



National
Co-ordinating
Centre for
Public Engagement

Knowledge Exchange Policy Overview

The place of Public and Community Engagement in KE
policy

June 2022



Index

Policy Frameworks

Higher Education Innovation Fund (HEIF)	<u>3</u>
Knowledge Exchange Framework (KEF)	<u>6</u>
Knowledge Exchange Concordat	<u>20</u>
Student Engagement in KE	<u>26</u>
Higher Education Business and Community Interaction Survey (HEBCIS)	<u>28</u>
HEIF Review of Novel Evaluation Methodologies	<u>31</u>

The Higher Education Innovation Fund (HEIF)

Higher Education Innovation Fund (HEIF) - overview

The scope

Research England provide funding for knowledge exchange via the £250 million Higher Education Innovation Fund (HEIF) to support and develop a broad range of knowledge based interactions between higher education providers and the wider world, which results in benefits to the economy and society.

What HEIF supports

HEIF supports and incentivises providers to work with business, public and third sector organisations, community bodies and the wider public, to exchange knowledge and increase the economic and societal benefit from their work.

How HEIF is allocated

The Higher Education Innovation Fund (HEIF) is allocated by formula to all eligible providers. HEIs submit an institutional strategy and plan for knowledge exchange, most recently in [May 2021](#), when they were asked to answer three questions:

Question 1 – Strategic objectives

Summarise the institutional strategic objectives that relate to knowledge exchange and guide your plans for HEIF.

Question 2 – Use of HEIF

How do you intend to use your 2021-22 to 24-25 HEIF allocations?

Question 3 – Monitoring success

How do you manage your HEIF funding and monitor the success of your activities against the strategic objectives set out in question 1, and in line with delivering Government priorities?

Governance and management

Institutions in receipt of an HEIF allocation are required to provide an [annual monitoring statement](#) to Research England each winter, breaking down their spend in each of the infrastructure categories and updating on their progress against their strategic objectives.

Infrastructure categories

HEIF guidance identifies seven infrastructure categories, mirroring the categories outlined in the diagram on page 5. They provide examples of activities that may be found within each infrastructure category. We list the categories below, and the detail provided about P&CE.

- **Facilitating the research exploitation process (non-technology transfer)**
- **Commercialisation of research (technology transfer)**
- **Skills and human capital development**
- **Knowledge sharing and diffusion**
- **Enterprise and entrepreneurship**
- **Exploiting the physical assets of the HEI**

and

- **Supporting the community & public engagement**
- E.g. Supporting public engagement in research (PER) including pilot initiatives to public engagement; Developing community and social capital including hosting participative community projects, programmes and events, working with at-risk social groups; Supporting student and staff volunteering such as voluntary services, community projects, study or work abroad programmes and young person mentoring; Supporting knowledge diffusion including public lectures, exhibitions or museum education (noting overlap with specific knowledge sharing and diffusion category); Supporting social cohesion such as hosting information hubs or working with local charities.

Higher Education Innovation Fund (HEIF) – Public and Community Engagement

P&CE is one of the seven infrastructure categories. As a result, a number of HEIs currently use HEIF funding to invest in support for P&CE. The diagram below is a worked example, included in the guidance, identifying how the exemplar HEI invested £100K to support an annual Festival of Ideas, and to fund a dedicated P&CE team.

Worked example – breakdowns by infrastructure categories

Figure 2 provides a worked example of how infrastructure categories would be reported for an institution that has chosen to allocate half of its £2m HEIF allocation to dedicated knowledge exchange staff who are supporting the following activities:

- University Research Contract office to negotiate on behalf of the university where required for contract research. (£280k)
- Tech transfer office to support programme of commercialisation activities. (£340k)
- CPD development team to work with local business partners to develop and deliver bespoke CPD content and programmes to meet local business needs. (£150k)
- Fixed term post in the alumni office for the development of regional alumni networks initiative. (£50k)
- Public engagement team to lead organisation of 'Festival of ideas' in partnership with local council. (£100k)
- Part time post in human resources team to develop mentoring programme for entrepreneurial skills for academic staff and students. (£30k)
- Business development officer to manage the exploitation of specialist laboratory equipment with external partners. (£50k)

Figure 2 – Worked example to report above activities by infrastructure categories (Only expenditure type 'dedicated KE staff' shown in example)

Breakdown by expenditure category	Breakdown by infrastructure category	2020-21
Ai. Total HEIF Allocation		2,000
Aii. Total funds used (£000s)		2,000
<i>Of your total allocation, how much has been allocated to the following types of expenditure (the sum of B, C and D should equal Aii)</i>		
B. Dedicated KE staff	Funds used (£000s)	1,000
Of the funds allocated to dedicated KE staff, please estimate the % of this money (or % of KE staff time) that has been focused on the following categories of infrastructure/activity (should sum to 100%) Refer to 'category guidance' tab for category definitions.	Facilitating the research and exploitation process (non TT)	28%
	Commercialisation (technology transfer)	34%
	Skills and human capital development	15%
	Knowledge sharing and diffusion	5%
	Supporting the community/public engagement	10%
	Enterprise and entrepreneurship	3%
	Exploiting the HEI's physical assets	5%
	Total dedicated KE staff (should sum to 100%)	

Data on spend on HEIF spend on P&CE

Research England published [a report](#) in 2020 which reviewed data from 2015 – 2019. It concludes:

*Across English HEIs, 40% of HEIF in the recent period was invested in developing KE support for research exploitation (excluding technology transfer through spinouts and licensing); 16% was invested in support for commercialisation through spinouts and licensing; 12% in support for skills and human capital development; 12% for knowledge sharing and diffusion; **7% for community and public engagement**; 9% for enterprise training and entrepreneurship; and 4% for supporting the exploitation of an HEIs' physical assets (p.9)*

TOMAS COATES ULRICHSEN

Assessing the Gross Additional Impacts of the Higher Education Innovation Fund (HEIF)

An update for the period 2015/16 – 2018/19

A technical note for Research England

October 2020

The Knowledge Exchange Framework (KEF)



The Knowledge Exchange Framework (KEF)

Introduction to the Knowledge Exchange Framework

The Knowledge Exchange Framework is managed by Research England:

'The aim of the KEF is to increase efficiency and effectiveness in the use of public funding for knowledge exchange (KE) and to further a culture of continuous improvement in universities.'

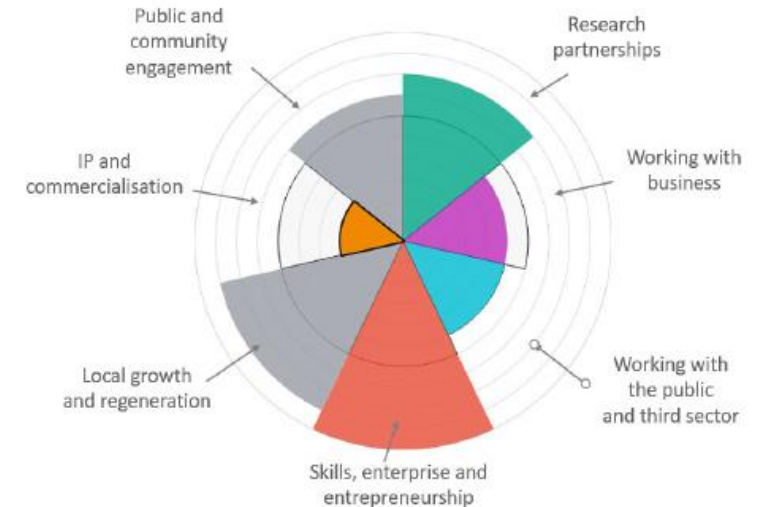
It will allow universities to better understand and improve their own performance, as well as provide businesses and other users with more information to help them access the world-class knowledge and expertise embedded in English HEPS¹.

The KEF was initiated by the Minister of State for Universities, Science, Research and Innovation in 2017, in an effort to garner more information as to how Higher Education Providers (HEPs) were serving the economy and society for the benefit of publics, businesses and communities. The KEF was piloted with a sample of providers during Spring 2019. The first full process was finalised in 2020, with participating institutions requested to submit narrative statements by October 2020 and publication in March 2021. A detailed timeline for the development of the KEF and links to associated development documentation is available on the Research England website².

