

EPPE Programme Evaluation and learning report

January 2021

Report outline

1. Introduction p. 3
2. Process and method p. 10
3. Findings p. 16
4. Conclusion and recommendations p. 43
5. Appendix p. 48



Background

The Enhancing Place-based Partnerships in Public Engagement programme

The Enhancing Place-based Partnerships in Public Engagement (EPPE) programme is funded by UKRI and delivered in partnership with the National Co-ordinating Centre for Public Engagement (NCCPE), who co-ordinate the programme.

It is a national programme that seeks to build collaborative place-based public engagement between universities and community organisations and communities across the UK.

The programme is based on work NCCPE has done on place-based based public engagement, taking the findings in the 2019 *Achieving equity in place-based research, innovation and public engagement* report as its starting point. It also aligns with UKRI's committed to investing to support growth across all parts of the UK to build on local research and innovation strengths.

With the programme UKRI hoped to create new space for communities, and the research organisations that form part of those communities, to establish collaborative and relevant approaches to engagement with research and innovation. And, in turn, shape and generate new knowledge owned by the 'place'.

In the funding call UKRI set out four objectives, stating that projects should:

- Be undertaken in areas of the UK experiencing significant disadvantage, defined according to the Indices of Multiple Deprivation, where there is an opportunity to engage with research and innovation
- Align with the objectives of other place-based funding and policy work in recognising the role of 'place' in research and innovation
- Demonstrate collaborative engagement with research and innovation through research organisations, communities and partner organisations, investing in new or tried-and-tested co-production methodologies
- Learn from these approaches and utilise that learning to build collaborative capacity that supports productive

After a competitive process which attracted over 90 proposals, grants of up to £40K were made to 25 universities and their community partners in December 2019 (see page 14 for an overview of the projects and see the appendix for names of the projects). It was meant to conclude in June 2020 but, due to the COVID-19 pandemic, the deadline for project delivery has been moved to June 2021.

In addition, UKRI funded a support programme both for unsuccessful bidders, to help build capacity and learning about place-based engagement.

This evaluation and learning report

Collaborate CIC was commissioned to build on the work undertaken by NCCPE as the coordinators of the programme by supporting evaluation and learning across the funded EPPE projects in order to inform future funding programmes.

This final evaluation and learning report is based on insights gathered from the desk research and engagement undertaken with EPPE project partners during August – December 2020.

The report reflects the experience of the project partners rather the impact of the 25 funded projects on the communities in which they are located, as the latter is beyond the scope, resources and timescale of this work.



Introduction

What we found

The opportunities from place-based community engagement

The learning from the programme captured in this report shows what can be achieved from working in a place-based way, especially in contexts of deprivation. It has demonstrated the additional value generated when university partners come together with those based in local communities.

Both partners bring capabilities the other cannot easily access, and the lens of place can bring new insight to difficult problems. As well as the capacity built in local places through the relationships forged, the projects also generated new learnings about healthy place-based partnerships, effective approaches to place-based research, and important know-how about the best ways to go about it.

Compared with traditional approaches to research, the involvement of local people and the element of co-creation made it feel less extractive. Partners also felt that more of the value generated would endure because the projects were rooted in communities.

The importance of place-based partnerships

Central to the success of programmes has been the success of the partnerships on which they were built. Where partnerships worked well they were characterised by strong relationships, shared purpose, learning and adaptation, and distributed power. These are difficult qualities to measure, but partners understood when they were present and felt their absence keenly.

The challenges of place-based community engagement

But the programme also highlighted many of the challenges of working in this way. For all the insight generated, place-based partnership working is difficult for both community and university partners:

- There are structural differences in power between partners that are hard to overcome and have real consequences for collaborative working.
- The time frames required to generate impact are frequently long and, even then, some of these impacts are quite intangible. Working with community partners opens up access to community perspectives - but inevitably, only some voices will be listened to, and others excluded.
- Despite the best of intentions to work collaboratively, university leads still found they had to grapple with the realities of culture, practice, processes, budgeting and funding systems which often worked against what they were trying to achieve.

The impact of COVID-19

While the impact of COVID-19 was a factor every partnership had to deal with, beyond creating delays it did not fundamentally change these insights. In many cases the impact was positive, as it surfaced underlying community problems, encouraged innovation in approaches to engagement, and it clarified purpose and accelerated the maturation of partnerships in the face of immediate need.

How to build on the learning from this programme

For a funder like UKRI interested in investing in this kind of research in the future, the programme has built on existing learning captured in the *Achieving equity in place-based research, innovation and public engagement*. It has generated a rich seam of insight about how to do this well in practice.

Funders can make a huge difference by continuing to develop the approach, building on the best of practice to date with an objective of:

- Legitimising and nurturing the development of the approach though long term commitment and investment .
- Framing the funding environment it creates such that:
 - As many of the practices, approaches and behaviours that lead to effective place-based partnerships are supported and encouraged; and
 - Wherever possible, funders adapt their processes to support the work of partnerships and encourage universities to do so, recognising that the nature of effective partnership working can be undermined by the processes surrounding it.
- Working with practitioners to cumulate and share the practical knowledge about how to strengthen collaborative place-based partnerships, and conduct place-based research.

Based on the findings in this learning and evaluation report we make a series of suggestions, which can support the achievement of these objectives.



Image: <https://www.freepik.com/>

What the EPPE projects have achieved

When asked about what had been their greatest achievement or what they were most proud of with the project, a majority of partners talked about the relationships they had built and strengthened, and the fact that community members had been able to engage as experts by experience in their project. Partners felt that their project had been able to support places where resources and capacity for innovation are not always available and to genuinely gather and harness local insight bringing challenges in those places to life rather than being just statistics. More specifically partners also highlighted what they felt as important steps that had been taken towards embedding place-based partnership and community engagement, these include:

Partners have been able to widen the interest in place-based ways of working

- The work to inform civic university strategies, providing an opportunity to cement the idea of focusing on 'place' and place-based partnerships
- University leads have been able to engage other parts of the university, bring other along with them to explore place-based approach
- Networks have been forged or strengthened with a wider set of partners across the place. For example the Courage Network Project linking up with the cross-sector Essex Neurology Network or in many projects the community partners have been able to access a wider network of organisations through their involvement with their partnership with the university.

Partners have taken practical steps to enable a place-based approach

- Formalised partnership agreements between partners involved in the project
- University partners have made (small) changes in ethic procedure to align better with place-based community engagement
- Partners have produced guidelines or tools for this way of working

Partners have improved their partnership's research practices

- Partners were able to refine and evolve co-producing methods, for example substantial feedback loops and training
- Partners were able to develop and test a model of engagement in a specific place that could be exported and adapted for other places
- Most projects published or will publish creative and accessible outputs. Some focused on sharing learnings from their projects to inform research practice for example the Keep Talking project's Purpose, Purpose, People report that explores the motivations of people to get involved and stay involved in place-based research. Others focused on translating project outcomes so they can be understood at a policy level and potentially used to influence local stakeholders.

What the EPPE partners are doing next

Partners are proud of the partnerships they have built and there is a clear ambition across a majority of them to continue this type of work. More specifically partners mentioned the following as next steps and considerations:

Partners want to build on the findings and improve practice

- A majority said that they want to continue to develop opportunities with the specific community they had been working with
- Many mentioned how they would like to explore how to be even more lived experience focused, balance between specific studies and involving people with lived experience through qualitative research
- Some partnerships said they want to address new areas of focus. Focusing on particular challenges which had been identified through their project, for example language barriers such as data literacy or translation of health information
- A majority of partners are keen to share good practice across the EPPE programme, recognising that breadth of experience and learning the programme has generated. Several partners suggested dissemination of the evaluation reports when all the projects have finished.

Many of those who had finished their project at the time of this evaluation are looking for other funding opportunities to continue or even expand their place-based partnerships

- Many partnerships have already applied or are planning to apply for further research funding or funding through foundations who fund community research
- Some partnerships have secured or will seek to secure investment from the university to build on their EPPE project

Our university partner has asked us to continue to work together. They are trying to get funding to resource a more lasting relationship and project. We've just set up an application a few days ago. This is a lovely practical step we can build on.

Community Lead

We have a new partnership agreement with the university and we are looking for new funds together. We will make this work whatever it takes. We can see the importance of what this gives to community and for people to get involved in this.

Community Lead

Methodology

Through the experience of the 25 collaborative projects funded through the EPPE Programme, this work has focused on exploring: what the projects have learned from the engagement in the programme; the changes needed in the ways universities and communities might work together to undertake place-based research and innovation work; and the implications that this may have for their future contributions to this agenda.

