Research England

Knowledge Exchange Framework

KEF3 narrative statement guidance

Report providing narrative statement templates and detailed guidance for the third iteration of the Knowledge Exchange Framework

9 November 2022

Knowledge Exchange Framework

To	Heads of Research England-funded higher education providers
Of interest to those responsible for	Knowledge Exchange, including directors of knowledge exchange and PVC Research and Enterprise/Innovation
Reference	RE-P-2022-07
Publication date	9 November 2022
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Contents

Introduction

1. In May 2022 we published '[Knowledge exchange framework (KEF): decisions for the second iteration](#)'. The report set out how we will implement the second iteration of the KEF and set out the expectation that we would call for revised narrative statements for the third iteration of the KEF (KEF3) to be published in 2023.

2. This document provides detailed guidance for the KEF3 narrative statements. The KEF3 [templates](#) for submission have been published alongside the guidance.

Eligibility for the third iteration of the KEF (KEF3)

3. Eligibility of higher education providers (HEPs) for KEF3 will remain linked to eligibility for HEIF. All higher education providers eligible for Research England HEIF funding in the academic year 2022-23 will be eligible to participate in KEF3. Refer to the [HEIF: supporting information for 2022 to 2023](#) for the list of providers.

KE Clusters

4. Following the completion of REF2021 and the availability of new data, we will conduct a new KE clustering exercise which will provide updated KE clusters for use in KEF3. We will confirm the clusters that will be used for KEF3 in spring 2023.

Role of the narrative statements in the KEF

5. While the KEF is designed to be a low burden, metrics-based exercise, Research England have not been able to identify sufficiently robust metrics to express the range of activities that take place across all perspectives. Until such time that we are able to identify improved metrics, narrative statements will be used to supplement the single metric provided for local growth and regeneration, and to evidence the self-assessment of public and community engagement.

6. The purpose of the narratives statements is to:

   a. Allow a degree of comparison between providers by:

      i. Providing supplementary information to the limited metrics available for local growth and regeneration.

      ii. Providing an evidence base to support the provider self-assessment score for public and community engagement.

   b. Be useful statements in their own right, contributing a useful description of contextual factors that shape the activity, and well described examples of outputs and outcomes.

c. Act as a 'marker' to maintain prominence of knowledge exchange activities where existing metrics do not currently fully describe the activity in these perspectives.

Requirement to submit narrative statements

7. The submission of narrative statements **remains optional for KEF3**, however, if choosing to submit narrative then all three statements must be included in the submission as follows:

   - Institutional context

   - Local Growth and Regeneration

   - Public and Community Engagement – including self-assessment score

8. Providers in receipt of a HEIF allocation in 2022-23 will automatically have their dashboard metric results displayed in KEF3 whether or not they choose to submit narrative statements to support the metric results.

9. Providers who were eligible for, but not in receipt of, a HEIF allocation in 2022-23 will only have their KEF3 metric dashboards displayed if they choose to submit narrative statements for KEF3. Any such providers who choose not to actively participate in KEF3 will still have their data included in the sector and cluster average quintile calculations as unnamed providers. We will contact providers eligible for, but not in receipt of, HEIF in advance of the narrative submission deadline to request confirmation of whether they intend to participate in KEF3.

10. All narrative statements submitted for the first iteration of the KEF will be removed from the dashboards for KEF3, whether or not they chose to submit new statements for KEF3.

Information and support workshops

11. We will be holding a number of information and provider support workshops as detailed below. Detailed information and invitations to register to attend will be emailed directly to nominated KEF contacts (or KE funding contacts for eligible providers not currently participating).

Institutional context and Local growth and regeneration – information sessions

12. Research England will host a general KEF3 Institutional context and Local growth & regeneration narrative information session. The purpose of the session is to provide a general introduction to the purpose of the Institutional context and Local growth and regeneration narrative statements and give an opportunity for discussion and questions.

13. There has been very little change in the requirements between the first and third iterations of the KEF in relation to these statements and this session is aimed at individuals are directly involved in the preparation of the narrative statement but who may be less familiar with the narrative statements from KEF1.