- [1. https://re.ukri.org/knowledge-exchange/knowledge-exchange-framework/](https://re.ukri.org/knowledge-exchange/knowledge-exchange-framework/)
- [2. https://kef.ac.uk/about](https://kef.ac.uk/about)

The KEF has seven perspectives that cover seven areas of knowledge exchange, namely:

1. Research Partnerships
2. Working with business
3. Working with the public and third sector
4. Skills, enterprise and entrepreneurship
5. Local growth and regeneration
6. IP and Commercialisation
7. Public and community engagement



The majority of data is drawn from existing mechanisms for gathering data from universities about their knowledge exchange activities e.g. the Higher Education Business and Community Interactions (HE-BCI) survey, which is an annual survey for institutions run by HESA. However, due to a lack of reliable and relevant data that could be used to inform the Public and Community Engagement perspective, institutions are invited to complete a self-assessment against five criteria. In addition, both the Local Growth and Regeneration perspective, and the Public and Community Engagement perspective invited institutions to complete a narrative, to provide the context for their work and, in the case of Public and Community Engagement, evidence to support the self-assessment scores.

The Knowledge Exchange Framework (KEF)

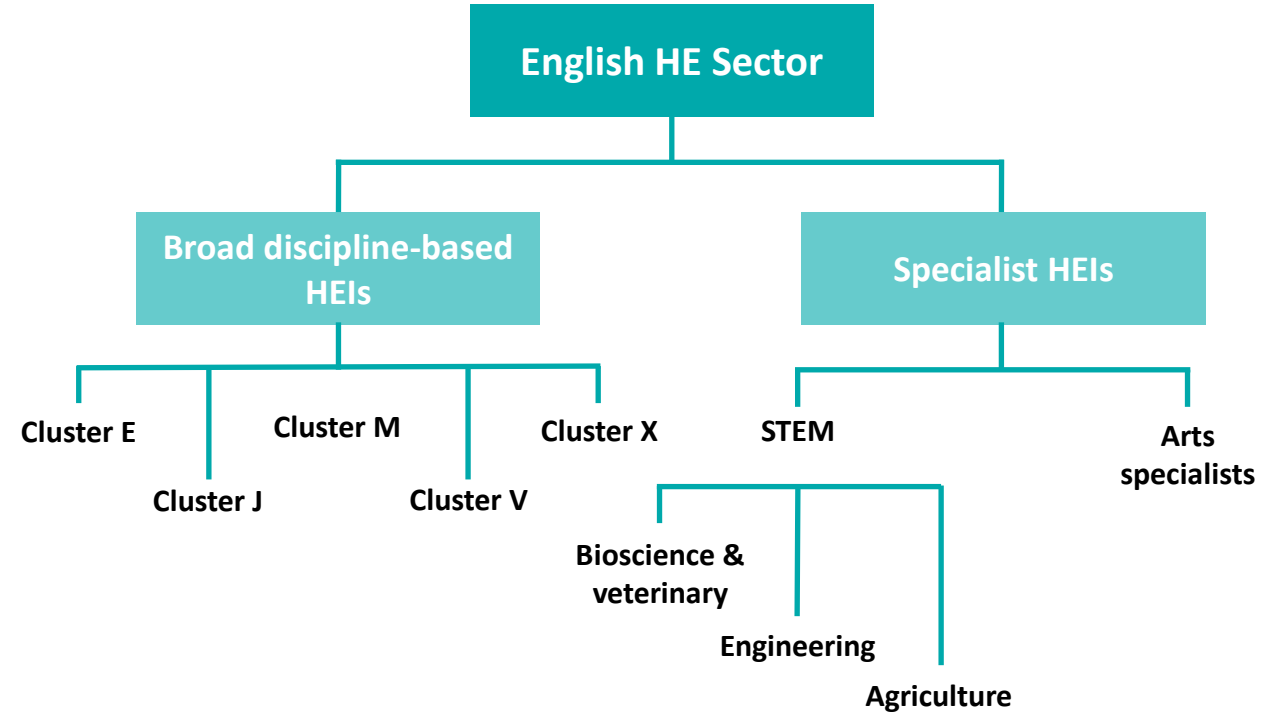


KEF clusters

The KEF clusters enable institutions to compare themselves with others who share similar characteristics in terms of capability and resources to undertake knowledge exchange. The clusters provide a means to make comparisons across similar institutions. Research England have provided a diagram to illustrate the clusters.

Cluster definitions

Cluster	
Cluster E	Large universities – broad based
Cluster J	Mid-sized – teaching focus
Cluster M	Smaller – teaching focus
Cluster V	Very large, very high research intensity
Cluster X	Large, high research intensity
STEM cluster	Specialists STEM
Arts cluster	Specialists covering art, drama, and music



<https://kef.ac.uk/about>

The Knowledge Exchange Framework (KEF)

The Public and Community Engagement narrative

The Public and Community Engagement narrative has 5 aspects, with a word limit of 2000 words:

1. Strategy
2. Support
3. Activity
4. Results and learning
5. Acting on results

Self assessment definitions

Self assessment definitions	
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.

A [detailed overview of the P&CE approach](#) in the KEF can be read on the NCCPE's website.

The next slide summarises the five aspects and the guidance about what a 'fully embedded approach' (a 5) might look like.

The Public and Community Engagement narrative template

Aspect 1: Strategy
Developing your strategy
 Information on your existing strategy, process and allocation of resources; how you identified relevant public and community groups and their needs; and how you facilitated their ability to engage with the institution, as a means to help them achieve their intended achievements.
Refer to the supporting guidance document for examples of evidence you may wish to include to corroborate your self-assessment (page 16).

Aspect 2: Support
Practical support to deliver your strategy
 Provide information about the support structures and recognition you have put in place to support your community engagement, and how you have done this appropriately.
Refer to the supporting guidance document for examples of evidence you may wish to include to corroborate your self-assessment (page 17).

Aspect 3: Activity
Delivering your strategy: activities
 Provide information on the focus areas of your activity; examples of the activity delivered; and how you have met the identified needs of your community. Please focus on the last three years.
Refer to the supporting guidance document for examples of evidence you may wish to include to corroborate your self-assessment (page 17).

Aspect 4: Results and learning
Evidencing success
 Describe the outcomes and/or impacts of your activities; and how you have evaluated these individual activities to ensure they have addressed your strategic objectives – and intended achievements for public and community? To what extent have you learnt from this and applied this to future activity?
Refer to the supporting guidance document for examples of evidence you may wish to include to corroborate your self-assessment (page 18).

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 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?
Refer to the supporting guidance document for examples of evidence you may wish to include to corroborate your self-assessment (page 19).

Word count:

Self-assessment score
 Developing your strategy: 0 ←

Self-assessment score
 Support structures and recognition: 0

Self-assessment score
 Delivering your strategy: 0

Self-assessment score
 Evidencing success: 0 ←

Self-assessment score
 Communicating and acting on the results: 0 ←

Insert score between 1 – 5 here. Refer to guidance document for scoring criteria (page 12-14).

Figure 30: Extract from the KEF P&CE narrative template

KEF P&CE self assessment framework

ASPECT	Overview	5 – Fully developed and embedded across the institution to an exemplary level
Strategy	<p>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</p>	<p><i>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.</i></p>
Support	<p>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.</p>	<p><i>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</i></p>
Activity	<p>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.</p>	<p><i>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</i></p>
Results and learning	<p>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?</p>	<p><i>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.</i></p>
Acting on results	<p>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 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>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.</i></p>

The Knowledge Exchange Framework (KEF) – NCCPE Thematic Review

The NCCPE published a [Thematic Review](#) of the 117 P&CE narratives in February 2022. The review revealed rich intelligence about how the English university sector is currently organising its work to support public and community engagement. It explored their strategic approaches; the kinds of support they are investing in; the types of activities they deliver; and the ways in which they are monitoring and evaluating both their practice and their institutional support.

We include the key findings on the next four slides. You can access other NCCPE resources about the KEF [here](#).