The work has taken place against the backdrop of the COVID-19 pandemic, which has had implications for both the context and needs of the the projects and the approach we have taken to learning and evaluation. Our methodology has adapted to the changing context, and we adopted a phased approach, engaging with the projects in two stages over three months (stage 2a and 2b). Timelines for delivery of many of the projects have been extended and we therefore have been capturing data and insights while many projects are ongoing, rather than at the end of the process. At least 9 out of 25 projects now aim to complete their work between January and June 2021. Therefore, there will be opportunities to draw further learning from the programme overall once all the projects are full completed and have been individually evaluated.



Image: <https://dribbble.com/>

Methodology

This evaluation was undertaken during August to December 2020, and was divided into four stages (see the overview of the project process on the next page). In stage 1 we developed a better understanding of the projects and the EPPE programme as a whole, this helped us design an approach for the engagement which will prioritise the cross programme evaluation and promote on-going enquiry and learning. To do this, we reviewed the project summaries and a selection of project applications which informed the project typology (see page 14 for more details). This was complemented by meeting with the programme coordinators at NCCPE.

Building on what we learned in [stage 1](#) we refined our methodology and developed our engagement. As mentioned, the engagement with projects was divided into two stages and includes:

- **Interviews with 14 projects and online surveys completed by 15 projects.** The interviews and survey designs were based on the MEL framework co-created by UKRI and NCCPE (see appendix), the typology of projects and Collaborate's pre-existing knowledge and expertise of place-based work. Specifically, they focused on collaboration and power dynamics between universities and communities, the role and value of adopting a place lens, and the challenges and opportunities of the funding programme itself.

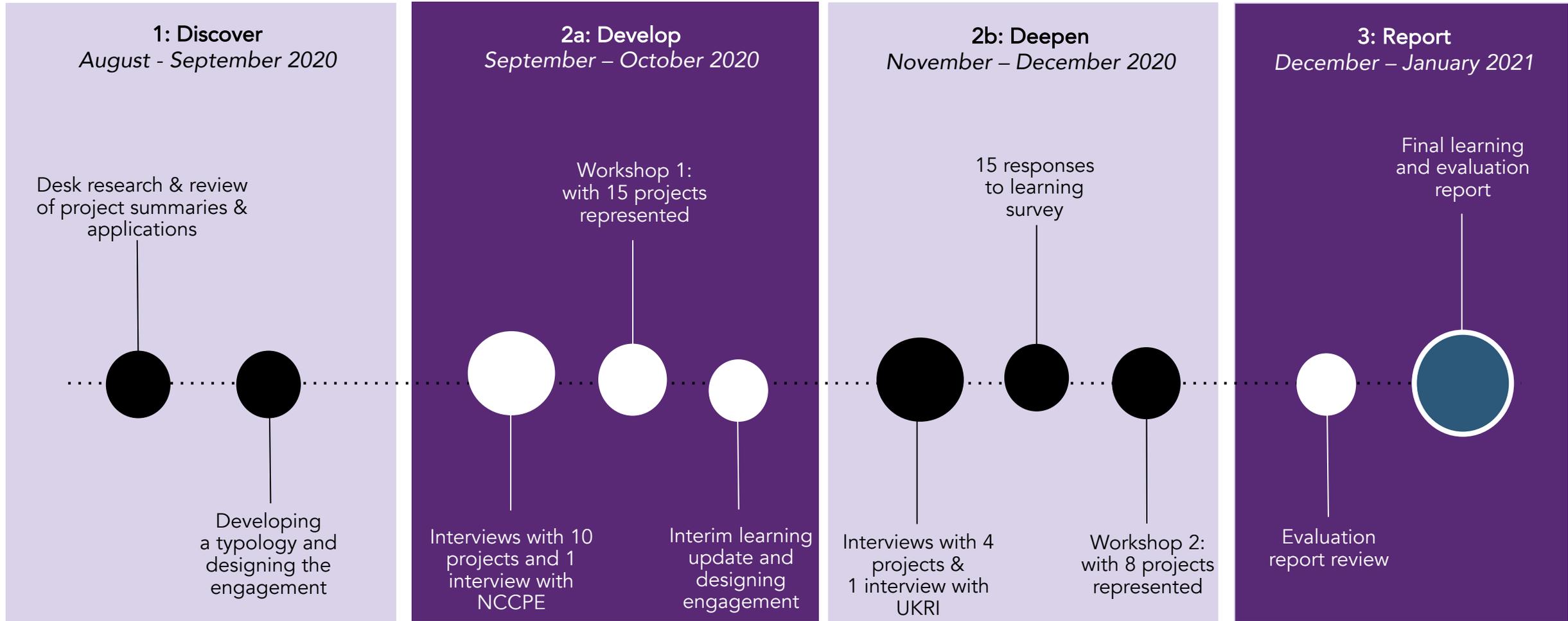
- **Two learning workshops with both university and community partners attended by 23 projects.** These sessions brought together university and community partners to reflect on the emerging findings from the interviews and surveys and to share good practice. A list of the engagement can be found in the appendix.
- **One interview with a member of UKRI's Public Engagement team and one interview with Sophie Duncan at NCCPE.**

Between [stage 2a](#) and [2b](#) we also produced an interim report to test the emerging findings with NCCPE and to help inform the final phase of the evaluation.

In stage 3, we reviewed a handful of evaluating report that the projects had submitted to UKRI. This report forms the final part of stage 3 and the evaluation as a whole.

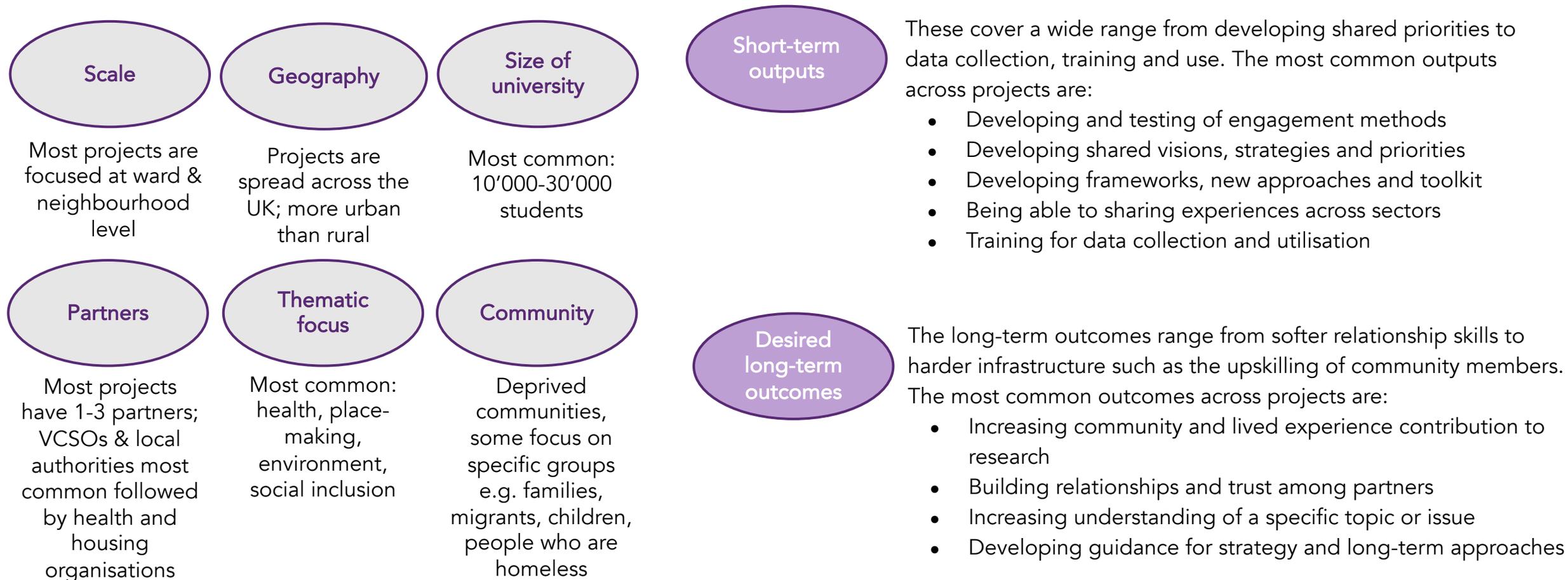
The emergent nature of this work means that that the potential 'impacts arising' identified in the MEL framework may take some time to be visible. Therefore, we we have set out specific characteristics of healthy and effective place-based partnerships which could act as intermediate indicators of change in the right direction. We have set out a framework for assessing this on page 33 and have used this to inform our recommendations.

Project Process



Typology of projects

The typology of the EPPE projects was developed as a part of the project design in stage 1 to help us compare and contrast the different projects and to give us a better understanding and an overview of the programme as a whole. Based on a review of the project summaries and desk research of the partners involved, 8 key themes across the projects emerged. We used this typology to identify a sample of projects to engage with (through application review, interviews and evaluation report review), selecting projects from each theme to ensure appropriate diversity. Below is a summary of what the typology revealed about the range of projects in the programme.



