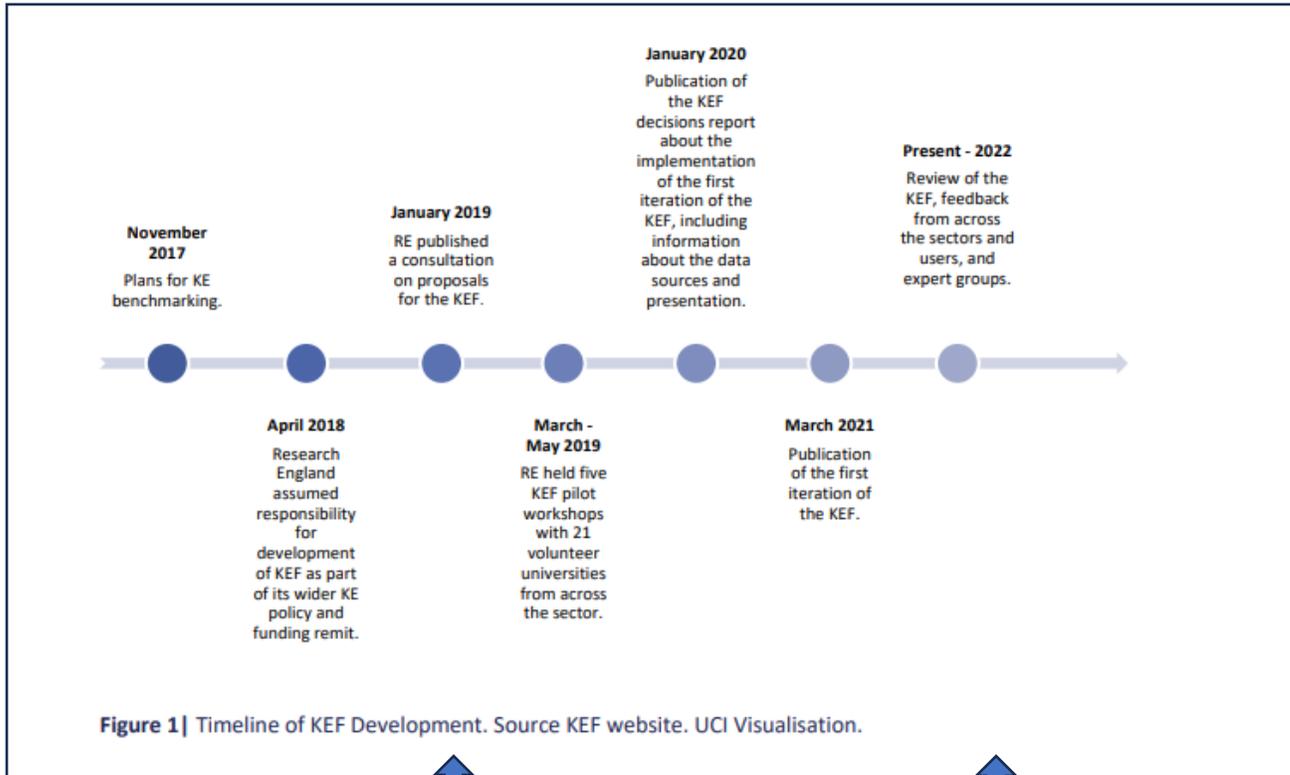


The development of the KEF

A summary of how the P&CE template and guidance was developed,
and how it has changed

KEF Development timeline



This timeline provides a brief overview of the development process. The rest of this presentation includes:

1. A presentation explaining what changed in the second iteration (and why)
2. An annex containing the 2020 and 2022 guidance so you can compare them

The original plan was to use HEBCI Table 5 metrics for the P&CE perspective. The consultation and pilot phase revealed little confidence in the value of these metrics. Research England accepted NCCPE's suggestion of a self-assessment approach, which was implemented in the first iteration

In late 2021 and early 2022, Research England consulted on the first iteration of the KEF. The P&CE template and guidance was well received but suggestions were made for improvements. NCCPE worked with RE to act on these, and then ran user testing. The changes were implemented in the second iteration of the KEF

A presentation detailing the changes that were made for the second iteration

Please view the notes attached to each slide for a narrative explanation of the changes

The evidence we drew on

RE-P-2022-01

Review of the first iteration of the Knowledge Exchange Framework

Report detailing the findings of the review of the first iteration of the Knowledge Exchange Framework, with recommendations for future development.