14. The session will be held on the following date:

- Thursday 1 December 2022 - Afternoon

Public and community engagement – information and peer support sessions

15. On behalf of Research England, the National Co-ordinating Centre for Public Engagement (NCCPE) will be hosting two further information and peer support sessions, specifically in relation to the public and community engagement (P&CE) self-assessment and narrative statements.

16. The purpose of these sessions is to provide information on the revised narrative guidance and to facilitate discussions between providers on self-assessment scoring and supporting evidence. This session is aimed at individuals who are core to drafting the self-assessment scores and supporting evidence for the public & community engagement perspective.

17. The sessions will be held on the following dates:

- Tuesday 13 December 2022 - Afternoon
- Wednesday 1 February 2023 – Morning

How to register to attend a workshop

18. Registration is by invitation to nominated KEF contacts (or KE funding contacts for eligible providers not currently participating). KEF contacts may forward the invitation to relevant colleagues to attend.

How to submit narrative statements

19. The deadline to submit all three narrative statements is 12:00pm (noon) on **Wednesday 29 March 2023**.

20. The templates are available to be downloaded in MS Word format via the Research England website alongside this guidance. All narrative statements must be submitted in the original MS Word format.

21. In order to facilitate conversation to html format for publication, the templates use an embedded table to contain all textual and infographic elements of your narrative submission. Please do not edit the format of the templates or add additional rows to the template tables.

22. For 2021-22 Research England will use a SharePoint solution for the secure submission of all narrative statements. SharePoint is a Microsoft tool which can be used as a secure place to store, organize, share, and access information from any device. All you need is a web browser, such as Microsoft Edge, Internet Explorer, Chrome, or Firefox and the relevant access link which will be provided to your institution by Research England.

23. Access will be provided to all eligible providers via an email sent by December 2022. The email will be sent to the current nominated KEF contacts, (or KE contacts for providers not currently participating in the KEF). The email will contain individual link to a folder on the Research England SharePoint system. Each folder is specific to an individual institution and only Research England staff and individuals nominated as the primary and CC contacts for the KEF will be able to access the folders.

24. Providers are strongly advised to check access to the submission folder well in advance of the submission deadline. If you need a further copy of the email containing the access link for your institution, please contact KEF@re.ukri.org.

25. All providers wishing to submit supporting narrative statements must upload all three statements to the Research England SharePoint system by **12.00pm (noon) on Wednesday 29 March 2023**.

26. In order to upload the documents please do as follows:

   a. Save your completed files in their original Word format locally on your own computer. Please ensure the filenames reference both the provider name and statement. For example:

   - LG&R – Uni of Poppleton.docx
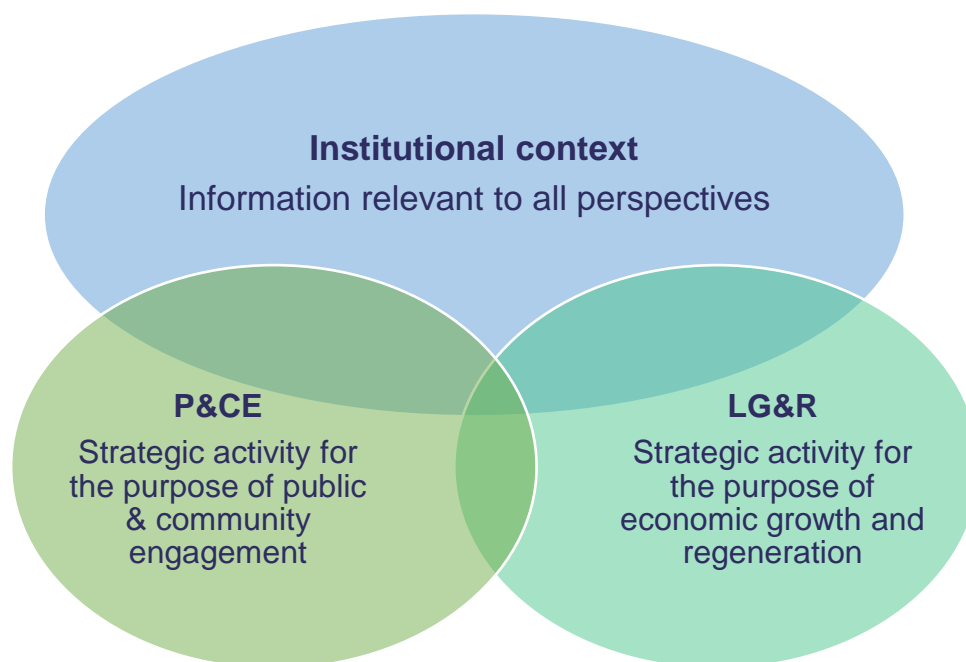   - P&CE – Uni of Poppleton.docx