Definitions

Please note that throughout this report we use the term **'universities'** and **'university leads'** which encompasses both academic institutions and research organisations. We refer to project partners that are not the universities (for example community groups, charities and statutory services) as **'community leads'** and **'community partners'**. The term **'partner(s)'** refers to any of the above.

Through this evaluation it became apparent that there was a mix of terms used to describe the activities project have undertaken. In the funding call UKRI refer to the work as **'place-based public engagement'** but several partners noted that 'public engagement' has the connotation of an "add on" to existing research agendas and methods. In this report we use term **'place-based community engagement'** to refer to the collaborative research and engagement undertaken in communities as apart of these EPPE projects, as we feel this is most representative of the work these projects were undertaking.

Place-based community engagement in research and innovation means making a clear shift from involvement with and by community members, to genuine collaborative engagement. This requires partnerships to view the place as a system and consider who in this system needs to be involved. It also required researchers to listen to community members with lived experience, value their insights about interdependent issues, and co-create spaces for them to co-produce outcomes for their area. It means local organisations must build strong and trusting relationships and undertake flexible and inquisitive research that allows for the exploration of a wide range of issues. The process of undertaking the research and engagement therefore becomes the focus, rather than the outputs produced.

Outline of findings section

1. The impact of COVID-19

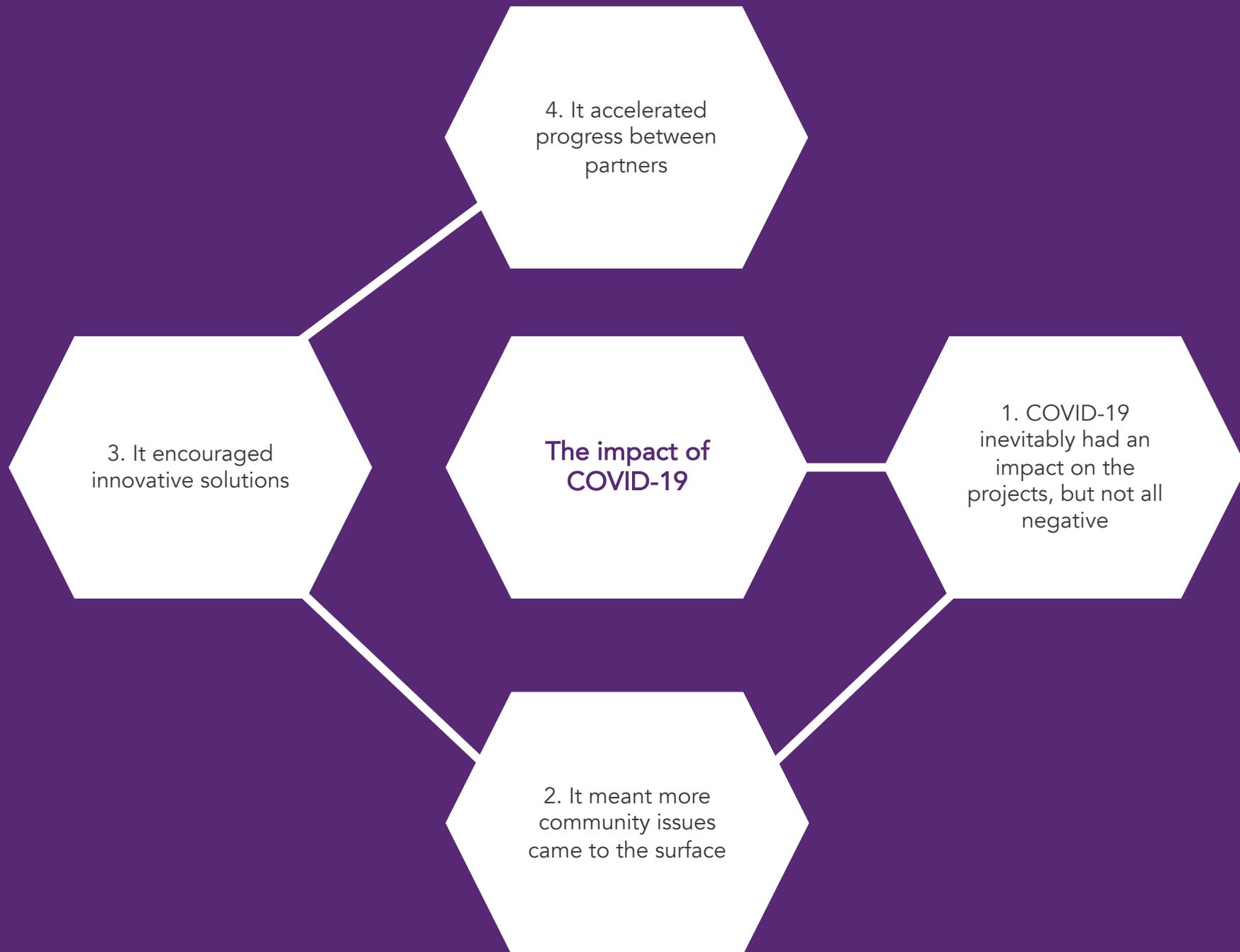
2. The value of using 'place' as a lens

3. Learnings from adopting a place-based approach: partnerships

4. Learnings from adopting a place-based approach: practice

5. Key reflections on the funding call and the grant programme

1. The impact of COVID-19



1. The impact of COVID-19

1.1 COVID-19 inevitably had an impact on the projects, but not all negative

All projects had to adapt their project plans and outputs to the new circumstances of COVID-19. While some managed to continue almost as planned and even expand the scope of their community engagement, for a majority the pandemic meant less engagement with communities than the partners had expected. Many community partners also experienced change in priorities and furlough in their own organisations which sometimes meant less time could be spent on their EPPE project.

Our engagement numbers were ten-fold what we had expected. We have not stopped and we have tried to respond flexibly to not do more of the same.

Community Lead

Although it has been hard COVID has showed how health and digital inclusion are fundamentally connected.

University Lead

1.2 It meant more community issues came to the surface

The pandemic intensified complex issues such as health inequality and food poverty making the communities in which the projects were taking place even more vulnerable. But this also meant that understanding of issues which the communities faces actually increased, as what may have stayed under the surface before became apparent. For some university leads the pandemic and its impact emphasised the importance of their project to the university and wider stakeholders as it brought about a deeper understanding and appreciation for the need to have local community voices represented in their research.

There are very high levels of digital exclusion, so we couldn't really do the engagement that we wanted. Just putting things online is not the solution.

University Lead

1.3 It encouraged innovative solutions

Digital exclusion (not having access or the skills to engage online) was exacerbated by the pandemic and was raised as one of the key barriers to the projects overall. Originally the majority of community engagement methods were based on face-to-face interaction. This had to change and as lockdown came into effect many projects moved their engagement online which excluded some community members. This required partners to rethink their methodology and led them to develop innovative approaches to community engagement. For example, active WhatsApp groups, providing access to devices and WiFi, and making resources as a result of online communication like a joint cookbook.

1.4 It accelerated progress between partners

Partners found that the pandemic created a clearer sense of purpose and a focus on what was most necessary and achievable, given the context and resources available. Most partners reported that they have been able to make significant progress towards their long-term desired outcomes. For example, partners felt that to weather the crisis they had to build trust between partners across the project at a faster pace than maybe would have been possible under other circumstances.

In a way, lockdown was more positive for the project as our partnership really cemented throughout lockdown.

Community Lead

2. The value of using 'place' as a lens



2. The value of using 'place' as a lens

2.1 The emphasis on 'place' genuinely shaped the projects from the outset

The EPPE programme is a pathfinding initiative aiming to strengthen place-based approaches to research and innovation in the UK. According to UKRI the focus on 'place' meant an opportunity to challenge and unite the expertise and experience that research organisation and community partners offer each other. The purpose was to create, *"new space for communities, and the research organisations that form part of those communities, to establish collaborative and relevant approaches to engagement with research and innovation"*¹.

Starting from 'place' exposes the remarkable diversity of community talent that exists on the ground. It reveals the importance of understanding the particular histories of each community and their local dynamics.

University Lead

This clear focus on 'place' was felt by most partners, designed to sit at the heart of the work and being integral to how topics and issues were framed and understood. The focus on 'place' offered a useful lens, and entry point to complex issues, and a way to create new and meaningful partnerships that 'flipped the starting point' by putting the community at the centre and built the research outward from there.

It means a better understanding of local communities and how they work, of the people living in those communities and of what is needed to support those them.

Community Lead

2.2 Place-based approaches and the lens of 'place' were new to some

The lens of 'place' has been on the agenda for many universities as they worked to support their local economies and communities by harmonising the values of place-based approaches with their civic organisation or 'anchor' role. Yet many university partners emphasised how this kind of approach is very different from their normal way of conducting research and that being involved in the EPPE Programme in many ways has been a learning journey for them.