Knowledge Exchange Framework

Decisions for the second iteration

Report detailing the decisions taken by Research England for the implementation of the second iteration of the Knowledge Exchange Framework

31 May 2022*



Public and Community Engagement in the KEF

A thematic review

See the notes below for an explanation of all the sources we drew on in advising Research England on changes to the template and guidance

Issues that have been addressed

A summary of the key issues raised by the sector, and how they have been addressed in the revised guidance

- Being more open to different approaches to P&CE
- Sensitive to different contexts, cultures and resources
- Explicit about how to differentiate between the levels
- Precise about kinds of evidence that help to justify scores
- Offering opportunities to moderate and build collective understanding of the scoring
- Clarifying expectations about evaluation and the focus of 4 &5

The key changes

- a) Relaxing the word limit
- b) Re-framing the Aspects (esp. 4 and 5)
- c) Refining the level descriptions
- d) Inviting 'half' scores
- e) Clarifying the guidance

The key changes

1. Submission details: word limit relaxed (up to 2,500 words). No page limit. 10 images
2. Revisions to the Aspects, with 4 and 5 revised and re-titled
3. Refined descriptions of each level
4. Invitation to submit 'half' scores to provide greater granularity
5. Tweaks to guidance to clarify expectations and scope

The key changes

1. Submission details: word limit relaxed (up to 2,500 words). No page limit. 10 images
- 2. Revisions to the Aspects, with 4 and 5 revised and re-titled**
3. Refined descriptions of each level
4. Invitation to submit 'half' scores to provide greater granularity
5. Tweaks to guidance to clarify expectations and scope

Original

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

Revised Aspects

Revised

Aspect	Description
Strategy	Developing a strategic approach with the needs of relevant publics and communities in mind
Support	The practical support that is in place to enable effective public and community engagement
Activity	Activities undertaken to deliver your strategic approach, including where possible evidence of their effectiveness
Enhancing practice	Your approach to evaluating and enhancing the quality of your P&CE activities and practice
Building on success	How you monitor the overall effectiveness of your strategic approach and support for P&CE, and how you share and act on the results

The key changes

1. Submission details: word limit relaxed (up to 2,500 words). No page limit. 10 images
2. Revisions to the Aspects, with 4 and 5 revised and re-titled
3. Refined descriptions of each level
4. Invitation to submit 'half' scores to provide greater granularity
5. Tweaks to guidance to clarify expectations and scope

Original

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

Revised Level descriptions & half scores

Revised

Score	Stage of development
1 or 1.5	Emergent, some plans have been put in place
2 or 2.5	Planning in place, and work is underway. Pockets of good practice across the institution
3 or 3.5	Support is in place, underpinning significant areas of good practice
4 or 4.5	Well-developed approach, which is appropriately resourced and reflected in work across the institution (e.g., not confined to one faculty / school / centre)
5	Fully developed and embedded across the institution to an exemplary level, with a culture of continuous improvement and good evidence on outcomes

The key changes

1. Submission details: word limit relaxed (up to 2,500 words). No page limit. 10 images
2. Revisions to the Aspects, with 4 and 5 revised and re-titled
3. Refined descriptions of each level
4. Invitation to submit 'half' scores to provide greater granularity
5. Tweaks to guidance to clarify expectations and scope

2020 guidance

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

Updated guidance

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

2020

Aspect 2: Support guidance

Practical support for staff and students

What practical support have you put in place to support public and community engagement and recognise the work appropriately? How open and responsive have you been to the needs and interests of your communities, and to the co-creation of knowledge?

You should present appropriate supporting evidence to support your narrative, for example:

- An organogram highlighting the key support roles and internal organisation
- An infographic describing the support infrastructure
- Details of how you have resourced your support for P&CE
- Details of reward and recognition processes (e.g. promotion pathways, staff prizes)
- Mechanisms that are in place to facilitate excellent engagement practice
- Details of how you have taken account of EDI in the practical support you have put in place
- Evidence of the uptake and effectiveness of the key support mechanisms that are in place (or cross reference to Aspect 5, if this information is included there)

