



National
Co-ordinating
Centre for
Public Engagement

Civic Outcomes Framework

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Background

The National Civic Impact Accelerator (NCIA) was a three-year programme to gather evidence and intelligence, share best practice and innovation and provide a toolkit of frameworks and resources to support universities in England to deliver meaningful, measurable and impactful civic engagement.

Running from 2023-2025, the programme was funded by Research England, part of UK Research and Innovation (UKRI) and delivered by a consortium of partners. The NCIA brought together universities, local government, business and community partners to deliver collaborative policy and practice innovation with a focus on place-based transformation.

The National Coordinating Centre for Public Engagement (NCCPE) led on the design and delivery of an action learning process within the NCIA, with the intention of creating a community of practice that would enable the sharing of ideas and knowledge and testing out of innovative approaches. Several Civic Resources were developed through the Action Learning Process, including this Civic Outcomes Framework.

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Introduction

The Civic Outcomes Framework is intended to support universities in mapping out the breadth of civic activity happening across their institution and identify metrics that can help to demonstrate the impact of this work.

Created through the NCIA Action Learning Programme, this framework reflects the rich ecosystem of civic work happening across the sector.

The Framework spans seven thematic areas:

- Institutional Strategy and Leadership
- Social Impact
- Environment, Climate and Biodiversity
- Our Cultural Contribution
- Economic Impact
- Health and Wellbeing
- Estates, Facilities and Placemaking

These areas expand beyond what is commonly considered ‘civic’ activity, to encompass work across widening participation, sustainability, social responsibility and health and wellbeing. From the learnings of the Action Learning Programme, we consider this to be an accurate representation of how civic work could be developed across the institution and embedded in core business.

The challenge of measuring the impact of engagement activity is a perennial theme. To support institutions in assessing their public engagement work, the National Coordinating Centre for Public Engagement developed the EDGE self-assessment tool, whilst within the Knowledge Exchange Framework, a narrative statement is used to describe public engagement activity. Individual institutions have set objectives within University Civic Agreements and some have developed Theory of Change models to map progress. However, when articulating the value of civic activity, these narrative pieces do not always adequately articulate the impact made. In this framework, we suggest a range of metrics that could be used as proxy measures of value added. Wherever possible, these proxy measures are existing data that should already be collected by institutions or their partners.

Using this Framework

It is not anticipated that institutions will be actively delivering across every element of the Civic Outcomes Framework. Instead, the Framework provides a guide for universities to harness the overall impact of their current civic activity, identify gaps in delivery and galvanise cross-institutional opportunities to move the dial.

Initially, the Framework supports institution-wide mapping of existing work, expanding the internal understanding of what may constitute 'civic' work. This scoping can help to identify commonalities and shared purpose, and draw together a community of practice, perhaps as a Civic Board.

The Framework also provides a blueprint for considering new areas of work, in collaboration with civic partners. It is expected that universities will identify themes or activity areas that speak to their context, specialisms, ambitions and purpose, and prioritise these for strategic action.

Finally, this Framework is not an exhaustive view of civic activity. Civic is, by its very nature, place-based and place-informed. There will be many unique examples of work taking place that this document could never capture. It should also be noted that themes are not independent of each other, many activities interlink or deliver cross-thematic impact. Further, it is accepted that work under each theme may be described differently within individual institutions.

We encourage use of this Framework as a tool to interrogate your institution's civic practice and to spark new ideas for future impact.

The Framework Themes

The Civic Impact Framework segments civic activity into seven thematic areas, detailed in the table below. Each area is further split into Exemplar Areas and example activity areas are given for each exemplar.

A key principle in using the tool is flexibility. The activity areas are not exhaustive. It is expected that institutions may be undertaking work that is specific to their locale, context or circumstance. Themes also interlink, for example, work to deliver collaborative health interventions may also have an economic impact, by supporting long-term unemployed to access work. Similarly, opening up campus and supporting youth sport, could have an impact on social cohesion and mental health.

Thematic Area	Example Areas
Institutional Strategy and Leadership	Inclusive Governance Civic Engagement Strategy Engaged Practice
Social Impact	Improving Social Cohesion Realising Aspiration Building Resilient Communities Supporting Food Security
Environment, Climate and Biodiversity	Sustainability Leadership Green Campus Enabling a Just Transition
Economic Impact	Supporting Economic Growth Responsible and Ethical Employer
Our Cultural Contribution	Active Cultural Participation Cultural Leadership Supporting the Growth of and Access to Cultural Industries
Health and Wellbeing	Mental Health Literacy and Access Student-Led Health Innovation Inclusive Health Partnerships Healthy Living and Community Wellbeing
Estates, Facilities and Placemaking	Open and Inclusive Spaces Responsible Campus Development

