Welcome to this PEP Network event!

Public and Community Engagement in the KEF

17th March 2022

Today

2.00	**Welcome**
2.05	**Overview of the KEF: our headline findings**
2.30	**Case studies: watch parties**
2.45	**Feedback**
2.55	*Break*
3.05	**Thematic review: deep dives into the data**
4.00	*Break*
4.05	**Conversation and reflections**

Public Engagement and the KEF

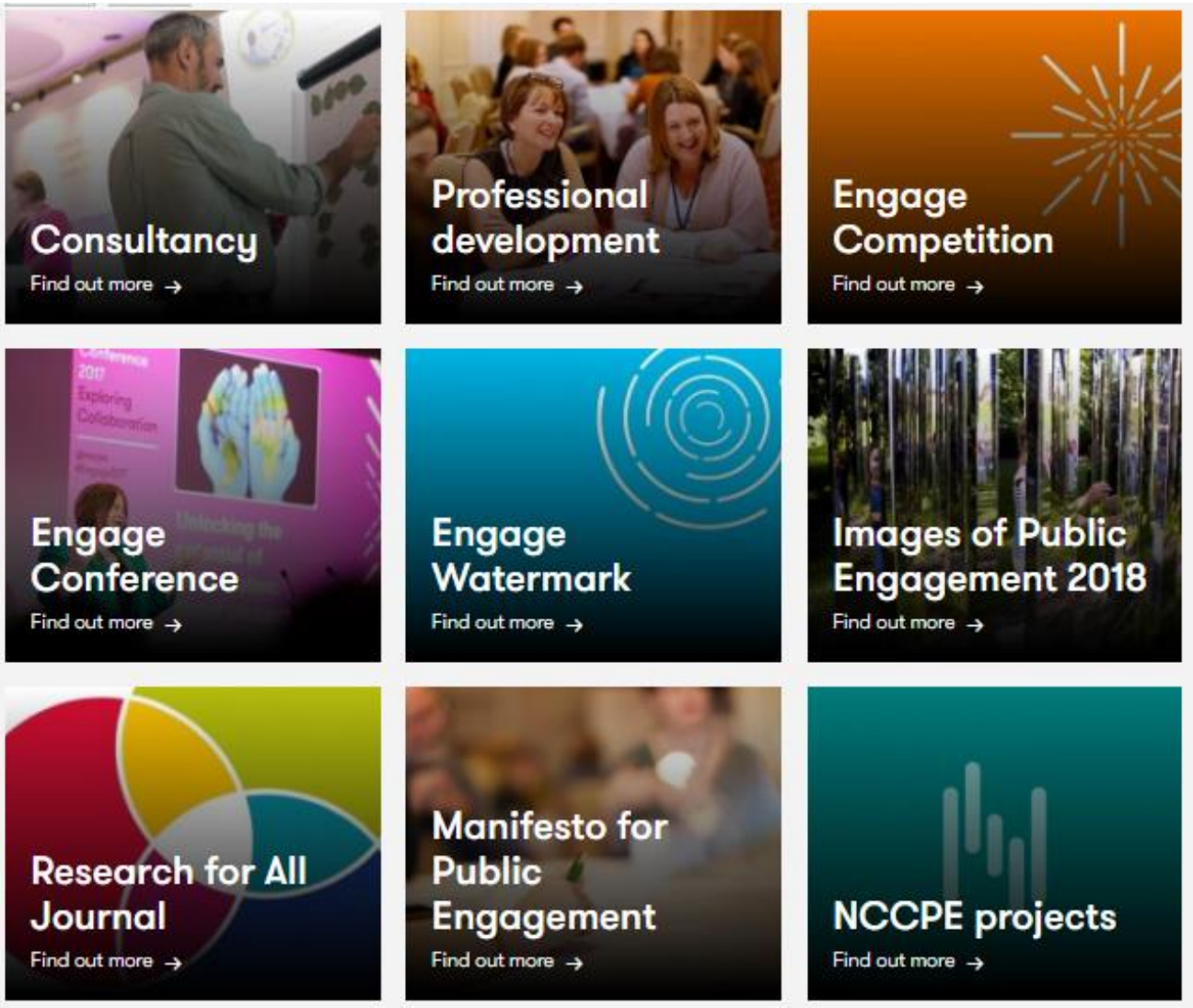
Read our latest review on the role of public and community engagement in the Knowledge Exchange Framework.

National Co-ordinating Centre for Public Engagement

Introduction and framing remarks

© NCCPE 2017 |

National Co-ordinating Centre for Public Engagement



www.publicengagement.ac.uk

PUBLIC ENGAGEMENT WITH RESEARCH

Actively involving the public in the research activity of the institution

ENGAGED TEACHING

Developing teaching activities which positively impact on the community, and enhance students' engagement skills

The engaged university

KNOWLEDGE EXCHANGE & SHARING

Increasing the two-way flow of knowledge and insight between the university and wider society

SOCIAL RESPONSIBILITY

Seeking to maximise the benefits that the institution can generate for the public

About the KEF

7 Perspectives
Research partnerships
Working with business
Working with the public and third sector
Skills, enterprise & entrepreneurship
IP and commercialisation
Local growth and regeneration
Public and community engagement

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 Higher Education Providers (HEPs).

About the KEF

7 Perspectives
Research partnerships
Working with business
Working with the public and third sector
Skills, enterprise & entrepreneurship
IP and commercialisation
Local growth and regeneration
Public and community engagement

KEF development timeline

February 2022 — **Review of the first iteration of the KEF published**

March 2021 — Publication of the first iteration of the KEF.

Deadline for participating institutions to submit narrative statements to Research England. — **October 2020**

March - April 2020 — We host two webinars to assist higher education institutions who are participating in the KEF with their preparations.

We publish the **KEF decisions report** setting out how we will implement the first iteration of the KEF and detailed information about the data sources that will be used and the methodology for presenting the data. — **January 2020**

August 2019 — We publish a **report detailing the outcomes** of the KEF consultation and pilot workshops.

We hold five KEF pilot workshops with 21 volunteer HEIs from across the sector. — **March - May 2019**

January 2019 — We published a **consultation** on proposals for the KEF. This included an invitation to participate in a series of pilot KEF workshops.

The Public and Community Engagement Perspective

Aspect 1: Strategy

Developing your strategy

Information on your existing str
process and allocation of resou
how you identified relevant pul
community groups and their ne
facilitated their ability to engag
institution, as a means to help
intended achievements.

*Refer to the supporting guidanc
examples of evidence you may
to corroborate your self-assessr*

Word count:

Self-assessment score Developing your strategy	**0** ←

scoring criteria (page 12-14).

Aspect 2: Support

Practical support to deliver

Provide information about th
you have put in place to supp
community engagement, and
appropriately.

*Refer to the supporting guida
examples of evidence you ma
corroborate your self-assessn*

Word count:

Self-assessment score Support structures and recognition	**0**

Aspect 3: Activity

Delivering your strategy: activitie

Provide information on the focus
examples of the activity delivered
have met the identified needs of
Please focus on the last three yea

*Refer to the supporting guidance
evidence you may wish to include
assessment (page 17).*

Word count:

Self-assessment score Delivering your strategy	**0**

Aspect 4: Results and learning

Evidencing success

Describe the outcomes and/or impacts of your a
have you evaluated these individual activities to
understand whether they have addressed your s
objectives – and intended achievements for publ
community? To what extent have you learnt fro
and applied this to future activity?

*Refer to the supporting guidance document for e
evidence you may wish to include to corroborate
assessment (page 18).*

Word count:

Self-assessment score Evidencing success	**0** ← *Inse 1 – 5 Refe docu crite*

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).

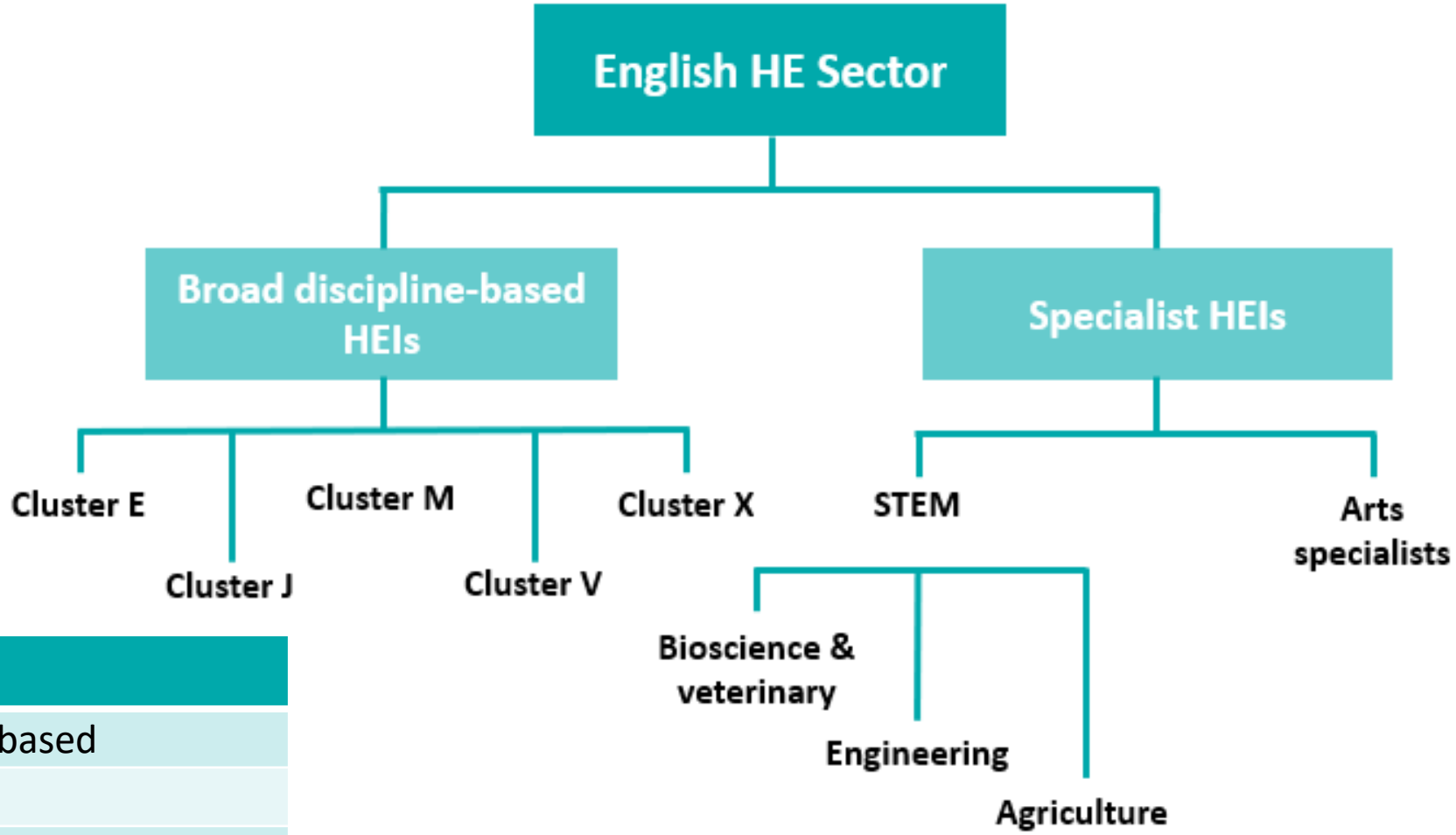
Word count:

Self-assessment score Communicating and acting on the results	**0** ← *Insert score between 1 – 5 here Refer to guidance document for scoring criteria (page 12-14).*

Public and Community Engagement: self assessment

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.

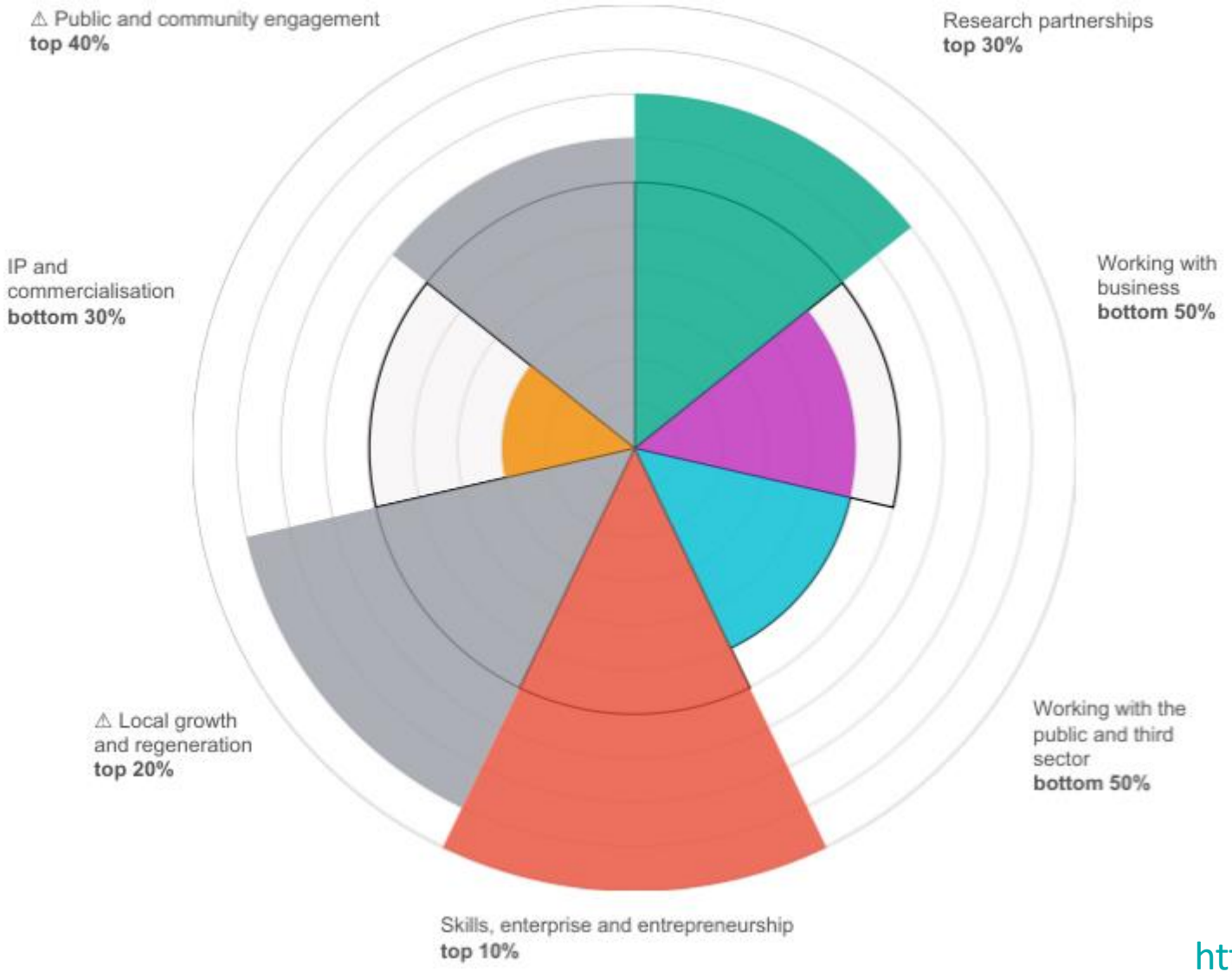
KEF Clusters



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	Specialists STEM
Arts	Specialists covering art, drama, and music