Public and Community Engagement in the KEF

A thematic review

Report contents

Chapter 1: The purpose and practice of public engagement	13
Overview of section and headline findings	14
1.1: What are the aims and objectives of their P&CE?	15
1.2: What policy drivers do HEIs foreground for their work?	19
1.3: How do HEIs relate their engagement to their place / location?	24
1.4: What kinds of activities do HEIs foreground?	27
1.5: Which publics do HEIs work with?	40
1.6: Who do HEIs work with to achieve their goals?	44

Chapter 4: The context for Public & Community Engagement	82
Overview of section and headline findings	83
4.1: How does Public and Community Engagement feature in other KEF domains?	84
4.2: Reflections on the implications for the P&CE narratives	88

Chapter 2: How HEIs support public engagement	46
Overview of section and headline findings	47
2.1: How do HEIs organise themselves to deliver and support PE?	48
2.2: What kinds of support, assets and resources are HEIs investing in?	52
2.3: What funding do HEIs draw on?	60
2.4: How do HEIs approach partnership working?	63

Chapter 5: Draft indicators	91
Introduction and overview of section	92
Strategy: draft indicators	93
Support: draft indicators	94
Activity: draft indicators	95
Results: draft indicators	95

Chapter 3: Making a difference	64
Overview of section and headline findings	65
Evaluation terminology	66
Challenges in analysing the data	67
3.1: What are HEIs' broad evaluation approaches?	68
3.2: How do HEIs define the impacts of their PE?	70
3.3: How do HEIs monitor and evaluate their P&CE?	77
3.4: How do HEIs learn from and build upon their monitoring and evaluation?	81

Final reflections	96
Final reflections and conclusions	97
How the NCCPE can help	98

Appendices	
An introduction to the KEF	100
List of tables and figures	104



KEF P&CE Thematic Review: Executive summary

This report provides a thematic review of the 117 Public and Community Engagement (P&CE) narratives submitted in October 2020 by English HEIs to the first iteration of the Knowledge Exchange Framework. These narratives reveal rich intelligence about how the English university sector is currently organising its work to support public and community engagement. Our review has explored their strategic approaches; the kinds of support they are investing in; the types of activities they deliver; and the ways in which they are monitoring and evaluating both their practice and their institutional support. An overview of the KEF is provided as an appendix.

There are obvious limitations to the data. While the guidance provided a set of prompts for HEIs to respond to, HEIs had a lot of latitude in how they chose to respond to these, making it hard to draw hard and fast conclusions or comparisons between them. The scope of Public and Community Engagement was left deliberately broad by Research England, resulting in rather different interpretations of where the boundaries might be drawn around the area. And of course, the KEF is a public assessment exercise, so HEIs will have been careful about what they chose to include and exclude.

Despite this, we have found enormous value in reviewing the narratives, and have been able to draw out some useful intelligence about the current 'state of play' of Public and Community Engagement in the sector. We draw out some overarching conclusions below, before summarising the key findings from each section of the report.

Some key take away messages

- Public and Community Engagement is in robust health. HEIs are prioritising this work, enthusiastic about it, and in many cases, have a long-standing commitment to the area. It is an important ongoing strand of work, underpinning their commitment to creating social value and 'making a difference'.
- The dominant mode of engagement is to 'inspire and inform' the public, with just under 80% of the reported activities focused on this goal. However, a small but significant proportion of the reported activity involves participatory practices and seeks to actively involve communities in knowledge building, and many HEIs express commitment to extending work of this nature.
- The narratives are dominated by a local and regional focus. 65 of the 117 institutions frame their Public and Community engagement through a civic, place-based or anchor narrative. Many aim to integrate their P&CE within a holistic approach to place-based working, drawing connections (for instance) between business and public engagement, with the goal of realising inclusive economic development.
- There is a strong commitment to inclusive practice, with HEIs prioritising work which addresses inequality and engages with marginalised groups in society.
- Many HEIs are grappling with the challenge of how to monitor and evaluate their work in this area and identify this as an area where they want to significantly improve their practice.
- Whilst there is much to be encouraged by, there is also a lot more work to be done if P&CE is to deliver its full potential. Notable areas of development are around how P&CE can contribute to the strategic aims of the institution; how HEIs can better develop and sustain their work with communities at a local, national, and international scale; and (noted above) how this work can be evaluated and the impacts and/ or value better understood.

We summarise the key findings from each chapter on the next two pages.



Executive summary cont.

1. The purpose and practice of public engagement

The first chapter explores how HEIs describe and frame their approach to P&CE, and their purposes for supporting it; the policy drivers they prioritise; how they relate their engagement to their place / location; who they work with to achieve their goals; and the kinds of activities they foreground.

1. The purpose and practice of P&CE: Key findings

- HEIs most commonly justify their P&CE work through the lens of a civic responsibility to respond to societal needs and challenges.
- This civic responsibility is often framed through Civic University Agreements.
- The narratives prioritise a 'local' frame of reference for their P&CE, although HEIs are often engaging at local, regional, national and international scales.
- The dominant mode of engagement is through activities designed to 'inspire and inform', and the goal of sharing knowledge with publics is the most common approach.
- While much of the activity described is linked to forms of knowledge exchange, many HEIs also include activity that is focused on neighbourliness and social responsibility without a direct link to KE.
- Engaging with marginalised groups and tackling exclusion is a high priority for HEIs.

2. How HEIs support public engagement

This chapter looks in detail at the way HEIs organise and govern their practical support for P&CE, how they fund P&CE, and their approach to working in partnerships. The support faces in two directions: **inward**, to build capacity, and **outward** to support public and community.

2. How HEIs support P&CE: Key findings

Narratives identified a range of approaches to support P&CE activity. Many of these reflect the EDGE tool criteria for building support for P&CE. These included:

- Dedicated staff resource – including P&CE specific central staff, staff in wider centralised KE departments with P&CE in their job role, and staff who support P&CE at a department or research centre scale.
- Building staff and students capacity for P&CE, through offering training, although many of the references to training were not explicit about their P&CE focus.
- Seed funding to support staff to engage the public.
- Supporting public involvement, including publics in governance roles, and providing access points for communities.
- The importance of including P&CE in reward and recognition, including promotion criteria, award schemes, and performance reviews.
- Whilst the funding provided for this work was not an explicit ask of the KEF – those who chose to cite funding sources included HEIF, research council grants, and QR funding.



Executive summary cont.

3. Making a difference

This chapter focuses on how HEIs approach the evaluation of P&CE. It examines how they define the impacts of their P&CE, and how they monitor and evaluate these, both at a project and at an institutional level.

3. Making a difference: Key findings

- Unsurprisingly, many HEIs highlighted that their approaches to monitoring and evaluation were very much 'work in progress': they are grappling with how to support this work well.
- While there was useful intelligence about how HEIs approached their evaluation of P&CE, it was often scattered across the narratives. However, there were some examples of HEIs with clearly articulated institutional approaches.
- There were two broad focal points for evaluation: **strategic evaluation** which sought to monitor the effectiveness of their institutional strategy and support; and **project evaluation** which monitored and evaluated the impact of their engagement activities.
- HEIs rarely linked the evaluation data they collect back to their overarching strategic goals.
- In evaluating their activities, HEIs rely heavily on collecting basic monitoring data e.g., attendee numbers at events.

4. The context for public engagement

This chapter steps back from the P&CE narratives, and contextualises them by a light touch review of the other narratives submitted by HEIs. It explores if and how publics and communities are referenced in HEIs' overarching approach to KE

4. The context for P&CE: Key findings

- Public & Community Engagement features as a significant thread in both the Institutional Context & Local Growth & Regeneration narratives, with many HEIs foregrounding publics & communities as important 'stakeholders' in their work and identifying the pursuit of public benefit as a core strategic imperative.
- Many HEIs frame their approach to KE as a route to generating social, cultural and economic renewal, with a focus on inclusion and on local and regional connections and impact.
- Rather than approaching different strands of KE (Local growth, institutional strategy, P&CE) as separate domains, HEIs are increasingly approaching them in a holistic and integrated way.
- In this context, the P&CE narratives clarify how HEIs are enhancing their professional support to better meet the needs, interests and expectations of the public, and in the process enhancing their overarching social mission to 'make a difference' in their communities.
- This has resulted in a rich picture of the diversity of approaches and philosophies animating HEI practice, but also a significant amount of overlap across the KEF narratives. There are also some significant gaps and absences in the evidence and insight that is being captured, which would benefit from further attention.



Executive summary cont.

Some final reflections

The KEF narratives have provided a rich and diverse snapshot of how HEIs are making sense of P&CE. Many of the returns suggested this was work in progress, with a significant commitment to develop this area of work effectively. Whilst some institutions have a firm grip on this area of work, including those who have benefited from investment in developing institutional support for public engagement with research (e.g. through previous RCUK funding for culture change initiative around P&CE with research; Wellcome ISSF funding etc.), there was a clear sense across the sector that there was more to be done.