Institutional Strategy and Leadership

Civic Impact Framework Questions	Exemplar Indicator Areas	Activity Areas	Outputs	Short Term Outcomes	Medium Term Outcomes	Long Term Outcomes	Indicators	Wider Impacts
How will top-level governance and strategies at our institution reflect our civic commitment to ensure we make the difference we want?	Inclusive Governance	Community representation in governance	<p>Number of community members actively participating in governance structures (e.g. advisory boards, steering groups)</p> <p>Frequency of meetings where community input is formally recorded and actioned</p> <p>Types of decisions influenced by community representation</p>	Increased community voice in governance structures	Governance decisions increasingly reflect community needs	The views of local people reflected in either the formal governance or informal and communications structures and strategies of the university	<p>Number of governance meetings where community contributions are formally recorded in minutes</p> <p>% of board members reporting increased value from community input</p>	<p>Universities become trusted civic institutions with governance structures that reflect and respond to the priorities of local communities</p> <p>Inclusive governance strengthens civic capacity, enabling shared leadership, youth engagement and collaborative decision-making across sectors</p>
		Youth Representation	<p>Number of youth-led civic panels or councils established and sustained</p> <p>Number of young people participating in civic governance activities</p> <p>Number of policy proposals or initiatives shaped by youth input</p>	Youth perspectives integrated into civic planning	Policies adapted to address youth-identified needs and issues	Increased youth participation in civic life and leadership roles	<p>Number of young people participating in Youth Councils or panels</p> <p>% of young people progressing into civic leadership roles</p>	
		Public Consultation and Deliberation	<p>Facilitation of public forums and consultations on civic topics</p> <p>Meeting minutes and Decision papers</p>	Community awareness of university activities increases	Consultations shape universities civic programmes	Promotes social responsibility through diverse and inclusive leadership	<p>Number of consultations held</p> <p>Diversity of participants</p> <p>% of civic programmes shaped by consultation feedback</p>	
Which partners are we working with and to what ends, and what are their priorities? What would it look like if our civic priorities were embedded throughout our core activities of teaching, learning and research?	Institutional commitment	Strategic Partnerships	<p>Signed MOU's and/or CUA's with key civic actors</p> <p>Regular joint planning sessions</p> <p>Shared action plans and initiatives</p> <p>Institutional commitment to working in partnership</p>	<p>Clear articulation of civic goals</p> <p>Shared priorities between the university and civic partners</p>	<p>Joint delivery and evaluation of place-based initiatives aligned with shared civic goals</p>	Mutually reinforcing partnerships solving systemic local challenges and leveraging opportunities	<p>Number of active MOU's</p> <p>Frequency of joint planning sessions</p> <p>Number of co-delivered civic initiatives</p> <p>Visibility of university executive leadership within community</p>	<p>Civic planning becomes evidence-led, inclusive and responsive to place</p> <p>Civic Engagement becomes a core institutional function - embedded across governance, planning, operations and staff development</p> <p>Universities and civic partners co-lead long-term, place-based transformation, using shared data, strategy and infrastructure to address systemic challenges</p>
		Mapping Local Needs and Priorities	<p>Needs assessment reports</p> <p>Collated demographic data dashboards</p>	University has a clear evidence base for civic planning	Strategies adjusted to align with local challenges and opportunities	University interventions address root causes of inequality or disadvantage	<p>% of civic initiatives informed by local data</p> <p>Partner feedback on relevance and responsiveness of university strategies</p>	
		Resourcing Civic Engagement	<p>Dedicated civic engagement roles</p> <p>Civic Budget allocation</p>	Increased institutional capacity for civic work	Civic engagement embedded in operational planning	Sustainable civic infrastructure across the institution	<p>% of staff time allocated to civic work</p> <p>Civic budget as % of total spend</p>	
		Reward and Recognition	<p>Revised HR policies/Promotion Criteria</p> <p>Civic Awards Schemes</p>	Increased visibility and value of civic contributions	Staff motivated to engage in civic work	Civic excellence embedded in institutional culture	% of staff citing civic work in performance reviews	
Engaged Practice	Mission, strategy and values	<p>Strategic KPIs related to engagement tracked and work resourced</p> <p>Agreed set of behaviours for partnership working</p>	<p>Clear oversight and accountability for civic goals</p>	Civic priorities integrated into institutional decision-making	Strategic alignment between civic mission and core university functions	% of strategic alignment between civic mission and core university functions	<p>Civic work is embedded within the university, with examples across teaching, research, professional services and business operations.</p>	
	Cross-institutional action	<p>Cross-institutional steering groups in place</p> <p>Number of senior roles with accountability for delivery of civic/engaged activity</p> <p>Civic engagement written into terms of reference for main academic and decision-making committees</p>	<p>Holistic view of work across the university that is contributing to the civic agenda</p> <p>Production of narrative impact reporting</p>	Impact reporting embedded and data tracked.	<p>The university is making strategic investment to deliver engaged activity in line with institutional strategy</p> <p>Civic work is embedded in core university business</p>	<p>Impact reporting, increased social return on investment</p> <p>% job roles, departmental operating plans and operational strategies mentioning civic work</p>		

