12 days in every summer month.</p> <p>Temperatures above 30°C trigger a public health warning. This has happened 3 times in this 2030 summer. Projections suggest that the number of warnings will happen 16x more often if emissions are not curbed.</p> <p>By 2030 Farming has suffered. For example, wheat production has faced its worst yield in at least 40 years; arable crops such as beans have been decimated with the wet winters preventing plants from developing healthy roots and hot dry summers stunting their growth.</p>		NFS data visuals	

Time	Agenda	Process	Who?	Process tools	Expected outcomes
		<p><b>Q1. What other data do you expect to be used in the ‘The heat is on’ scenario we’ve just discussed to address the climate emergency?</b></p> <p>Facilitator to collect data on JamBoard.</p> <ul style="list-style-type: none"> <li>• What do you expect data to be used for?</li> <li>• What’s good about how data is used in this scenario? <ul style="list-style-type: none"> <li>– Who benefits?</li> </ul> </li> <li>• What’s challenging/ not so good about how data is used in this scenario? <ul style="list-style-type: none"> <li>– What’s missing?</li> <li>– Public acceptance of data collection?</li> </ul> </li> <li>• Back in 2021: First thoughts – what should happen in the future to create data systems which help address climate change?</li> </ul> <p><b>RS text alerts</b></p> <p><b>Group 3:</b> ‘Wetter than expected’: Go to area 1 immediately for a flood briefing – the Met Office has issued a red warning</p> <p><b>Group 1:</b> ‘Heat is on’: Go immediately to area 2 for a climate crisis briefing</p> <p><b>Group 2:</b> ‘Healthier and Happier’: Go immediately to area 3 for a public health briefing</p> <p><b>Group 3: Healthier and happier – Centre for Ageing Better/ NIHR data</b></p> <p>Fs put on blue medical mob caps.</p> <p>Its 2022. Sue and Stephen are in their 80s. They live in Glasgow. Sue has type 2 diabetes which she manages well through insulin injections, diet and monitoring. She is currently receiving chemotherapy for bowel cancer. Her husband takes strong pain relief medication for trigeminal neuralgia, but this has side-effects, he has been on the waiting list for a hip replacement since January 2020. They are scared of falling in their home and are waiting for a review for adaptations. The pandemic has left them isolated and fearful.</p> <p>This is an emergency for Sue, Stephen and many, many people like them.</p>		<p>RS issues text alerts after 15 minutes so that Facilitators and participants know about the scenario change</p> <p>Fs put on new prop and change their background picture.</p> <p>Data visuals from NIHR/ Centre for Ageing Better</p>	

Time	Agenda	Process	Who?	Process tools	Expected outcomes
		<p><b>Facilitator background information</b></p> <p>Not only is our population growing in size, people are also living longer but suffering from more long-term conditions. One in three patients admitted to hospital as an emergency has five or more health conditions, up from one in ten a decade ago. (NIHR data)</p> <p>Routine data collection outside of emergencies includes</p> <ul style="list-style-type: none"> <li>• Older people admitted to hospital due to falls</li> <li>• 1 in 10 older people remain in hospital once better because there is no social care in place</li> <li>• Hospitalisation at home data</li> <li>• Data on population of people with multimorbidity</li> <li>• NIHR data visuals</li> <li>• Centre for Ageing Better data visuals.</li> </ul> <p><u>More than 2 million people aged 55</u> and over are living in homes that endanger their health or wellbeing</p> <p>Two-thirds of adults aged over 65 are expected to be living with multiple health conditions (multi-morbidity) by 2035. Seventeen percent would be living with four or more diseases, double the number in 2015. One-third of these people would have a mental illness like dementia or depression.</p> <p>Increased life expectancy by around three years for both men and women means people will spend longer living with multi-morbidity.</p> <p><u>The multimorbidity emergency</u></p> <p><b>Q1: What data do you expect to be used in the ‘Healthier and happier’ scenario we’ve just discussed?</b></p> <p>Facilitator to use JamBoards to collect key points.</p> <ul style="list-style-type: none"> <li>• What do you expect data to be used for?</li> <li>• What’s good about how data is used in this scenario? <ul style="list-style-type: none"> <li>– Who benefits?</li> </ul> </li> <li>• What’s challenging/ not so good about how data is used in this scenario? <ul style="list-style-type: none"> <li>– What’s missing?</li> <li>– Public acceptance of data collection?</li> </ul> </li> <li>• First thoughts – what should happen in the future?</li> </ul>		<p>Leila to broadcast a 3 minute warning to all groups at 7:02.</p> <p>Close the groups at 7:05</p>	