In comparison, putting place at the heart of their work has long been central to the work of community partners. However, several noted that the place-based research and innovation aspect was a novelty and that their involvement with universities previously has felt quite extractive rather than based on genuine collaboration. Being a part of the EPPE Programme was seen as offering a new and exciting opportunity to truly co-create knowledge and empower communities to engage and shape research from the outset and achieve better outcomes for them.

This practice within academia will vary significantly depending upon the university involved, their local community and the specific topic and method employed in the work

University Lead

It really felt like a partnership, and the university showed real desire to not just do research for research sake.

Community Lead

¹ UKRI (2019): Enhancing place-based partnerships in public engagement

2. The value of using 'place' as a lens

The Programme has reinforced the value in starting from place in designing and undertaking research and innovation. There isn't 'one view' of things that can be advanced by taking a geographically-abstracted approach. Particularly if research is to have impact, it needs to start from the ground and work up.

University Lead

2.3 A focus on 'place' expanded the number of perspectives considered

By focusing on 'place', partners began to identify the multi-faceted nature of the issues they were wanting to explore. They understood the need to involve multiple actors and perspectives, and respond to the unique assets and challenges of the place. There was the feeling that this was a different way of framing concepts from the traditional method, and put more value on the role of the wider context and system in addressing issues of deprivation.

Putting place at the centre give researcher who are set in their ways allow them a way to make a difference rather than just writing an academic research. Providing a grounding and a personal reason to feel more about what they do.

University Lead

2.4 'Place' became much more than a geographical construct

In line with the criteria set out in the EPPE Programme funding call, the various projects typically understood 'place' as defining the geographical boundary of the work, specifically areas in the UK experiencing significant disadvantage in its different forms (based on the the Indices of Multiple Deprivation).

The focus on 'place' was helpful in that it defined where we would be working.

University Lead

However, even though this allowed many projects to narrow down the area they wanted to work in, how 'place' is defined often mattered less than the process it enabled. Partners felt that the real value came from how place shaped the process as it enabled them to develop work in ways which were more collaborative, systemic, and focused on the real needs of communities. The process then influenced how they interpreted the insights and the type of outcomes they looked for. There was an appreciation that communities' sense of place and identity was a more valuable lens than the artificial boundaries partners and larger organisations often put around 'place'.

Often when we talk about place it's in deficit, negative language. Places are often so much more, They are vibrant spaces where people can connect and make changes.

Community Lead

2.5 Undertaking research in this way generates greater insight and leaves a greater legacy

Both groups found that one of the strengths of the work was not just about what emerged from the projects, but the intelligence they gathered through doing the work. This was about how change happens and what is truly required for a more community-led, place-based approach to research and innovation (and place-based working more broadly).

2. The value of using 'place' as a lens

Many felt a true appreciation for the time it takes to build relationships, understand an issue from multiple perspectives, and ensure design of projects based on collective curiosity and need rather than a pre-determined concept.

But there was a clear sense among partners that this was the 'right' approach as solutions geared through working in this way have deeper roots within communities, and therefore greater chance of longer term impact. There were also results participants specifically attributed to this approach (see page 32 for more on this).

A place-based approach values and empowers communities, rather than dictating to them, enabling and upskilling them to do more or work differently in the future. It enables the engagement to be led by and adapted to how communities actually work, rather than allowing agencies to take a 'one-size-fits-all' approach

University Lead

In terms of value, I feel there is much more of an importance in building relationships and having a place where these form more naturally and are able to flourish, where everyone feels valued and able to contribute.

Community Lead



Image: <https://www.freepik.com/>



3. Learnings from adopting a place-based approach: partnerships



3. Learnings from adopting a place-based approach: partnerships

Partners emphasised that a healthy balance in the partnership between university and community partners was important to what they were able to achieve together. Striking this balance was not always easy.

In Section 3.1. we consider factors identified by partners as shaping partnership dynamics, both positively and negatively.

In Section 3.2 we identify factors which – if present – characterised productive, collaborative place-based relationships.

3.1 Factors shaping partnership dynamics

3.1.1 The starting point for the partnership was less important than an ongoing commitment to genuine collaboration

The partnerships underpinning the EPPE projects have a range of starting points. In some cases, partners had previously worked together or had well-established collaborations. In others, the university got in touch with their community partner(s) only at the point of writing or even after having submitted the proposal to the programme. This therefore required them to invest more time upfront to establish the new relationship and find common ground. Despite these different starting points, a majority of partners highlighted the that they throughout the projects focused on overcoming challenges through genuine, proactive collaborative processes.

Getting a relationship with the university has had positive impact in our community.

Community Lead

Partners also stressed the importance of building and maintaining trust between the people and organisations involved in the project. This was particularly key to embedding the learning emerging from the work and adapting to new situations in the place.

3.1.2 Taking the time to develop good foundations was time well spent

All partners valued the time they took to develop relationships and build strong collaborative foundations, although not every project felt they were given sufficient time to do so. The foundations for successful collaborations included taking time to develop a strong sense of shared purpose and shared ownership of the project.

Partners found particular value in taking time to understand the assets each brought, but also the constraints each faced. This was important in enabling them to establish shared expectations and set parameters for the work from the start. A few university partners felt that their community partners' expectations of the contribution the university staff involved could make to their partners' organisations and the community overall were too high for the scope of their EPPE project. As one university lead noted "the community groups asks 'you're a big institution with money, what are you doing for us?' and it is important to communicate to partner groups from the start that projects are projects and this is what we can contribute".

Our project had a gluing effect. We have previously mostly made superficial contribution to strategic direction of partnership working, and without much actions. This had been very different with joint ambition and commitment.

University Lead

3. Learnings from adopting a place-based approach: partnerships

3.1.3 Partnership brought real mutual benefits: the more this was acknowledged, the better the partnership

Both community and university partners talked about how their involvement in the programme enabled them to build and strengthen professional and personal relationships. This not only supported the development of ideas and new practices, but also helped build stronger strategic partnerships which provide important foundations to addressing shared agendas in the future.

For university partners, there was a clear dependency on their community partner(s), who acted as valuable collaborative “gatekeepers” by providing access to the communities and its members. University partners recognise that without community partners’ ideas, expertise, knowledge and relationships with communities, the research would not have happened. Community partners were also able to provide valued support to the research design and in many projects led the convening of creative activities such as focus groups and workshops.

Community partners spoke about the collaboration with university as an opportunity to document and evaluate their work, and bring academic credibility to it. They also saw the projects as exciting opportunities to build a closer relationship with the university, to widen their networks, access specific research expertise and topic knowledge, and – in doing so – have a greater positive impact on their communities. Collaboration also seem to work well when university partners displayed an appreciation for the diversity of knowledge and skill transfer community partners could offer.

Our work often doesn't get recognised in a research sense. Here we've been able to develop our skills and show what we're capable of.

Community Lead

There was a sense that this programme has provided an opportunity for universities to step away from the traditional role they adopt. This is often quite hierarchical and transactional, whereas this programme had allowed them to collaborate on a more equal footing with community partners. Some projects, for example, had joint community engagement training at the start to enable co-design of the engagement, but this also allowed university partners to get a better understanding of effective approaches. From the universities’ perspective, many also felt that this new way of partnership working was made possible by buy in and permission from their own organisation to do research in a more place-based way.

A majority of the community partners had assumed that a university would be challenging to work with, hindered by bureaucracy and inflexible research approaches. Although these barriers were present in lots of the partnerships, many nonetheless experienced a new and closer form of collaborative working with the university through the course of the project.

I did make some assumptions about a certain university, that they would not 'get it' and be difficult to work with. I was partly proved wrong which was good.

Community Lead

3. Learnings from adopting a place-based approach: partnerships

3.1.4 Power relationships were often too unequal

One of the key takeaways for the future EPPE programmes is about the importance of building more equal partnerships between universities and community partners in a place. This means universities being prepared to let go more, changing unhelpful individual and institutional language and behaviours, and allowing enough time for meaningful community engagement. Although partners appreciated the clear focus on collaboration and felt that the work on the project strengthened their partnership many suggested that there should be even more emphasis on reciprocity and the sharing of power between universities and community partners

Sharing power is so important but the concept can be a bit nebulous. The reality is that power is quite practical sometimes. It can be about language, tone or money.