Research England

Knowledge exchange framework



https://kef.ac.uk/dashboard

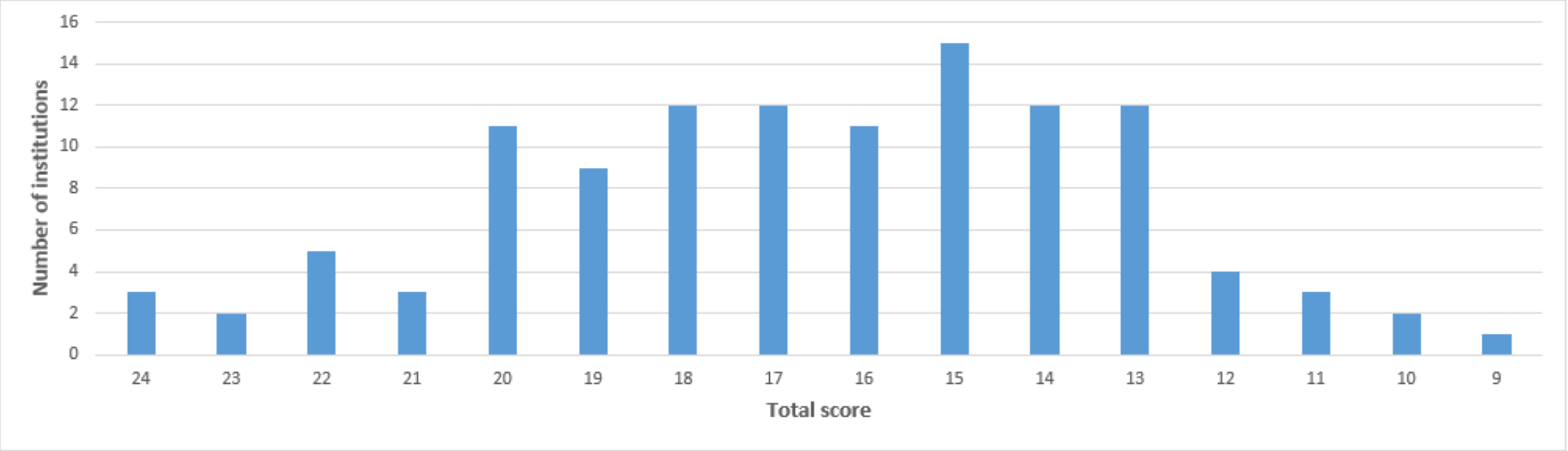
National Co-ordinating Centre for Public Engagement

How well did the approach work?

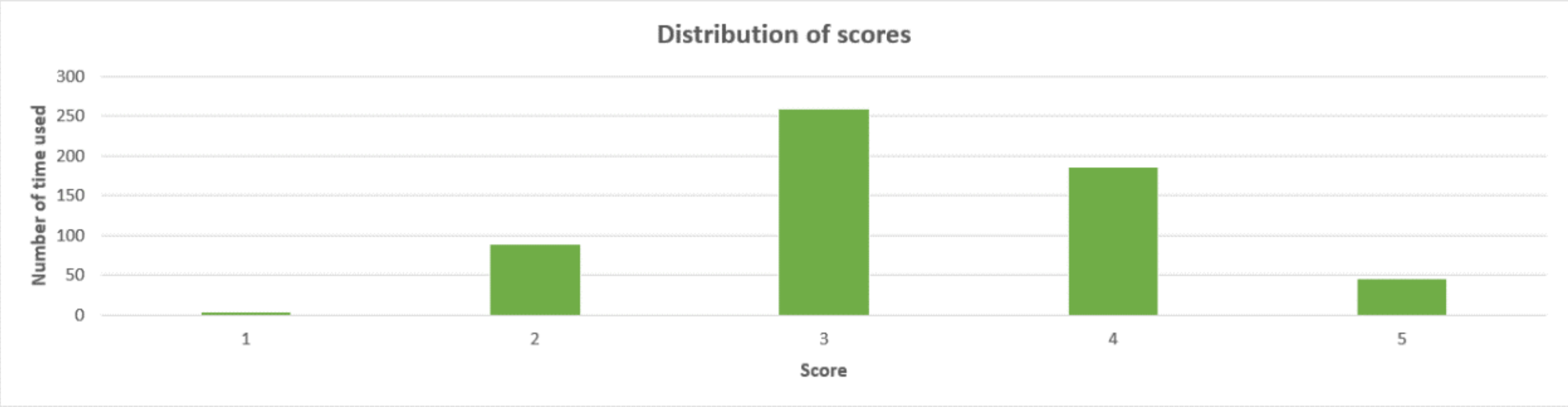
© NCCPE 2022 |

National Co-ordinating Centre for Public Engagement

Did the scores reflect a differentiated picture of HEI support for Public and Community Engagement?



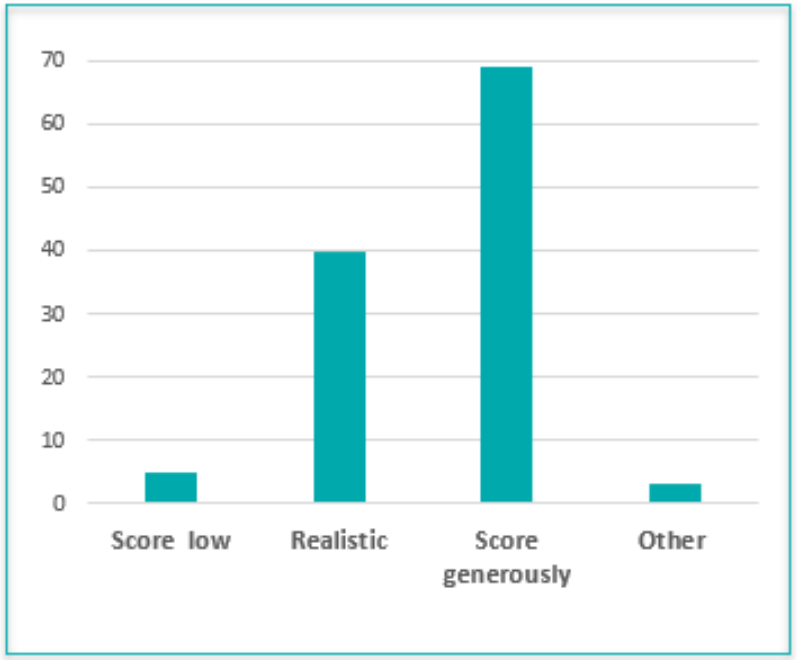
Did universities use the full range of scores (1-5) to assess their performance?



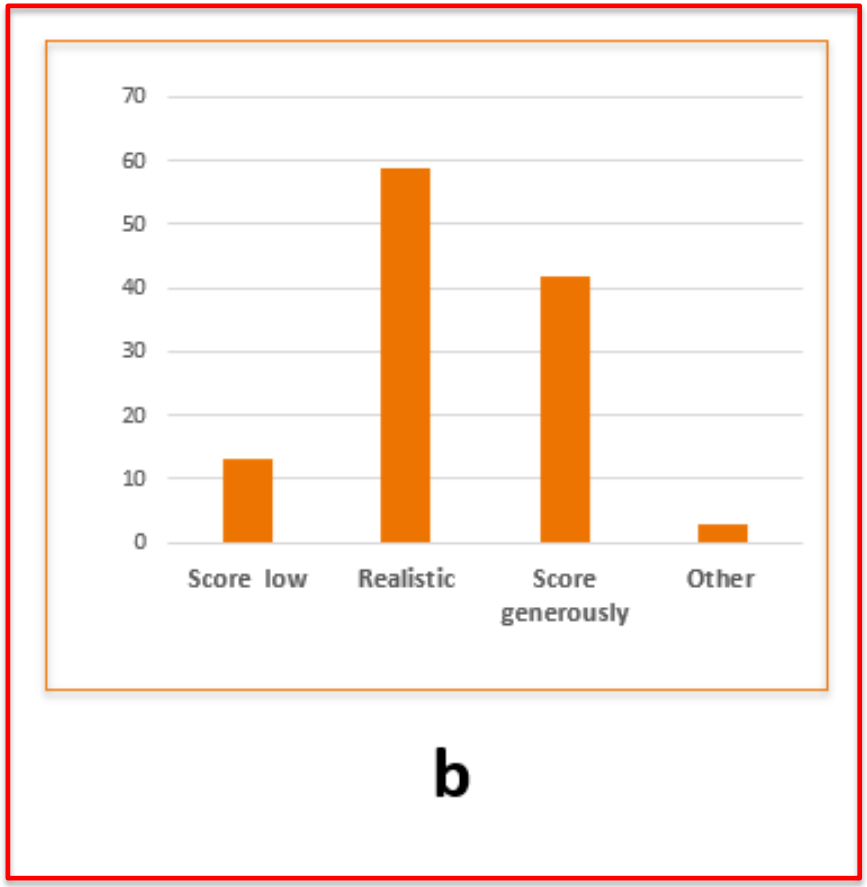
How realistic were the self-assessment scores, based on the evidence submitted?

Score low	Score realistically	Score generously
‘Tough’ ‘Modest’	‘Realistic’	‘Positive’ ‘Generous’

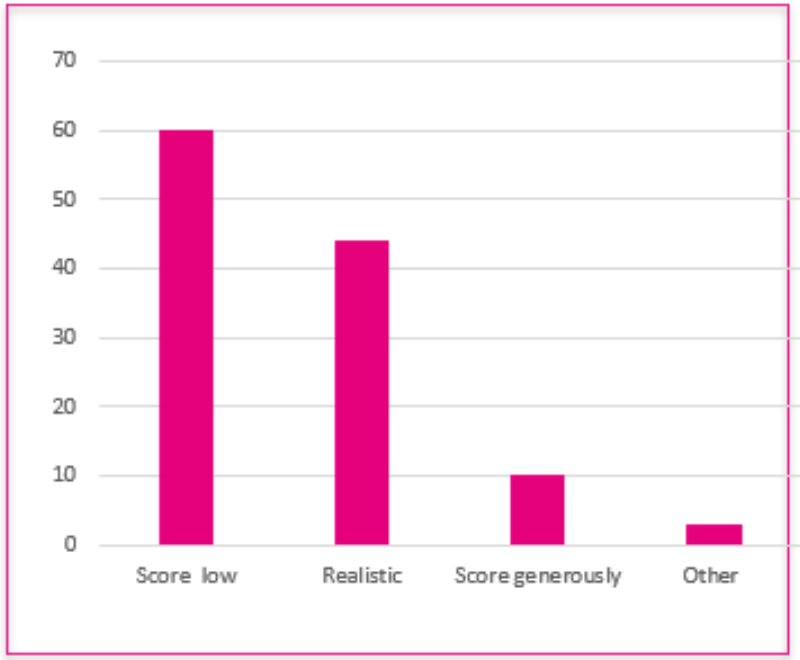
How realistic were the self-assessment scores, based on the evidence submitted?



a



b



c

What could be improved?

- **Modify the criteria for the scoring**, to make clearer the distinctions between the five levels
- **Moderation**: to build a more robust collective understanding of the criteria for each level.
- **Combining narrative with data entry**: for instance requiring HEPs to submit details of the resources invested to support P&CE.
- **Requiring more useful intelligence about evaluation and acting on results**

National Co-ordinating Centre for Public Engagement

Public and Community Engagement in the KEF

A thematic review

The research was commissioned by Research England

UKRI Research England

Public Engagement and the KEF

Read our latest review on the role of public and community engagement in the Knowledge Exchange Framework.

https://www.publicengagement.ac.uk/kefreport2022

Research approach

© NCCPE 2020 |

The focus of our research

1. The purpose and practice of public engagement

- How do HEIs describe and frame their approach to P&CE, and their purposes for supporting it?
- What kinds of activities do HEIs foreground?
- How do HEIs relate their P&CE work to place?
- To what extent are the narrative activities knowledge based?
- Which publics / communities do they work with?

2. How HEIs support public engagement

- How do HEIs organise themselves to deliver and support P&CE?
- What resources do HEIs allocate? What funding do they draw on?

3. Making a difference

- How do HEIs define the impacts of their P&CE?
- How do HEIs monitor and evaluate these impacts?

4. The wider context for public engagement

- What do the KEF narratives tell us about the P&CE sector?
- What are the key areas of reflection based on the KEF narratives?

Headlines

- Public and Community Engagement is in robust health, with a diversity of approaches evident across the sector.
- The dominant mode of engagement is to ‘inspire and inform’ the public
- The narratives are dominated by a local and regional focus.
- There is a strong commitment to inclusive practice, with HEIs prioritising work which addresses inequality and engages with excluded groups in society.
- 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.

Larissa Allwork,
University of Derby

Sarah Rees,
Lancaster University

Lucinda Spokes,
University of Cambridge

Mary Mahoney, University of Wolverhampton

Matthew Guest,
Guild HE

Stephen Roberts,
Kings College London

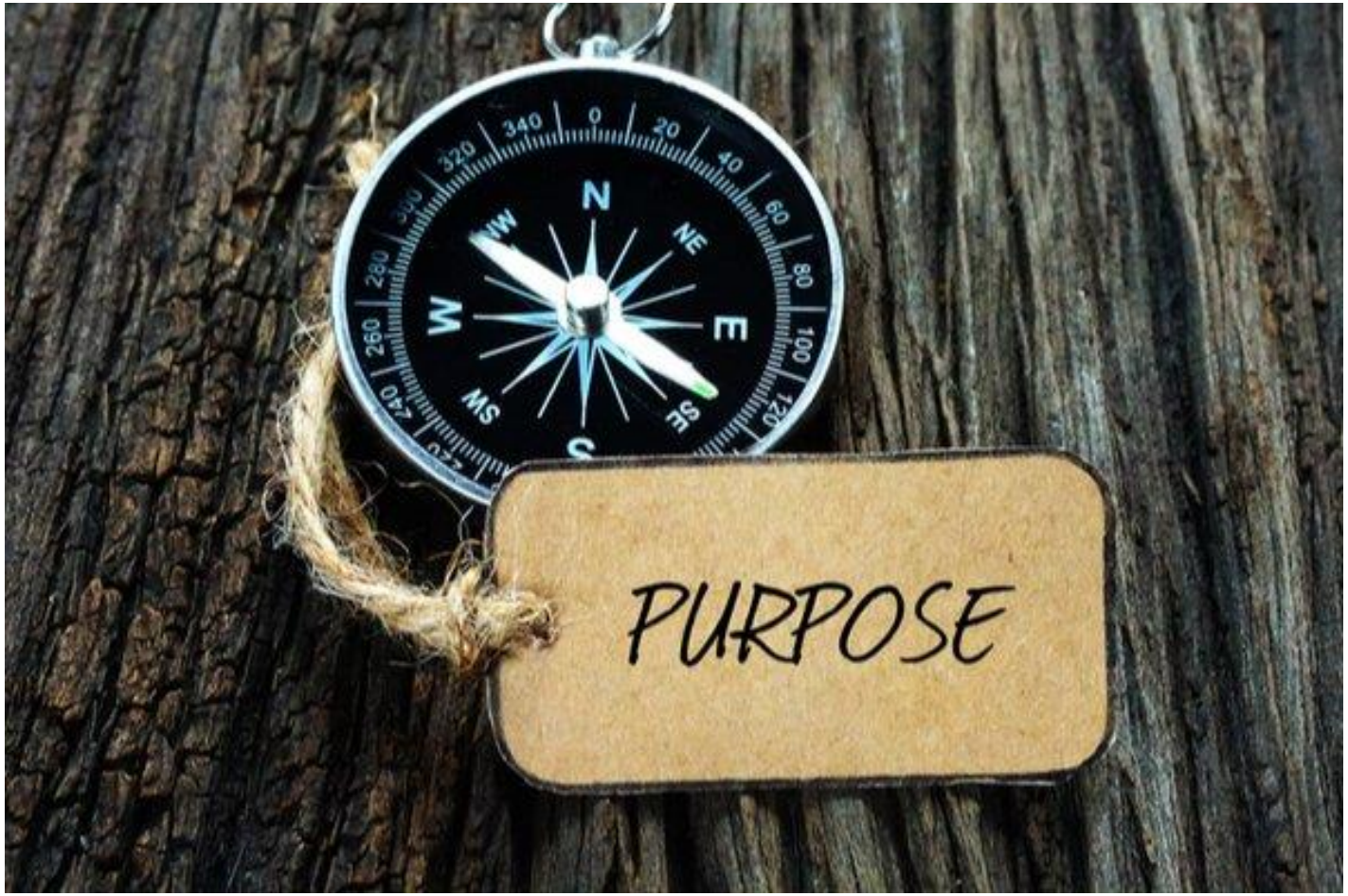
https://youtube.com/playlist?list=PLYcs8HLnX9gl4w28FL4K-dBsLbs0gh1zV

National Co-ordinating Centre for Public Engagement

Thematic review of the narratives

© NCCPE 2022 |

1. The purpose and practice of public engagement



- What kinds of activities do HEIs foreground?
- How do HEIs describe and frame their approach to P&CE, and their purposes for supporting it?
- How do HEIs relate their P&CE work to place?
- Which publics / communities do they work with?

