



National
Co-ordinating
Centre for
Public Engagement

KEF Public and Community Engagement guidance and template

A summary of the guidance and template

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Overview

This briefing provides a quick summary of the guidance for the Public and Community Engagement narrative and self-assessment in the Knowledge Exchange Framework (KEF). We have prepared it to help HEIs quickly make sense of the requirements, published by Research England in March 2020 and [accessible here](#).

Submitting narratives as part of the KEF is optional – but is being strongly encouraged by Research England. If institutions chose to submit narratives, they will be required to submit three:

1. Institutional context
2. Local Growth and Regeneration
3. Public and Community Engagement (including self-assessment)

Public and Community Engagement is the only one that will use an institution's self-assessment of its performance to derive a metric (a score out of 10). This self-assessment will be focused on five areas of activity (or 'aspects'):

- **Strategy:** Developing your strategy with the needs of users in mind
- **Support:** Practical support in place to support public and community engagement
- **Activity:** Activities undertaken to deliver your strategy
- **Results and learning:** Evidencing outcomes and impacts
- **Acting on results:** Communicating and acting on results

The self-assessment will be scored against five developmental levels:

1. **Planning phase**, nothing yet in place
2. **Embryonic**, in the early stages of development
3. **Developing**, and implementation taking place
4. **Fully developed** and implemented in most but not all areas with outcomes and impacts becoming apparent
5. **Fully developed and embedded across the institution** to exemplary standards, with a culture of continuous improvement and good evidence on outcomes and impact

For each of the five aspects, HEIs will be invited to provide a short statement to contextualise their score and to provide corroborating evidence. Their assessment of their performance will be aggregated to derive a score out of 10, and is an integral part of the P&CE narrative template.

People familiar with the National Coordinating Centre for Public Engagement's work to support public and community engagement will recognise this framing. It draws on the NCCPE's well established self-assessment Framework, the [EDGE tool](#).

Background

Why are Research England using self-assessment to derive a metric for Public and Community Engagement?

Research England's goal is to make the KEF as light touch as possible, drawing on existing data to enable meaningful comparisons between clusters of similar HEIs in the seven different knowledge exchange domains (or 'perspectives'). [They consulted on the plans](#) and ran a pilot in 2019. Their initial proposed metric for Public and Community Engagement was drawn from the [HE Business and Community Interaction survey](#): time per academic staff FTE committed to public and community engagement across events, performances and museums and galleries. Recognising the limitations of available metrics for Public and Community Engagement and for Local Growth and Regeneration, they also proposed that institutions submit narrative statements for these two perspectives, and provided draft templates for these.

In the NCCPE's 2019 [consultation response](#) we challenged the robustness of the proposed metric for public and community engagement. There are a number of reasons why it is hard to find a simple metric to capture the value generated by public and community engagement. Work in this area covers a very broad spectrum of activity, from engaging the public with research to making community facilities accessible to the public. These activities have different purposes and generate a host of different outcomes which often aren't evaluated in a systematic way, making drawing of comparisons between institutions based on a single metric really difficult.

Because of this we recommended a different approach: to focus on factors which we know make a difference in the delivery of public and community engagement, the underpinning behaviours and investments HEIs make to deliver excellent activity, and to invite institutions to assess themselves against these in a systematic way. We suggested that this could be integrated with the proposed narrative.

In parallel with the consultation, Research England launched a [pilot process](#) to test and refine the proposals, which ran between March and May 2019. 21 HEIs were selected to take part, and as part of this were invited to use the proposed narrative templates.