Social Impact

Civic Impact Framework Questions	Exemplar Indicator Areas	Activity Areas	Outputs	Short Term Outcomes	Medium Term Outcomes	Long Term Outcomes	Indicators	Wider Impacts
<p>How do we want our university to bridge and reduce social divides and improve the quality of life of our communities, including the most disadvantaged?</p> <p>How can our university help our places move from 'functioning' to 'flourishing'? What part can our students play in this?</p>	Education for All	Widening Participation Programmes	Number and demographics of people engaged Number of programmes run % of people changed their perception of university	Improved perceptions of university accessibility	Higher % of local individuals accessing and sustaining university courses or careers	Widen participation in education, skills development and adult learning	% of participants reporting better understanding of university opportunities	Increased public trust in universities as accessible supportive institutions
		Adult Learning Opportunities	Number and demographics of people engaged Number of programmes run % of people changed their perception of university	Increased community understanding of pathways to HE and jobs	Communities become more empowered, with greater access to educational and employment pathways	Lifelong learning becomes an expectation in the community, contributing to social mobility, confidence and economic resilience	% of programmes co-designed with community partners	Stronger, more resilient and cohesive communities
		University-led discovery days	Number of discovery days delivered Types of activities offered Number and demographics of attendees	Local people have opportunities to develop and enhance their learning	Increased community engagement with university spaces, people and ideas	Stronger Social Mobility and increased educational attainment in the local population	Number of students participating in service-learning or internships in community organisations and % of students reporting increased understanding of community needs	Civic skills and leadership become embedded across the university and its partnerships
		Civic Leadership Development	Civic Leadership Development & Training Programmes for staff and students Civic Skills Modules	Increased awareness of civic career pathways & leadership responsibilities	Participants take on leadership roles in university or civic organisations Civic leadership becomes visible across university and partner settings	A sustained pipeline of civic leaders embedded across the university, shaping inclusive and resilient policies and practice Civic leadership becomes a recognised and supported career pathway	% of participants progressing into civic leadership roles Number of alumni in civic or public leadership positions	
	Improving Social Cohesion	Community Engagement Programmes and Events	Number of collaborative initiatives with local groups	Greater trust and engagement between the university and community	Enhanced university-community collaboration to tackle challenges	Strong, resilient communities capable of tackling future social challenges collaboratively	Number of projects addressing social inclusion or cohesion	Civic collaboration becomes a driver of social cohesion, resilience and equity
		Staff and Student Volunteering	Number of volunteering hours Number of community organisations partnered with Types of Volunteering activities	Improved student and staff awareness of social issues	Enhanced value and recognition of civic partners as catalysts for social change	Civic partner and university partnerships becomes integral to shaping long-term regional and national social policy	Feedback from community groups on the university's impact	
		Joint projects addressing community needs	Number of co-designed and co-delivered community projects Number of civic partners engaged	Civic partners report increased capacity to address social challenges Communities experience greater connectivity through joint university-community initiatives	Civic partners report increased capacity to address social challenges	Sustained, trust-based partnerships that enable collaborative, problem-solving and inclusive innovation University becomes a recognised catalyst for community-led change	Number of joint projects delivered annually % of projects sustained or scaled beyond initial funding	
	Supporting Food Security	Affordable, nutritious food services on campus	% of students, staff and visitors with access to affordable food	Improved access to nutritious affordable food for students, staff and visitors	Increased use of locally grown food and reduced food waste	Stronger local food systems and reduced food insecurity	Volume of locally sourced food used on campus	The university contributes to sustainable, equitable food systems that improve public health and environmental resilience
		Programmes to reduce food waste and promote local food production	Amount of food waste reduced Volume of locally sourced food used on campus	Increased awareness of food sustainability and waste reduction among students and staff	Behavioural change in food consumption and waste practices across campus Strengthened partnerships with local growers, suppliers and food networks	Reduced food insecurity and environmental impact across the region	Survey data on food access among students and staff % reduction in campus food waste % of food sourced locally	
	Building Resilient Communities	Supporting local businesses through student-led consultancy and partnerships	Number of social enterprises supported or created	Improved local capacity to tackle challenges	Sustained social enterprises that addresses social need	Thriving local economy with equitable access to opportunities Organisations procure services locally, supporting local enterprises and improving social outcomes	% of social enterprises sustained after university support	A strengthened, inclusive local economy aligned with civic needs
		Training programmes to build local leadership and capacity	Number of student-led consultancy projects Number of training sessions delivered	Improved access to university expertise and resources Increased confidence and skills among local leaders and organisations	Increased employment opportunities in the community Community organisations report enhanced capacity to deliver services and lead change	The university engages collaboratively with overlooked business communities, transforming perceptions of these communities and highlighting their importance to the economy	Number of community organisations accessing university resources % of participants reporting increased leadership capacity	Local leadership becomes a recognised driver of civic innovation and inclusive development