What are the purposes and practices of P&CE? Typical activities

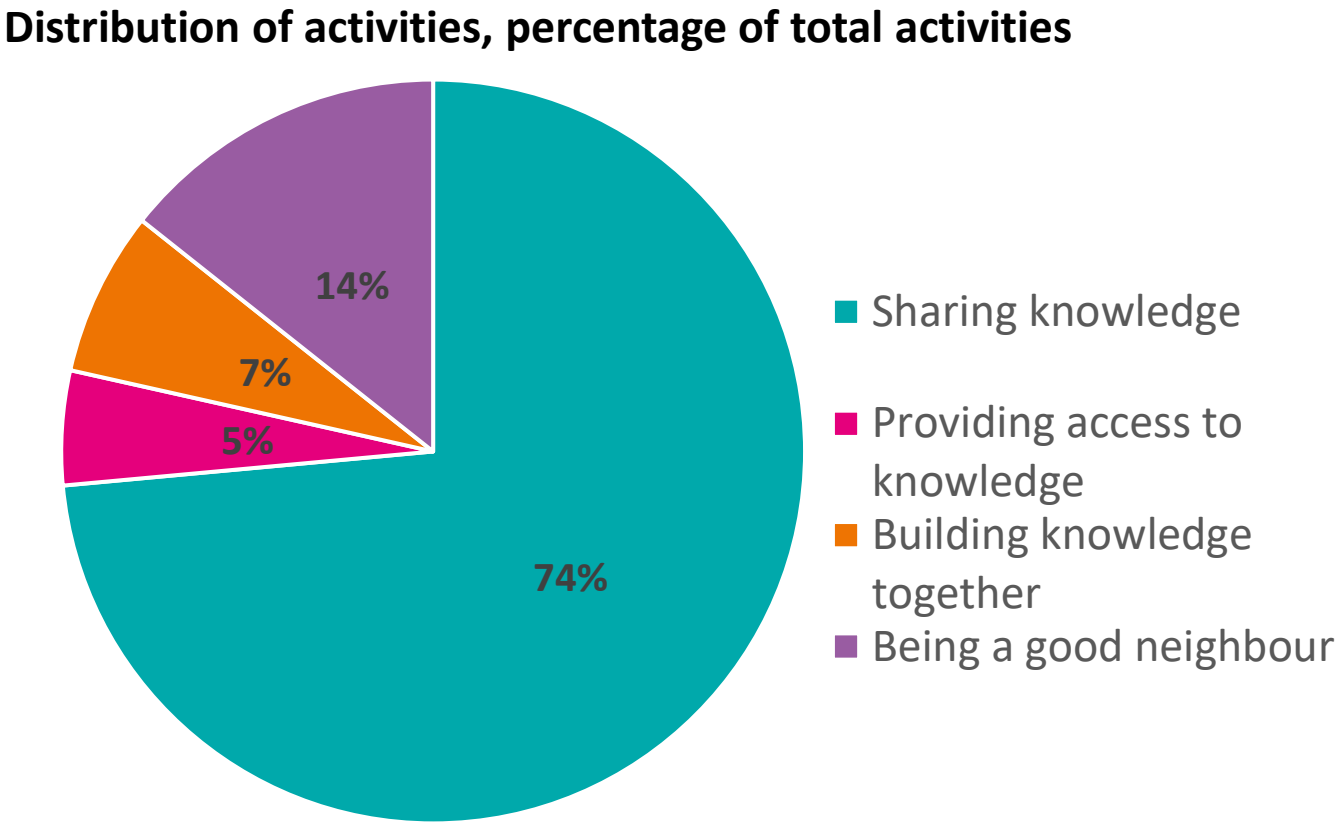
Distribution of approaches

Sharing knowledge was the most commonly cited approach, making up 74% of all activities referenced in the narratives.

Providing access to knowledge accounted for 5% of all activities referenced in the narratives.

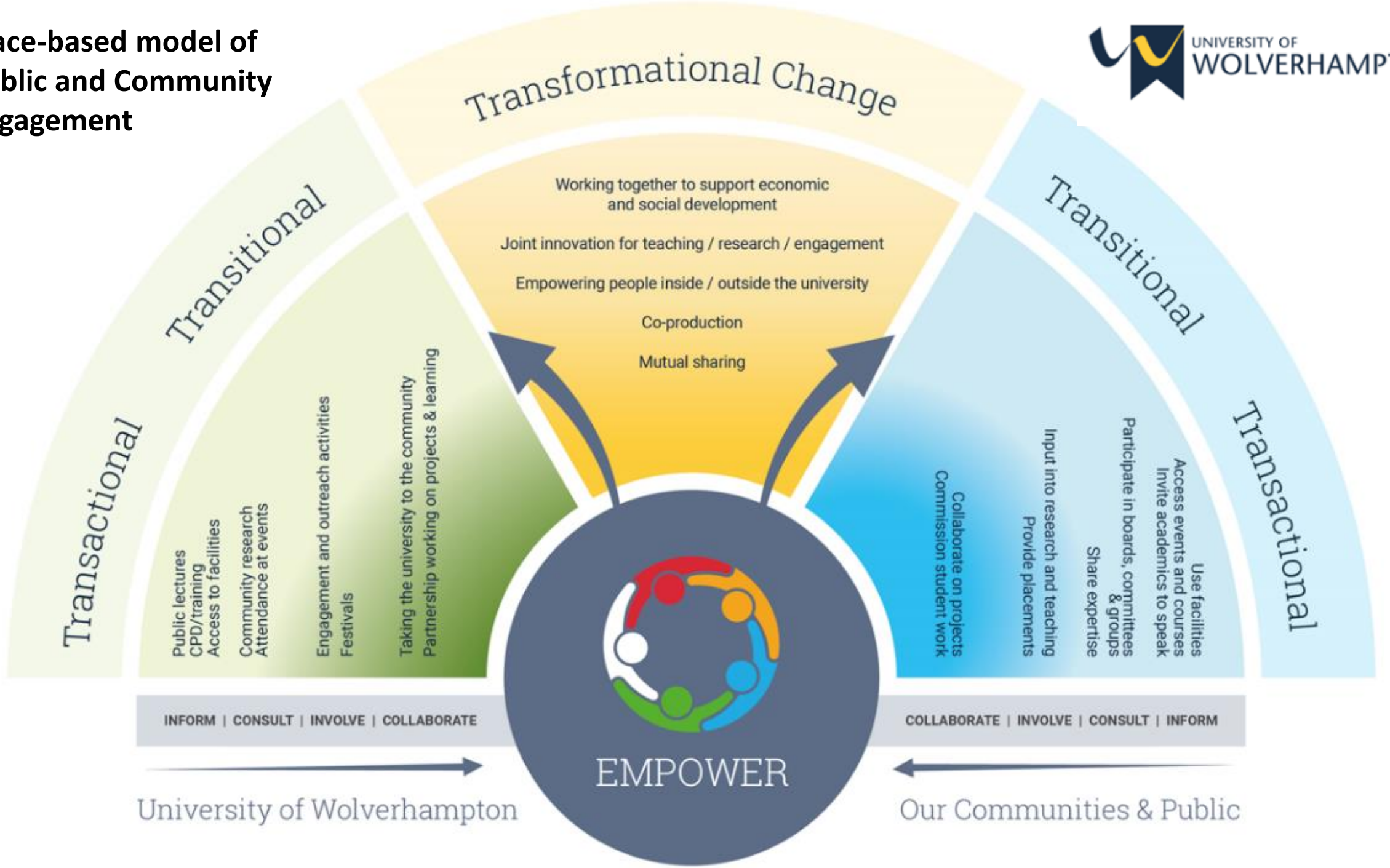
Building knowledge together made up 7% of the coded activities.

Being a good neighbour accounted for 14%.



© NCCPE 2022 |

Place-based model of Public and Community Engagement



UNIVERSITY OF BIRMINGHAM

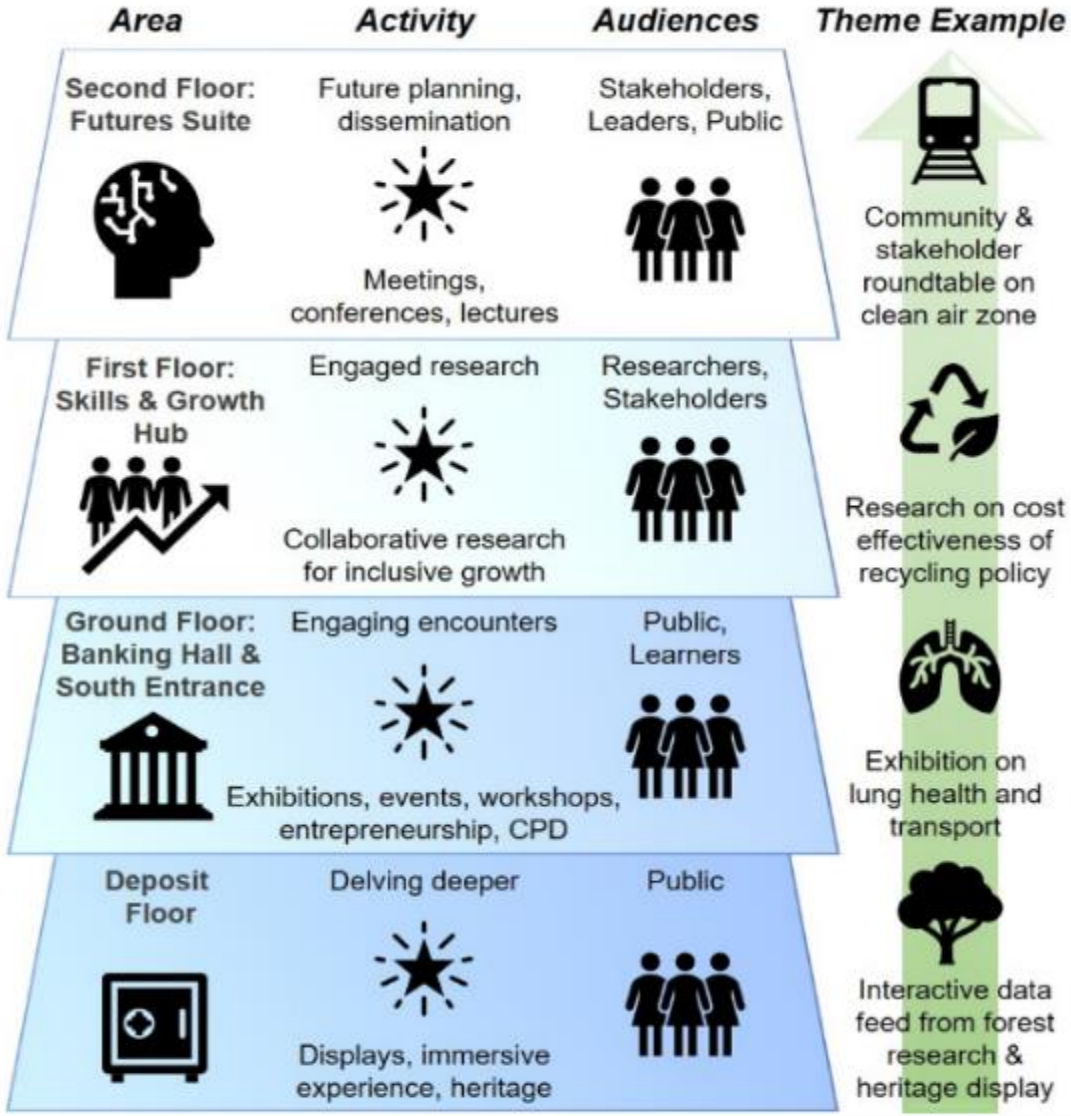
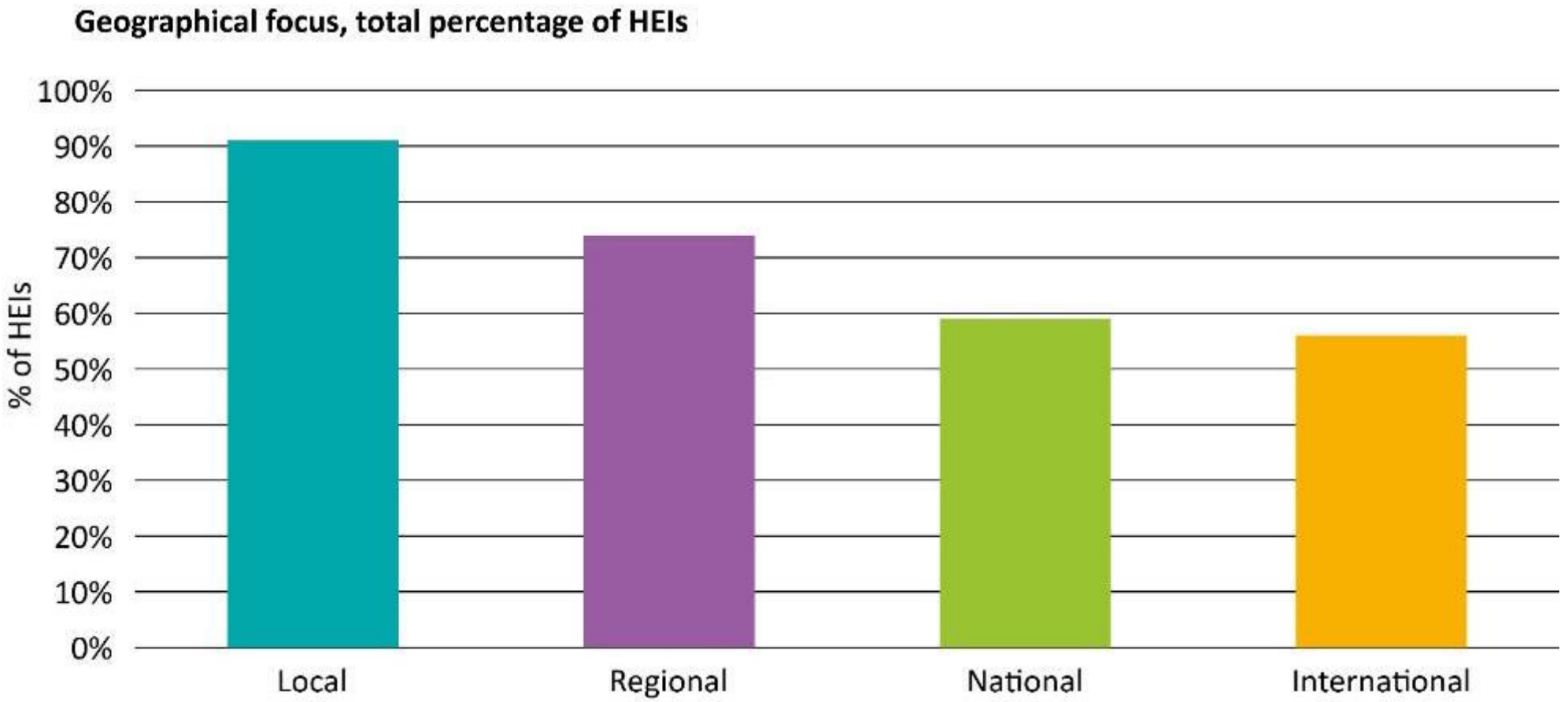
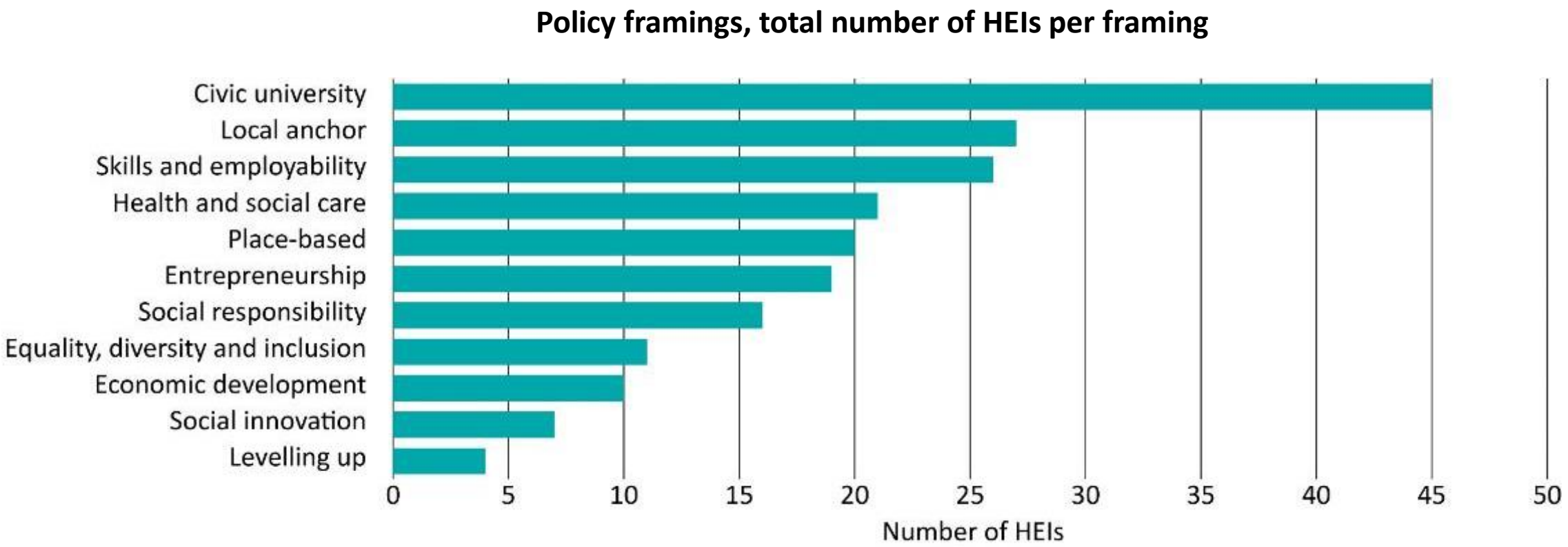