A growing emphasis on social purpose

Our review revealed a sector that is increasingly focused on clarifying and communicating its social purpose. The importance of connecting with publics and communities is now acting as a 'big idea' to describe the overarching ambition of many HEIs, often linked to a growing focus on place and on their civic role. The invitation to submit P&CE narratives has allowed HEIs to articulate their distinctive approaches to delivering on this ambition. This is a positive development, but it does raise questions around the scope of P&CE, and its relationship to other forms of external engagement.

Defining the scope of public and community engagement

The KEF guidance was deliberately broad, and sought not to define P&CE too prescriptively. The rich and diverse tapestry revealed across the sector evidenced different framings, understanding, and practices of P&CE work. This included differences in:

- Interpretations of P&CE. There tended to be two main framings, one focused on the public in P&CE and one focused on the community in P&CE. The former focused more on inspiring and informing publics, the latter more on participatory practices, informed by and alongside communities
- The scope of P&CE. Some HEIs defined this very broadly (by focusing on public benefit) and others foreground interaction and engagement with communities as the defining characteristic of P&CE.

The future of the P&CE in the KEF

It is important to consider whether the current framing of P&CE in the KEF enabled all HEIs to adequately represent their distinctive approach to engaging with the public, and did not inadvertently favour some approaches over others. These different definitions and framings of P&CE pose a challenge for future iterations of the KEF, and raises the question as to whether there would be value in clarifying and tightening the focus of the P&CE perspective. Chapter Four reflects on the overlaps between the P&CE narrative and other areas of the KEF, and Chapter Five offers a draft set of indicators, drawn from our research, which might be used across the sector to help to standardise reporting.

What next for P&CE in the KEF?

Research England published [a review of the first iteration of the KEF](#) in February 2022, with recommendations for improvements for future iterations of the exercise, which were then consulted upon in a KEF Options survey. The review included specific feedback from the sector about the P&CE narrative and self-assessment approach. The two charts below indicate broad confidence in the approach:

Figure 20 - Extent of support that the P&CE self-assessment process a helpful way to focus the narrative content

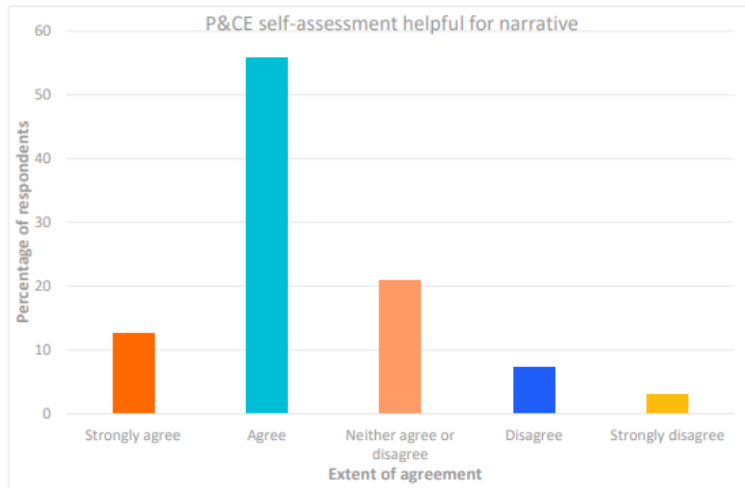
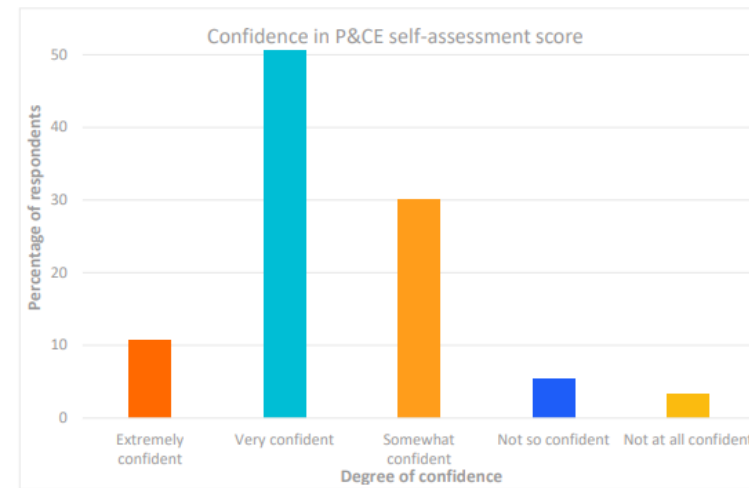


Figure 21 - Level of confidence in P&CE self-assessment scores submitted by own provider



Narrative feedback from respondents included the following points:

- While the self-assessment process had been demanding, it was considered justified in the absence of robust metrics being available. Many providers also expressed that it had been a useful process that generated wider strategic benefits and allowed them to reflect the distinctive strengths of their institution. However, some respondents were apprehensive about the self-assessment process being unmoderated, particularly with limited opportunities for score calibration.
- With regard to the burden for this perspective, some respondents considered that there was too much overlap with the KE Concordat in content and timing, with Research England Higher Education Innovation Fund (HEIF) accountability and monitoring requirements and the Covid 19 pandemic compacting the burden further. While comments around future burden were relatively muted, they were most frequently expressed in relation to the frequency and extent of updates to the narrative statements.
- The narrative statements were subject to a word limit of 2,000 words plus a short 120 word summary and although some feedback suggested that this made it challenging to demonstrate the breadth of activities, there was very little appetite for the word limit to be significantly increased.

What next for P&CE in the KEF?

The review also quoted extensively from a report the NCCPE was commissioned to undertake for the KEF team, to analyse the submitted narratives and self-assessment with two main areas of focus:

- i) **Self-assessment scores:** to assess the accuracy of the self-assessment scores provided by participants, based on the NCCPE’s expert opinion and experience of working with providers to achieve the Engage Watermark and the evidence supplied by each provider.
- ii) **Value of narrative statements:** to consider the effectiveness of the template and whether it provided a clear basis for providers to present useful intelligence and evidence about their goals, activities and impact for public and community engagement .

Our findings and recommendations can be found on pages 53 to 59 of their [review report](#). We include some headlines below.

Were the self-assessment scores accurate?

We developed a coding scheme to judge the relative accuracy of the submitted scores, based on comparisons across the sample. and informed by our experience of supporting HEIs to develop effective support for P&CE.

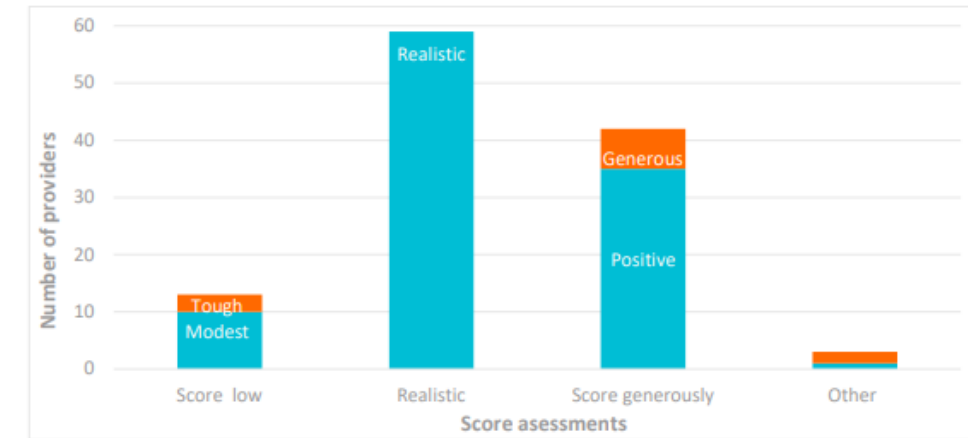
We identified seven different characteristics, set out in table 8.

We concluded that half of providers scored themselves realistically, with the remaining majority being ‘positive’ or ‘modest’ and only a very small proportion were judged to be ‘tough’ or ‘generous’. Both Research England and NCCPE consider both ‘realistic’ and ‘positive’ to be within reasonable bounds of an essentially subjective exercise.