Research England commissioned the NCCPE to provide expert input to the pilot process. In addition to the co-design, facilitation and evaluation of the public and community engagement workshop, we provided a detailed evaluation of the draft narrative statements provided by the participating institutions. We identified a number of issues with the template, which made it hard to draw meaningful comparisons between HEIs:

90. Whilst the proposed template delivers some effective prompts that elicited useful information, there was considerable variety in the level of specificity and supporting evidence provided in the pilot drafts. (Knowledge Exchange Framework: Outcomes of Consultation and Pilot Exercise, August 2019)

As a result of the consultation exercise and pilot Research England concluded that the proposed metric should not be taken forward to the first iteration of the KEF:

*81. In line with the consultation responses, the proposed metric was not well received by the pilot group, although there was general recognition that in spite of this, community and public engagement should be represented in the KEF as a perspective in its own right (to retain prominence and not to be seen as of secondary importance). **Knowledge Exchange Framework: Outcomes of Consultation and Pilot Exercise, August 2019***

They accepted the NCCPE's recommendation that HEIs should be invited to generate a provisional score based on self-assessment, with optional submission to Research England as part of narrative template.

So what has changed as a result of the consultation and pilot?

The publication of the final guidance in February 2020 sees these decisions reflected in:

- Adapted narrative templates for both Local Growth and Regeneration and Public and Community Engagement (which we include below)
- The inclusion of prompts for the kind of evidence and supporting information that might be submitted to corroborate the claims made in the narratives
- The implementation of an integrated self-assessment process for Public and Community Engagement, with institutions provided with a scale to 'score' their current level of support for public and community engagement with submission to Research England as an integral part of the narrative template.

We think this is the best way forward, at this point in time, for a number of reasons:

- We don't think it will add significant burden above that of the narrative on its own, which was already accepted as necessary in this perspective
- The alignment with the KE Concordat and UKRI Funding Assurance means that the work done to complete the KEF narrative can be easily re-purposed for other reporting purposes. It will also provide really useful evidence to submit to the REF Institutional Environment statement, and in future HEIF returns
- The process will focus attention on 'what works' and trigger useful internal conversations on how well supported and resourced P&CE is within individual HEIs. This will help with the goal of ensuring public engagement is better supported across the sector
- The results will provide a really rich and well evidenced picture of the current state of support for public and community engagement, to inform future policy and enable HEIs to more readily compare their activity with others
- It will help communicate the distinctive character and approach to public engagement of different HEIs and clusters of HEIs to potential collaborators and audiences outside the sector, including policy makers.

The rest of this briefing document summarises the new guidance for Public and Community Engagement. The Annex includes a comparison of the narrative templates for Public and Community Engagement and Local Growth and Regeneration, which contain very similar prompts.

How the narrative template for Public and Community Engagement has changed

There are some significant changes to the narrative template, including the addition of a prompt focused on the practical support for public and community engagement. We present the two templates side by side below:

Heading	PILOT NARRATIVE TEMPLATE
Strategic goals	A brief overview of your strategic goals relating to public and community engagement, including reference to how you ensure these are embedded and recognised throughout your organisation. E.g. has your institution developed any policies or procedures, undertaken any structured self-assessment or made any external commitments in relation to this perspective?
Activity	What public and community engagement activity has been developed to deliver your strategic goals, who is involved?
Outputs and potential outcomes	What are the outputs and potential outcomes of your public and community engagement activity, on whom, how is it measured?
External recognition or awards	Have you received any external recognition for your activity as an institution or for individual projects? For example NCCPE's Engage Watermark or equivalent?

Aspect	NEW NARRATIVE TEMPLATE
1. Strategy	Developing your strategy Information on your existing strategy, planning process and allocation of resources, including how you identified relevant public and community groups and their needs, and facilitated their ability to engage with the institution, as a means to help understand intended achievements.
2. Support	Practical support to deliver your strategy Provide information about the practical support you have put in place to support your public and community engagement and recognise the work appropriately.
3. Activity	Delivering your strategy: activities Provide information on the focus of your approach and describe examples of the activity delivered. How do you know activities have met the identified needs of public and community groups? Please focus on the last three years of activity.
4. Results & learning	Evidencing success Describe the outcomes and/or impacts of your activities. How have you evaluated these individual activities to ensure you understand whether they have addressed your strategic objectives – and intended achievements for public and community? To what extent have you learnt from your approach and applied this to future activity?
5. Acting on results	Communicating and acting on the results How has the institution acted on the outcomes of activities or programmes to ensure it is meeting the wider strategic aims; to inform the development of this strategic approach; and to continuously improve and improve outcomes and impacts for public and communities? To what extent have the results of the work been shared with the communities involved, internally in the institution, and externally

How the Public and Community Engagement self-assessment is described in the guidance

The following framing is provided in the guidance:

Public and community engagement self-assessment and statement

40. Due to the absence of suitable metrics for this perspective, a self-assessment of the institution's current performance of public and community engagement will be integrated into the narrative statement and used to provide a provisional 'score' for this iteration of the KEF.