Environment, Climate and Biodiversity

Civic Impact Framework Questions	Exemplar Indicator Areas	Activity Areas	Outputs	Short Term Outcomes	Medium Term Outcomes	Long Term Outcomes	Indicators	Wider Impacts
How could our university play a leading role in mitigating and adapting to climate change, reversing biodiversity loss, and educating students for sustainability?	Sustainability Leadership	The university is building environmental commitment into procurement practices and the financial strategy	Value of spend with green business; 'green' standards for investments	Environmental and social commitments of businesses is factored into procurement decision-making and investments	ESG commitment results in divestment from certain areas; more spend is directed to compliant businesses	The majority of spend is with green business and there are no non-compliant investments	% spend with green business; ethical/social value of investment portfolio	The University is seen as a leader for ethical and sustainable financial strategy. The university is seen as an environmental leader and convener of action. The university improves its rankings for sustainability/impact. SMEs can demonstrate high sustainability standards, gaining access to national tender frameworks
		The university is supporting local business with the change, particularly SMEs where resource is limited	Social value of support provided	SMEs supported to adopt sustainable practices	SMEs embedding sustainable action within strategy	Joined up sustainability action across economic landscape of region	Reduction in carbon emissions; increase in use of and investment in renewables; increase in offsetting	
		The university is leading collaborative action through a regional task force and championing for change	Number of meetings; action taken by group	There is a forum in place for collaborative sustainability action	A collective action plan is in place for regional sustainability action	Long-term collaborative action across areas such as research and development is taking place	Improvements across regional benchmarks	
		Sustainability targets are visible and promoted in corporate communications	% staff and students aware of targets	Increased internal audience knowledge of targets and action to be taken	Increased internal support for actions, progress underway	Proactive action being taken by staff and student groups, in addition to corporate action planning	Evidence of action being taken; new actions in development; % staff/students able to refer to targets	
		The university has committed resources to sustainability work	Dedicated staff in place; budget allocation for events, communications and action	Appointment of dedicated staff and central budget allocation	Staff resource includes a senior manager. Budget allocations sit across multiple cost centres	Work is also resourced through academic workload allocations. Budget planning includes carbon credits	FTE staff; budget allocated and ROI	
		Environmental impact is built into corporate decision making and reported to Board	Evidence of environmental considerations ahead of corporate decision making	Board aware of environmental targets; there is some discussion of environmental impact as part of strategic planning	Board actively monitoring progress towards targets; consideration of ESG is standard practice	Assessment of environmental impact is evaluated alongside other business drivers and has reshaped the strategic direction of the university	Delivery of sustainability targets	
How will it influence environmental behaviours throughout our city or region?	Green Campus	The university has committed to providing locally sourced food on campus	Number of local suppliers	Reduction in overall food miles and increase in local spend	Local traders are located on campus	No multinational brands are located on campus; food and drink offer is populated by local trades only	number of independent local providers on campus; reduction in food miles; increase in local spend	University is seen to invest in its community/place; improved resilience of local economy; reversal of biodiversity loss trends
		The university has a sustainable travel plan and this is enforced	Number of journeys made by sustainable methods	Reduction in vehicles on campus; reduction in emissions (inc. air travel)	Sustainable travel options are supported across and between campuses	Sustainable travel infrastructure is planned into campus development	% journeys made by sustainable options	
		The university has designated biodiverse sites on campus and has a strategy to develop these	Increase in target species on campus; areas restored	There are dedicated green spaces on campus; improved ecological literacy in campus community	There is resource allocated to manage biodiverse sites; there is an increase in biodiversity across campus	Biodiversity is a key consideration within campus developments	Increase in biodiversity metrics/biodiversity index	
		The university has a recycle/reuse/reduce policy and is actively enforcing this	Reduced waste to landfill; reduction in food waste	Simple recycling procedures are in place across campus, including in student accommodation	There are some partnerships in place to enable recycling or reuse of certain products	Reuse is considered within procurement; there are active partnerships in place for the reuse/recycling of equipment and waste	Zero waste to landfill; reduction in food waste; reduction in costs for waste removal	
		There is infrastructure on campus to support and encourage EV usage	Number of EV fleet vehicles; number of EV vehicles used for commuting	Reduction in use of ICE vehicles on and around campus	Fleet and hire vehicles EV only; staff benefit of EV salary sacrifice scheme	Priority access for EVs to campus, Improvements to local EV infrastructure;	% university journeys by EV	
Enabling a Just Transition		The university has a sustainable energy plan and is moving towards only using renewable energy	kwh from renewables; sustainable energy generation on campus; improved building efficiency	The university has moved to a green tariff and green energy supplier	The university has some on-campus generation of renewables and is taking action to improve the energy efficiency of buildings	Most energy used is generated on site or in the community from renewables; all buildings are optimised for energy efficiency	The university is part of community energy generation schemes or a heat network; university investment in renewables is contributing to overall community environmental action	The region is supported to move towards a greener future, with access to skills and knowledge
		The university is undertaking research that will support the move to net zero/the just transition	New technologies or processes that support the move to net zero	The university is involved in research in areas such as net zero, the circular economy or smart cities	The university is leading on applied research which is being implemented by industry and changing practice	There are programmes of collaborative research and development taking place which are progressing key areas of work needed to reach net zero	Research outputs; IP; spinouts; KTPs; HEBICIS and KEF indicators	
		The university has developed courses to deliver the green skills required	new programmes of study; number of students studying and moving into green skills areas	New courses are in development in partnership with industry	A range of courses are being delivered in partnership with industry, including apprenticeship programmes	There are courses in place across UG and PG, as well as short courses to enable upskilling and pivot of the existing workforce	Number of graduates entering green skills areas; upskilling of workforce	
		The university is engaging with communities to understand and address barriers to change	Number of publics engaged; number of engagement touchpoints	There are opportunities for public discourse about new	Public discourse is feeding into and informing research and innovation	Public discourse is informing policy and practice; new technologies are developed in consultation with the	Uptake of new technologies	