Table 8 - NCCPE scoring characteristics

Score low	Tough	These HEPs interpreted the guidance very literally and consistently erred on the side of caution. The under-scored themselves significantly compared with their peers.
	Modest	These HEPs assessed themselves fairly against the guidance and worked hard to match evidence against criteria/guidance. They erred on the side of caution in their self-assessment.
Score realistically	Realistic	These HEPs reflected realistically on their performance and provided concrete evidence to support claims.
Score generously	Positive	These HEPs used the guidance and criteria to structure their responses, but often scored themselves higher than the ‘spirit’ of the guidance, and their ‘realistic’ and ‘modest’ peers.
	Generous	These HEPs consistently gave themselves the benefit of the doubt and scored themselves more generously than the evidence they submitted merited.
Other	Mixed	These HEPs were overly generous in places, and too harsh in other compared to their peers.
	Off the pace	These HEPs used the guidance in a fairly haphazard way, and often misinterpreted it or failed to provide convincing corroboration of their claims. Tended to make broad generalized comments that weren’t pinned down. Focus on P&CE was hazy.

Figure 25 - Accuracy of HEPs’ self-assessment scores, as coded by NCCPE



What next for P&CE in the KEF?

How could the approach be enhanced?

The report includes a list of recommendations the NCCPE made to build on the first iteration of the self assessment approach. We identified four priority areas for enhancement:

- a. **Modify the criteria for the scoring, to make clearer the distinctions between the five levels**, in particular the distinction between 1 and 2 (to encourage more people to use the lowest score) and between 4 and 5 (to provide a higher bar for achieving a 5, linked to the provision of robust evidence of achievement).
- b. **Moderation**: HEPs approached this process ‘blind’. A moderation process could be undertaken next time where HEPs are invited to review the scoring scheme and examples drawn from this iteration of the process, and build a more robust collective understanding of the criteria for each level.
- c. **Combining narrative with data entry**: by relying exclusively on a narrative approach, the process allowed a great deal of latitude in how HEPs interpreted the guidance and the evidence required. A balance of framing narrative with data points could address this, for instance requiring HEPs to submit details of the resources invested to support P&CE.
- d. **Collecting more useful intelligence about evaluation and acting on results**: requiring HEPs to list strategic goals and how they monitor these, including internally focussed and engagement focussed activity, would help address the misunderstandings in aspects 4 and 5.

What will Research England do next?

The report commits to the following future developments:

Short term

- a. We will look to make amendments to the visualisation of the perspective to improve the understanding of the metric and balance it with the narrative statement.
- b. We will look to implement the following NCCPE recommendations (which were also reflected in focus group discussions) in preparation for future narrative submissions:
 - i. Modify the criteria for the scoring, to make the distinctions between the five levels clearer.
 - ii. Encourage or facilitate moderation or calibration between HEPs to build a more robust collective understanding of the criteria for each level.
 - iii. Develop the guidance to specify the type of data and evidence that could be used to justify self-assessment scores.
 - iv. Increase the granularity of scoring
- c. Consideration of frequency and timescales for narrative statements and self-assessment score updates.

Medium term – Further work to develop the evaluation and action on results aspects, to further improve the structure and information gathered to demonstrate distinctions between the two aspects.

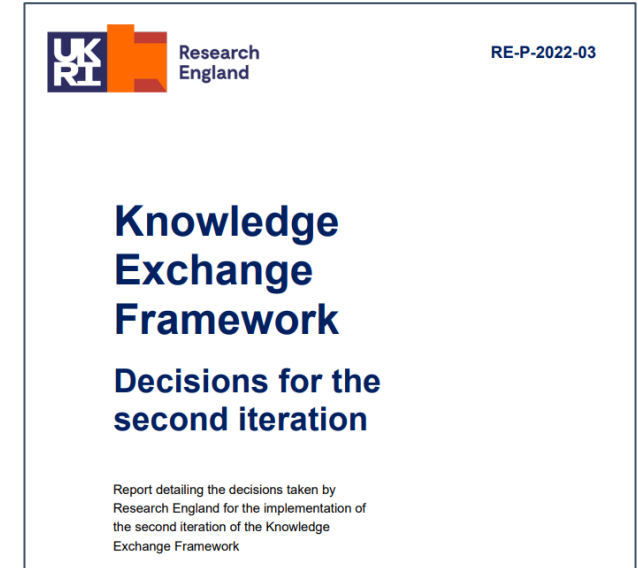
Long term - In the long term, integrating robust metrics into the perspective to balance or replace the self-assessment or narrative elements.

What next for P&CE in the KEF?

Research England consulted on these findings and recommendations through a KEF Options survey, the results of which informed their [Decisions for the Second Iteration](#), which was published in May 2022.

The following decisions were shared for the future assessment of Public and Community Engagement:

- KEF 2 will be published in September 2022, but HEPs won't be expected to update their narrative statements for P&CE or Local Growth and Regeneration. In response to sector feedback, RE have decided to require these to be updated every three years.
- RE will use this time to develop the narrative templates and guidance in light of the detailed feedback and NCCPE recommendations (noted in the previous slide) provided through the [KEF review](#).



The Concordat for the Advancement of Knowledge Exchange in Higher Education

The KE Concordat

The KE Concordat is a sector led initiative to support the HE sector to enhance their KE activity. It is based around 8 principles and an action planning process, with a team of evaluators working to provide feedback on these plans. The first iteration has just been completed and an evaluation is due to be published shortly. The aims of the KE Concordat are to:

- Give HEPs and their staff and students clarity of mission in relation to KE activity;
- Support, develop and strengthen university KE activity;
- Give partners an accurate representation of the approach that individual HEPs are taking to KE, provide clear indicators of their approaches to improvement; and
- Give governing bodies and government broad confidence in the activity that is taking place in HEPs.

UK HEPs were invited to sign up to the KE Concordat by agreeing to its aims and eight principles. They then had an option to participate in a development year (2020-21). In total, 136 HEPs from across the UK became signatories to the KE Concordat and 112 participated in the development year. An evaluation of the first iteration of the KEC is about to be published. A survey of HEPs and evaluators revealed that 90% of all respondents were satisfied with their involvement. Respondents also fed back that the KE Concordat had helped to unify the various facets of KE to create a single approach to it across their provider and the sector as a whole.

Research England has taken into consideration the additional requirements of the KE Concordat by reducing questions in the Higher Education Innovation Fund (HEIF) Accountability statements and will continue to reflect on the level of quality and engagement from the sector in evaluating further requirements for the HEIF and other KE funding.



Principle 1:
Mission



Principle 2:
Policies and processes



Principle 3:
Engagement



Principle 4:
Working transparently and ethically



Principle 5:
Capacity building



Principle 6:
Recognition and rewards



Principle 7:
Continuous improvement



Principle 8:
Evaluating success

Concordat for
the advancement
of knowledge
exchange in
higher education

Concordat Principles

The eight principles are described on the right. Each principle has a number of enablers identified as well.

The next slide shows the enablers for the Engagement and Working transparently and ethically, for information.

Principles	Overview
Mission	Knowledge exchange is a recognised part of the overall institutional strategy and is valued for the social, cultural and economic outcomes it helps us achieve. We have a clear understanding of the institutional role and the purpose of KE, including recognition of the needs and interests of potential and current partners and beneficiaries, ensuring a commitment to inclusivity and equality. Clarity of mission is essential for efficient and effective KE. Staff, students and external organisations need to understand the aims and priorities of the institution's senior leaders and governors in relation to the whole range of KE activities undertaken by the institution.
Policies and processes	Where appropriate, we have clear policies on types of KE that we undertake and work with staff, students, collaborators and beneficiaries so that the policies are understood and operationalised. A well-defined set of relevant policies ensures that all parties engaged in KE have a good mutual understanding of how the institution values KE activity. Institutions could provide evidence of a clear set of policies covering those areas of KE central to the institution's mission and values, and consistent with its charitable status and aims.
Engagement	We build effective relationships by having clear routes to access information and expertise in the university with engagement mechanisms and policies developed to suit the needs of a wide range of beneficiaries and partners working with institutions as publicly funded bodies.
Working transparently and ethically	We make sure that our partners and beneficiaries understand the ethical and charitable regulatory environments in which our institution operates, including a commitment to inclusivity and equality, and we take steps to maximise the benefit to them within that context.
Capacity building	We ensure that our staff and students are developed and trained appropriately to understand and undertake their roles and responsibilities in the delivery of successful KE.
Recognition and rewards	We recognise and reward the achievements of staff and students who perform high quality KE activities.
Continuous improvement	We proactively strive to share best practice with our peers and have established processes for learning from this.
Evaluating success	We undertake regular institutional and collective monitoring and review of our strengthening KE performance using this concordat and through regional, national or international benchmarks to inform the development and execution of a programme of continuous improvement so that KE becomes more effective