Figure 2: The Exchange workstreams and activities. The left panel reflects the workstreams and the central panel how these will be integrated within the building. Activities listed indicate what types of content will feature in the public programme and respond to interdisciplinary themes the first of which being, The Air We Breathe. Examples of how activities might respond to this theme are shown right (green). For audiences each category cuts across workstreams e.g. leaders are those in business, policy, communities and research.

What are the purposes and practices of P&CE?
Geographical focus



What are the purposes and practices of P&CE?
Policy drivers



UWE Bristol engages in a wide variety of Public and Community Engagement that directly benefits the West of England's communities, people, governance structures and businesses.

We work closely with community and third sector organisations professions, business, local government, health and welfare services to ensure our teaching, research and wider engagement have direct relevance to wide-ranging communities.

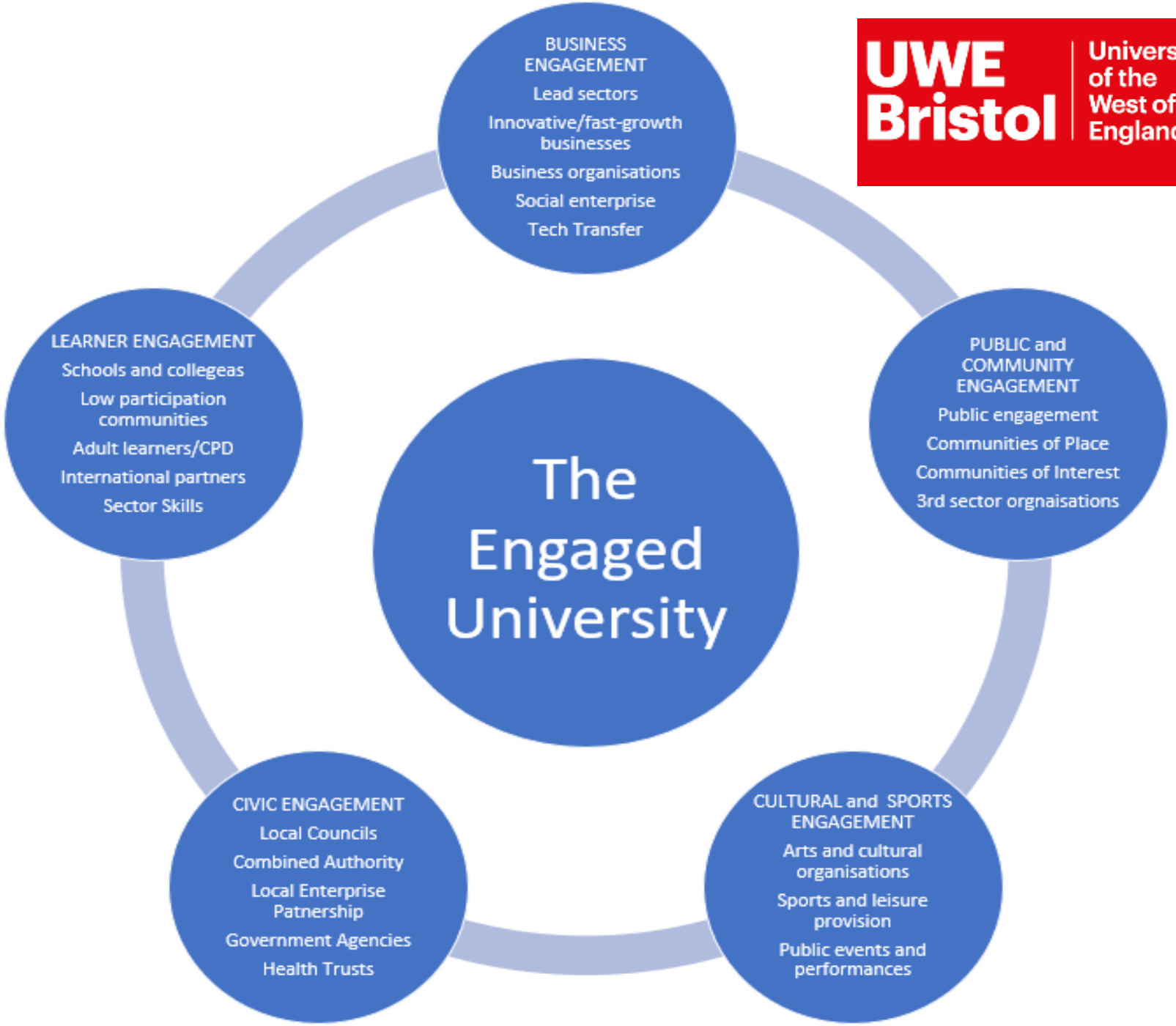


Image forn Paul Wenham-Clarke's project Our Human Condition.

AUB is a creative community dedicated to working with our local creative and business community in the development of the arts, skills and access to experiences.

As a specialist art and design institution we believe in the power of creative experiences and see our role as an anchor of place to contribute to the cultural life of the region and support the social and economic well-being of the community.

Emphases: public or community engagement?

Public engagement

P&CE as a priority strand of KE activity, closely linked to the evolving set of policies and practices which focus on **Public Engagement with Research**.

Cranfield University *is a specialist institution which combines a deep understanding of technology, entrepreneurship and leadership training. Cranfield actively champions public engagement with STEM subjects by using its facilities, knowledge and training.*

Community (civic) engagement

P&CE woven into a place-focused approach to knowledge exchange. This framing draws on traditions of community and civic engagement, and tends to encompass a broader range of practices and approaches than PE with Research.

Coventry University Group *(CUG) has a distinguished history working locally, nationally and internationally to embed collaboration and maximise results with and for partners. [ ]. Local growth and community engagement are focused on the core needs of local citizens: - health inequalities, unemployment and developing holistic and targeted community support for longer term societal advancement and inclusive growth.*

Emphases: public engagement or public benefit?

Public engagement

Focusing on improving and increasing interaction with communities

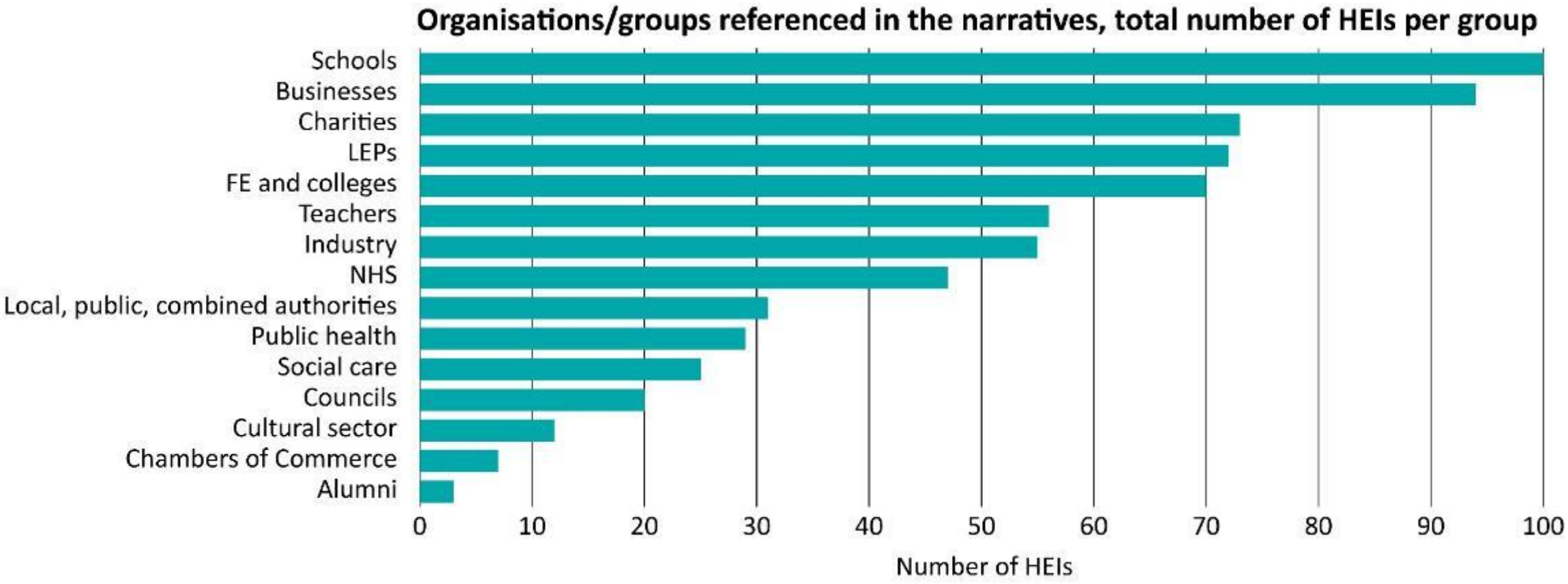
*At **The University of Manchester** we contribute to knowledge exchange across the full range of our core objectives of excellence and impact in research, teaching and social responsibility including through involving the public and our community in our work via our award-winning cultural institutions which a museum, an art gallery, a heritage library and the UNESCO World Heritage Site at the Jodrell Bank Radio Telescope.*

Public benefit

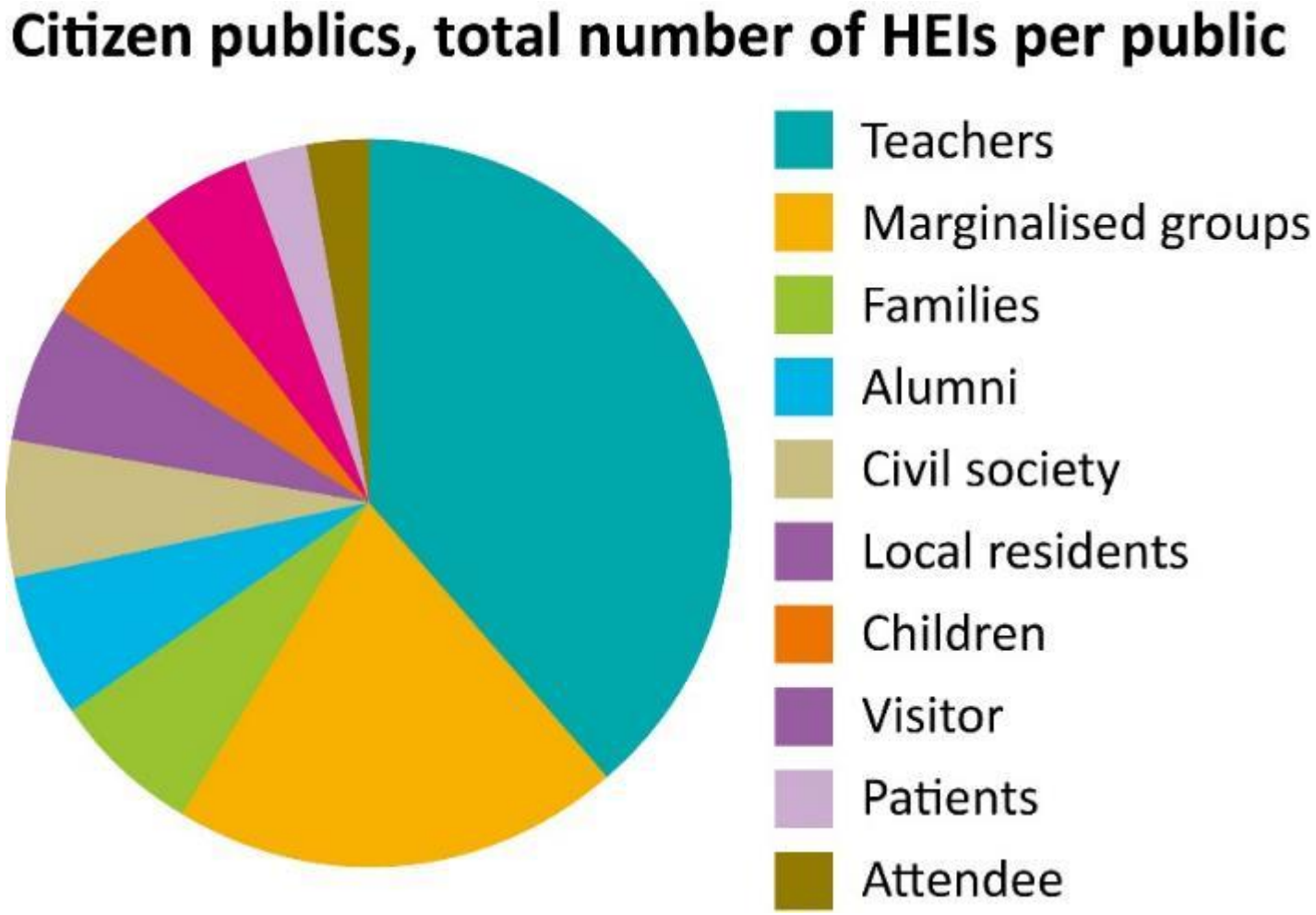
Focusing on delivering benefits for communities