			technologies and changing practices		community; there is improved public buy-in and uptake		access technologies; communities are empowered to tackle climate change
	The university is taking an environmentally-conscious approach to the use of technology and AI	An ethical AI policy is in place;	The ethical and environmental impacts of technology use are considered within internal policy	There are measures to address the ethical and environmental impacts of technology use; digital inclusion programmes in place	The environmental and ethical impact of technology use is factored into campus developments; emissions planning includes the contribution of such technologies	Emissions targets	
	Sustainability is embedded in the curriculum	Number of modules with sustainability elements; number of student projects/involved in societies/community action	Students are involved in sustainability initiatives and projects	Students are leading sustainability initiatives and projects	Students have the knowledge and are empowered to be environmentally and socially conscious	% students completing sustainability modules/credits	

Economic Impact

Civic Impact Framework Questions	Exemplar Indicator Areas	Activity Areas	Outputs	Short Term Outcomes	Medium Term Outcomes	Long Term Outcomes	Indicators	Wider Impacts	
<p>How could our university's work create more prosperous places and address and reduce economic inequality?</p> <p>What impacts is it having now?</p> <p>Can we articulate and promote a coherent vision of a flourishing local economy in partnership with local stakeholders?</p>	Supporting economic growth	The university supports the provision of work experience and career information, advice and guidance for local schools and colleges	Number of placements offered; number of school/college visits to campus	Young people have exposure to the world of work	Young people have access to information and experiences that help to inform and encourage career choice	More young people moving into priority skills areas due to early/sustained engagement and experiences	Increased talent pipeline; decrease in NEET	<p>The region is known for R&D and innovation, attracting business investment and relocation.</p> <p>The university is known for graduate employment, leading to improved reputation and rankings.</p> <p>There is successful collaborative delivery of the LSIP.</p> <p>Regional productivity increases and employers report an improvement in the recruitment and retention of talent</p> <p>Universities and anchor organisations co-develop place-based workforce strategies, driving equitable economic development and strengthening civic capacity across sectors</p>	
		There is a joined up regional skills strategy with clear articulation of the university's role	KTPs; innovation funding secured; recruitment into priority areas	Increased interest in studying and working in priority areas	There are clear progression routes into some priority skills areas and aligned research is taking place	There are joined up skills pathways from level 3 to level 7 across multiple providers, offering clear routes into priority areas, including for career changers and upskilling. R&D is joined up.	Increase in numbers studying and working in priority areas; Innovate UK funding; numbers of KTPs; HEBCIS		
		There are bespoke courses available, co-designed with employers to address skills gaps	Numbers studying and progressing into employment	Increased numbers are applying to study in areas of skills need	Increased size of graduate talent pool	There is collaboration between employers and educators to recruit students into priority areas with guaranteed employment; courses are relevant and innovative	Employment data; income data		
		The university has programmes available to support business growth, from start-up to scale-up	Numbers of start-ups; numbers still trading after 3-years; numbers of businesses accessing scale-up support	The university has programmes to support graduate start-ups and university spinouts	The university is offering enterprise support for the regional business economy	The university is investing in business success, through an investment vehicle and/or external funding	GVA; business turnover data; HEBCIS and KEF indicators		
		Employability is embedded in the curriculum with work experience opportunities available for every student	Employable graduates; improved relationships with local employers	Local employers benefit from live projects and student input; employers more likely to recruit students	Students more likely to secure graduate employment; live projects underway with diverse range of employers	Regional employers have multiple touchpoints with students, from live project briefs to graduate talent pool and KTPs	Graduate Outcomes Survey; business relationships- HEBCIS and KEF indicators		
		The university is working with partners on innovation, research and development to drive growth	Creation of IP; co-produced and applied research	There is joint working taking place with industry boards in place	There are collaborative projects underway, with external funding secured	There are shared facilities, co-locating university and industry expertise, attracting external investment	HEBCIS and KEF indicators; investment into region; IP		
	Responsible and Ethical Employer	The university is known as a fair employer, paying the voluntary living wage, appointing local contractors, paying SMEs promptly and acting as a responsible business	Number of local businesses in supply chain; number of jobs created; jobs given to local people; staff retention	Increased connections between local suppliers and university; local workforce employed at university	Contribution of university to local economy is better understood; increase in spend locally	Local pride in university is enhanced; jobs are created in local area due to supply chain spend; improved job security	Kitemarks such as IIP		<p>Staff, contractors and local business are advocates for the university; increase in applications from local area; improved connection results in other collaborative effort such as events and charitable work.</p> <p>A regional social procurement framework is in place. There are joined up plans to reduce emissions and a regional target in place</p>
		The university ensures that its suppliers provide their goods and services in ways that do not harm people or places but positively benefit both	Improvement in ESG practices across supply chain	The university has clear expectations for sustainability, EDI and responsible business practice in the supply chain	The university may support local suppliers to design frameworks, policies and procedures to address ESG and responsible business issues	The university has dedicated resource to support local business with sustainable procurement. There is a regional framework in place driving inclusive growth	Numbers of business in region able to demonstrate commitment to sustainability, EDI etc. Numbers of local suppliers within supply chain		
		The university is working with partners on innovation, research and development to drive growth	Creation of IP; co-produced and applied research	There is joint working taking place with industry boards in place	There are collaborative projects underway, with external funding secured	There are shared facilities, co-locating university and industry expertise, attracting external investment	HEBCIS and KEF indicators; investment into region; IP		