Time	Agenda	Process	Who?	Process tools	Expected outcomes
7:05	Leila to bring people back to the plenary space for the briefing				
7:05-7:10 (5 mins)	Briefing	LF Summary of what happened yesterday and before the break and what we'll be doing next	All	Slide	Understanding of where we are and where we've come from.
7:10-7:25 (15 mins)	Break				
Come back to the plenary so that Leila can return people to their small groups to work with your facilitator. All groups work on the first scenario: Where's the data? Plus: <b>Group 1:</b> Wetter than expected <b>Group 2:</b> The heat is on <b>Group 3:</b> Healthier and happier					
7:25-8:40 (75 mins)  7:25-8:00 (35 mins)	A depth exploration of the scenarios	<p><b>Recorder on</b>  <b>Where's the data?</b>            We've asked you what data should be used. Now we are going to focus on how the data should be used.</p> <p><b>Q1 There is a time prior to the emergency, then there is an emergency, then there is the recovery from the emergency</b>            What is the difference in the data needed in these stages Facilitator to bring out emergency v. non-emergency differences and note key points on JamBoard</p> <p><b>Q2 What is really challenging for:</b></p> <ul style="list-style-type: none"> <li>• You personally (e.g. confidential information in COPI, protecting my/family privacy, affects if you have to work but are told to isolate as a result of the data)?</li> <li>• Society (e.g. not having the data to support the vulnerable)?</li> <li>• Who gains and who loses in these scenarios? (are there any trade-offs to be made e.g. I lose some privacy but society is more protected)</li> <li>• What is good about the scenario and should be retained in the future?</li> <li>• What is not so good and should be different in the future?</li> </ul> <p>Facilitator to note key points on flip chart.</p>	Fs Group	JamBoard Scenario visuals	Depth discussion using the scenarios:  Exposing the dilemmas  Trade offs

Time	Agenda	Process	Who?	Process tools	Expected outcomes
8:30–8:40 (10 mins)		<p><b>Let's turn to our group's scenarios</b></p> <p>We've asked you what data should be used. Now we are going to focus on how the data should be used.</p> <p><b>Q1 There is a time prior to the emergency, then there is an emergency, then there is the recovery from the emergency</b></p> <p>What is the difference in the data needed in these stages Facilitator to bring out emergency v. non-emergency differences and note key points on JamBoard</p> <p><b>Q2 What is really challenging for:</b></p> <ul style="list-style-type: none"> <li>• You personally: (e.g. housing data might reveal other underlying problems I don't want people to know)</li> <li>• What is really challenging for society (e.g. not having the data to support the vulnerable)</li> <li>• Who gains and who loses in these scenarios? (are there any trade-offs to be made e.g. I lose some privacy but society is more protected)</li> <li>• What is good about the scenario and should be retained in the future?</li> <li>• What is not so good and should be different in the future?</li> </ul> <p><b>Group to prepare summary flip:</b></p> <ol style="list-style-type: none"> <li>1. Key point about 'Where's the data?'</li> <li>2. Key point about second scenario</li> <li>3. A final consideration</li> </ol> <p>Volunteers please.</p> <p><b>Recorder off</b></p>		<p>Leila to broadcast a 3 minute warning to all groups at 8:37.</p> <p>Close the groups at 8:40</p>	
8:40-8:50 (10 mins)	Plenary sharing	<p><b>Recorder on</b></p> <p>Each group shares</p> <p>3 main points from their discussions (1 minute for each)</p> <p>Volunteers to report back</p> <p><b>Recorder off</b></p>		<p>Group flip chart sheet</p> <p>Cards for summaries for volunteers</p>	<p>Understanding of the main points that have come out of this evening's discussion.</p>