Concordat Principles and enablers

Principle	Enablers	Principle	Enablers
<p>Engagement We build effective relationships by having clear routes to access information and expertise in the university with engagement mechanisms and policies developed to suit the needs of a wide range of beneficiaries and partners working with institutions as publicly funded bodies.</p>	<p>DEFINED A clear route for external parties to access a defined point of initial contact.</p> <p>ENQUIRIES Published guidance is available on how formal enquiries are triaged and responded to within effective timescales.</p> <p>INFORMAL RELATIONSHIPS Published guidance is available on how informal relationships should be managed in the context of internal policies, including when formal agreements should be explored.</p> <p>EXTERNAL RELATIONSHIPS Published guidance is available on how relationships with external parties are managed to professionally accepted standards in order to deliver high levels of partner confidence.</p> <p>AGREEMENTS Formal agreements (in plain language) to cover any substantive KE work undertaken to ensure that everyone’s rights and responsibilities are clear, and everyone is clear about what to expect from each other.</p> <p>ARRANGEMENTS Formal arrangements for timely and efficient execution of agreements and mechanisms to monitor this to inform improved service delivery.</p> <p>SUPPORT Support systems are in place to ensure that arrangements are used effectively.</p> <p>UNDERSTANDING A formal approach exists to understanding and growing the depth and breadth of relationships with particular partners, sectors and stakeholder groups, and the management of relationships with multiple institutional touch points.</p>	<p>Working transparently and ethically We make sure that our partners and beneficiaries understand the ethical and charitable regulatory environments in which our institution operates, including a commitment to inclusivity and equality, and we take steps to maximise the benefit to them within that context.</p>	<p>COMMUNICATION Communication to beneficiaries on the institutional approach to KE and collaboration as publicly funded institutions is clear and within legal guidelines and requirements.</p> <p>TRANSPARENT Published and transparent policies on intellectual property rights (IPR), liabilities and warranties in relation to access by third parties as a result of licensing agreements or the outcomes of collaborative research.</p> <p>REQUIREMENTS Where relevant, there is clear communication to partners and/or beneficiaries on the requirements upon it as a charitable organisation to use IP arising from KE for non-commercial teaching, research or professional practice, also stating the importance of publishing the outcomes of research and KE, supported by public investment.</p> <p>ETHICAL Published mechanisms used to assure the ethical integrity and quality of its research, teaching and KE, and which reserve the right to decline work that cannot meet these standards.</p> <p>OPPORTUNITIES Formal mechanisms are in place to ensure that where we cannot provide solutions that we can refer opportunities to those in our networks who can</p> <p>RESPECT There is respect for partner confidentiality, including in the use of appropriate formal agreements.</p>

Concordat Action Planning process

HEPs participating in the development year completed a self-evaluation exercise against each of the eight KE Concordat principles and produced an action plan. The action plan template included the following sections:

- **Summary of institutional strategic objectives for Knowledge Exchange**
- **Self-evaluation (including gap analysis) summary**
- **Action plan** including an outline of :
 - The extent to which the HEP meets each principle
 - How the HEP will address gaps identified in the self-evaluation
 - A self-score from 1-4 assessing performance against each of the eight principles.
 - Identification of examples of ‘innovative good practice’ and ‘areas of improvement’
- **Priority actions.**

The [action plan process](#) allowed HEPs to self-assess their KE maturity, strengths and areas of development against the Concordat principles. Within the action plan, HEPs could self-identify examples of ‘innovative practice’ (a definition of which is included in the guidance), and ‘areas of improvement’ against any of the principles. They could then decide on up to five priority actions that they believe would lead to the greatest improvements. HEPs were asked to set the five priority actions in the context of their institutional priorities, identifying the timescale needed to complete the action, which KE Concordat principle the priority action aligned to and the responsible party for delivery and implementation. HEPs were asked not to exceed five priority actions overall (though some institutions did exceed five).

Guidance was also provided to HEPs but the KE Concordat Operational Group, which was tasked with developing and implementing the KE Concordat in England, reporting to the Strategic Group as appropriate.

Each action plan was evaluated by at least three evaluators. The evaluators were selected from a diverse group of volunteers, all of whom had knowledge and understanding of KE activity with experience in other HEPs, businesses or charities. The evaluators attended a moderation meeting, facilitated by a member of the KE Concordat Operational Group, to discuss their feedback on each Action Plan before a feedback letter was sent to participating HEPs, including the head of the HEP and a self-identified named contact.



Updated: 17 June 2021

Guidance for the completion and submission of action plans

Higher education providers (HEPs) that participate in the development year for England are required to submit:

1. A summary of their institutional strategic objectives for knowledge exchange (KE)
2. A summary of their self-evaluation and gap analysis
3. A completed action plan.

A downloadable template of the action plan is available on the Knowledge Exchange Concordat (KE concordat) [portal](#). **Evaluators will provide feedback and advice on the action plan and priorities in the context of the HEP's institutional strategic objectives for KE.**

Aligning the KEC and KEF

This slide maps the intersection between KEC and KEF categories

KE concordat - Principles

1. Mission	Knowledge exchange is a recognised part of the overall institutional strategy
2. Policies and processes	We have clear policies on types of KE that we undertake and work with staff, students, collaborators and beneficiaries
3. Engagement	We build effective relationships by having clear routes to access information and expertise in the university
4. Working transparently and ethically	We make sure that our partners and beneficiaries understand the ethical and charitable regulatory environments in which our institution operates, including a commitment to inclusivity and equality, and we take steps to maximise the benefit to them within that context.
5. Capacity building	We ensure that our staff and students are developed and trained appropriately to understand and undertake successful KE.
6. Recognition and rewards	We recognise and reward the achievements of staff and students who perform high quality KE activities.
8. Evaluating success	We undertake regular institutional and collective monitoring and review of our strengthening KE performance so that KE becomes more effective
7. Continuous improvement	We proactively strive to share best practice with our peers and have established processes for learning from this.

KEF – Public & Community Engagement perspective

ASPECT	Overview
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>
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>
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>
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>
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>

Student Engagement in Knowledge Exchange

Student engagement in KE

In 2019 Research England and the Office for Students (OfS) launched a joint £10m funding competition for project proposals to demonstrate the benefits to higher education students and graduates through their involvement in knowledge exchange activities.

The call sought to identify projects that could provide evidence of the effectiveness and impact to the student as well as the external partner, and exemplars of good practice, to provide transferable insights across the higher education sector. Together we are making available up to £10 million for this scheme.

20 projects were funded which are nearing completion. Below is an example of one of the funded projects.

Brunel University London **Funding: £326,224**

This project aims to develop and disseminate an adaptable and effective knowledge exchange model of practice based on students' immersive international experiences. The experiences will provide the opportunity to:

- learn from communities
- gain an appreciation of indigenous knowledge and insights into the challenges of particular settings
- engage in mutually enriching discussions allowing cultural, knowledge and skill sharing across students and local communities
- promote collaborative thinking to address agreed issues. This will help to maximise economic and societal benefits for external partners, as well as benefiting students themselves.



**Funding competition
for projects on student
engagement in knowledge
exchange**

Demonstrating what works for students

[Link](#)

The Higher Education Business and Community Interaction Survey (HEBCIS)

Higher Education Business and Community Interaction Survey (HEBCIS)

The HEBCI survey is not in the scope of the review, as a separate review of the survey is underway, but is an important part of the jigsaw.

The annual survey collects financial and output data related to knowledge exchange, and has been running since 1999.

The information currently collected includes the provision of lectures, exhibitions and other cultural activities. Research England also uses elements of the data to inform the allocation of HEIF.