Our Cultural Contribution

Civic Impact Framework Questions	Exemplar Indicator Areas	Activity Areas	Outputs	Short Term Outcomes	Medium Term Outcomes	Long Term Outcomes	Indicators	Wider Impacts
<p>How does our university celebrate and enrich the cultural life of our localities and communities?</p> <p>How do we create vibrant, creative and playful places?</p>	Active Cultural Participation	The university supports local events and has a visible presence	Number of events taking place; FTE supporting events; footfall	The University is visibly participating in community events	The University is part of the planning of community events	The universities participation in events is expected and encouraged. Students become involved in community organisations and activities; better integration between community and campus	HEBICS data, public events; visitor footfall; spend in nighttime economy	The university promotes a sense of pride of place through the arts and cultural sector. Partnership work secures high-profile events and funding, improving cultural vibrancy; the value of the arts and culture is more widely understood and supported
		The university offers its spaces to support local events	Number of events taking place; footfall on campus	Community events taking place on campus	Campus spaces and places are vibrant and busy throughout the year and a regular venue for recurrent events	Campus safety and security improved through animation of campus; community becomes more familiar with campus; institutional pride improves; Use of campus spaces and places part of long-term visitor/tourism strategy	HEBICS data, public events; visitor footfall; spend in nighttime economy	
		The university opens its own events to the wider public as cultural opportunities, e.g. arts shows, public lectures, end of term showcases.	Audience demographics; footfall	Community attendance at campus events increases; a more diverse audience attends	Campus events are routinely attended by the public. Events are seen to be part of the local cultural offer	Long-term planning of university events is shaped by public interest and feedback. Some events move off campus and are delivered in collaboration with community partners. The university is visible outside of campus, with student showcases and events taking place across the city	HEBICS data, public events; visitor footfall; external funding secured	
		The university has allocated resource to community engagement and events delivery	FTE and internal budget allocation	A forward-planned proactive calendar of events is in place	There is support for collaborative delivery of a programme of events and cultural opportunities	Strong cultural and community partnerships enable external funding to be secured for more ambitious events and opportunities	HEBICS data, public events; visitor footfall; stakeholder relationship mapping	
		The university defends arts and culture, lobbying for investment and recognition of the value of the sector	Policy change	The university celebrates its arts and culture contribution and courses and promotes graduate success	The university contributes to campaigns to demonstrate the value of arts and culture to the economy	The university reports on the value of arts and culture to the regional economy and is engaging with policymakers on this topic.	GVA	
	Cultural Leadership	The university leads and makes a significant contribution to cultural partnerships in the region	Improved collaboration, visibility and governance across cultural sector	Partnerships result in more collaborative events and opportunities	More effective collaboration delivers efficiencies and drives a more diverse cultural offer	The university creates new local, national and international connections improving the resilience of the arts and cultural sector. There is a joined up cultural strategy.	Audience demographics, ROI, number of new opportunities, funding secured	There is a clear, ambitious and joined up approach to culture in the region. Significant funding is secured and high-profile events take place in regional venues. Visitor footfall increases with a positive impact on the regional economy.
		The university works with partners to secure funding for cultural engagement and heritage	Funding secured, new programmes in place	There are joint projects and events taking place	There are collaborative programmes in place with funding secured	There is a long-term collaborative strategy for major programmes of work such as restoration or capital development	Funding secured; HEBICIS and KEF indicators	
		The university cares for public collections and archives and ensures they are accessible to the public	Public access to collections, archives and uptake of this	University museums, galleries and collections are publicly accessible and run as cultural venues	There are collaborations in place to improve and enhance public collections and archives	The university is leading on improving access through digitisation and representation	Audience demographics	
		Student projects are supporting cultural opportunities, heritage, local history etc	Number of student projects	Cultural organisations and groups are benefitting from student input	Input from students has resulted in new initiatives, business improvements, increased visibility and other success for community organisations	Success of student projects has led to creation of internship and graduate opportunities, improving graduate outcomes in the arts and cultural sector	Graduate outcomes; social return on investment	
		Opportunities are in place for students to integrate into local cultural groups, networks etc	Student involvement in community and cultural opportunities	Students are attending cultural opportunities	Students become part of the cultural community, taking up positions within cultural groups and organisations	Students lead their own cultural opportunities and groups as part of the cultural landscape, improving the diversity and vibrancy of offer and promoting belonging	Student feedback; International Student Barometer, National Student Survey	
		The university is fostering a vibrant campus community, with programming of cultural opportunities across its spaces and places	Installations and cultural opportunities on campus; footfall	Improved animation of campus	Culture on campus part of initiatives such as heritage open days, art trails, heritage guides	Campus integrated in locale; increased porosity and connection of campus and community	Footfall; HEBICIS metrics	
	Supporting Growth of and Access to Cultural Industries	Freelance/student start-ups in the creative industries are supported and resourced	Number of start-ups; start-up 3-year success; number of students making freelancing a sustainable career	Students see enterprise in the arts/culture as a viable career	Students in arts/creative industries are supported to start their own businesses or work as freelancers, improving student outcomes, contributing to both the cultural and economic impact	Coworking and creative businesses cluster around campus; a creative hub develops	Graduate outcomes; GVA	The cultural offer is vibrant, diverse, inclusive and accessible, promoting a sense of belonging and community
		The university is encouraging young people to engage in arts and culture	Outreach touchpoints; improved cultural capital	Increase in young people taking part in university-led cultural opportunities	Increase in young people choosing to work and study in arts and culture	Increase in local talent; growth of cultural sector	Student numbers and progression in arts and culture; improvement in cultural and social capital	