Score	Criteria	Evidence and corroborating information
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1	Emergent, some plans have been put in place. There are significant gaps in the support that is on offer, with limited and patchy provision in place. The institution has recognised the need for better coordinated and effective support. It has begun to review provision.	Evidence you might include to corroborate your self-assessment. This is not an exhaustive list. They represent indicators that you may wish to consider in your response. <ul style="list-style-type: none"> Evidence of the practical support you have provided for public and community engagement such as networks, grants and other resources.
2	Planning in place, and work is underway. Pockets of good practice across the institution The institution has begun to trial initiatives to enhance the level of support on offer. Support is still patchy, but there is a clear ambition to improve provision and to address gaps, and a plan in place to realise this ambition.	<ul style="list-style-type: none"> Evidence of the CPD or training you have provided, and steps you have taken to ensure that your staff, students and partners can access relevant learning and opportunities to improve their effectiveness. Evidence of how public and community engagement is recognised and rewarded and integrated in workload models.
3	Support is in place, underpinning significant areas of good practice Staff can access advice and training, and support networks. Promotion / career pathways exist, and P&CE is recognised through awards and prizes. There are	

	effective mechanisms in place to support the public and relevant communities to engage with the Institution (for instance through an enquiry handling service) and the Institution is developing a systematic approach to partnership working (for instance, with a published set of partnership principles).	<ul style="list-style-type: none"> • Evidence of how you address EDI in your provision. • Details of support infrastructure to facilitate public engagement, including brokerage roles to facilitate involvement of community partners, and web-based and digital services to facilitate public involvement.
4	Well-developed approach, which is appropriately resourced and reflected in work across the institution (not confined to one faculty / school / centre) P&CE is encouraged in workload allocation and/or through performance review. Promotion pathways are being used to reward performance. There is well-developed and expert support on offer across the institution, and feedback from staff and partners is being used to enhance the support on offer.	<ul style="list-style-type: none"> • Details of resources that are being invested in support functions, and how you ensure value for money. • Evidence of the uptake and effectiveness of the key support mechanisms that are in place (or cross reference to Aspect 5, if this information is included there).
5	Fully developed and embedded across the institution to an exemplary level, with a culture of continuous improvement and good evidence on outcomes CPD, networks, expert advice and practical resources have been provided and are widely used to enhance practice. Participation in P&CE is recognised and valued by the institution and rewarded appropriately, in both workload planning and career progression. Communities are aware of and value the support that is on offer, and there are robust ethical frameworks in place and processes to enable prompt payment for communities, when relevant. The institution can provide robust evidence of the effectiveness of the support on offer (details of the approach to monitoring and evaluating support arrangements should be provided in Aspect 5).	

2022

The key changes

1. Submission details: word limit relaxed (up to 2,500 words). No page limit. 10 images
2. Revisions to the Aspects, with 4 and 5 revised and re-titled
3. Refined descriptions of each level
4. Invitation to submit 'half' scores to provide greater granularity
5. Tweaks to guidance to clarify expectations and scope

Annex

The pilot, 2020 and 2022 guidance

The 2020 guidance

How the narrative template for Public and Community Engagement has changed

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

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

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

On the left, you can see the template which was developed for the pilot.

Some significant revisions were made to this, shown on the right.

The next five slides detail the guidance for the five aspects.

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

Aspect 1: Strategy

Developing your strategy

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

Refer to the supporting guidance document for examples of evidence you may wish to include to corroborate your self-assessment (page 15).

Word count:

Self-assessment score
Developing your strategy

0 ←

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

Aspect 1: Strategy

Developing your strategy

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

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

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

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

Aspect 3: Activity: Activities undertaken to deliver your strategy

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

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

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

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

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

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

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

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

The 2022 guidance and template

The template

Aspect	Description
Strategy	Developing a strategic approach with the needs of relevant publics and communities in mind
Support	The practical support that is in place to enable effective public and community engagement
Activity	Activities undertaken to deliver your strategic approach, including where possible evidence of their effectiveness
Enhancing practice	Your approach to evaluating and enhancing the quality of your P&CE activities and practice
Building on success	How you monitor the overall effectiveness of your strategic approach and support for P&CE, and how you share and act on the results

Score	Stage of development
1 or 1.5	Emergent, some plans have been put in place
2 or 2.5	Planning in place, and work is underway. Pockets of good practice across the institution
3 or 3.5	Support is in place, underpinning significant areas of good practice
4 or 4.5	Well-developed approach, which is appropriately resourced and reflected in work across the institution (e.g., not confined to one faculty / school / centre)
5	Fully developed and embedded across the institution to an exemplary level, with a culture of continuous improvement and good evidence on outcomes

Aspect 1: Strategy guidance

Strategic approach

How have you ensured that the P&CE work of your institution is purposeful, well supported and adequately resourced? What has informed your approach, and how is it governed and led?