41. For the purposes of the Public & Community Engagement perspective we are basing our understanding of public and community engagement on the National Co-ordinating Centre for Public Engagement (NCCPE)'s definition of public engagement. We have encompassed 'community' into the NCCPE's existing definition of public engagement, but we are not seeking to limit the forms of community with which a particular HEI may engage. We therefore define these knowledge exchange activities as below:

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

42. The self-assessment will ask for a score out of five against each of the following five aspects:

ASPECT	DESCRIPTION
Strategy	Developing your strategy with the needs of users in mind
Support	Practical support in place to support public and community engagement
Activity	Activities undertaken to deliver your strategy
Results	Evidencing outcomes and impact
Acting on results	Communicating and acting on results

Public and community engagement self-assessment and statement cont'd

43. The scores 1-5 will represent the following broad stages of development (fuller definitions for each aspect are given in the guidance below):

Self-assessment score	Stage of development
1	Planning phase, nothing yet in place
2	Embryonic, in the early stages of development
3	Developing, and implementation taking place
4	Fully developed and implemented in most but not all areas with outcomes and impacts becoming apparent
5	Fully developed and embedded across the institution to an exemplary level, with a culture of continuous improvement and good evidence on outcomes and impacts

44. The public and community engagement narrative statement will be prefaced by an initial 120 word 'lay' summary of your approach to public and community engagement. This will be followed by narrative to corroborate your self-assessment scores in the five aspects described above.

From: Research England Knowledge Exchange Framework: Clustering and narrative templates, 2 March 2020

The guidance and self-assessment template side-by-side

The guidance and template are presented by Research England in two separate documents. We have put them side-by-side for ease of reference:

Public and community engagement narrative statement

Please note a word limit of 2,000 words applies across the five 'aspects' of this statement. The summary of approach has a separate word limit of 120 words. Diagrams and images may be included, providing they can be extracted for online display and the total statement (excluding cover page) does not exceed ten pages.

Institution name	
UKPRN (www.ukrtp.co.uk)	
Public and community engagement primary contact name	
Job title	
Email address (<i>to be published</i>)	
Total word count (<i>including summary of approach</i>)	

Summary of approach

Summary

Please provide a short (max 120 words) summary of your approach to community and public engagement. This should be in the style of a 'lay summary' and provide a succinct and accessible overview of your approach.

Word count:

Aspect 1: Strategy: Developing your strategy with the needs of users in mind

Aspect 1: Strategy		
<p>Developing your strategy</p> <p>Information on your existing strategy, planning process and allocation of resources, including how you identified relevant public and community groups and their needs, and facilitated their ability to engage with the institution, as a means to help understand intended achievements.</p> <p><i>Refer to the supporting guidance document for examples of evidence you may wish to include to corroborate your self-assessment (page 15).</i></p>		
<p>Word count:</p>		
<p>Self-assessment score</p> <p>Developing your strategy</p>	<p>0 ←</p> <p><i>Insert score between 1 – 5 here</i></p> <p><i>Refer to guidance document for scoring criteria (page 12-14).</i></p>	
Aspect 1: Strategy		
Developing your strategy		
Score	Criteria	Evidence and corroborating information
1	<p>Planning phase, nothing yet in place</p> <p>The institution indirectly supported public and community engagement, but had no strategy in place to focus their activity. Little evidence of needs identification.</p>	<p><i>Evidence you might include to corroborate your self-assessment. This is not an exhaustive list. They represent indicators that you may wish to consider in your response.</i></p> <ul style="list-style-type: none"> Evidence of any consultation and evidence gathering undertaken to inform your strategy.
2	<p>Embryonic, in early stages of development</p>	<ul style="list-style-type: none"> Link to your strategy & implementation plan for public and community engagement activity.
3	<p>Developing, implementation taking place</p> <p>The institution has a strategy for public and community engagement and is beginning to implement it. The strategic priorities are informed by intelligence about who the institution is working with and why. There has been a commitment to resourcing public and community engagement activity.</p>	<ul style="list-style-type: none"> Evidence of how public and community engagement strategy and activity has supported wider institutional objectives. The governance arrangements that are in place to oversee delivery of your strategy and ensure accountability.
4	<p>Fully developed and implemented in most but not all areas with outcomes and impacts becoming apparent</p>	<ul style="list-style-type: none"> If and how public and community engagement is included in the responsibilities for senior academic and professional service managers.
5	<p>Fully developed and embedded across the institution to an exemplary level, with a culture of continuous improvement and good evidence on outcomes and impacts</p> <p>The institution has implemented a strategy and plan for public and community engagement informed by public and community needs, with explicit goals, strong leadership, robust governance and accountability arrangements. The strategy has been reviewed regularly, and improvements have been implemented as a result. Appropriate resourcing of activities is in place, and is an integral part of wider long-term financial planning.</p>	<ul style="list-style-type: none"> Evidence of the resources you have allocated to deliver your strategy, including external funding or grants you have secured. Details of facilities and services that are accessible to the public and how these are promoted. Evidence of how you have handled enquiries from community organisations and members of the public.

Aspect 2: Support: Practical support in place to support public and community engagement

Aspect 2: Support	
<p>Practical support to deliver your strategy</p> <p>Provide information about the practical support you have put in place to support your public and community engagement, and recognise the work appropriately.</p> <p><i>Refer to the supporting guidance document for examples of evidence you may wish to include to corroborate your self-assessment (page 16).</i></p>	
<p>Word count:</p>	
<p>Self-assessment score Support structures and recognition</p>	<p>0 ←</p> <p><i>Insert score between 1 – 5 here</i> <i>Refer to guidance document for scoring criteria (page 12-14).</i></p>

Aspect 2: Support		
Practical support to deliver your strategy		
Score	Criteria	Evidence and corroborating information
1	<p>Planning phase, nothing yet in place</p> <p>There has not been specialist support in place or opportunities for professional development.</p>	<p><i>Evidence you might include to corroborate your self-assessment. This is not an exhaustive list. They represent indicators that you may wish to consider in your response.</i></p> <ul style="list-style-type: none"> Evidence of the practical support you have provided for public and community engagement such as networks, grants and other resources. Evidence of the CPD or training you have provided, and steps you have taken to ensure that your staff, students and partners can access relevant learning and opportunities to improve their effectiveness. Evidence of how your website or social media presence provide support for community organisations and members of the public wishing to engage with you. Evidence of formal involvement of public/community in advisory or governance roles. Evidence of how public and community engagement is recognised and rewarded – including staff, students and communities themselves.
2	<p>Embryonic, in early stages of development</p>	
3	<p>Developing, implementation taking place</p> <p>There has been some ad hoc support and development opportunities on offer, but this has not been systematically provided yet.</p>	
4	<p>Fully developed and implemented in most but not all areas with outcomes and impacts becoming apparent</p>	
5	<p>Fully developed and embedded across the institution to an exemplary level, with a culture of continuous improvement and good evidence on outcomes and impacts</p> <p>The institution has employed specialist staff to offer support and provide advice on strategy delivery. CPD, networks and practical resources have been provided and widely used to enhance practice aligned to strategic objectives. Participation in public and community engagement activities are recognised and valued by the institution leaders, and rewarded appropriately</p>	