		The university is working to embed inclusivity in art and culture, addressing barriers to building cultural capital	A representative programme of cultural opportunities with diverse audience attendance	Inclusivity and accessibility is embedded within the cultural strategy and venue development plans	There is representation from diverse groups on steering groups, boards and other governance structures. The community is given a voice in shaping exhibitions, access and future plans.	The university is taking action to decolonise and divest its cultural assets and dismantle hierarchical structures that prevent inclusion and accessibility	Audience demographics, HEBCIS	
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Health and Wellbeing

Civic Impact Framework Questions	Exemplar Indicator Areas	Activity Areas	Outputs	Short Term Outcomes	Medium Term Outcomes	Long Term Outcomes	Indicators	Wider Impacts
<p>How does our institution support the health and wellbeing of our localities and communities ?</p> <p>What does a flourishing community look like to us?</p>	Mental health literacy and access	Mental health campaigns, peer support networks	Number of events, participants, referrals	Increased awareness and help-seeking	Reduced stigma, improved wellbeing scores	Embedded culture of mental health support	% of students/staff accessing services; wellbeing survey scores	Healthier, more resilient campus and community
		Knowledge on promoting a mentally healthy lifestyle is embedded in the curriculum	Number of compliant modules/courses; improvements in student knowledge	Increased awareness and help-seeking	Reduced stigma, improved wellbeing scores	Embedded culture of mental health support	% of students/staff accessing services; wellbeing survey scores	
		University staff are taking part in regular training and development to support mental health	Number of trained staff; number of appointments/support interactions offered	Increased availability of support	Reduction in waiting times; improved wellbeing scores	Improved student outcomes	Student survey data	
	Inclusive health partnerships	Development of shared projects, initiatives or facilities to address community need with partners including NHS and voluntary sector	Number of joint initiatives reach	Expanded service reach and trust	Integrated care pathways	Equitable access to health resources	Number of co-delivered services; partner feedback; service usage	Reduced health inequalities
		Joint training programmes with NHS, community and private providers are in place	More trained specialists; improved access to healthcare; reduction in costs to each partner	Increased access to healthcare	Improved public confidence in health offer	More agile and responsive service offer	Improved health outcomes	
	Student-led health innovation	Innovative design such as health hackathons are taking place regularly	Number of prototypes; student participation; community feedback	Increased student agency and innovation	Scalable health solutions; stronger community ties	Embedded student role in civic health innovation	Number of student-led health projects	Improvements in health data; reduction in sickness related absence; increased productivity; economic impact; youth led health transformation
		The university hosts a community co-design lab	Number of outputs taken forward	Increased diversity of health interventions; increased take-up of interventions	Sustained participation in wellness activities	Interventions sustainable and embedded	Change in practice embedded	
		The university holds preventative healthcare workshops such as sexual health	Number of sessions; reach across student groups	Improved health knowledge and risk awareness	Behavioural change and reduced risk factors	Safer, informed student population	% of students attending sessions	
		There is a well-integrated wellbeing offer and internal communication campaigns are well resourced	Attendance rates, audience demographics, behaviour change	Improved knowledge	Sustained participation in wellness activities	Reduction in preventable health issues	self-reported health improvements	
	Healthy Living and Community Wellbeing	The university is committed to creating a healthy cityscape and is undertaking sustainable travel planning	Travel choices; travel time; cost of travel; ease of travel	Improved range of travel options	Improved take-up of sustainable travel options	Sustained take-up of sustainable travel options	Reduction in personal car use; installation of infrastructure to support sustainable travel; demand-led timetabling	Stronger public health outcomes, Healthier campus population
		The university is delivering research-informed policy change, e.g. to limit number of takeaways near schools	Changes to local planning strategy and priorities	Increased scrutiny of planning applications	Reduction in number of approvals; reduced access to unhealthy options	Improved access to healthier options; improved diversity of food offer	Reductions in childhood obesity; improved dental health; diversity of high street food offer	
		The university is prioritising healthy food options on campus	Number of options available	Increased access to health options	Increased take-up of healthy options	Sustained take-up of healthy options	Student feedback; footfall in campus hospitality venues	
		The university hosts public events and wellness initiatives	Attendance rates, programme diversity	Improved physical activity and health knowledge	Sustained participation in wellness activities	Reduction in preventable health issues	Participation rates in wellness programmes	