This section provides an opportunity for you to articulate:

- your strategic approach to P&CE
- your priorities and goals
- how you have identified relevant public and community groups and their needs at an institutional level
- How you have built considerations of EDI into your approach
- How your approach is distinctive to your institution and the context in which you work

You should present appropriate supporting evidence to support your narrative, for example:

- A logic model or similar, outlining your approach and intended impacts
- A stakeholder map to describe key partnerships and the communities / publics that you have engaged with
- An outline of your governance structure and leadership arrangements for P&CE
- Details of how you have resourced your approach, and sought to ensure value for money

Score	Criteria	Evidence and corroborating information
1	<p>Emergent, some plans have been put in place Limited, ad hoc institutional support but no clear goals for the work. Pockets of good practice. Little evidence of needs identification.</p>	<p>Evidence you might include to corroborate your self-assessment. This is not an exhaustive list. They represent indicators that you may wish to consider in your response.</p>
2	<p>Planning in place, and work is underway. Pockets of good practice across the institution The need to develop a more strategic approach has been identified. Work is underway to review activity, and to formulate an approach which identifies strategic goals and prioritises areas for development.</p>	<ul style="list-style-type: none"> • Evidence of any consultation and evidence gathering undertaken to inform your strategic approach. • Link to your strategy & implementation plan for public and community engagement activity.
3	<p>Support is in place, underpinning significant areas of good practice The institution has developed a strategic approach to public and community engagement and is beginning to implement it. The strategic priorities are informed by intelligence about who the institution is working with and why. There has been a commitment to resourcing public and community engagement activity.</p>	<ul style="list-style-type: none"> • Evidence of how your strategic approach to public and community engagement has supported wider institutional objectives. • How you develop and manage partnerships to support your goals.
4	<p>Well-developed approach, which is appropriately resourced and reflected in work across the institution (not confined to one faculty / school / centre) There is common purpose across the institution, with different parts of the institution taking a purposeful approach to public and community engagement, and the whole is greater than the sum of its parts. The approach is informed by consultation with partners and communities, and addresses identified needs.</p>	<ul style="list-style-type: none"> • The governance arrangements that are in place to oversee delivery of your strategic approach and ensure accountability. • Evidence of formal involvement of public/community in advisory or governance roles (you may prefer to detail this in Aspect 5 and cross reference it here).
5	<p>Fully developed and embedded across the institution to an exemplary level, with a culture of continuous improvement and good evidence on outcomes The institution has a fully implemented strategic approach to public and community engagement informed by public and community needs, with explicit goals, accountable senior leadership, excellent support, and robust governance and accountability arrangements. Appropriate resourcing of activities is in place and is an integral part of the HEPs long-term financial planning. The strategy has been reviewed regularly, and improvements have been implemented as a result (details of the approach to monitoring and evaluation your strategic approach should be provided in Aspect 5).</p>	<ul style="list-style-type: none"> • If and how public and community engagement is included in the responsibilities for senior academic and professional service managers. • How senior / executive leadership for P&CE is organised. • Evidence of the resources you have allocated to deliver your strategic approach, including external funding or grants you have secured.

Aspect 2: Support guidance

Practical support for staff and students

What practical support have you put in place to support public and community engagement and recognise the work appropriately? How open and responsive have you been to the needs and interests of your communities, and to the co-creation of knowledge?

You should present appropriate supporting evidence to support your narrative, for example:

- An organogram highlighting the key support roles and internal organisation
- An infographic describing the support infrastructure
- Details of how you have resourced your support for P&CE
- Details of reward and recognition processes (e.g. promotion pathways, staff prizes)
- Mechanisms that are in place to facilitate excellent engagement practice
- Details of how you have taken account of EDI in the practical support you have put in place
- Evidence of the uptake and effectiveness of the key support mechanisms that are in place (or cross reference to Aspect 5, if this information is included there)