Data collected relevant to public engagement (in Table 5)

Activity

- Public lectures
- Performance arts (music, dance, drama etc)
- Exhibitions (galleries / museums etc)
- Museum education
- Other

Nature of event

- Chargeable or free events

Metrics

- Academic staff time (days)
- Attendees



Higher Education Provider Data: Business and Community Interaction

Business and community services



Social, community and cultural engagement



Intellectual property, start-ups and spin-offs



Regeneration and development



Strategies, approaches and infrastructures



Contents of releases



Higher Education Business and Community Interaction Survey (HEBCIS)

Details of the data collected by HEBCIS: the different tables, and then the specific details captured in Table 5 (social, community and cultural engagement)

Detailed tables (DT032)

Item	Contains	Source data
Table 1	Income from collaborative research involving public funding by academic year, type of income, source of public funding and HE provider	Download source data (CSV)
Table 2a	Business and community services by type of service, academic year, type of organisation and HE provider	Download source data (CSV)
Table 2b	Continuing Professional Development (CPD) and Continuing Education (CE) courses for business and the community by academic year and HE provider	Download source data (CSV)
Table 3	Income from regeneration and development programmes by academic year, programme and HE provider	Download source data (CSV)
Table 4a	Intellectual property: Disclosures and patents filed by or on behalf of the HE provider by academic year, type of disclosure or patent and HE provider	Download source data (CSV)
Table 4b	Intellectual property: Licence numbers (including patents, copyright, design, registration and trade marks) by academic year, type of licence granted, type of organisation and HE provider	Download source data (CSV)
Table 4c	Intellectual property income (including patents, copyright, design, registration and trade marks) by academic year, income source, type of organisation and HE provider	Download source data (CSV)
Table 4d	Total intellectual property income (including patents, copyright, design, registration and trade marks) by academic year and HE provider	Download source data (CSV)
Table 4e	Intellectual property: Spin-off activities by type of activity, academic year, metric and HE provider	Download source data (CSV)
Table 5	Social, community and cultural engagement: designated public events by academic year, type of event, nature of event, number of attendees, academic staff time (days) and HE provider	Download source data (CSV)

Table 5 - Social, community and cultural engagement: Designated public events by HE provider
Academic years 2014/15 to 2019/20

Search by HE provider

Country of HE provider Region of HE provider

Nature of event Metric Academic year

	Public lectures ↓	Performance arts (music, dance, drama etc.) ↓	Exhibitions (galleries, museums etc.) ↓	Museum education ↓	Other ↓
The University of Aberdeen	154	0	0	0	0
Aberystwyth University	0	0	0	0	0
Aberystwyth University	0	57,814	0	2,346	83,940
ACM Guildford Limited	0	0	0	0	0
AECU University College	0	0	0	0	0
Amity Global Education	0	0	0	0	0
Anglia Ruskin University	440	600	0	0	287
Arden University	0	0	0	0	0
Aston University	0	0	0	0	0
Bangor University	390	48,000	34,000	0	681
Bath Spa University	0	711	0	0	0
The University of Bath	250	0	0	0	610
University of Bedfordshire	104	224	0	0	0
Queen's University Belfast	436	1,022	142	64	89,206
BIMM Limited	0	0	0	0	0

↑ Reset filters | ↑ Reset sort | [Download table \(csv\)](#) | [Download source data \(csv\)](#)

[Link](#)

[Link](#)

HEIF Review of Novel Evaluation Methodologies (2020)

HEIF: review of novel evaluation methodologies

The final development we wanted to signpost was this review of approaches to evaluating KE funding.

Research England commissioned [a review of evaluation approaches](#) for KE funding, which reported in 2020. The project looked at how HEIF generates impact, with the aim of giving a more complete picture of its value to inform policy-making and good practice.

The project was intended to address the challenges associated with evaluating a programme of funding as broad and as complex as HEIF, and to explore the value of novel evaluation approaches.

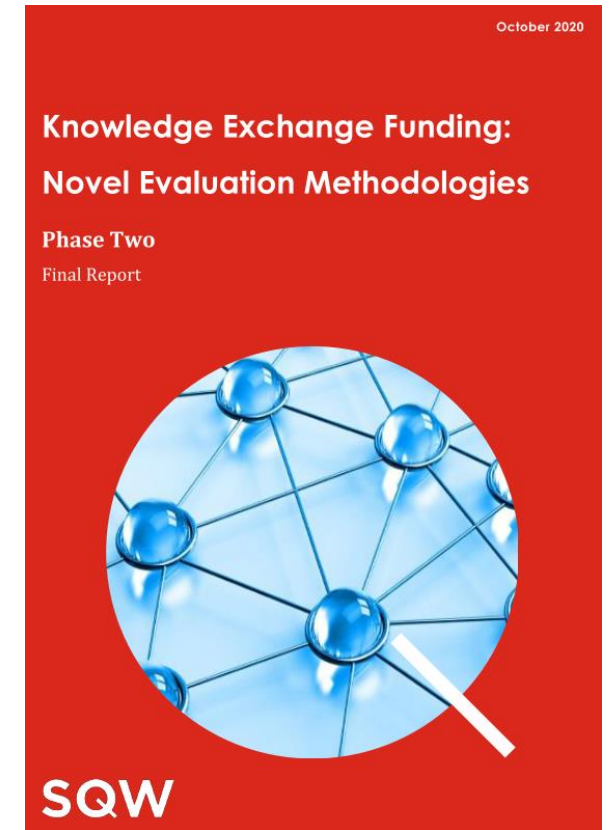
Key characteristics of HEIF that make understanding the pathways to outputs and outcomes complex include:

- the diversity of HEIs funded – particularly in scale but also in their underlying academic and institutional capabilities that drive their KE strategic objectives. To illustrate, the Fund provided support to over 100 institutions in the latest (2019/20) funding round, which each has its own model and approach to the delivery of KE activity
- the flexible nature of HEIF, and consequentially the variety of KE activities it supports
- challenges delineating the relative impact of HEIF from the impact of HEIs' other funding sources; and
- identifying longer-term impacts generated by KE activity, and the likelihood that these impacts will have been driven by multiple inputs.

Specifically, the study sought to identify (including via a formal review of academic literature) and test potential theory-based approaches that would enable an evaluation to:

- Provide better explanation of 'how' HEIF generates impact: exposing the relationship between inputs, activities, outputs, and outcomes, and considering its relative contribution alongside other factors and activities, which may also provide insights on improving the efficiency and effectiveness of the programme.
- Provide more detail and granularity on HEIF impact, beyond average return on investment (ROI) figures: focusing on giving a more complete picture of value created, which can help to inform policymaking.

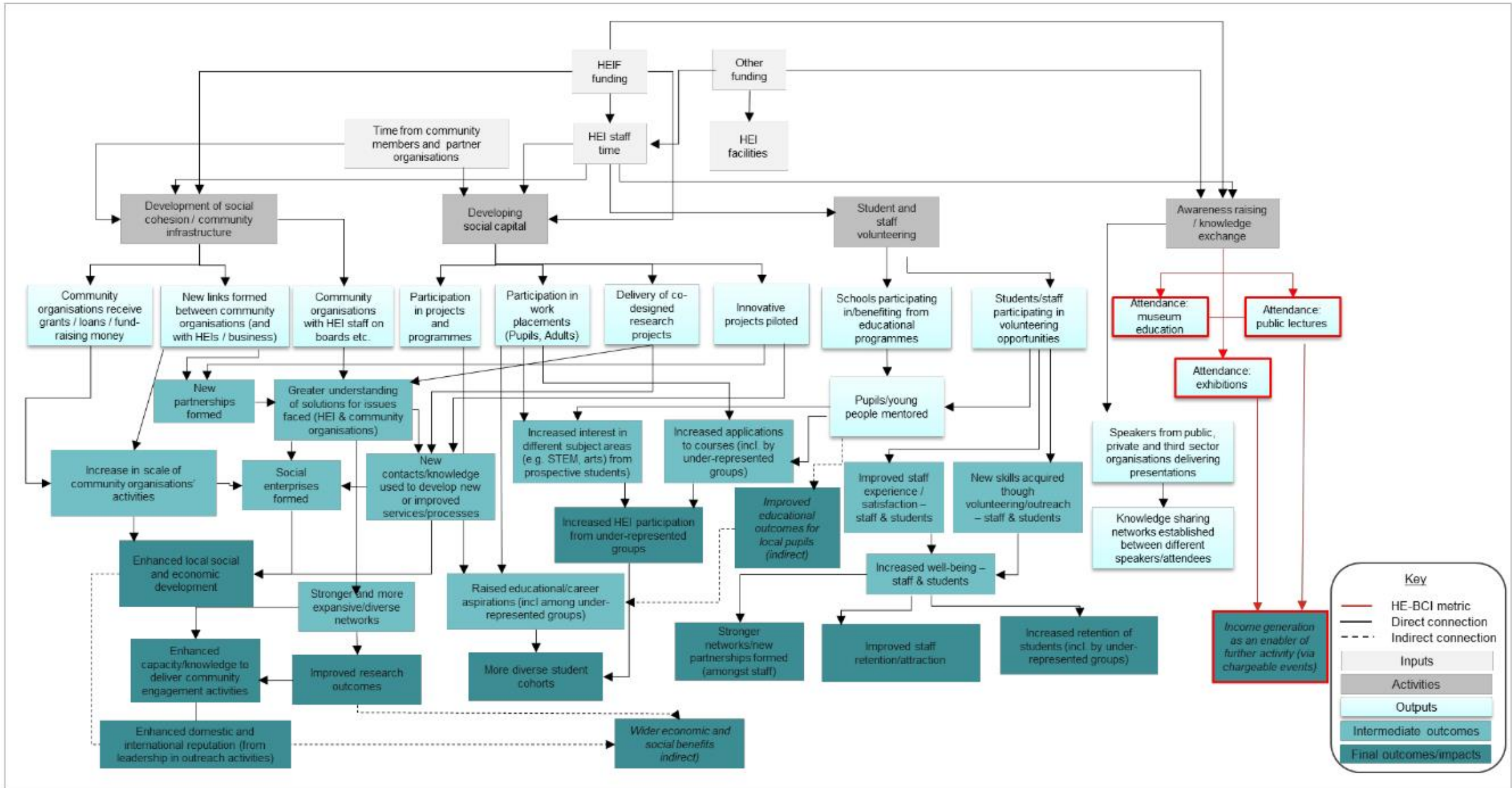
The study highlighted the value of 2 evaluation methodologies in particular, Contribution Analysis and Logic Models and Theories of Change. The final report included logic models for all 7 HEIF infrastructure categories, including Public and Community Engagement. The next three slides include the logic model for P&CE.