"Strong civic bonds are a key component of an economically inclusive and socially mobile society (…) This approach entrusts academics to contribute to the community through working with entrepreneurs, practitioners, employers, third sector, public institutions and individuals" ***(Northumbria University)***

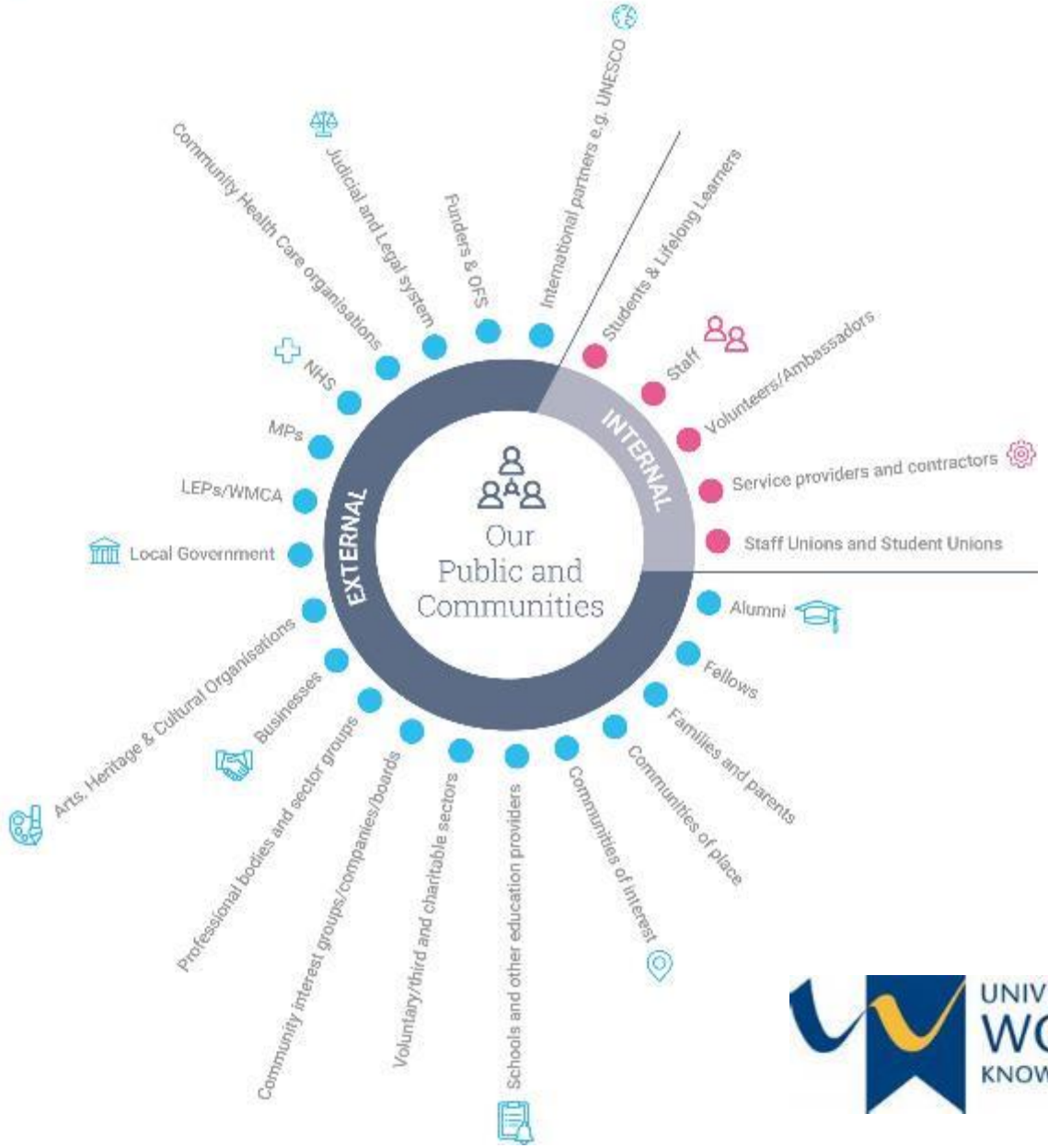
Who are HEIs partnering with?



Which publics do HEIs work with?



Which publics do HEIs work with?



UNIVERSITY OF WOLVERHAMPTON
KNOWLEDGE • INNOVATION • ENTERPRISE

Our
Public and
Communities
EXTERNAL
INTERNAL
NHS
MPs
LEPs/WMCA
Local Government
Heritage & Cultural Organisations
Businesses
Staff
Volunteers/Ambassadors
Service providers and contractors
Staff Unions and Student Unions
Alumni
Fellows
Families and

2. How HEIs support public engagement

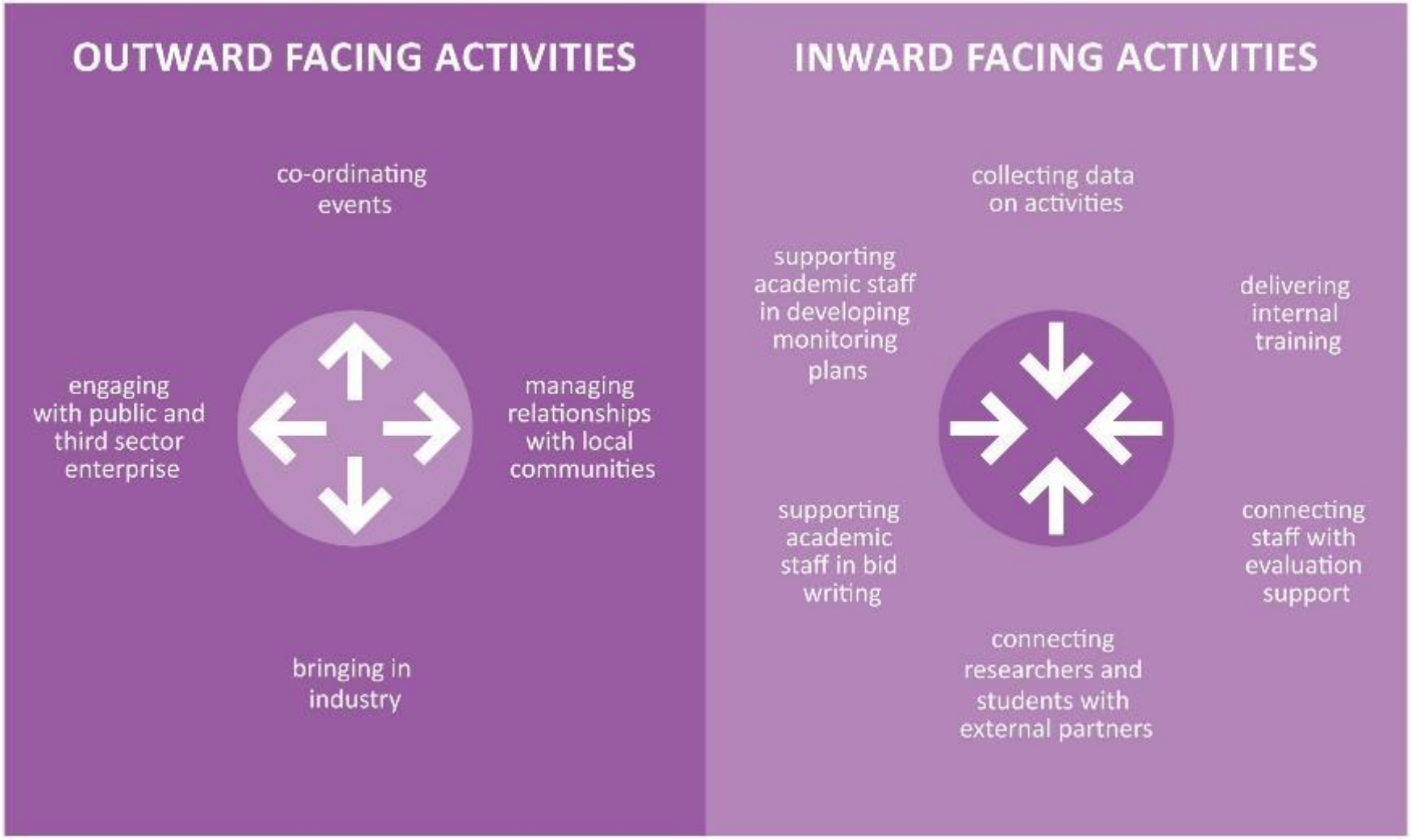
- How do HEIs organise themselves to deliver and support P&CE?
- What resources do HEIs allocate? What funding do they draw on?

How HEIs are supporting P&CE?

Centralised P&CE specific team

P&CE sits within other centralised KE team

P&CE expertise are held at department/research centre level



© NCCPE 2022 |

How do HEIs organise their support for P&CE?

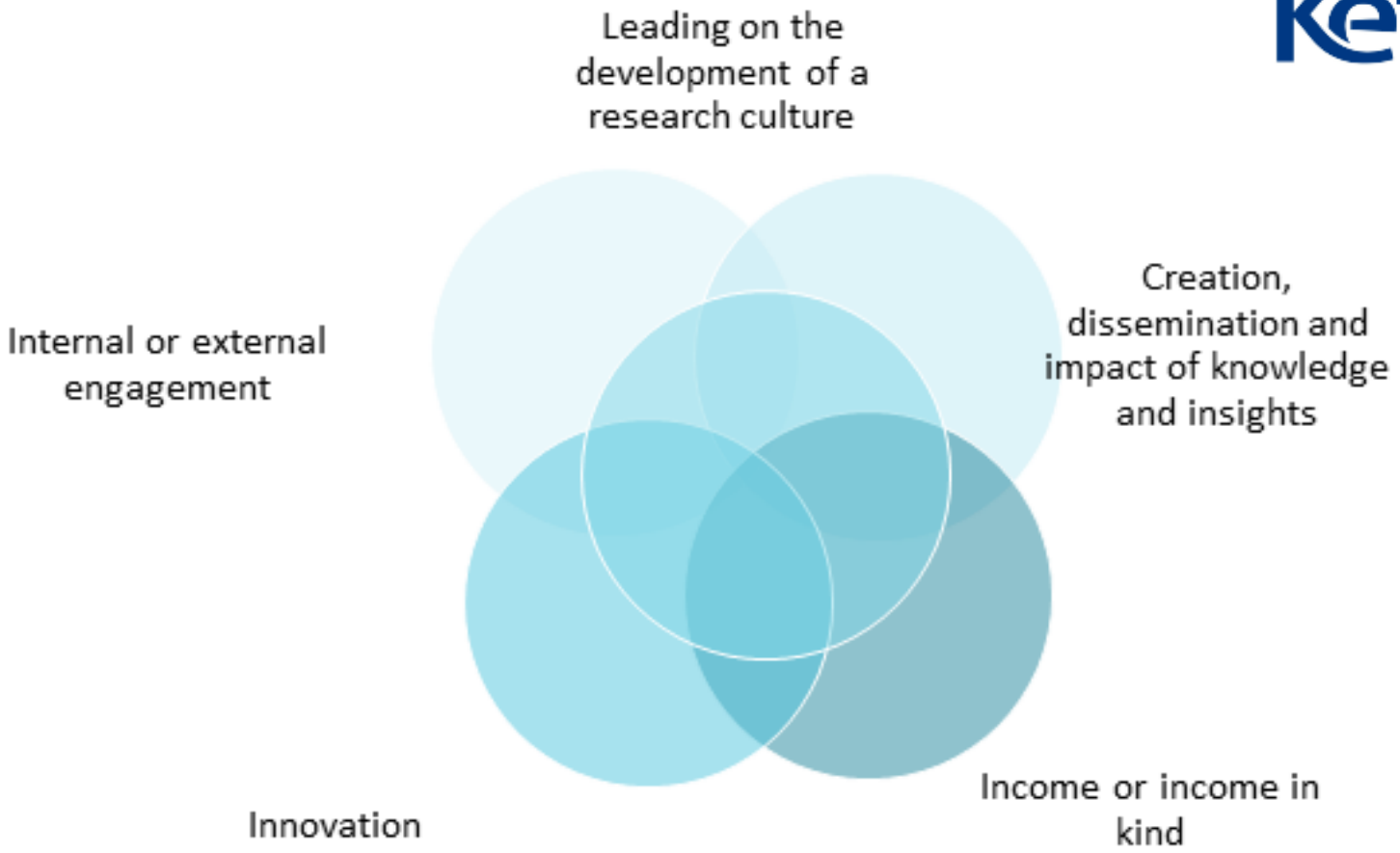
Support	
Learning	
Training and professional development	Includes activities design to build capacity within HEIs staffing
Supporting staff and students	
Seed funding	Relates to small grants awarded internally to enable research staff to explore and develop P&CE collaborations
Support for bid writing and development	Relates to the support available to researchers to enable them to include P&CE in bid development
Internal PE networks	Refers to networks within the HEI that support P&CE, these can be across departments and can involve researchers, PEPs and other HEI staff
Supporting public involvement	
Involving publics in governance roles	Involves the inclusion of publics in the spaces where P&CE decisions are made/informed
Access points for communities	Refers to the ways in which communities can contact/engage with the HEI, either to speak with a HEI staff member or to gather information about the institution's activities
Recognition	
Promotion criteria	Involves the inclusion of P&CE activities in the criteria for internal promotions
VC awards	Refers to the recognition of staffs P&CE activity in Vice Chancellor awards
Performance and development reviews	Involves monitoring existing P&CE work and setting aims for future engagement activities in research staffs' annual development reviews

© NCCPE 2022 |

Recognition for P&CE

Integrating P&CE

P&CE is *integrated* within our working culture and included in every grade of our Academic Career Map. The framework sets out what we expect from academic staff and how we *support* them, and is used when building a case for promotion.