Score	Criteria	Evidence and corroborating information
1	<p>Emergent, some plans have been put in place.</p> <p>There are significant gaps in the support that is on offer, with limited and patchy provision in place. The institution has recognised the need for better coordinated and effective support. It has begun to review provision.</p>	<p>Evidence you might include to corroborate your self-assessment. This is not an exhaustive list. They represent indicators that you may wish to consider in your response.</p>
2	<p>Planning in place, and work is underway. Pockets of good practice across the institution</p> <p>The institution has begun to trial initiatives to enhance the level of support on offer. Support is still patchy, but there is a clear ambition to improve provision and to address gaps, and a plan in place to realise this ambition.</p>	<ul style="list-style-type: none"> • Evidence of the practical support you have provided for public and community engagement such as networks, grants and other resources.
3	<p>Support is in place, underpinning significant areas of good practice</p> <p>Staff can access advice and training, and support networks. Promotion / career pathways exist, and P&CE is recognised through awards and prizes. There are effective mechanisms in place to support the public and relevant communities to engage with the Institution (for instance through an enquiry handling service) and the Institution is developing a systematic approach to partnership working (for instance, with a published set of partnership principles).</p>	<ul style="list-style-type: none"> • Evidence of the CPD or training you have provided, and steps you have taken to ensure that your staff, students and partners can access relevant learning and opportunities to improve their effectiveness.
4	<p>Well-developed approach, which is appropriately resourced and reflected in work across the institution (not confined to one faculty / school / centre)</p> <p>P&CE is encouraged in workload allocation and/or through performance review. Promotion pathways are being used to reward performance. There is well-developed and expert support on offer across the institution, and feedback from staff and partners is being used to enhance the support on offer.</p>	<ul style="list-style-type: none"> • Evidence of how public and community engagement is recognised and rewarded and integrated in workload models. • Evidence of how you address EDI in your provision.
5	<p>Fully developed and embedded across the institution to an exemplary level, with a culture of continuous improvement and good evidence on outcomes</p> <p>CPD, networks, expert advice and practical resources have been provided and are widely used to enhance practice. Participation in P&CE is recognised and valued by the institution and rewarded appropriately, in both workload planning and career progression. Communities are aware of and value the support that is on offer, and there are robust ethical frameworks in place and processes to enable prompt payment for communities, when relevant. The institution can provide robust evidence of the effectiveness of the support on offer (details of the approach to monitoring and evaluating support arrangements should be provided in Aspect 5).</p>	<ul style="list-style-type: none"> • Details of support infrastructure to facilitate public engagement, including brokerage roles to facilitate involvement of community partners, and web-based and digital services to facilitate public involvement. • Details of resources that are being invested in support functions, and how you ensure value for money. • Evidence of the uptake and effectiveness of the key support mechanisms that are in place (or cross reference to Aspect 5, if this information is included there).

Aspect 3: Activity guidance

Delivering public and community engagement activities

What are some of the key programmes of activity that you have undertaken which best illustrate your approach to P&CE and the outcomes you are achieving? How do these relate back to your strategic goals, outlined in Aspect 1?

Higher scoring institutions might be expected to explain the rationale for these activities; who they are targeting; evidence of the outcomes achieved; and how they ensure the activities meet the needs of publics and communities.

Please focus on the last three years of activity. You might want to include examples of both the 'breadth' and 'depth' of your work. We expect that the activities described will be primarily focused on facilitating the exchange and creation of knowledge with publics and communities.

You should present appropriate supporting evidence to support your narrative, for example:

- Reports relating to the featured projects or programmes, including evaluations if available
- Videos, podcasts or other showcasing of activities
- Evidence of the resources allocated and/or of your approach to ensuring 'value for money' from the activities undertaken

NOTE: you will be invited to explain your institutional approach to the evaluation of your P&CE activity in Aspect 4.