Aspect 3: Activity: Activities undertaken to deliver your strategy

Aspect 3: Activity	
<p>Delivering your strategy: activities</p> <p>Provide information on the focus of your approach and describe examples of the activity delivered. How do you know activities have met the identified needs of public and community groups? Please focus on the last three years of activity.</p> <p><i>Refer to the supporting guidance document for examples of evidence you may wish to include to corroborate your self-assessment (page 17).</i></p>	
Word count:	
<p>Self-assessment score Delivering your strategy</p>	<p>0 ←</p> <p><i>Insert score between 1 – 5 here</i> <i>Refer to guidance document for scoring criteria (page 12-14).</i></p>

Aspect 3: Activity		
Delivering your strategy: activities		
Score	Criteria	Evidence and corroborating information
1	<p>Planning phase, nothing yet in place</p> <p>Some public and community engagement activity has happened, but often in an ad-hoc way, with little reference to wider strategy.</p>	<p><i>Evidence you might include to corroborate your self-assessment. This is not an exhaustive list. They represent indicators that you may wish to consider in your response.</i></p> <ul style="list-style-type: none"> Describe the key public and community engagement that has been undertaken, including the major programmes or organising principles that underpin activity, as well as examples of specific activity. Describe how this activity has met the objectives of your strategy and the identified needs of your target audiences, and, where appropriate, how it will be sustained.
2	<p>Embryonic, in early stages of development</p>	
3	<p>Developing, implementation taking place</p> <p>The institution has undertaken a variety of public and community engagement activities, most of which are linked to a strategy, with some central co-ordination.</p>	
4	<p>Fully developed and implemented in most but not all areas with outcomes and impacts becoming apparent</p>	
5	<p>Fully developed and embedded across the institution to an exemplary level, with a culture of continuous improvement and good evidence on outcomes and impacts</p> <p>The institution has delivered a significant portfolio of public and community engagement projects and activities which have comprehensively addressed needs as identified in its strategy.</p>	

Aspect 4: Results and learning: *Evidencing outcomes and impacts*

Aspect 4: Results and learning	
<p>Evidencing success</p> <p>Describe the outcomes and/or impacts of your activities. How have you evaluated these individual activities to ensure you understand whether they have addressed your strategic objectives – and intended achievements for public and community? To what extent have you learnt from your approach and applied this to future activity?</p> <p><i>Refer to the supporting guidance document for examples of evidence you may wish to include to corroborate your self-assessment (page 18).</i></p>	
Word count:	
<p>Self-assessment score Evidencing success</p>	<p>0 ←</p> <p><i>Insert score between 1 – 5 here</i> <i>Refer to guidance document for scoring criteria (page 12-14).</i></p>

Aspect 4: Results and Learning		
Evidencing success		
Score	Criteria	Evidence and corroborating information
1	<p>Planning phase, nothing yet in place</p> <p>Some evidence of positive outcomes or impacts, but anecdotal evidence often used to determine success, with little investment in systematic evaluation.</p>	<p><i>Evidence you might include to corroborate your self-assessment. This is not an exhaustive list. They represent indicators that you may wish to consider in your response.</i></p> <ul style="list-style-type: none"> • Details of KPIs/outcome frameworks or other measures which you have used to focus your evaluation activity. • Evidence of the outcomes of key activities or programmes, and the extent to which they have met their objectives. Where possible, use verifiable numbers, links to published reports, evaluations or similar. • Indicators or measures of success that you have used to monitor progress. • Details of how you have used this data or evidence to enhance your practice. • Testimony from public or communities.
2	<p>Embryonic, in early stages of development</p>	
3	<p>Developing, implementation taking place</p> <p>Evidence of potentially significant outcomes, most of which have been evaluated in some way to assess if and how they have delivered against project aims.</p>	
4	<p>Fully developed and implemented in most but not all areas with outcomes and impacts becoming apparent</p>	
5	<p>Fully developed and embedded across the institution to an exemplary level, with a culture of continuous improvement and good evidence on outcomes and impacts</p> <p>Significant outcomes and impacts reported, with a strategic plan for evaluating interventions in a robust manner. Evaluations and other feedback from activities are shared widely across the institution to continuously improve delivery of future activities.</p>	