Time	Agenda	Process	Who?	Process tools	Expected outcomes
	Menti	<a href="http://www.menti.com">www.menti.com</a> Enter the code supplied Given what we've discussed at this point I think: 1. The future of data is... 2. One key point from this evening that you'll take into the workshop on 8th January.			Indicators of Round 1 headlines – or what's on people's minds at this point
<b>8:50–8:55</b>	Royal Society	Reflections on what's been heard this evening Thoughts on what people should bear in mind as they get ready for round 2			
<b>8:55</b>	Wrap up	Thanks for this evening's discussion Reminders about the online space. Important to stay in touch with the programme. We'll be asking you questions in the online space and asking you to ask questions of others over the next 3 weeks. You can also find all the scenario material there and can review all the other information we've shared. Remaining £200 will be paid after all the workshops are completed on 9th February		£50 for these first two workshops	

## Facilitation Process plan

### Public dialogue round 2 online workshop 3

Round 2 workshop 3: Belfast, online					
Time	Agenda	Process	Who?	Process tools	Expected outcomes
5:00–5:45 (45 mins)	Set-up	<p>1 LF and 2 Fs, plus RS.</p> <ul style="list-style-type: none"> <li>• Test link, and camera.</li> <li>• Transfer host / co-host function to relevant team members and ensure it is allocated to the right team member(s) for sharing screens.</li> <li>• Change screen name to NAME HVM – Facilitator / Tech Support</li> <li>• Test screen share function for presentations (TS to screen share)</li> <li>• Update on sign up status</li> <li>• Check MENTI is updated to read ‘evening’ in the questions</li> </ul>	HVM team	<p>Process plan for each team member</p> <p>Menti</p> <p>Recollective</p> <p>Facilitator backgrounds to reflect situation</p>	<p>Welcoming space ready for deliberation.</p> <p>All resources ready for use.</p>
5:35–5:45 (15 mins)	Briefing for specialists/observers	RS to register participants as they enter. Name check and rename participants with ‘ipad’ or similar entry name.	RS	Workbooks	All those present ready to start the session
5:45–6:00	Registration	<p>Testing sound / microphone / video for participants. RS to support those struggling.</p> <p>Open <a href="http://www.menti.com">www.menti.com</a> on smart phones/ tab on their computer. Explain about the code.</p> <p>Reminder that our homework tasks were to think about</p> <ol style="list-style-type: none"> <li>1. Examples of resilience</li> <li>2. Where you sit on the Kieron-Greta scale</li> <li>3. Interviewing friends and family.</li> </ol> <p>As we’re settling in you could take a minute to recall what you’d noted down.</p> <p>Participants encouraged to get a pen and paper and have their participant pack with them. Once settled they can mute / turn video off / before we start promptly at 6pm.</p>	LF		

Time	Agenda	Process	Who?	Process tools	Expected outcomes
		<p>RS to set up Zoom groups using GE's group allocation based on a mixed demographic in each group:</p> <p><b>Group 1:</b> Henrietta  <b>Group 2:</b> Suzannah  <b>Group 3:</b> Dawn</p> <p>Observers (Hannah , Daniella and Alex) move between the breaks so each gets to observe at least two small group discussions.</p>			
6:00–6:15 (15 mins)	Welcome & introductions	<p>HH to introduce the session with reminders of how we work together slides and HVM team introductions.</p> <p><b>Royal Society team introductions and welcome</b></p> <p>Alex – to give a broad welcome back and remind people of the scope</p> <p>Alex - to remind participants of the research questions</p> <p><b>How do we develop a system for using data which is resilient, effective and trusted in emergency and non-emergency situations?</b></p> <ul style="list-style-type: none"> <li>• Can the systems developed help us in a future national emergency?</li> <li>• Are the systems developed for emergencies useful in non-emergency situations?</li> <li>• Are we any better placed to put in place a data-led response to other emergencies?</li> </ul> <p>SK to remind everyone of the dialogue details</p> <ul style="list-style-type: none"> <li>• Dialogue process and timeline</li> <li>• An explanation of what happens to all the points of view gathered during the dialogue process</li> <li>• Introduction to the online space</li> <li>• Introductions to recording</li> <li>• Explain small group rationale &amp; support provided from HVM team (facilitators/ research support)</li> </ul>	<p>LF</p> <p>AW</p> <p>On screen</p>	<p>Welcome PP</p> <p>Setting out purpose Introduction &amp; HVM &amp; FT introduction.</p>	<p>Everyone knows who is in the room and why; what will happen during the day and their role (and importance of that role) in it.</p> <p>Participants understand they are part of a larger process and other dialogue groups are meeting in other parts of the country.</p> <p>Participants are comfortable in the space and with the process. They are given enough of a reminder to get back in to the context of our discussions</p>