Community Lead

Universities struggled to let go

The need to shift power dynamics was evident in most partnerships. Universities held more of the power, which in turn often manifested as barriers to effective collaboration and community engagement across different levels of the projects. For example, several community partners reflected that too much of the project planning and decision making had been made without involvement of frontline staff and community members, suggesting that there is still learning and ground-work to do to help all partners understand the value of collaboration including, for example co-design and engagement, throughout the project. Specific problems related to:

- *The inflexibility of university processes*
Processes and procedures such as risk management, health and safety procedures, ethics procedures and finances were perceived to be clunky, slow and bureaucratic. This affected the way partners interacted and made the research less equitable as community partners were often expected to adjust to university processes. These processes were particularly challenging for smaller organisations and became even more problematic in projects where other larger organisations such as statutory services or large voluntary organisations were involved as they also have complex processes.
- *The inflexibility of university budgets*
Universities having control over financial resources indicated that they were being considered as the lead by the programme. In addition, payment to community partners was difficult in some cases which affected partnerships negatively. University processes also meant that in some cases the funding could not always be spent in the most effective way, although some partners found creative ways to distribute the resources sensibly, such as buying equipment for community members to avoid university procurement procedures.

A lot of front-facing work landed on community organisations whereas the finance aspects got lost in the big wheels of the university, creating power imbalances.

Community Lead

3. Learnings from adopting a place-based approach: partnerships

Individual and institutional language and behaviours reinforced unequal relationships of power

Language can be an important signifier of power dynamics, so being conscious of the language used and how communication happens is critical to shifting power dynamics. Using inclusive and accessible language and being aware of tone allowed for more equitable communication on several projects.

I've learnt not to parachute in, and conveying that message around our university. This has been a chance to show and practice being an example of co-construction has been a rare opportunity.

University Lead

The diversity of the different kinds of community partners involved in the programme, ranging from large charities and statutory services to smaller grassroots organisations and local social enterprises, also had a part in how the power dynamics played out between partners. From the community partners perspective, the most successful projects were those where university partners not only recognised what kind partner they were working with, but also accepted and accommodated the different ways of working, the pace at which they could get things done, their capacity to engage in the project and their relationships with other organisations in the collaboration. In these instances, community partners felt respected and understood, supporting a more equal relationship.

Many of the issues raised around shifting power often put focus on the university partners and their ability to shift their behaviours and approaches towards more flexible and inclusive ways of working. University partners recognise that this shift is not only on a personal level, though many felt they had made strides personally during the course of the project. To truly embrace and embed place-based research and innovation, organisational culture would have to change within their own organisations and that there is a present need for longer term commitment that change.

The timescales were too tight for collaborative community engagement. Timescales set both through the programme and through universities (by project leads or university procedures) were often too tight for what is required for collaborative community engagement. This meant that projects had to hold back in terms of project ambition or fell behind on deadlines from the beginning. It also put strain on new partnerships as partners did not have time to invest in and build the relationship while having to make difficult decisions and deliver research.

The tight timeframe did not allow us to spend time with our community partners to set shared expectations and develop a detailed process, and we know that trust is best built up over a longer timeframe and over multiple joint projects.

University Lead

How do we work within the dinosaur institutions, with community researchers as the co-producers of knowledge?

University Lead

3. Learnings from adopting a place-based approach: partnerships

3.1.5 There are best practices some universities are already using which could resolve many of these problems

These structures and processes were more or less visible in every university and many university partners spoke about how, through their EPPE project and previous place-based projects, they had begun or been able to shift practice in their own organisation. Some examples of this include:

- Outsourcing most of the community engagement to community partners
- Transferring money to the community partner up front (shifting power metaphorically and logistically) and if this is not possible, paying fairly and on time
- Making changes to contracting procedures and moving away from calling partners 'suppliers' providing a service to the university to instead referring to them as partners
- Setting out and sharing guidelines and tools for place-based community engagement, for example Leicester University's Standards Operations Procedures Toolkit or Staffordshire University's policy brief for participatory research.

It was clear that many university partners felt that as part of pushing this agenda forward and improving research practice they also needed to spend time campaigning to make practical changes in their organisations.

Universities need to put a different hat on. More training for scholars is needed to do genuine place-based work. We need to become more involved with the communities and do work to even out power imbalances.

University Lead

3.2 Characteristics of healthy place-based partnerships

Looking across the findings of the EPPE projects we have identified four characteristics of successful place-based partnerships. These were either displayed by partners or spoken about as key for this type of work. We have set these out in more detail on the next page:

- Good relationships and trust
- Shared purpose
- Learning and adaptation
- Distributed power and decision making

For some partners these were seen as important direct goals of their projects, while for others they were felt to be good indicators of a partnership on the right track towards creating work of enduring impact.

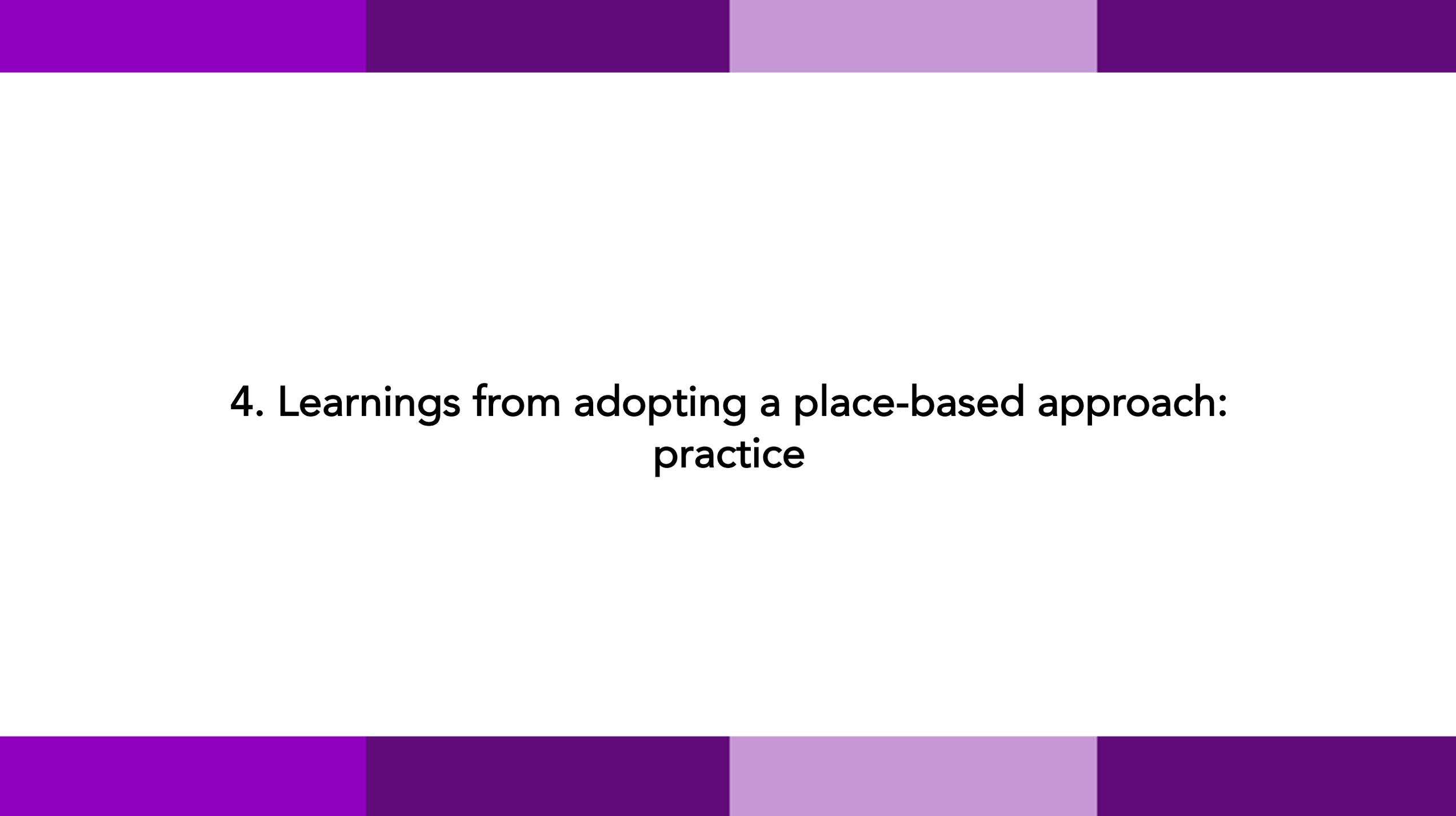
While measuring these characteristics remains a challenge, future funding programmes seeking to embed place-based research partnerships should include these as valuable intermediate outcomes, whatever the ultimate goals.

It's key to cement good relationships for the longer term, so that gains can be sustained and new things germinated for the future.