Aspect 5: Acting on results: *Communicating and acting on results*

Aspect 5: Acting on results	
<p>Communicating and acting on the results</p> <p>How has the institution acted on the outcomes of activities or programmes to ensure it is meeting the wider strategic aims; to inform the development of this strategic approach; and to continuously improve outcomes and impacts for public and communities? To what extent have the results of the work been shared with the communities involved, internally in the institution, and externally?</p> <p><i>Refer to the supporting guidance document for examples of evidence you may wish to include to corroborate your self-assessment (page 19).</i></p>	
<p>Word count:</p>	
<p>Self-assessment score Communicating and acting on the results</p>	<p>0 ←</p> <p><i>Insert score between 1 – 5 here</i> <i>Refer to guidance document for scoring criteria (page 12-14).</i></p>

Aspect 5: Acting on results		
Communicating and acting on the results		
Score	Criteria	Evidence and corroborating information
1	<p>Planning phase, nothing yet in place</p> <p>Wider evaluation of strategic support for public and community engagement, or of the results of individual activities or programmes is not yet in place.</p>	<p><i>Evidence you might include to corroborate your self-assessment. This is not an exhaustive list. They represent indicators that you may wish to consider in your response.</i></p> <ul style="list-style-type: none"> Evidence of how you have reported on the impact of your activity to internal and external audiences, including staff, governors (or equivalent), partners, and the public. Evidence of reviews of your strategy and support for public and community engagement (e.g. use of NCCPE EDGE tool, surveys of staff or other benchmarking). Evidence of feedback being sought from staff, students, public and community partners, and how that feedback has influenced your strategy and plans. Evidence of KPIs or other outcome measures/data which you use to review the quality and effectiveness of your institutional support for public and community engagement, and hence will improve longer term outcomes
2	<p>Embryonic, in early stages of development</p>	
3	<p>Developing, implementation taking place</p> <p>Some efforts have been made to review the effectiveness of the strategic support for public and community engagement, but this is not yet sustained or communicated to all parts of the institution.</p>	
4	<p>Fully developed and implemented in most but not all areas with outcomes and impacts becoming apparent</p>	
5	<p>Fully developed and embedded across the institution to an exemplary level, with a culture of continuous improvement and good evidence on outcomes and impacts</p> <p>The institution has reviewed its strategic support for public and community engagement, benchmarking its activity against other organisations. It has sought feedback from inside and outside of the institution, and has used (or will use) the results of this and evaluations of individual activities to inform future planning.</p>	

NCCPE tools and resources

Those universities who have used the NCCPE's [EDGE tool](#), [EDGE tool survey](#) or who have undertaken our [Watermark process](#) will recognise many of the prompts in the template, and will have gathered data which could be submitted to help evidence your self-assessment.

Please get in touch if you would like to discuss any of these resources or support services with us, or would like any further advice.

nccpe.enquiries@uwe.ac.uk

EDGE self-assessment matrix

EMBRYONIC
DEVELOPING
GRIPPING
EMBEDDING

This tool allows you to assess your institution's support for public engagement. You can access a guide to how to use the tool here: www.publicengagement.ac.uk/edge-tool

You are welcome to use the EDGE tool for non-commercial educational purposes, where credit is given to the NCCPE.

National Co-ordinating Centre for Public Engagement

The graphic features a teal background with a white grid pattern. On the right side, there are four large, stylized letters: 'E', 'D', 'E', and 'E', each with a different color and a small text label next to it: 'EMBRYONIC' (top), 'DEVELOPING' (second), 'GRIPPING' (third), and 'EMBEDDING' (bottom). The text 'EDGE self-assessment matrix' is at the top left. Below it, there is a paragraph of text and a URL. At the bottom left, there is the NCCPE logo and name.

National Co-ordinating Centre for Public Engagement

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Enter search terms... Search

We help universities engage with the public
How can we help you with public engagement?