Time	Agenda	Process	Who?	Process tools	Expected outcomes
		<p>Facilitator to tell the group about recording and non-attribution of comments. We are interested in what you are saying not who says what.</p> <p>Refer to all the other ways in which we also capture views:</p> <ul style="list-style-type: none"> <li>• JamBoards</li> <li>• Recollective</li> <li>• Menti</li> </ul>			Reminders of how views are recorded, why this is important and how they help us build the record.
<b>6:15–6:25</b> (10 mins)	Quick vote 1: Re-introducing the topic	<p><b>Introduce Mentimeter</b></p> <p>Using <a href="http://www.menti.com">www.menti.com</a> on your smart phone. Put in code on the screen – those struggling invited to use the Chat.</p> <p>Repeated variations on data related baseline questions</p> <ol style="list-style-type: none"> <li>1. Health and social care data should be used to inform planning for the NHS</li> </ol> <p>Strongly agree/ agree/ neither agree nor disagree/ disagree/ strongly disagree</p> <p>Complete these sentences...</p> <ol style="list-style-type: none"> <li>2. I expect the data collected on social media to...</li> <li>3. I expect data collected by financial service companies to...</li> </ol>	LF	Smartphones	Voting process reuses base line questions to see if opinions have changed.
<b>6:25</b>	<p>Leila to send everyone to their small groups</p> <p><b>Group 1:</b> HH <b>Group 2:</b> SK <b>Group 3:</b> DS</p>				

Time	Agenda	Process	Who?	Process tools	Expected outcomes
<p><b>6:25-6:50</b> (25 mins)</p> <p><b>6:25-6:30</b> (5 mins)</p> <p><b>6:30-6:50</b> (20 mins)</p>	Conversations on data	<p><b>Recorder on</b></p> <p>1. Quick round the zoom hellos with:</p> <p>As you say hello just share where you sit on the Kieron – Greta scale. No need to explain any more – this is just a quick hello.</p> <p>2. Participants report back on the conversations they've had on data used in emergency and non-emergency situations with friends and family.</p> <ul style="list-style-type: none"> <li>• What hopes were shared for society's use of data?</li> <li>• What concerns were shared for society's use of data?</li> <li>• Are your interviewees' views different when they think about data being used in an emergency situation like Covid-19 or a flood?</li> </ul>	Fs Group	<p>No need for notes here – we have it on the homework space.</p> <p>Jamboard split into three areas: hopes/ concerns/ differences for visible notes.</p>	<p>Getting back into thinking about data.</p> <p>Drawing on the homework discussions they'll have had.</p>
<b>6:50</b>	Leila to broadcast an announcement to all groups to move on to our discussions about resilience				
6:50–7:15 (25 mins)	Resilience – continue in small groups	<p>Before you came to this workshop we asked you to use the online space to think about what resilience means. We asked you to use your own words to describe resilience and to think about an example outside of data use which demonstrates resilience.</p> <p><b>Let's discuss this</b> – no need to share the examples given again unless participants would like to:</p> <p><b>Q1: What do the examples you shared about resilience indicate for:</b></p> <ul style="list-style-type: none"> <li>• What a resilient data system might be like?</li> <li>• What the principles/ hallmarks of such a system might be?</li> </ul> <p><b>Q2: What does an effective data system mean for you?</b></p> <p>Facilitator to note the key points in the JamBoard – stress that this is our initial thoughts on this – we'll pick this up in our discussions this afternoon.</p> <p>Record one main principle to report back in our plenary session tomorrow. Agree on one volunteer to report back.</p> <p><b>Recorder off</b></p>	Fs Group	<p>JamBoard</p> <p>No need to capture their examples of resilience – these are on the online space.</p> <p>Capture</p> <ul style="list-style-type: none"> <li>• Elements of a resilient data system</li> <li>• Any principles or hallmarks of such a system</li> <li>• If time – points on 'effective'</li> </ul> <p>Leila to broadcast a 3 minute warning to all groups at 7:12</p> <p>Close the groups at 7:15</p>	Considering what might be the main factors in a resilient data system drawing on examples outside the system to inform our discussions.