University Lead

Characteristics of healthy place-based partnerships

Good relationships	Shared purpose	Learning and adaptation	Distributed power
<p>Good relationships are the foundation stone on which effective place-based partnerships are built. In the projects, partners recognised the need to be intentional about building and strengthening relationships, not just at the start but as an ongoing activity.</p> <p>Good place-based partnership relationships were characterised by factors such as:</p> <ul style="list-style-type: none"> • Respect for the perspectives of others where there is not agreement • Realistic expectations • High trust • Inclusive approaches • The ability to resolve issues and difficulties as they arise 	<p>Although the short term outputs changed for many projects, most partners reflected that the glue for their projects was a deeper sense of shared purpose for the places they were working. In this respect, the impact of COVID-19 was helpful, making explicit what might otherwise have remained implicit.</p> <p>This sense of shared purpose gave partners a focus when adapting research engagement design as well as an understanding of how they could each best contribute to the project.</p> <p>University partners also highlighted its importance in driving the place-based community engagement agenda internally to make it core infrastructure of the universities.</p>	<p>Many recognised that as there is no single-way of doing place-based community engagement and ongoing dialogue is therefore key to be able to adapt plans in response to what is emerging from the work with places.</p> <p>The ever changing context of COVID-19 also required partners to be flexible and adapt their work in short order. This meant prioritising opportunities to share learning between partners, which had wider value to the partnerships.</p>	<p>The imbalance of power between partners was a challenge for many in realising the potential of their partnership, reinforced by structural and cultural factors. Supporting partners to be on a more equal footing in these projects was stressed as important by nearly all.</p> <p>This means adapting funding and research structures to shift power dynamics between universities and communities.</p> <p>It also requires partners to be especially attentive to the power dynamics in their partnership, and be deliberate in efforts to rebalance and distribute power.</p>



4. Learnings from adopting a place-based approach: practice



6. Partners identified key 'know how' for undertaking place-based projects

1. Partners brought different insights to community engagement and combining them through processes of co-creation

Learnings from adopting a place-based approach: practice

2. Community partners were more realistic about practical arrangements and sensitive to community needs

3. Even with community partners it remained challenging to engage a diverse cross-section of the community

4. It was important to use simple, non-judgemental language

5. The involvement of community members brought passion, insight and ideas

4. Learnings from adopting a place-based approach: practice

We have so far examined the opportunities and challenges with place-based partnerships. Here we will take a closer look at the practice.

In Section 4.1. we consider key learning about practice of place-based community engagement identified by partners.

In Section 4.2 we summarise the ‘know-how’ developed by partners through the programme for undertaking place-based community engagement.

4.1 Delivering community engagement

4.1.1 Universities and communities each brought different insights to community engagement: some partnerships were able to combine the best of both through processes of co-creation

Engagement with community member was undertaken both before lockdown in early 2020 and throughout the pandemic.

Across the programme the design and delivery of the community engagement clearly focused on intersecting community skills of asset and strength-based approaches with academic research, but through different means. Projects adopted different approaches to their engagement with community members, ranging from employing community researchers to conduct 1-to-1 interviews with community members, to universities and community partners jointly delivering workshops and focus groups.

Projects found that tailoring their approaches specifically to the circumstances of community members was crucial to meaningful engagement. They did this, for example, by adapting engagement times to accommodate working or child care hours and by making use of basic technical applications like WhatsApp which community members could access easily.

It's important to look at how we could tackle things in a really positive, asset-based way - not "we'll come and fix you".

Community Lead

It was also important to be flexible and take an iterative approach to community engagement. This meant discussing how best to implement an idea to really get the community involved and then testing it out. Based on the process and feedback, partners could then consider what worked well and what could be improved or even completely rethink future engagement. Projects were creative about gathering information and feedback from community members throughout the process, for example by using online tools specifically created for feedback rather than set survey questions.

The community I'm from are not very used to research, so our engagement had to be targeted, not one glove fits all.

Community Lead

4. Learnings from adopting a place-based approach: practice

To some extent the approach to engagement and the process of designing the research depended on the quality of the relationship between partners. For most there was a balance to strike between the formality of university's research approaches with the reality of the communities. The more mature collaborations were able to find a balance that worked for their project, based on a good understanding of, and respect for, the respective strengths of each partner.

For some partnerships, work on the projects raised fundamental questions about what concepts such as 'research' and 'outcomes' actually meant in the context of their work. Those who began problematising these concepts felt this would be valuable work to continue after the life of the projects.

4.1.2 Community partners were more realistic about practical arrangements and sensitive to community needs. This may be especially important for work in areas of high deprivation

The focus on undertaking this piece of work in areas of high deprivation was not frequently mentioned as a barrier to the projects, however a few partners reflected on the challenge of engaging community members from particularly vulnerable groups such as people who experience homelessness. This is where the experience of the community partners really supported a sustainable and useful approach, for example by changing plans for photographing and recording participants which could have created unnecessary stress. It was also crucial to build trust between the partners and the community members involved in the project to foster a conducive space for engagement.

Without trust the community would not have felt comfortable with coming forward with their views.

Community Lead

We partner with an organisation that supports people experiencing homelessness who told us that we would need to be respectful of the chaotic timetable and to build in flexibility as one can't make assumptions about how they will engage with the project.

University Lead

From community partners perspective, university partners were sometimes overambitious about how complex the engagement could be and also how certain solutions could be feasibility integrated that in a place or community which experiences high levels deprivation. For example, community partners typically recognised that for many community members there were issues of trauma from engaging with official bodies, and time and effort might need to be put into reassuring participants and ensuring they feel comfortable. In comparison, many university partners found that the design and delivery of the engagement took a lot longer than they had expected.

For some university partners, being involved with community members has opened their eye to the reality of inequality in the local community. For example, a light was shone on the extent of the poverty experienced, when community members attended research workshop because it meant that they would be able to eat the breakfast that was offered. Partners also said that the pandemic emphasised the need to be sensitive to local contexts that communities find themselves in and that any future project needs to be extremely mindful of these challenges.

4. Learnings from adopting a place-based approach: practice

4.1.3 Even with community partners it remained challenging to engage a diverse cross-section of the community

Partners had set out ambitious plans to engage a diverse and representative selection of the community in a place. Many projects focused on recruiting community researchers and participants from a range of backgrounds and reaching out to those who often do not have an opportunity to engage in research. Some projects focused more broadly on residents in a specific area and others on a specific groups of people such as migrants, people who are homeless and children with medical conditions.

Setting clear geographical boundaries was a challenge for some, either because the formal boundaries of a ward or neighbourhood did not align with what community members identify as the 'place' in which they live, or because the issues being explored stretched beyond the defined area.

I thought the community organisation would be more representative of the community.

University Lead

In one project the issue that had been identified as central in the community also involved non-residents (or those who had recently moved), and they had to make decisions as to whether to work with them or not as the community partner had a commitment to only spend money locally.

Several projects talked about how they had addressed some of the challenges around engaging a diverse cohort through ensuring close collaboration between partners. The most common approaches included having frequent meetings between partners to address issues and adapt the research as needed and having a 'connector' from the university who worked side by side with the community researchers to ensure joint decision making and enable creative solutions. Again, the importance of co-designing the research method was highlighted.

In one of the learning workshops participants raised important questions about the extent to which community partner(s) really represent 'the community' and, if this is a problem, how can it be addressed early on in the partnership. Communities are dynamic and changing, so it is vital that partners continue to reflect on their role within the community and the legitimacy and inclusivity of their engagement.

4.1.4 It was important to use simple, non-judgemental language

Similar to language and jargon upholding power structures between universities and community partners it was seen as a challenge in connecting with the community members and promoting useful participation in the research.

Several university partners noted that they their community partners had at the start of the project simply said that the research language used in documentation such as consent forms or in suggested interview scripts was too complicated and would actively disengage many community members.

4. Learnings from adopting a place-based approach: practice

In some projects this was felt to be one of the first obstacles partners had to overcome together and an opportunity for university partners to adapt their practice. For example a community partner urged the university to change the project name, removing 'deprived communities' in the title. In another project, partners had to rethink their whole research design and the language used to effectively reach and listen to the community.

This was the first time we had run this type of engagement process and a lot was learned along the way in terms of information provided, format of the event and type of language to be used. This did mean that the process evolved and in later events we provided more information to participants at the end and adapted the questions.

University Lead

It was also widely recognised that more time and resources might need to be invested in translating project information and output into more easily understood language as well as into other languages than English as many project engaged community members who's native language was not English.

A suggestion to counteract some of these challenges was to ensure that in any agreement with partners the use of language and for example how events should be run should be clear part of the requirement. This would enable a mutually agreed approach and shared understanding of the engagement ahead of it commencing.

Often universities and academic information is really inaccessible for communities because it simply isn't in the language community researchers would use. It's been important to break some of that down in our project, so people could understand and use their own language. Otherwise research is still just as powerful.