Enter search terms... Search

“NCCPE are the people who really understand engagement. They offer structured, productive tools that really make a difference.”

David Sweeney
Research England

The screenshot shows the NCCPE website homepage. At the top left is the NCCPE logo. Below it is a navigation menu with seven items: 'About engagement', 'Do engagement', 'Support engagement', 'Resources', 'About us', 'NCCPE projects & services', and 'Connect'. To the right of the menu is a search bar with the text 'Enter search terms...' and a 'Search' button. Below the menu is a large banner with a teal background and a photo of people. The banner text reads 'We help universities engage with the public' and 'How can we help you with public engagement?'. Below the banner is another search bar with the text 'Enter search terms...' and a 'Search' button. To the right of the banner is a quote: '“NCCPE are the people who really understand engagement. They offer structured, productive tools that really make a difference.”' and a small photo of David Sweeney with his name and title 'David Sweeney, Research England' below it.

The [NCCPE website](#) includes a wealth of resources, useful tools and exemplars of practice.

A useful place to start is in the [Support Engagement](#) section. This includes details of the NCCPE's [Engaged University Manifesto](#). Over 80 HEIs have signed this, expressing their strategic commitment to public engagement

ANNEX: Comparing the Local Growth and Public Engagement templates

It is helpful that Research England have used very similar prompts for both narratives. We have put them side by side for ease of reference:

STRATEGY: Local growth and regeneration

Aspect 1: Strategy

Strategic approach

Information on your strategic approach to local growth and regeneration as a means to understand your intended achievements. This should include an outline of the geographic areas that you have recognised to be strategically relevant to your institution at a local, regional, national or international level. How did you identify the strategic importance of these area(s) and how have you identified the local growth and regeneration 'needs' of the area(s)?

Examples of corroborating evidence and information

Evidence you might include to corroborate your narrative. This is not an exhaustive list. They represent indicators that you may wish to consider in your response.

- Description of the geographic area you consider to be your 'local' area.
- Link to a strategy & implementation plan for local growth and regeneration activity.
- Evidence of how you have identified needs, including through:
 - engagement with Local Enterprise Partnership(s) or Local Industrial Strategies.
 - engagement with local authorities or other civic groups.
 - consultation or other evidence gathering.
- Description of how local growth and regeneration activities support wider institutional objectives and/or how it features in other institutional strategies or plans.

STRATEGY: Public and Community engagement

Aspect 1: Strategy

Developing your strategy

Information on your existing strategy, planning process and allocation of resources, including how you identified relevant public and community groups and their needs, and facilitated their ability to engage with the institution, as a means to help understand intended achievements.

Evidence and corroborating information

Evidence you might include to corroborate your self-assessment. This is not an exhaustive list. They represent indicators that you may wish to consider in your response.

- Evidence of any consultation and evidence gathering undertaken to inform your strategy
- Link to your strategy & implementation plan for public and community engagement activity
- Evidence of how public and community engagement strategy and activity has supported wider institutional objectives and/or how it features in other strategies or plans
- The governance arrangements that are in place to oversee delivery of your strategy and ensure accountability
- If and how public and community engagement is included in the responsibilities for senior academic and professional service managers
- Evidence of the resources you have allocated to deliver your strategy, including external funding or grants you have secured
- Details of facilities and services that are accessible to the public and how these are promoted
- Evidence of how you have handled enquiries from community organisations and members of the public

SUPPORT: Local growth and regeneration

There is no equivalent heading in the Local Growth template

SUPPORT: Public and Community engagement

Aspect 2: Support

Practical support to deliver your strategy

Provide information about the practical support you have put in place to support your public and community engagement, and recognise the work appropriately.

Evidence and corroborating information

Evidence you might include to corroborate your self-assessment. This is not an exhaustive list. They represent indicators that you may wish to consider in your response.

- Evidence of the practical support you have provided for public and community engagement such as networks, grants and other resources.
- Evidence of the CPD or training you have provided, and steps you have taken to ensure that your staff, students and partners can access relevant learning and opportunities to improve their effectiveness.
- Evidence of how your website or social media presence provide support for community organisations and members of the public wishing to engage with you.
- Evidence of formal involvement of public/community in advisory or governance roles.
- Evidence of how public and community engagement is recognised and rewarded – including staff, students and communities themselves.