Time	Agenda	Process	Who?	Process tools	Expected outcomes
7:50-8:05 (15 mins)		<p><b>Q2. What could be done to make these data systems more beneficial for more people? E.g. more inclusive</b></p> <ul style="list-style-type: none"> <li>• Create an inclusion action list drawing on the points made</li> </ul> <p>(We'll focus on trust in our next discussion)</p> <p>Agree 1 key point on inclusive data systems to report back tomorrow evening. One volunteer to do this.</p>			
8:05	Leila to broadcast an announcement to all groups to move on to our discussions about trust				
8:05-8:55 (50 mins)	An exploration of trust	We began to explore trust in our last session, we spoke about who is trusted. Now we'd like to explore the thinking behind that.		JamBoard with core purpose listed for a:	
8:05-8:15 (10 mins)		We've randomly allocated you a role – show the list on the JamBoard. Use the discussions we've had today and in the sessions earlier this month to step out of your own shoes and put yourselves in the shoes of the role you've been allocated – no need to worry about having to act, just think this through.			
8:15-8:30 (15 mins)		Facilitator to respond to immediate questions about the roles and provide support needed to get into them.			
8:30-8:50 (20 mins)		Take five minutes on your own to think about the data systems you would need in the role you have now assumed.			
		Jot down in your notes pages two or three key points about why data use is important to you in this role thinking about what you would expect in your role about how data us:			
		<ul style="list-style-type: none"> <li>• Collected</li> <li>• Used</li> <li>• Managed</li> </ul>		<p><b>Charity/NGO</b> Provide support and benefit to address a specific societal need</p> <p><b>Researcher/ data scientist</b> To develop society's understanding of a situation</p> <p><b>Industry partner</b> Create value from the data by using it to develop products and services</p> <p><b>Policy maker</b> Broad remit to provide services, safeguard, support society whilst implementing government policy</p>	
		In order to fulfil your core purpose.			
		Stay with your role to discuss what you have been thinking about:			
		<b>Q1: What are your thoughts on what you would expect from the data system?</b>			
		Step out of your role now and step back into your own shoes:			

Time	Agenda	Process	Who?	Process tools	Expected outcomes
		<p><b>Q2 Given this experience what are your thoughts on trust in data systems:</b></p> <ul style="list-style-type: none"> <li>• What is a trusted system?</li> <li>• Who is more or less trusted to use data in the ways you would expect?</li> <li>• Does that change in emergency/ non-emergency situations?</li> </ul> <p>Group to collate their thoughts on a trusted system. 1 Key point to feedback with a volunteer to join the two previous volunteers to do this tomorrow evening.</p> <p><b>Recorder off</b></p>		<p><b>Professional in the field</b> Using data to improve outcomes for individuals, communities and society</p> <p>Leila to broadcast a 3 minute warning to all groups at 8:52.</p> <p>Close the groups at 8:55</p>	
<b>8:55</b>	Leila to bring people back to the plenary space				
<b>8:55</b>	LF Close	<p>Thank you for being with us this evening. Please join us at the same time tomorrow evening. 5.45pm</p> <p>We will put up on Recollective the summary points from this evening's discussion for you to review before tomorrow. That's the only homework, given we meet you again so soon.</p>			Clear that the process concludes tomorrow.