Community Lead

4.1.5 The involvement of community members brought passion, insight and ideas

Community and university partners both spoke about the importance of community engagement being long term and adding clear value to the local community. But its also important to view communities as active participants in this process. They have a true passion for improving their place and their community, be involved in community-based research and offering innovative solutions. To harness this, community members need to be involved in the process as early as possible, shaping the research from the outset and being an integral part of the partnership.

There was a great passion from community leaders to get involved.

University Lead

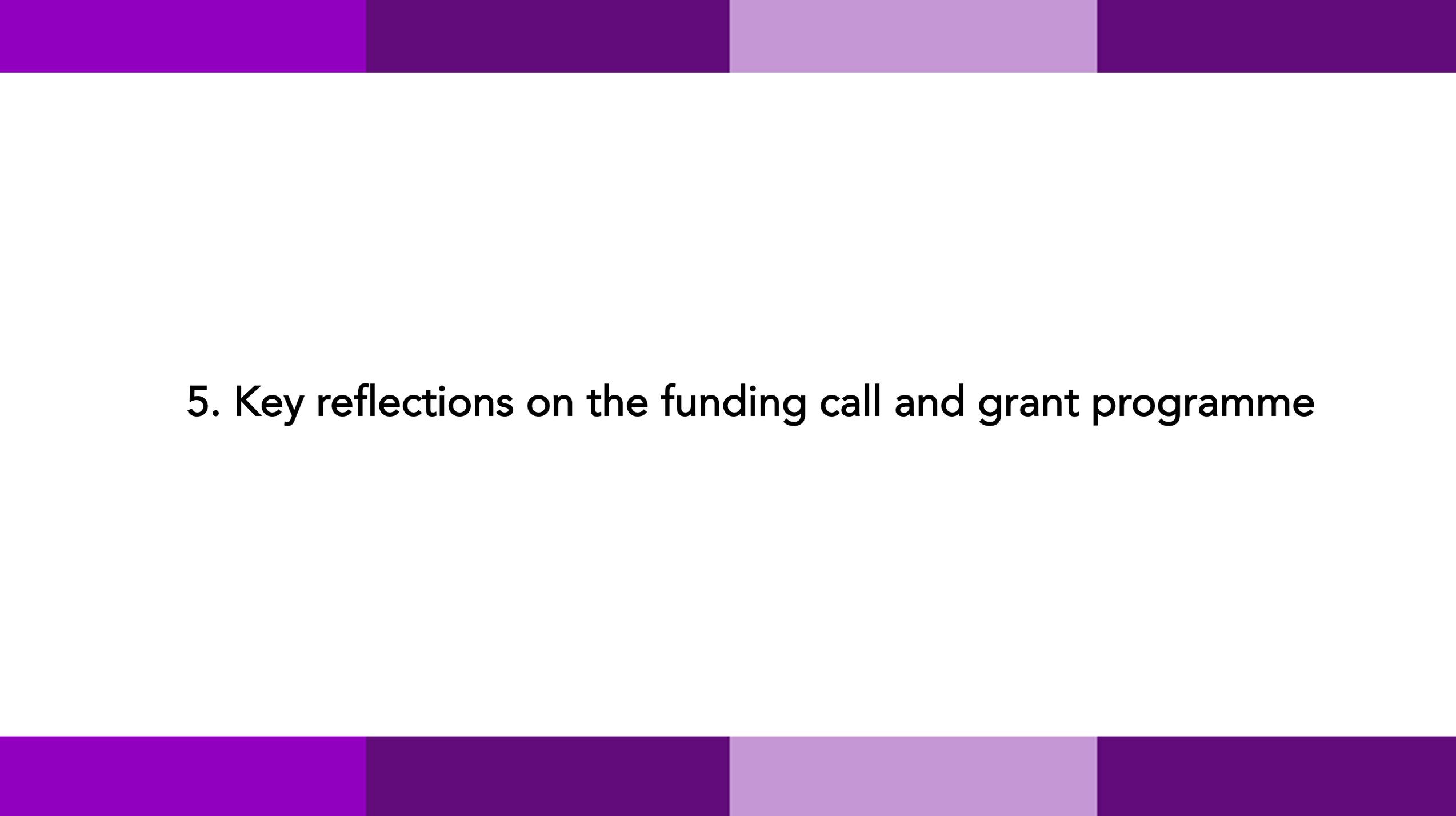
This is not an easy task. But it is clear from our engagement with the EPPE projects that, despite engagement falling short of what many projects had planned, valuable learning has emerged that can support future approaches and ways of working. On the next page we share some of the projects' 'know how'.

4. Learnings from adopting a place-based approach: practice

4.2 Place-based project 'know-how'

Across the projects, partners developed some valuable and practical 'know-how' that could be of useful to future place-based projects:

- Invest time up front in the relationship. Seek to understand each other's goals, priorities, constraints and expectations.
- Work towards a shared 'narrative' that can be understood within and beyond the partnership.
- Value the time of community researchers and community members who are providing their time voluntarily. This could be through acknowledgement, something of tangible value like vouchers, or practical like providing food and drink at meetings.
- Have informal meetings in the community (with food and/or drinks) to build relationships and make everyone feel at ease.
- Ensure university researchers spend time in the community, or even are based there.
- Have shared training at the start of the project about community engagement and power sharing.
- Set up a steering group or forum for community guidance, transparency and communication.
- Wherever possible, community partners should lead community engagement, employing community researchers rather than the university
- Build on (and share) developing practice in this area: don't reinvent wheels



5. Key reflections on the funding call and grant programme

5. Key reflections on the funding call and grant programme

Strengths to build on

This place-based grant programme was welcomed by partners, Many highlighted how different it felt to other programmes and included strengths to build on such as:

- The focus on method and learning rather than the subject matter
- The clear narrative and messaging that focused on partnerships and relationships
- The focus on learning and not on publishing academic outputs
- The funding of the involvement of community partners
- The programme coordinator (NCCPE) and the joint coordination meetings: enabled peer learning, strengthening collaborations and networks
- The flexibility to extended timelines and rescope in light of COVID-19
- The short application form

Areas of improvement

For partners, the funding and programme structure mattered significantly in enabling this type of work. The areas for improvement they highlighted included:

- The short time frame of 6 months with the focus on a distinct project
- The quick turn around from the grant being awarded to delivery
- The fact that the funding had to be distributed through the university and subsequent difficulties with payment to community partners (due to complex university processes and procedures)
- The proposals having to be scoped and costed clearly and in advance rather than a more responsive model where the research agenda and methodology is adapted in light of ongoing insights
- The lack of emphasis on how universities might need to adapt to embed this kind of practice

Conclusion

The learning from the programme captured in this report shows the value of using a 'place' lens to conduct community-based research, and the added value of using a partnership approach to do this. Bringing together university and community partners means each can draw on assets, skills, insights and connections that would not otherwise be possible. The involvement of community partners and the focus on co-design also meant the approach felt less extractive than other, more traditional approaches to research.

As well as any substantive research outcomes, the approach also built new local capacity, which could be deployed for a range of different purposes in the future. While this collaborative approach might take longer to generate results, requiring patience of programmes like this in the future, project partners also felt that any value generated would be more likely to endure.

Key to the progress of projects was the effectiveness of the partnerships on which they were built. These had all had very different starting points, with some predating the project and others formed at the last minute. When partnerships worked well, they were built on good relationships, shared purpose, learning and adaption, and distributed power. Supporting the development of partnerships with these characteristics should be a key focus of work in the future.

The learning and evaluation report also shows the extent to which this is an emerging field which, to develop, needs careful nurturing. It highlighted many challenges that stand in the way of progress, some methodological but many practical, and frequently connected to the imbalance of power between partners. This means there is much a funder like UKRI can do to develop the field, strengthen practice, and share learning. On the following pages we have set out suggestions for funders to consider when developing their approach.



Image: <https://www.freepik.com/>

A. Nurturing place-based partnership approaches to research

Goal: for funders to play a patient and active role in legitimising and nurturing the development of this new and emerging approach to research.

This can for example be done by:

1. Legitimising the approach through long-term commitment
2. Committing to developing the field in ways consistent with the university-community partnership essence of the approach, seeking to challenge rather than reinforce (institutional, practical, academic and cultural) power dynamics that work against this.
3. Working actively with university and community-based practitioners to develop the field by, for example:
 - a) Developing a charter of research practice that accords with the spirit of the approach. This might include, for example, expectations that decision-making is shared, research is co-designed, and evaluation is based on hearing from a range of voices.
 - b) Supporting peer development of appropriate research standards, drawing on developing practice while maintaining the commitments to the core ideas of the approach which remain contextual and emergent.
 - c) Invest in further opportunities to share practical learning ('know-how') as well as methodological and research findings through, for example, conferences, regional learning networks and journals.
4. Use its wider influence with universities to support institutional change, investing in the capacity of universities:
 - a) to engage in this kind of research; and
 - b) to adopt best practices to address many for the challenges highlighted in this learning and evaluation report concerning, for example, inflexibility of budgeting and other processes.