How do HEIs organise their support for P&CE?

UNIVERSITY OF BIRMINGHAM

Support is offered through a central function (now 7.0 FTE) and across Academic Colleges.

Logistical and marcomms support is also provided via embedded Departmental staff to support grass roots engagement, including:

- 6x Impact Development Officers
- 5x Research Communication Managers
- 7x Patient Engagement / Involvement Managers
- 2x Community Engagement Leads.

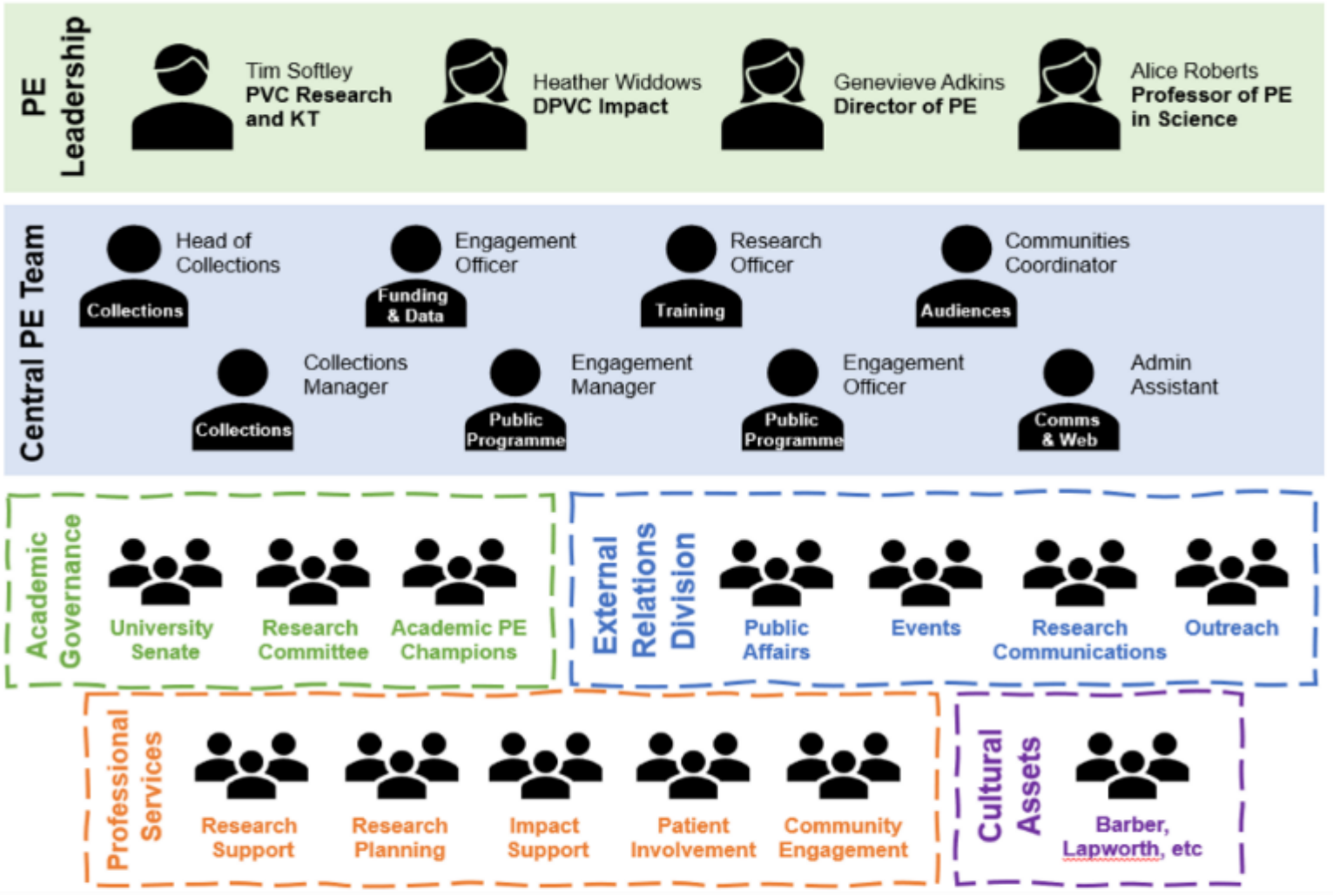
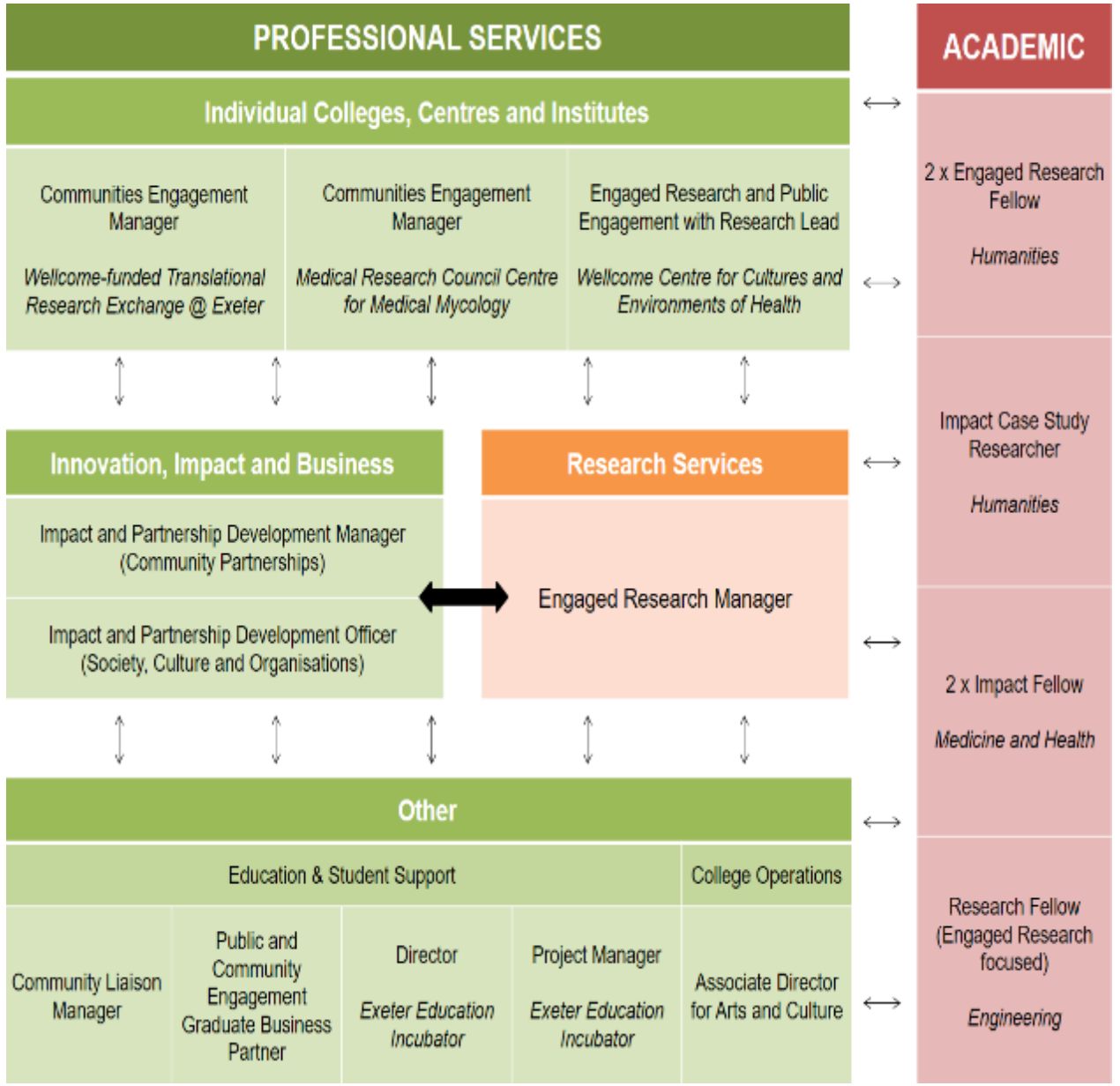


Figure 3: Public Engagement support structure. Leadership is provided through senior academic and professional services roles (green shaded box). Central support is provided through the PE Team with roles and remits aligned to support needs (blue shaded box). This structure allows embedding and integration of PE within relevant processes and teams across the institution, including academic governance (green), cultural assets (purple) the external relations division (blue) and with other relevant teams (orange). Additional support posts aligned to particular research projects or themes or within other teams are not included in this diagram.

How do HEIs organise their support for P&CE?

UNIVERSITY OF EXETER

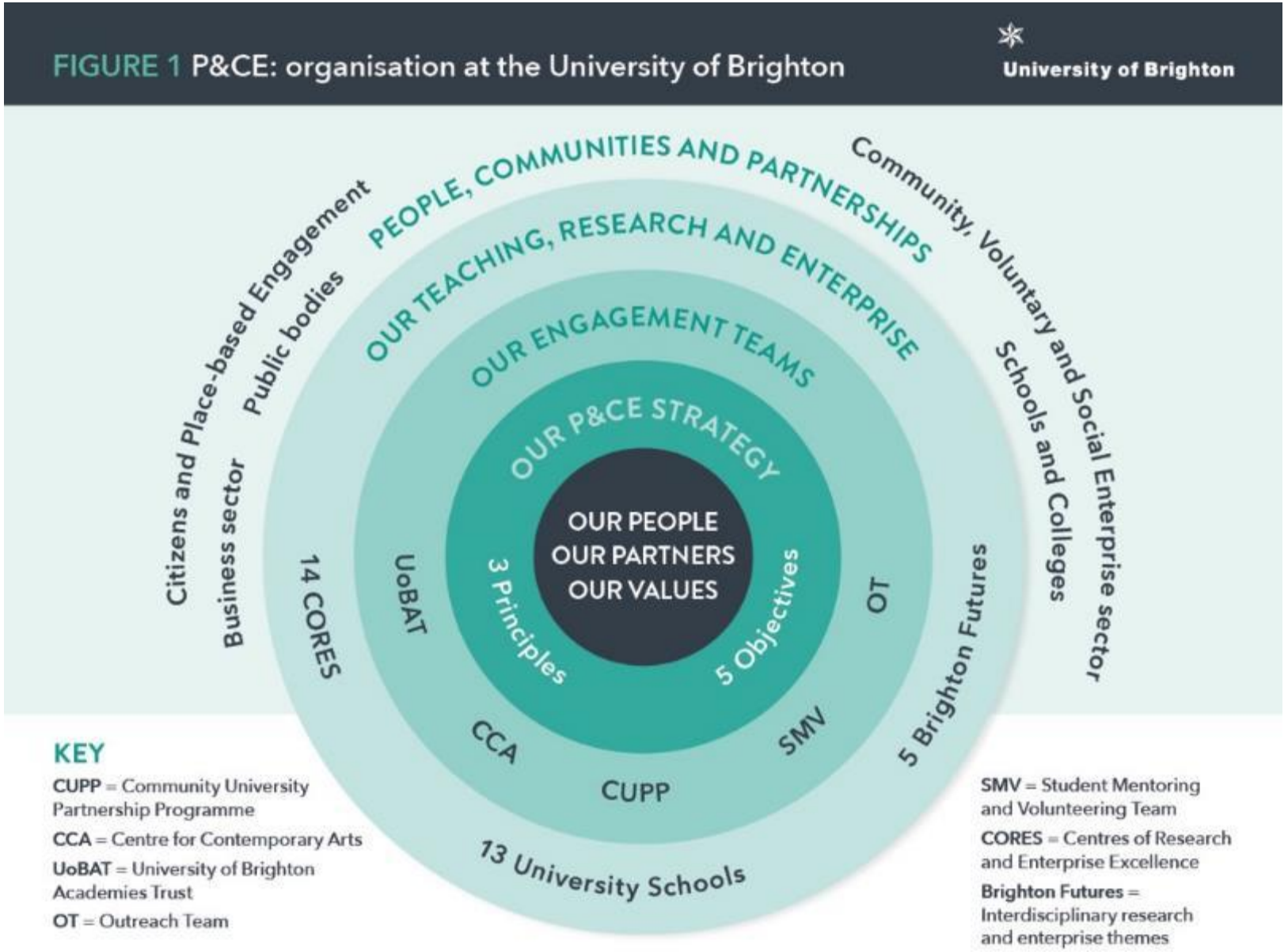
Dedicated P&CE support has increased to 5.0 FTE across a matrix structure, with central support staff working with experts across our PS and academic divisions.



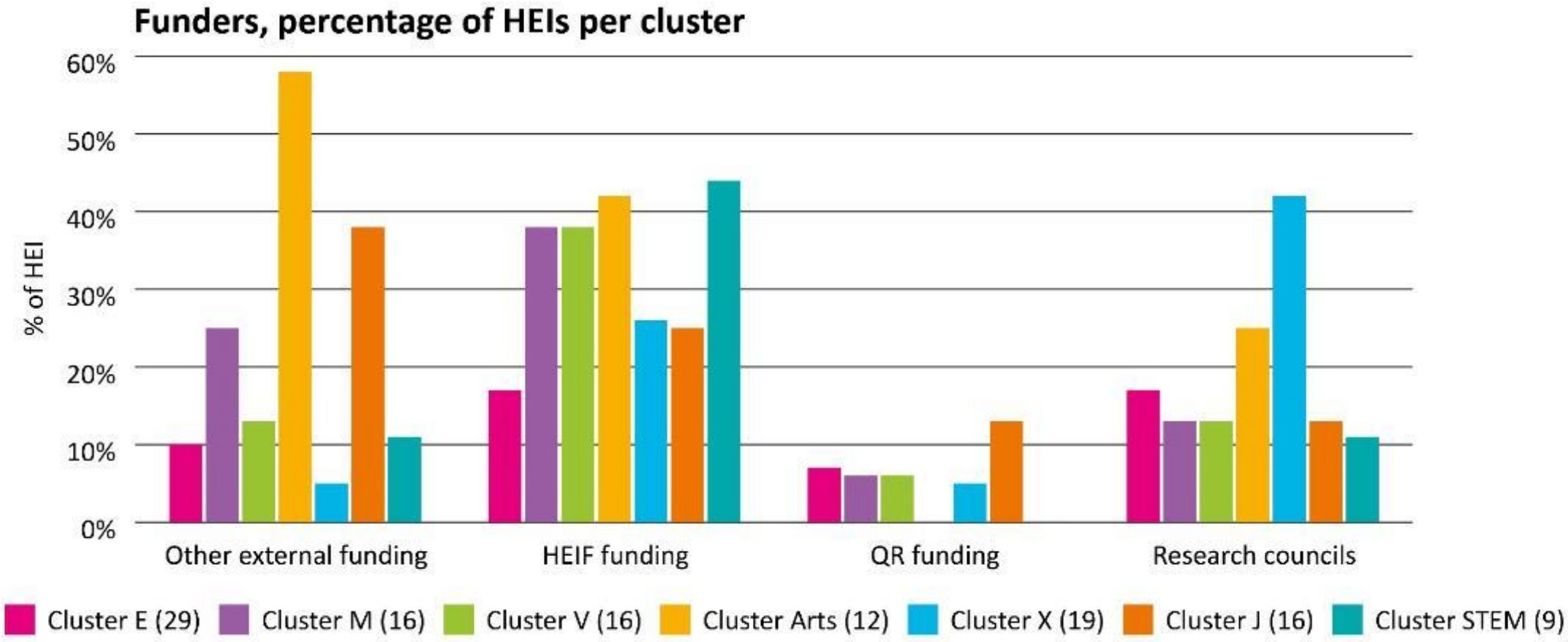
How do HEIs organise their support for P&CE?