## Facilitation Process plan

### Public dialogue Round 2 online workshop 4

Round 2 – workshop 4: UK Group, online					
Time	Agenda	Process	Who?	Process tools	Expected outcomes
5:00–5:45 (45 mins)	Set-up	<p>1 LF and 2 Fs, plus RS.</p> <ul style="list-style-type: none"> <li>• Test link, and camera.</li> <li>• Transfer host / co-host function to relevant team members and ensure it is allocated to the right team member(s) for sharing screens.</li> <li>• Change screen name to NAME HVM – Facilitator / Tech Support</li> <li>• Test screen share function for presentations (TS to screen share)</li> <li>• Update on sign up status</li> <li>• Check MENTI is updated to read ‘evening’ in the questions</li> </ul>	HVM team	<p>Process plan for each team member</p> <p>Menti</p> <p>Recollective</p> <p>Facilitator backgrounds to reflect situation</p>	<p>Welcoming space ready for deliberation.</p> <p>All resources ready for use.</p>
5:35-5:45 (15 mins)	Briefing for specialists/ observers	RS to register participants as they enter. Name check and rename participants with ‘ipad’ or similar entry name.	RS	Workbooks	All those present ready to start the session
5:45-6:00	Registration	<p>Testing sound / microphone / video for participants. RS to support those struggling.</p> <p>Open <a href="http://www.menti.com">www.menti.com</a> on smart phones / tab on their computer. Explain about the code.</p> <p>Reminder that our homework tasks were to think about</p> <ol style="list-style-type: none"> <li>1. Examples of resilience</li> <li>2. Where you sit on the Kieron-Greta scale</li> <li>3. Interviewing friends and family.</li> </ol> <p>As we’re settling in you could take a minute to recall what you’d noted down.</p> <p>Participants encouraged to get a pen and paper and have their participant pack with them. Once settled they can mute/ turn video off/ before we start promptly at 10pm.</p>	LF		

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		<p>RS to set up Zoom groups using GE's group allocation based on a mixed demographic in each group:</p> <p><b>Group 1:</b> HH  <b>Group 2:</b> SK  <b>Group 3:</b> DS</p> <p>Observers move between the breaks so each gets to observe at least two small group discussions.</p>			
6:00-6:10 (10 mins)	Welcome & introductions	<p>HH to introduce the session with reminders of how we work together slides and HVM team introductions.</p> <p>Royal Society team introductions and welcome observers: Hannah and Daniella</p> <p>Alex – to give a reminder welcome back and remind people of the scope</p> <p>- to remind participants of the research questions</p> <p><b>How do we develop a system for using data which is resilient, effective and trusted in emergency and non-emergency situations?</b></p> <ul style="list-style-type: none"> <li>• Can the systems developed help us in a future national emergency?</li> <li>• Are the systems developed for emergencies useful in non-emergency situations?</li> <li>• Are we any better placed to put in place a data-led response to other emergencies?</li> </ul> <p>HH to remind everyone of the dialogue details</p> <ul style="list-style-type: none"> <li>• Dialogue process and timeline</li> <li>• An explanation of what happens to all the points of view gathered during the dialogue process</li> <li>• Introduction to the online space</li> <li>• Introductions to recording</li> <li>• Explain small group rationale &amp; support provided from HVM team (facilitators/ research support)</li> </ul>	<p>LF</p> <p>TH</p> <p>AW</p> <p>On screen</p> <p>LF using HVM slides</p>	<p>Welcome PP</p> <p>Setting out purpose Introduction &amp; HVM &amp; FT introduction.</p>	<p>Everyone knows who is in the room and why; what will happen during the day and their role (and importance of that role) in it.</p> <p>Participants understand they are part of a larger process and other dialogue groups are meeting in other parts of the country.</p> <p>Participants are comfortable in the space and with the process. They are given enough of a reminder to get back in to the context of our discussions</p> <p>Reminders of how views are recorded, why this is important and how they help us build the record.</p>

Time	Agenda	Process	Who?	Process tools	Expected outcomes
		<p>Facilitator to tell the group about recording and non-attribution of comments. We are interested in what you are saying not who says what.</p> <p>Refer to all the other ways in which we also capture views:</p> <ul style="list-style-type: none"> <li>• JamBoards</li> <li>• Recollective</li> <li>• Menti</li> </ul>			
<b>6:10-6:15</b> (5 mins)	Preparing for plenary report back	<p><b>Recorder on</b></p> <p>Facilitator to review JamBoard points made by the group yesterday evening. Group to review and refine:</p> <ul style="list-style-type: none"> <li>• Add in key points to summary board</li> <li>• Add in changes/ additional points</li> <li>• Agree volunteers to share the points in the plenary session which follows.</li> </ul> <p><b>Recorder off</b></p>	F Group	<p>JamBoard with summary points from yesterday evening on:</p> <p>Resilience</p> <p>Inequalities</p> <p>Trust</p> <p>LF to give 3 min warning @6:27</p>	Getting back in to the space, building on yesterday evening's discussion
<b>6:30</b>	Leila to send back to plenary space				
<b>6:30-6:45</b> (15 mins)  5 mins per group	Plenary report back	<p><b>TS – recorder on</b></p> <p>Each group feeds back key points from their session yesterday evening:</p> <ol style="list-style-type: none"> <li>1. Resilience</li> <li>2. Inequalities</li> <li>3. Trust</li> </ol> <p>LF reminder of the critical role of the whole group as we prepare our final considerations</p> <p><b>TS – recorder off</b></p>	LF Group volunteers	Fs sharing their JamBoard summaries	<p>To get back into the space from yesterday.</p> <p>A group understanding of what the sub-groups have been doing to inform this pm's discussion.</p>