ACTIVITY: Local growth and regeneration

Aspect 2: Activity

Delivering your strategy

Information on the focus of your approach and the activities delivered. How do you know it met the identified needs of the geographic areas you identified? Please focus on the last three years of activity.

Examples of corroborating evidence and information

Evidence you might include to corroborate your narrative. This is not an exhaustive list. They represent indicators that you may wish to consider in your response.

- Highlights of key local growth activities that have been developed to realise your strategic goals - for instance the major programmes, themes or organising principles that underpin activity, including some description of the rationale behind these.
- Evidence of the investments you have made to deliver your strategy.
- Other external funding or grants you have secured to invest in activity.

ACTIVITY: Public and Community engagement

Aspect 3: Activity

Delivering your strategy: activities

Provide information on the focus of your approach and describe examples of the activity delivered. How do you know activities have met the identified needs of public and community groups? Please focus on the last three years of activity.

Evidence and corroborating information

Evidence you might include to corroborate your self-assessment. This is not an exhaustive list. They represent indicators that you may wish to consider in your response.

- Describe the key public and community engagement that has been undertaken, including the major programmes or organising principles that underpin activity, as well as examples of specific activity
- Describe how this activity has met the objectives of your strategy and the identified needs of your target audiences, and, where appropriate, how it will be sustained.

RESULTS: Local growth

Aspect 3: Results

Achieving and acting on results

Describe the outcomes and/or impacts of your activity. How do you communicate and act on the results?

Examples of corroborating evidence and information

Evidence you might include to corroborate your narrative. This is not an exhaustive list. They represent indicators that you may wish to consider in your response.

- Evidence of the quality and impact of your key programmes, and the extent to which they meet their objectives. Please use verifiable numbers, links to published reports, evaluations or other outputs.
- Evidence that you have delivered on needs of the area, and feedback from local stakeholders

RESULTS: Public and Community engagement

Aspect 4: Results and Learning

Evidencing success

Describe the outcomes and/or impacts of your activities. How have you evaluated these individual activities to ensure you understand whether they have addressed your strategic objectives – and intended achievements for public and community? To what extent have you learnt from your approach and applied this to future activity?

Evidence and corroborating information

- Details of KPIs/outcome frameworks or other measures which you have used to focus your evaluation activity.
- Evidence of the outcomes of key activities or programmes, and the extent to which they have met their objectives. Where possible, use verifiable numbers, links to published reports, evaluations or similar.
- Indicators or measures of success that you have used to monitor progress.
- Details of how you have used this data or evidence to enhance your practice.
- Testimony from public or communities.

Aspect 5: Acting on results

Communicating and acting on the results

How has the institution acted on the outcomes of activities or programmes to ensure it is meeting the wider strategic aims; to inform the development of this strategic approach; and to continuously improve and improve outcomes and impacts for public and communities? To what extent have the results of the work been shared with the communities involved, internally in the institution, and externally?

Evidence and corroborating information

- Evidence of how you have reported on the impact of your activity to internal and external audiences, including staff, governors (or equivalent), partners, and the public.
- Evidence of reviews of your strategy and support for public and community engagement (e.g. use of NCCPE EDGE tool, surveys of staff or other benchmarking).
- Evidence of feedback being sought from staff, students, public and community partners, and how that feedback has influenced your strategy and plans.
- Evidence of KPIs or other outcome measures/data which you use to review the quality and effectiveness of your institutional support for public and community engagement, and hence will improve longer term outcomes.



National
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Public Engagement

The National Co-ordinating Centre for Public Engagement (NCCPE) is internationally recognised for its work supporting and inspiring universities to engage with the public.

We work to change perspectives, promote innovation, and nurture and celebrate excellence. We also champion meaningful engagement that makes a real and valued difference to people's lives.

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