University of Brighton

Our P&CE approach is now integrated in our institutional strategy, Practical Wisdom, with partnerships one of our four values. Our distinct identity-based P&CE programmes align with inclusivity, another strategic value, and our institutional commitment to equality, diversity and inclusion



Funding


Funders, percentage of HEIs per cluster
60%
50%
40%
30%
20%
10%
0%
% of HEI
Other external funding
HEIF funding
QR funding
Research councils
Cluster E (29)
Cluster M (16)
Cluster V (16)
Cluster Arts (12)
Cluster X (19)
Cluster J (16)
Cluster STEM (9)

Funding

University of Brighton

Our Engagement Teams:

COMMUNITY UNIVERSITY PARTNERSHIP PROGRAMME (CUPP)

RESOURCES

2.2 FTE, £139k budget pa

KEY PROGRAMMES/ INITIATIVES (2017-20)

- Ignite Programme: developing new incubator community-university partnerships
- Community outreach: e.g. Award-winning Brains at the Bevy lecture series, co-host of 2017 British Science Festival with Univ. of Sussex, 18,490 attendees
- Strategic national and international partnerships: e.g. Boingboing, Football 4 Peace

CENTRE FOR CONTEMPORARY ARTS (CCA)

RESOURCES

8.4 FTE £547k budget pa

KEY PROGRAMMES/INITIATIVES (2017-20)

- Gallery exhibitions
- Theatre events
- Dialogues, visits and participation

STUDENT MENTORING AND VOLUNTEERING

RESOURCES

4.0 FTE £203k budget pa

KEY PROGRAMMES/INITIATIVES (2017-20)

- Active Student
- Momentum mentoring
- Identity mentoring: Men in Primary, LGBT+, BAME Match

OUTREACH TEAM (OT)

RESOURCES

10.4 FTE £835k budget pa

KEY PROGRAMMES/INITIATIVES (2017-20)

- Information advice and guidance
- Academic Excellence (includes campus summer schools, Saturday clubs, parent and carers seminar series and subject tasters/conferences)
- School and college relationship management

The combined 2017-20 budgets of our teams provided £4.6m of support for P&CE

How do HEIs approach partnership working?

The approaches to **activity-specific partnerships** involved various routes:

Partnering with communities - to respond to local needs or challenges.

Providing consultancy - for example through supporting the work of national charities who work with wider publics.

Working with cultural organisations - for example to put on exhibitions or to run events.

Partnerships aimed at **supporting HEIs' P&CE strategies** typically involved advisory or steering groups with public representatives, as well as some more targeted engagement with public and statutory bodies which informed the strategic direction of the HEI's engagement work.

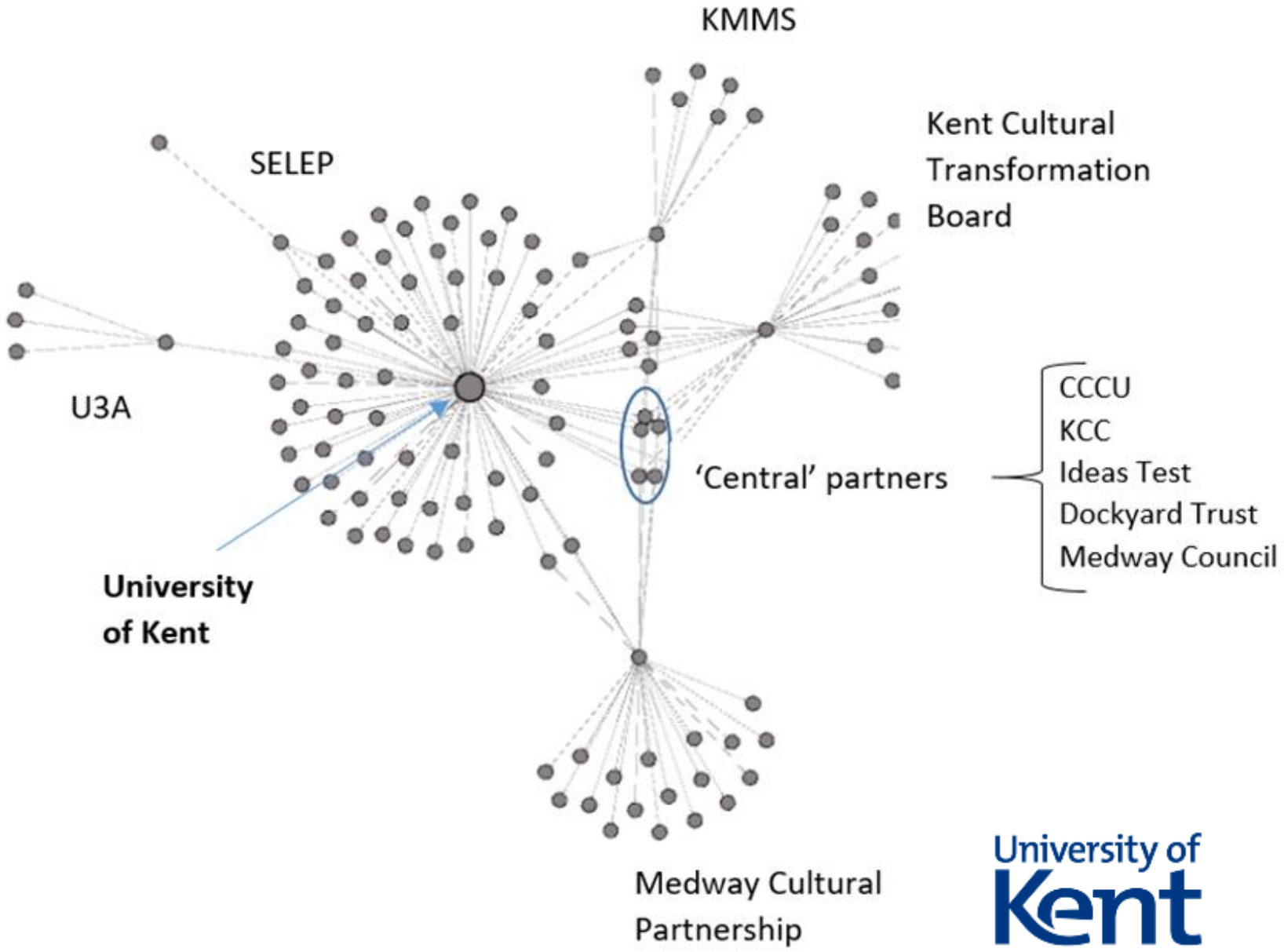
Public representatives included people from both the citizen publics and organisations/groups set out in Chapter 1.

© NCCPE 2022 |

How do HEIs approach partnership working?

The P&CE strategy is owned by the Public Engagement with Research Advisory Group (PERAG) and sits alongside, and compliments, our Business Engagement strategy.

We focus on our strongest community, our local area of Kent. Thus, our P&CE strategy was created with this target audience in mind and was informed by a systematic review of our external connections.



University of Kent

3. Making a difference

- How do HEIs define the impacts of their P&CE?
- How do HEIs monitor and evaluate these impacts?

Making a difference: Key Findings

Key findings

- Monitoring and evaluation were ‘work in progress’: HEIs are grappling with how to support this work well.
- Intelligence was often scattered across the narratives.
- 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.

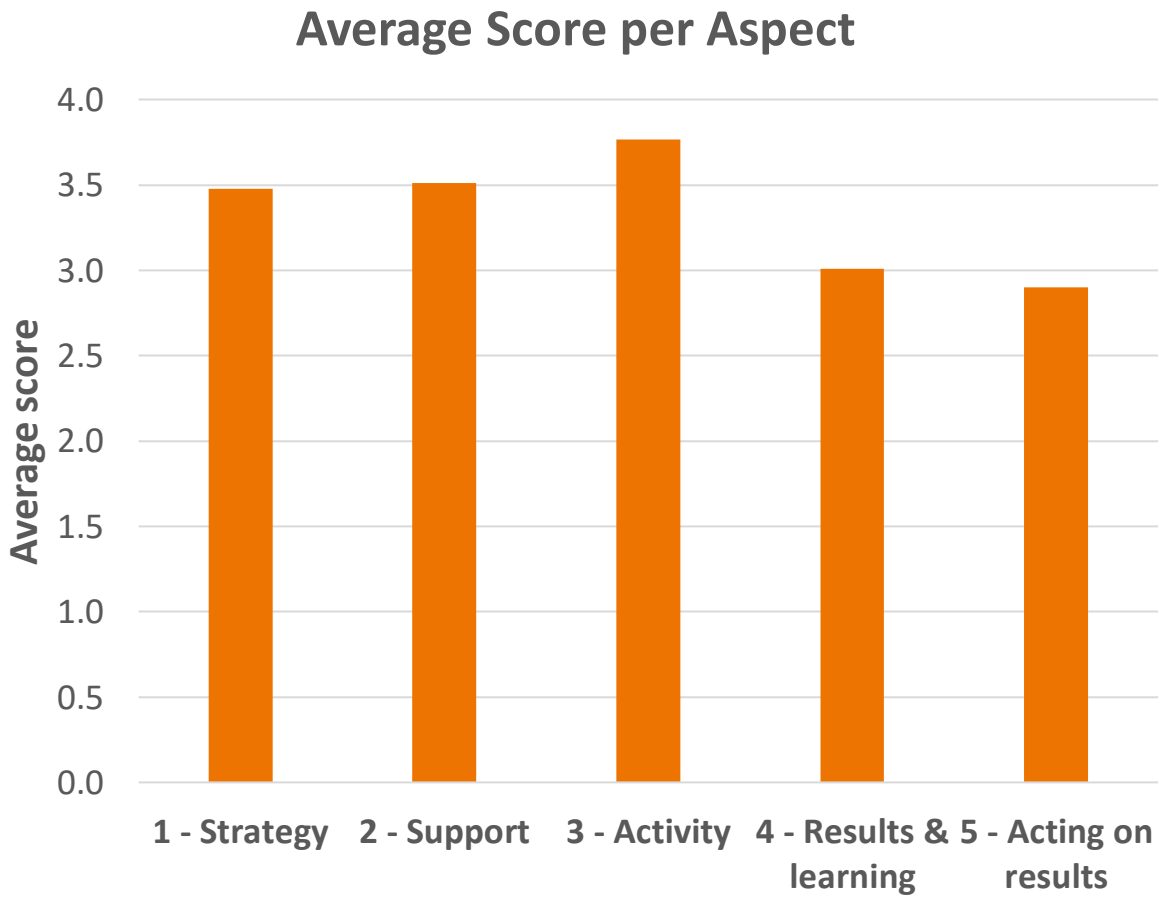
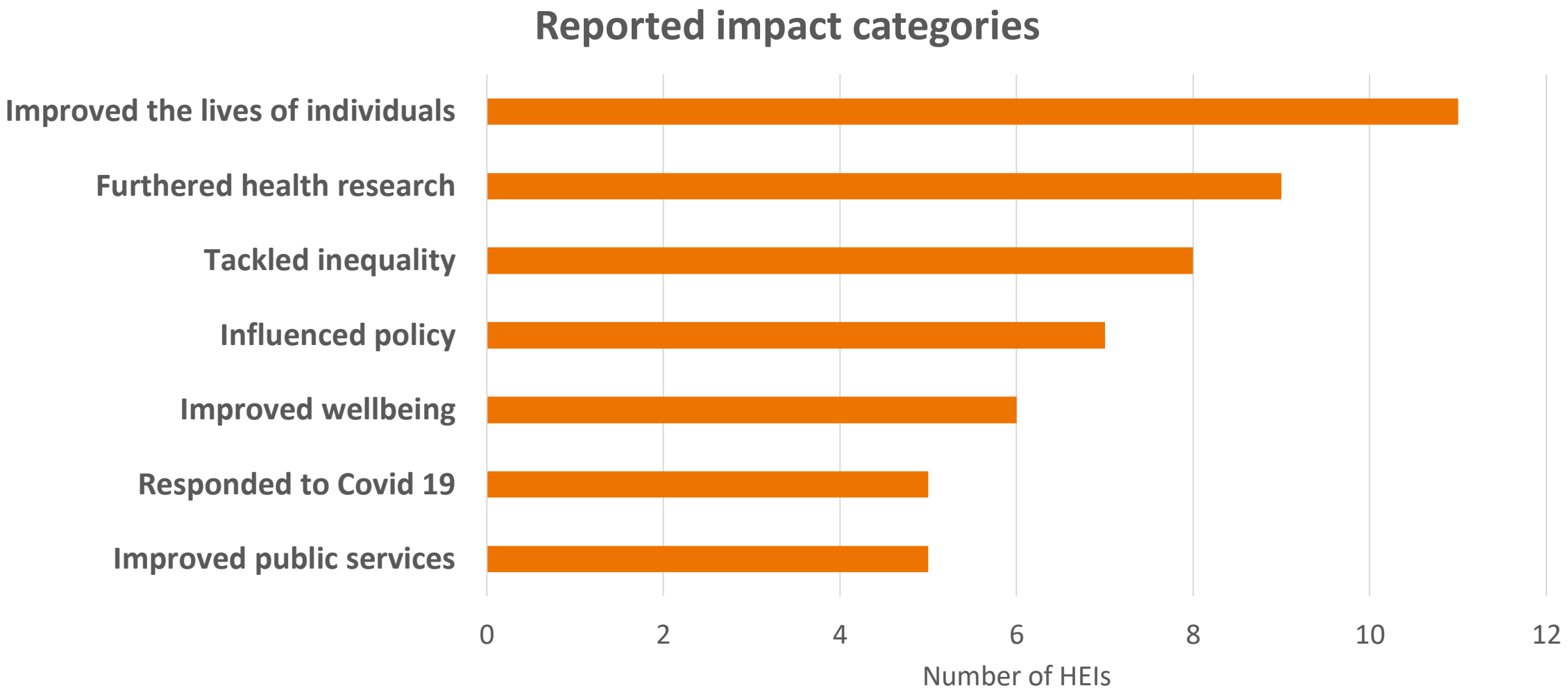


Figure 22: Average self assessment scores per aspect

What are HEIs broad evaluation approaches?