Time	Agenda	Process	Who?	Process tools	Expected outcomes
6:45	Leila to send everyone to their small groups <b>Group 1:</b> HH <b>Group 2:</b> SK <b>Group 3:</b> DS				
6:45-7:50 (65 minutes)	Developing and prioritising considerations	<b>Recorder on</b> <b>Q1: What are the challenges in creating data systems which meet these three criteria?</b> <ul style="list-style-type: none"> <li>• Group to create list of challenges</li> </ul> Prompts – to be used as necessary: <ul style="list-style-type: none"> <li>• What specific challenges do you see for <ul style="list-style-type: none"> <li>– for emergency situations</li> <li>– for life outside emergency situations</li> <li>– in relation to privacy/ data security</li> <li>– in relation to inequalities</li> <li>– building trust in data systems</li> </ul> </li> </ul> <b>Q2: Given the challenges: how can concerns be minimised?</b>		JamBoard notation  Facilitators to use their discretion here & use time flexibly here to give 5 mins break if needed during these 65 mins.	
6:45-7:05 (20 mins)		Prompts – to be used as necessary: <ul style="list-style-type: none"> <li>• What are your red lines? Things you just think shouldn't happen</li> <li>• Safeguards that you think are essential in a resilient, effective and trusted system: regulations/ legislation/service provision/advice &amp; guidance / communication &amp; information/public engagement to build trust</li> </ul> <b>Q3: What opportunities do you see for developing data systems which are resilient, trusted and effective?</b>			
7:05-7:20 (15 mins)		<ul style="list-style-type: none"> <li>• Group to create list of opportunities</li> </ul> Prompts – to be used as necessary: <ul style="list-style-type: none"> <li>• What specific opportunities do you see for <ul style="list-style-type: none"> <li>– for emergency situations</li> <li>– for life outside emergency situations</li> <li>– using data to address inequalities</li> <li>– building trust in data systems</li> </ul> </li> </ul>			

Time	Agenda	Process	Who?	Process tools	Expected outcomes
7:35-7:50 (15 mins)		<p><b>Q4: Given the opportunities: how can benefits be maximised?</b></p> <ul style="list-style-type: none"> <li>• In emergency and non-emergency situations</li> <li>• What do you think is essential to bring benefits to society from data use?</li> <li>• Safeguards: regulations/ legislation/service provision/advice &amp; guidance / communication &amp; information/public engagement: individuals/families/wider society/NHS/government/others?</li> <li>• To ensure an inclusive use of data</li> </ul> <p><b>Recorder off</b></p>		LF to give 3 min warning @7:47	
7:50-8:05	Break – mics and cameras off Come back to the plenary space promptly				
8:05	Leila to send everyone in to their small groups Group 1: HHGroup 2: SKGroup 3: DS				
8:05-8:30 (25 mins)	Summarising and highlighting key points	<p><b>Recorder on</b></p> <p>F: Review notes from previous session with participants and add any final comments.</p> <p><b>Q5: Given what we have discussed today, and throughout the dialogue, what points do those creating resilient data systems need to keep in their minds?</b></p> <ul style="list-style-type: none"> <li>• Highlight what you think is most important</li> <li>• Highlight your red lines or things you think are essential to consider</li> <li>• Highlight differences between emergency and non-emergency situations</li> </ul> <p>Create a JamBoard summary sheet with main points</p> <p>Ask for participant volunteers to feedback</p> <p><b>Recorder off</b></p>		JamBoard with key points made from all sessions summarised	
	Fs to use flexi time here and pick up points not covered previously			LF to give 3 min warning @8:27	



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