B. Framing the funding environment to strengthen practice and empower practitioners

Goal: for funders to frame the funding environment it creates such that:

- As many of the practices, approaches and behaviours that led to effective place-based partnerships are supported and encouraged; and
- Risks to the success of place-based partnerships are held by funders and universities wherever possible, and not transferred through process or other requirements to the partnerships themselves.

This can for example be done by:

1. Building on the feedback from the programme (see page 42):
 - a) maintaining the strengths partners identified such as the focus on learning, the short application form, and flexibility in response to the changing context; and
 - b) learning from the areas partners identified for improvement such as the short time frames and the challenge of balancing worked up plans with emergent processes.
2. In the spirit of UKRI committing to develop the field in ways consistent with the essence of the approach, develop participatory approaches to assessing funding applications, involving both community and academic practitioners on decision-making panels.
3. Based on credible expressions of interest, providing seed funding to support participation of community partners in research applications. By enabling partners to start as they mean to go on, this will make real the commitment to co-creation, to equalising power relations, and to building strong partnerships.
4. Setting expectations that parts of project budgets will be spent on relationship building and on learning, front loading funding to support the building of firm partnership foundations.
5. Making funding conditional on universities committing to follow best practice.
6. Work with project partners to develop a set of partnership focused intermediate outcomes to capture the progress of partnership development against the key characteristics identified (good relationships, shared purpose, learning and adaptation, and distributed power), and approaches to measurement which take account of multiple perspectives.
7. While funding can be staged based on progress against (partnership based) intermediate outcomes, committing to areas for the long-term.
8. Maintaining close relationships with funded projects to enable funding programmes to learn and adapt in real time.
9. Basing evaluation on a range of (quantitative and qualitative) data sources, ensuring that qualitative data comes from a diverse range of voices.

C. Supporting effective place-based partnership development and place-based research practice

Goal: for funders to work with practitioners to support efforts to extract, cumulate and share practical knowledge about how to strengthen collaborative place-based partnerships, and how to conduct place-based research.

This can for example be done by:

1. Working with funded partners to develop a good practice guide for place-based partnerships and research practice to complement the best practice guide for universities, and developing training materials to enable future partnerships to fully engage with this learning.
2. Working with project partners to create partnership maturity self-assessment tools to enable partners to understand their progress against partnership focused intermediate outcomes, and how they might improve.
3. Creating a bank of materials projects can use as examples for their work and a platform for sharing them.
4. Continuing to support opportunities to share learning between funded projects about how to strengthen place-based partnerships, ensuring practice is a central part of these opportunities and that community partners can participate on an equal footing to university partners (see recommendation A3c above).
5. Structure funding of projects to support partnership development (see recommendations B3 and B4 above).

The MEL framework

The monitoring, evaluation and learning (MEL) framework was developed by NCCPE and UKRI, and was published in March 2020.

To support the capturing of learning and outcomes from the programme the framework highlighted key evaluation questions. These were initiated by NCCPE and UKRI, and informed by the funded projects at the start of the programme. They have helped guide both the work NCCPE have undertaken throughout the programme and the work undertaken to inform this evaluation and learning report.

1. What are the key factors that influence the effectiveness of this type of activity? Scale? Geography? Discipline? Context? Experience of collaborative working? How long the partners have been working together?
2. What is the influence of these things on the project processes and outcomes?
3. What are the expectations of community partners/ researchers for the programme?
4. What are the experiences of community partners/ researchers involved in the programme?
5. What have all the partners learned about working together?
6. What are specific opportunities and challenges of developing engagement with communities living in areas of high deprivation, and what are effective approaches to developing work in this area?
7. What has been the legacy from the project? (e.g. Connected Communities typology: Products, People, Networks, Concepts, Institutions, and The Research Landscape)
8. What works in terms of sustainability for research organisations and community organisations working together?
9. What's informed the project teams approach? Literature? Partners? Experience?
10. To what extent does a focus on research and innovation affect the development of community university partnership work?
11. What could a second phase of this programme look like – in terms of timescale, ambition, outcomes, and funding?

The MEL framework (cont.)

In addition, the framework outlines the anticipated impact of the programme including the long term goal of “better informed research and innovation aligned with societal needs”. To support the understanding of what anticipated impacts arising from the collaborative place-based engagement undertaken in the programme, the framework sets out three potential areas of interest – shown in the visual below.

Understanding



Stimulating curiosity,
understanding and empathy

Understanding: Changing how people think

- Universities and communities value working together and understand how to do it well
- More understanding of universities/ communities

Capability



Building capacity and
strengthening networks

Capability: Changing what people do

- Stronger networks between community organisations and universities
- Researchers engage communities with their research
- Community members develop new skills

Innovation



Improving decision making
and the way things work

Innovation: Changing how the world works

- Research and innovation involves more diverse participants
- Research agendas are informed by publics
- Universities develop long term strategic relationships with community organisations to do develop engagement work

List of all the 25 funded EPPE projects

1	Stories in the Sky: digital placemaking
2	Formative study to evaluate period poverty among homeless and impoverished women in North-west England
3	Copperopolis: Place-making, engagement and heritage-led regeneration
4	How to 'Keep Talking': sustainable community research teams in deprived areas
5	Community Research and Engagement Programme (COURAGE)
6	Prolific Offenders on the Andover Estate: Journeys and Turning Points
7	Re-energising Clackmannanshire
8	Raising community voice for future health research
9	Evidencing the impact of cultural regeneration on poverty
10	The Pop-up Centre for Health Technology in Stonehouse
11	TV Lab: establishing a partnership approach to intra- and inter-community engagement
12	Engaging local citizens in Aston's Research
13	Evidence from the Edge: materialising poverty present and past
14	The City Conversation – Building Place Based Partnerships for Inclusive Growth
15	Social Innovation through University Partnership (SIT-UP]: Developing a Keele Deal for Social Inclusion
16	100 Year Street
17	Building a health and wellbeing research partnership with children and their families living in deprived neighbourhoods in Stevenage
18	Developing community co-researchers to investigate air quality, health and well-being in Brunswick
19	CAPTURE: Community Action-research Partnership Training University Research and Engagement
20	Using data to improve health: are the publics engaged?
21	BG (Blaenau Gwent) REACH
22	Delivering a community supported vision for achieving net zero carbon targets within a livestock farmed environment
23	Using nature to foster stronger communities
24	The Seven Kingdoms of Wester Hailes: Developing Researchers in Place
25	Bradford community connectors: shaping research into healthcare improvement

Engagement list

Through this evaluation we have engaged 45 people involved in the funded EPPE projects. Below are details about that engagement.

Project	Partner	Interview	Workshop	Survey
Stories in the Sky: digital placemaking	University	■		
Formative study to evaluate period poverty among homeless and impoverished women in North-west England	University	■	■	■
	Community	■	■	■
Copperopolis: Place-making, engagement and heritage-led regeneration	University	■	■	
	Community	■	■	■
How to 'Keep Talking': sustainable community research teams in deprived areas	University	■	■	■
	Community	■	■	■
Community Research and Engagement Programme (COURAGE)	University	■	■	
	Community	■		
Prolific Offenders on the Andover Estate: Journeys and Turning Points	University	■	■	■
	Community	■	■	■
Re-energising Clackmannanshire	University	■	■	
	Community	■		
Raising community voice for future health research	University	■	■	■
	Community	■	■	■
Evidencing the impact of cultural regeneration on poverty	University	■	■	
	Community	■	■	

Appendix

Project	Name	Interview	Workshop	Survey
The Pop-up Centre for Health Technology in Stonehouse	University			
	Community			
TV Lab: establishing a partnership approach to intra- and inter-community engagement	University			
Engaging local citizens in Aston's Research	University			
	Community			
Evidence from the Edge: materialising poverty present and past	University			
The City Conversation – Building Place Based Partnerships for Inclusive Growth	University			
	Community			
Building a health and wellbeing research partnership with children and their families living in deprived neighbourhoods in Stevenage	University			
CAPTURE: Community Action-research Partnership Training University Research and Engagement	University			
Using data to improve health: are the publics engaged?	University			
BG (Blaenau Gwent) REACH	University			
	Community			
Using nature to foster stronger communities	University			
	Community			
The Seven Kingdoms of Wester Hailes: Developing Researchers in Place	University			
Bradford community connectors: shaping research into healthcare improvement	University			

collaborate

for social change

Collaborate CIC is a social consultancy that helps public services collaborate to tackle social challenges. We are values-led, not for profit and driven by a belief in the power of collaborative services, organisations and systems as a force for social and economic progress.

We create partnerships that get beyond traditional silos to deliver credible change on the ground, working with partners and places across the UK. Our clients and partners span local government, the NHS, civil society and the private sector.