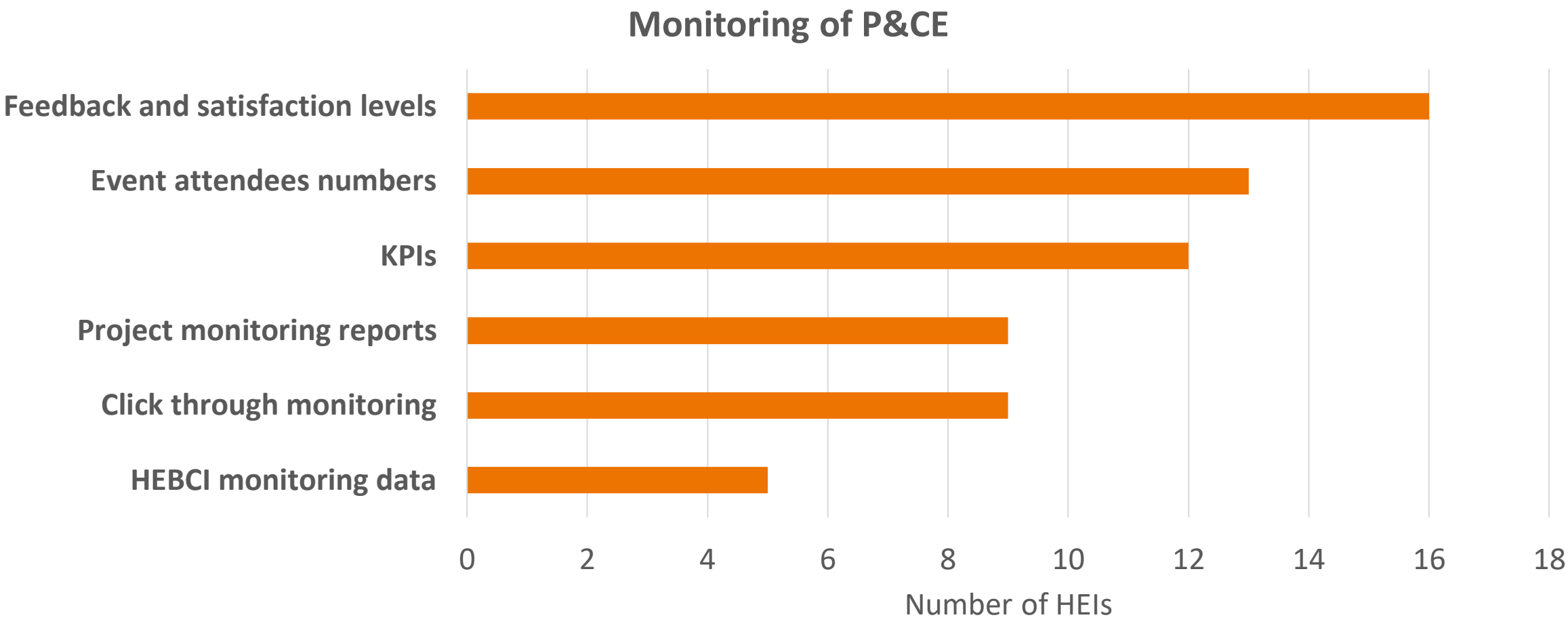
Evaluation approach	
HEI provides evaluation support for projects	In these cases, institutions emphasised the need to develop evaluation that is appropriate to individual projects, and address the aims of the intervention.
HEI evaluates its support for P&CE	In these cases institutions were looking at their overall approach to cultivating public engagement within their institution.
HEI intended to carry out future evaluation	A significant number of institutions wrote that they collected monitoring data from their programmes, but did not currently have as robust an approach to evaluation as they would like.
HEI strategically evaluates its P&CE work	Some institutions had a clear strategic approach to evaluation of their work.
HEI uses monitoring data to evidence impact	There was heavy reliance on monitoring data to evidence impacts in the KEF.
HEI references partnership to evidence impact	Many institutions chose to reference the partnership work that they were involved in, and how much of their work was informed by these partners.
HEI does not reference an evaluation approach	Several institutions did not reference their evaluation methodologies in the KEF. For some this appeared to be because they hadn't developed an approach. Others chose not to share the 'nuts and bolts' of their approach, but did state a high level, strategic commitment to the process.

How are HEIs making a difference through their P&CE?



© NCCPE 2022 |

How are HEIs making a difference through their P&CE?



© NCCPE 2022 |

Our practice

Here's some of our successes – with purpose, people and learning sitting at the heart of our public engagement practice...

RECOGNITION AND AWARDS

Making a Difference Awards:
46% of all entries
have been for public engagement

2 recipients of The Royal Society
Michael Faraday Prize and Lecture
2012 and 2018

7 staff recognised with Queens Honours Awards
for service to science and to arts
2008-2018

14 researchers
awarded external recognition for outstanding contribution to public engagement by learned societies including **The Royal Academy of Engineering, The Royal Society of Biology, The Institute of Physics and The Royal Astronomical Society**

CAPACITY BUILDING

On average
17 distinct
public and policy engagement courses run each year

800+
researchers and public contributors participated in training activities over the past 12 months

TRAINING

37
engagement@manchester best practice sessions
since 2012

The University is the **biggest** single organisational provider of **STEM Ambassadors** in Greater Manchester

45% of our REF 2014
Impact Case Studies featured some reference to public or policy engagement

161 students
recruited as science buskers
since 2013

1,644 patients
and public shaped our medical research and teaching
2017

EVENTS

1.3 million
people visited our Cultural Attractions
2018

1.5 million
visits to the Children's University of Manchester website
2016-17

60,576 attendees
at free university public lectures
2016/17

100k+
school pupils participated in **The Great Science Share for Schools**
since 2016

25k
interactions between 180 staff and students at **ScienceX** in the intu Trafford Centre
2019

SCIENCEX

bluedot
at Jodrell Bank
2018

- **18k** festival goers
- **147** music act
- **45** research teams
- **11** art installations
- **43** science talks
- **22** panel discussions
- **3** science marketplaces

bluedot

FUNDING

Our annual commitment to public engagement
£7.9m
2018

22 Beacon projects funded for culture change
2009-2011

Arts and Science Collaborations:
6 community and **9 academic** projects funded
2014-2016

Wellcome ISSF Public Engagement:
53 projects funded to the value of **£140,874**
since 2012

Engaging our Communities:
100 projects funded to the value of **£123,256**
since 2015

COMMUNITY ENGAGEMENT

COMMUNITY FESTIVAL

6448 visitors with **50%** from our local communities attended our **Community Festival**
since 2017

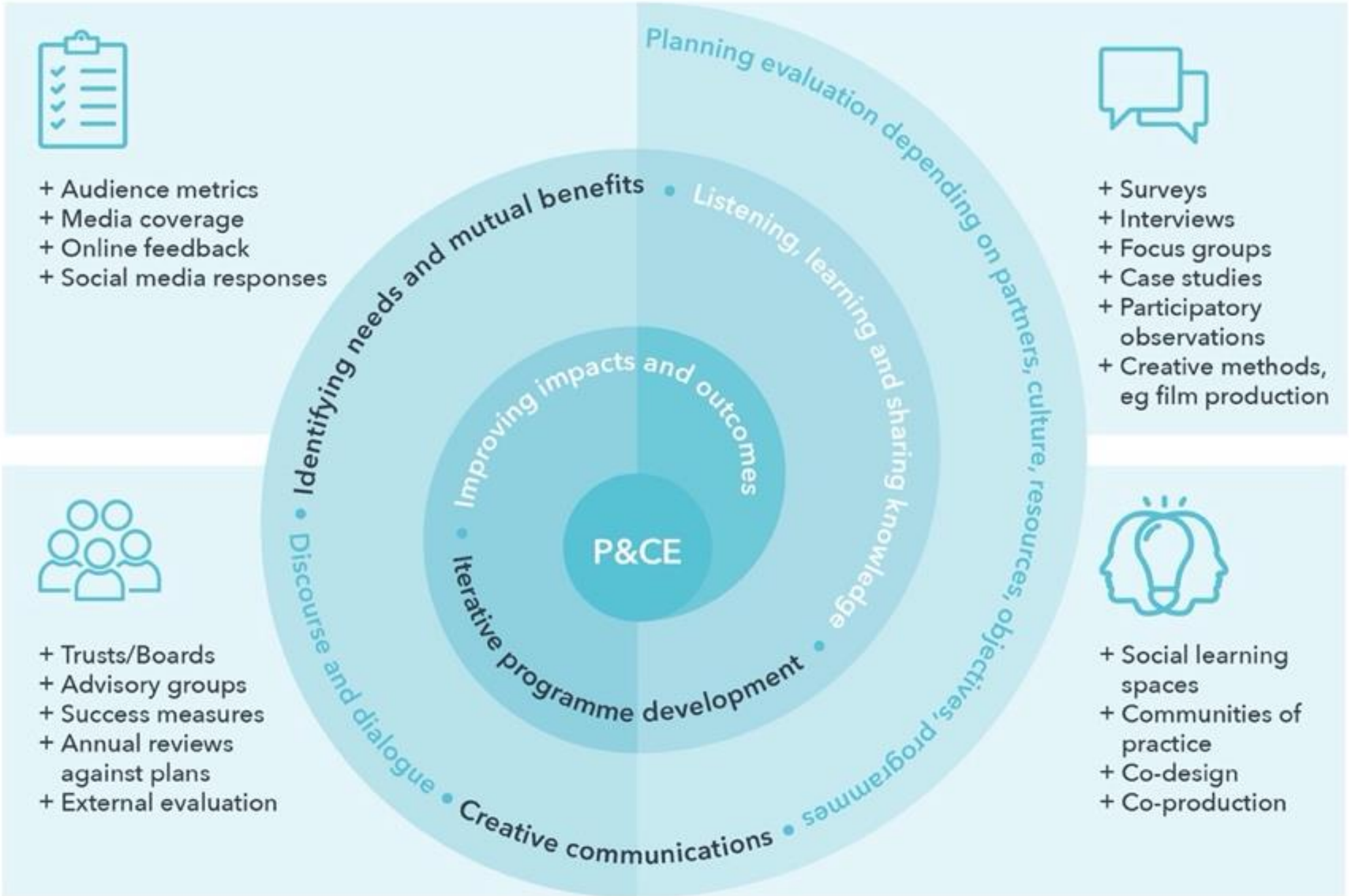
972 student volunteers working with **375** volunteer and community sector organisations
2017-2018

1000+
staff and alumni volunteered as School Governors
since 2011

Figures representative of Manchester Beacon and internal records from The University of Manchester, 2008 – 2019.

University of Brighton

FIGURE 4: P&CE: an organic and dynamic approach to evaluation



UNIVERSITY OF BIRMINGHAM

In 2018, use of NCCPE's EDGE tool produced a detailed analysis of our public engagement strategy and activities, identifying strengths and opportunities. The resulting Engage Silver Watermark Action Plan has guided recent achievements, including the realignment of staff against our strategic areas, and repositioning cultural and community specialists within a central PE function. Key actions delivered include:

- Developing a shared understanding
- Making time for engagement
- Developing quality and values
- Moving beyond the usual suspects
- Partnership working.

Table 3: Key actions taken to address Watermark assessment priorities

Development Area	Actions Taken
Developing a shared understanding	Improved, relaunched and widely distributed Strategy in 2018
	Increased PE resource and staffing expanded leadership for PE
	Embedded PE in institutional processes and governance structures
Making time for engagement	Analysis of Factors Affecting Public Engagement staff survey
	Platform events developed to minimise burden (e.g. Lapworth Lates, Research at the Heart of Brum activity fairs)
	Adapted training provision e.g. increased hands-on skills sessions and workshops to develop reusable activities
Developing quality and values	Internal funding scheme management e.g. providing transparent criteria and allowing applicants to resubmit response to feedback
	Delivery support e.g. enhanced support available for those who seek advice at external grant application stage
	Increased channels for staff and students to access detailed advice e.g. drop-ins, team inbox, Slack
Moving beyond the usual suspects (staff)	Increased number and range of opportunities for staff and students to do PE
	Significantly increased the visibility of support demonstrated by 50% increase in enquiries and website traffic doubling to 11,000 hits per year in 2019 vs 2018
Moving beyond the usual suspects (audiences)	Introduced social media strategy
	Improved external communications and public-facing sections of Birmingham.ac.uk
	Commissioned audience development work with The Audience Agency
Partnership working	Database of PE partners developed
	Invited partners to sit on The Exchange Steering Group, with 40% of members being from external organisations
	Large PE grant secured to develop a new framework for coproduction with community partners (CREDiBLE, funded by Wellcome)

4. The wider context for public engagement

- What do the KEF narratives tell us about the P&CE sector?
- What are the key areas of reflection based on the KEF narratives?

How does P&CE feature in other KEF domains?

Institutional context statements

How does P&CE feature in other KEF domains?

P&CE as a priority strand of KE activity

Here HEIs chose to explicitly reference P&CE as a key feature of their overall approach to KE. This framing is closely linked to the evolving set of policies and practices which focus on **Public Engagement with Research**.

Examples include:

***'Cranfield University** is a specialist institution which combines a deep understanding of technology, entrepreneurship and leadership training. Cranfield actively champions public engagement with STEM subjects by using its facilities, knowledge and training.'*

P&CE woven into a place-focused approach to knowledge exchange

Here HEIs frame their P&CE in terms of a commitment to local communities and to place. This framing draws on the long traditions of community and civic engagement, and tend to encompass a broader range of practices and approaches than PE with Research.

Examples include:

***'The University of Brighton** is renowned for engaging with the cultural, social and economic life of the communities in which we live, work and study. [ ] Community engagement, SME innovation and public sector skills programmes are distinctive strengths. Together with our partners, we are committed to regeneration to deliver mutual benefit for our region and beyond, improving people's lives and environment.'*

How does P&CE feature in other KEF domains?

Local Growth and Regeneration narratives

Focus on business and economic growth

*'**The University of Plymouth** makes a significant impact on its local economy, reflecting its roots in the City of Plymouth, and its cultural connection to our local industries and communities. We are key strategic partners in our City and the wider region, informing local economic strategies and working in partnership to support the development of key growth sectors and broader innovation across the business community'.*

Focus on inclusive growth and civic engagement

*'**Lancaster University's** vision of being a globally significant university is entirely consistent with our concomitant civic responsibility as a local anchor institution focussed on facilitating regional economic and societal change. []*

Our published Strategic Plan reinforces our commitment to "Lead on renewal and growth of our local community to create value for Lancaster and the North West region, including the enhancement of cultural assets, physical infrastructure, health and economic development'.

The place of P&CE in the KEF?

Perspective	Contribution of Public and Community Engagement
Research partnerships	**Enhancing public participation in research…** • By supporting the public to engage with and get involved in research, for a variety of purposes
Working with business	**Promoting social innovation…** • By actively involving customers, consumers and audiences in the development of new products and services • Development of social enterprises and social entrepreneurship
Working with the public and third sector	**Strengthening the public sphere…** • By involving service users in the enhancement of public services (e.g. PPI) • Animating citizen engagement with arts and culture
Skills, enterprise & entrepreneurship	**Increasing human and social capital…** • By investing in community skills development and lifelong learning • 'Engaged learning' to develop graduates' awareness of and interaction with communities
IP and commercialisation	**Enhancing open innovation…** • Encouraging open source products and platforms • Supporting open innovation processes
Local growth and regeneration	**Place making and civic responsibility…** • By engaging with vulnerable or disadvantaged communities • By opening up facilities for community use
Public & Community Engagement	**Taking a strategic approach to maximising public benefit arising from KE** • By creating a KE environment that maximises high quality public and community engagement activity

Coming up…

What next for the NCCPE?

Future Research Assessment Consultation
25th April: 2 – 4.30

Book your place

Our next PEP Network Event
Thursday 30th June 2022.
10:00 - 13:00 (online)

This event will cover two topics - writing about your work, and how to navigate common issues if you are new to the sector. This is a PEP Network event but we welcome non-members! Book your place

Get in touch with the NCCPE: nccpe.enquiries@uwe.ac.uk

National Co-ordinating Centre for 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.

The NCCPE is supported by the UK Higher Education Councils, Research Councils UK 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

University of BRISTOL

UWE Bristol