Supporting the community and public engagement

Inputs	Activities	Outputs	Outcomes
<ul style="list-style-type: none"> • HEIF funding • HEI staff time (incl. research faculty, dedicated 'change agents', KE mentors, outreach/widening participation managers, admin/support staff) • HEI student time • HEI facilities • HEI funding • Time from community members and partners organisations • Other sources of funding (e.g. government funding) 	<ul style="list-style-type: none"> • Social cohesion / community infrastructure <ul style="list-style-type: none"> ○ Grants and loans to community organisations and/or events (direct) ○ Grants and loans to community organisations (signposting to third parties) ○ Fund-raising events for charities ○ Hosting information hubs for the public/community organisations ○ Engagement in community organisation boards/decision-making fora • Student and staff volunteering: <ul style="list-style-type: none"> ○ Pupil/young person mentoring ○ Educational programmes within schools ○ Other community projects • Awareness raising / knowledge exchange: <ul style="list-style-type: none"> ○ Public lectures ○ Exhibitions at museums and/or galleries ○ Museum education • Developing social capital: <ul style="list-style-type: none"> ○ Hosting participative projects and programmes (e.g. hackathons, participative arts projects) ○ Providing work placements to under-represented/priority groups ○ Co-design/delivery of research projects ○ Piloting innovative projects 	<ul style="list-style-type: none"> • From Social cohesion / community infrastructure <ul style="list-style-type: none"> ○ Community organisations receive grants/loans/fund-raising money ○ New links formed between community organisations (and also with HEIs and business) ○ Community organisations with HEI staff on boards/decision-making fora • From Student and staff volunteering <ul style="list-style-type: none"> ○ Pupils/young people mentored ○ Schools participating in/benefiting from educational programmes ○ Students/staff participating in volunteering opportunities • From Awareness raising / knowledge exchange <ul style="list-style-type: none"> ○ Attendance: public lectures ○ Attendance: exhibitions ○ Attendance: museum education ○ Speakers from public, private and third sector organisations delivering presentations ○ Knowledge sharing networks established between different speakers/attendees • From Developing social capital: <ul style="list-style-type: none"> ○ Participation in projects and programmes ○ Participation in work placements <ul style="list-style-type: none"> ▪ Pupils ▪ Adults (incl. vulnerable groups) ○ Delivery of co-designed research projects ○ Innovative projects piloted 	<p>Institution</p> <ul style="list-style-type: none"> • New partnerships formed • Stronger and more expansive/diverse networks • Improved research outcomes • Enhanced capacity/knowledge to deliver community engagement activities • Increased applications to courses (incl. by under-represented groups) • Increased interest in different subject areas (e.g. STEM, arts) from prospective students • More diverse student cohorts • Enhanced domestic and international reputation (from leadership in outreach activities) • Income generation as an enabler of further activity (via chargeable events) <p>Students</p> <ul style="list-style-type: none"> • New skills acquired though volunteering/outreach • Improved student experience/satisfaction • Increased student wellbeing • Increased retention of students (incl. by under-represented groups) <p>Staff</p> <ul style="list-style-type: none"> • New skills acquired though volunteering/outreach • Improved staff experience/satisfaction • Increased staff wellbeing • Improved staff retention/attraction • Stronger networks/new partnerships formed <p>Community cohesion and social capital</p> <ul style="list-style-type: none"> • Increase in scale of community organisations' activities • Greater understanding of solutions for issues faced • New contacts/knowledge used to develop new or improved services/processes • Social enterprises formed (external to HEI) <p>Local residents</p> <ul style="list-style-type: none"> • Increased HEI participation from under-represented groups • Raised educational/career aspirations (including among under-represented groups) • Enhanced local social and economic development • <i>Wider economic and social benefits e.g. increased employment opportunities, new products/processes created (indirect)</i> • <i>Improved educational outcomes for local pupils (indirect)</i>





Assumptions ...

- Some activities/events would happen anyway, but KE potential not fully exploited without HEIF support and at lower quality
- Involvement of KE practitioner is necessary for identifying and/or exploiting knowledge exchange potential in different events/activities
- HEIF provides flexibility, that enables HEIs to focus on activities and target groups that meet their strategic aims and local/regional priorities
- Other funding streams are sufficiently long-term to enable outcomes
- HEIF resources create capacity/time for staff to mobilise resources and facilitate relationships, that otherwise would not exist
- Demand is evident, and there are effective routes to engagement with partners

... and risks / barriers

- All activities would happen in any case, using other resource (including other Govt funding schemes)
- Practitioners prioritise other KE functions
- Path dependency (e.g. limited previous activity or links with community groups) limits quality/scale of offer and demand
- Different perspectives between academic and community development communities leads to breakdown in relationships / pathways to impacts
- Capital and revenue funding to support HEI assets (including museums, event spaces) is not provided and/or limited, impacting on scope of HEIF supported activity

Factors influencing the logic model ...

Internal to institutions

- **Strategic focus on and commitment to community and public engagement activities**, including priority placed on knowledge exchange activities that do not lead to outcomes captured in HE-BCI and other 'direct' commercialisation outcomes
- **Pre-existing relationships and links to local community and third sector networks, organisations and leadership**
- **Asset base, in terms of museums, collections, etc.** to support community and public engagement activities
- **Processes, policies and infrastructure within the HEI**, including both formal policies and strategies as well as institutional/departmental culture, and priority places on community and public engagement

External to institutions

- **HEIs' spatial, socio-economic and demographic context**, encompassing factors including levels of existing social capital and community networks and infrastructure, and educational and labour market conditions
- **Other assets and organisations** in the local area delivering community and public engagement activities, including other education institutions, arts and cultural assets, and the public sector. Scope for complementarity and duplication of effort.
- **Policy, funding and economic landscape**, impacting on levels of demand and interest in community and public engagement activities



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 champion meaningful engagement that makes a real and valued difference to people's lives.

The NCCPE is supported by the UK Higher Education Councils, UKRI and Wellcome and has been hosted by the University of Bristol and the University of the West of England since it was established in 2008.

**National Co-ordinating Centre
for Public Engagement**

2nd Floor, Arnolfini
16 Narrow Quay
Bristol, BS1 4QA

Tel 0117 328 7190

Email nccpe.enquiries@uwe.ac.uk

Twitter @NCCPE

publicengagement.ac.uk