Score	Criteria	Evidence and corroborating information
1	<p>Emergent, some plans have been put in place</p> <p>Some public and community engagement activity has happened, but often in an ad-hoc way, with little reference to wider strategy.</p>	<p>Evidence you might include to corroborate your self-assessment. This is not an exhaustive list. They represent indicators that you may wish to consider in your response.</p>
2	<p>Planning in place, and work is underway. Pockets of good practice across the institution</p> <p>Work is underway to review current activities and to enhance the engagement opportunities offered to publics and communities. Work has started to develop a more strategic approach.</p>	<ul style="list-style-type: none"> Describe the key types of public and community engagement that you have prioritised. You could include details of major programmes, or of the organising principles / themes that underpin activity, as well as examples of specific activity.
3	<p>Support is in place, underpinning significant areas of good practice</p> <p>The institution has undertaken a variety of public and community engagement activities, most of which are linked to a strategic approach, with some central co-ordination. There is some systematic recording and gathering of evidence about the activities' reach and their effectiveness.</p>	<ul style="list-style-type: none"> Describe how this activity has met the objectives of your strategy and the identified needs of your target audiences, and, where appropriate, how it will be sustained.
4	<p>Well-developed approach, which is appropriately resourced and reflected in work across the institution (not confined to one faculty / school / centre)</p> <p>The activities on offer clearly contribute to wider institutional goals, and there are processes in place to enable you to collect and act on feedback, to improve your provision. Needs and interests of communities are reflected in the offer, which is responsive, sensitive to EDI and focused on realising mutual benefit.</p>	<ul style="list-style-type: none"> If available, provide evidence of the outcomes of key activities or programmes, and the extent to which they have met their objectives. Where possible, use verifiable numbers, links to published reports, evaluations or similar.
5	<p>Fully developed and embedded across the institution to an exemplary level, with a culture of continuous improvement and good evidence on outcomes</p> <p>The institution has delivered a significant portfolio of thoughtfully targeted public and community engagement projects and activities, aligned with its strategic goals. The activities have clearly defined purposes and include opportunities for publics and communities to contribute actively to the creation and sharing of knowledge. There is robust evidence of the outcomes of the featured activities, scrutiny of the value for money/return on investment, and considerations of EDI are embedded in how activities are planned and evaluated.</p>	<ul style="list-style-type: none"> Please use Aspect 4 to describe your institution's overarching, strategic approach to evaluation of your P&CE activities.

Aspect 4: Enhancing practice guidance

Enhancing the quality of your P&CE practice

You have already described some of your key programmes of activity in Aspect 3. You were also invited to provide evidence of the outcomes of these activities.

The focus in this Aspect is on how you have organised and supported evaluation of your P&CE activity, to improve the experience of publics and communities and to help staff and students to develop their practical expertise.

Have you chosen to develop an institution-wide approach to monitoring and evaluating the quality of your engagement activities? Have you provided support to individuals and teams to help them with evaluation? Have you provided tools and approaches to encourage staff and students to reflect on their practice, and training and support for staff to apply these?

How do you collect and share the evidence you gather to improve the experience of publics and communities, and to help you develop better and more effective engagement activity?

You should present appropriate supporting evidence to support your narrative, for example:

- Details of resources that have been invested to support evaluation and reflection on practice (including specialist support)
- Details of outcome frameworks/KPIs against which you have evaluated the work, and how these relate back to strategic goals (Aspect 1).

Score	Criteria	Evidence and corroborating information
1	<p>Emergent, some plans have been put in place</p> <p>The institution can provide some evidence of positive outcomes or impacts arising from its engagement activities, but anecdotal evidence is often used to determine success. Reflection happens at a project level and is not shared more widely. Basic monitoring is in place, capturing numbers of participants.</p>	<p>Evidence you might include to corroborate your self-assessment. This is not an exhaustive list. They represent indicators that you may wish to consider in your response.</p>
2	<p>Planning in place, and work is underway. Pockets of good practice across the institution</p> <p>There are pockets of activity where individuals or teams are deploying monitoring and evaluation to review the outcomes and effectiveness of activity, but this activity isn't working at any scale, and isn't being used to inform wider institutional plans or goals.</p>	<ul style="list-style-type: none"> • Details of resources that are being invested to support evaluation (including specialist support). • Details of KPIs/outcome frameworks or other measures which you have used to focus your evaluation activity.
3	<p>Support is in place, underpinning significant areas of good practice</p> <p>The institution has started to collect evidence of potentially significant outcomes arising from its P&CE activities. The use of evaluation is enabling staff and partners to assess if and how activities have delivered against project and programme aims.</p>	<ul style="list-style-type: none"> • Indicators or measures of success that you have used to monitor progress. • Details of how you have used this data or evidence to enhance your collective practice.
4	<p>Well-developed approach, which is appropriately resourced and reflected in work across the institution (not confined to one faculty / school / centre)</p> <p>Intelligence and insight gathered from evaluation is being used to influence wider institutional priority setting. There is support and training in place for staff and partners to develop their expertise in this area, and access to tools, resources and frameworks to build institutional capacity.</p>	
5	<p>Fully developed and embedded across the institution to an exemplary level, with a culture of continuous improvement and good evidence on outcomes</p> <p>Clear and well-resourced mechanisms are in place to ensure your P&CE activities (Aspect 3) are monitored and evaluated and relate back to your strategic goals (Aspect 1). Monitoring involves a range of qualitative and quantitative considerations, and feedback is sought from staff, students and communities. Evaluations and other feedback from activities are shared widely across the institution to continuously improve delivery of future activities, and to build a cumulative picture of the impact and value of the engagement activity that is underway.</p>	