Estates, Facilities and Placemaking

Civic Impact Framework Questions	Exemplar Indicator Areas	Activity Areas	Outputs	Short Term Outcomes	Medium Term Outcomes	Long Term Outcomes	Indicators	Wider Impacts
<p>How can our facilities be used for the benefit of the whole community?</p> <p>Do all members of the community feel welcome?</p> <p>How do our facilities set the standard for placemaking and sustainability in our city or region?</p> <p>How can our digital infrastructure benefit our communities?</p>	Open and Inclusive Spaces	Cafes open to the public	Number of public visitors; spend	Increased footfall on campus; increased spending	More vibrant and diverse campus; spaces busy out of term time	Campus spaces seen as part of the community offer	% of users from outside campus community	Community connection, pride and support for the university; increased recruitment from local area; vibrant campus and local community; supports economic growth
		Access to specialist facilities for schools and colleges	Number of visits; number of schoolchildren/college students visiting	Increased number of visits; increased usage of facilities	Usage of facilities planned into curriculum delivery	Improved delivery of curriculum; enhanced student learning experience	Results: numbers choosing onwards study in subjects impacted; teacher and pupil feedback	
		Free community wifi	Number of devices connected	Campus seen as welcoming and connected	Campus becomes a destination for those without internet at home	university seen to be actively addressing digital exclusion	visitors to campus; devices connected	
		Local business access to facilities	Number of businesses accessing space; number of collaborations as a result	More businesses aware of campus facilities and making use of them	More businesses developing deeper connections with the university	Long-term collaborative working in place with businesses	Number of KTPs; joint bids e.g. Innovate UK; increased number of graduate employment opportunities	
		Hosting local sports teams	Number of sporting events on campus; number of general public in attendance	One-off sporting events taking place	Local teams based on campus	Collaborative sporting offers, e.g. training academies, sport scholarships, in development	Number of sporting events; visitor footfall; number of partnerships; number of projects	
		Shared services, e.g. libraries	Number of shared facilities in operation; user demographics	Community using existing campus facilities	Co-created services rolled out	Fully aligned shared services developed that benefit university and community	User demographics	
	Responsible campus development	Student accommodation development- not at the expense of affordable homes	Public support for development	Reduction in complaints/negative responses to planning applications	Clear public support for developments	Shared housing plan with local authority	number of beds available; % students living in private, non-specialist provision; % affordable homes available	Improved relationships between campus and community; increased interest in HE; improved public support; more diverse community accessing spaces; improved public engagement with research; vibrant cultural offer; improved housing strategy
		Creating spaces off campus	Number of spaces 'off campus' owned, occupied or maintained by the university	Off-campus spaces operational	Off-campus spaces hosting a range of events and activities	Off-campus spaces well used and a co-created programme of events taking place	Events taking place; footfall; audience demographics	
		Campus developments energy efficient, sustainable, accessible and inclusive	Number of buildings attaining external charter marks/recognition	Campus buildings are well used and inclusive	Campus buildings are recognised as exemplary and setting standards	Other public spaces adopt best practice	Improvements in awards, charter marks etc. for accessibility, sustainability, inclusivity	
		Campus developments are devised in consultation with the community	Public support for development; shared user cases developed	Campus developments benefit university and community	Shared developments are taking place	There is increased porosity of the campus environment, with developments catering for both university and community need	% usage of buildings and spaces; diversity of activities taking place; visitor demographics	