Aspect 5: Building on success guidance

Supporting a culture of continuous improvement

Looking back over the last three years, how effectively have you realised your strategic goals and ambitions for Public and Community Engagement (outlined in Aspect 1)? Have you evaluated the effectiveness of the support you offer (outlined in Aspect 2)?

How have you gone about monitoring and sharing your progress – for instance, how and to whom do you report on your progress, inside and outside your institution? How have you involved your communities in this scrutiny of your strategic approach?

How have you used this learning about ‘what is working’ (and what isn’t) to inform and improve your strategic approach and the support you offer to staff, students and communities?

You should present appropriate supporting evidence to support your narrative, for example:

- Infographic to describe the key governance and accountability mechanisms that are in place to monitor your strategic goals (linking back to Aspect 1)
- Details of how your strategic approach and support infrastructure were monitored/ evaluated and how this evidence was used to improve your support (linking back to Aspect 2)
- Details of how you have involved publics and communities in the oversight and steering of your work
- Details of how you have used the findings from your evaluation of activities to improve your work, and build awareness of it (linking back to Aspects 3 and 4)?
- Examples of internal and external reporting of performance

Score	Criteria	Evidence and corroborating information
1	<p>Emergent, some plans have been put in place</p> <p>Review of strategic support for public and community engagement is not yet in place. The institution is not analysing how effectively it supports P&CE or collecting data or evidence to inform this question.</p>	<p>Evidence you might include to corroborate your self-assessment. This is not an exhaustive list. They represent indicators that you may wish to consider in your response.</p>
2	<p>Planning in place, and work is underway. Pockets of good practice across the institution</p> <p>Work is underway to begin to capture evidence of the effectiveness of the support that is on offer, and to use this to inform planning and resourcing, but this isn't done systematically.</p>	<ul style="list-style-type: none"> • Details of KPIs/outcome frameworks or other measures which you have used to focus your evaluation activity.
3	<p>Support is in place, underpinning significant areas of good practice</p> <p>Efforts have been made to develop a systematic approach to evaluating the effectiveness of the strategic support for public and community engagement and to seek and act on feedback from stakeholders. This isn't yet sustained or communicated to all parts of the institution.</p>	<ul style="list-style-type: none"> • Evidence of how you have reported on the impact of your activity to internal and external audiences, including staff, governors (or equivalent), partners, and the public.
4	<p>Well-developed approach, which is appropriately resourced and reflected in work across the institution (not confined to one faculty / school / centre)</p> <p>The institution has developed a robust process to collect evidence about the effectiveness of its support for P&CE and is developing some indicators to use internally and externally to communicate its goals and achievements. It has reviewed work in other institutions and used learning from elsewhere to inform its approach.</p>	<ul style="list-style-type: none"> • Evidence of reviews of your strategy and support for public and community engagement (e.g., use of NCCPE EDGE tool, surveys of staff or other benchmarking).
5	<p>Fully developed and embedded across the institution to an exemplary level, with a culture of continuous improvement and good evidence on outcomes</p> <p>The institution has reviewed (and continues to monitor) its strategic support for public and community engagement, benchmarking its activity against other organisations. It has sought feedback from inside and outside of the institution and has used (or will use) the results of this and evaluations of its P&CE activities to inform future planning. There is regular and systematic reporting or progress, with agreed success indicators, with clear accountability arrangements in place.</p>	<ul style="list-style-type: none"> • Evidence of feedback being sought from staff, students, public and community partners, and how that feedback has influenced your strategy and plans. • Evidence of KPIs or other outcome measures/data which you use to review the quality and effectiveness of your institutional support for public and community engagement.