https://re.ukri.org/

- Inst context – Uni of Poppleton.docx

b. Use the SharePoint link provided to the nominated KEF contact points for your institution to open the institution specific SharePoint folder. Only the nominated KEF points of contact will be able to access the SharePoint folder as access is controlled via the institutional email addresses that we hold.

c. Drag your locally saved completed files into the SharePoint submission folder.

d. Ensure the SharePoint folder only contains one copy of each file.

27. You may upload, delete and replace the files in the submission folder as often as you like, we will only access the documents that are present at the submission deadline.

28. If you identify an error **after** the submission deadline, you will no longer be able to amend the files. In this case, please contact the KEF team via KEF@re.ukri.org.

Narrative general points to consider

29. In line with the multiple purposes of the KEF, narrative statements should be written in jargon-free language that will be accessible to a range of audiences.

Figure 1 - Relationship between the narrative statements

Institutional context
Information relevant to all perspectives

P&CE
Strategic activity for the purpose of public & community engagement

LG&R
Strategic activity for the purpose of economic growth and regeneration

30. As illustrated in figure 1, the three narrative statements are designed to relate to each other. The institutional context provides the opportunity for providers to set out anything considered to be relevant to your knowledge exchange activities across all perspectives, but particularly background context to your public & community engagement (P&CE) or local growth & regeneration (LG&R) objectives. We also appreciate that there will often be overlap between the two narrative perspectives, with activities that relate to both P&CE and LG&R. In deciding where to reference a particular element, we recommend that you focus on the purpose of the activity or objective and which perspective this most closely aligns to.

31. The perspective statements may cross refer to each other and the institutional context statement if relevant. We anticipate that as with KEF1, they will be displayed together on a single page.

32. Narrative statements should be factual and evidence based and we welcome hyperlinks to supporting evidence or information that the reader can chose to explore if they wish. However, the statements should read as a cohesive narrative in themselves and leave the reader with a high-level understanding of the providers' work in the relative perspective without need to refer to external sources.

33. Evidence that supports your statements does not have to have been externally produced, audited or published, however, all statements should be factual. The emphasis of the narrative statements should be on quantitative indicators of activity, outputs and outcomes by the provider. Use of relative terms such as ratios, proportions and percentage changes is encouraged.

34. To assist providers to use evidence across multiple reporting platforms and to facilitate comparison between providers, we encourage providers to make use of the 'style guide' within the RAND Europe report 'Guidance for standardising quantitative indicators of impact within REF case studies', as well as considering use of other standardised data, such as those provided by the HE-BCI survey.

35. You should not assume that the reader will have read, or will have access to the previous narrative statements that were published in the first iteration of the KEF.

Timescales

36. The perspective narrative statements for P&CE and LG&R were introduced to the KEF due to the current lack of robust metrics being available for these perspectives. The KEF metrics use data from the most recent three years of activity and the narrative statements should similarly focus on activity from the most recent three years. For the KEF3 this will be 2021-22, 2020-21 and 2019-20. The Institutional context narrative has no such timescale restrictions.

Research England review of narrative statements

37. Narrative statements **will not be externally assessed or scored** by Research England. The public & community engagement scores published on the dashboard will be the self-assessment scores submitted by the provider but displayed as a quintile result using the methodology detailed in the KEF2 decisions document.

38. Research England staff will undertake a high-level review of all narrative statements prior to publication. The purpose of the review is to verify that the statements are complete and provide a functional narrative statement in line with the guidance provided. By exception, there may be instances where we contact providers to request clarification or confirmation of an element of the narrative prior to publication.

39. Research England reserves the right to audit statements to ensure the accuracy of the evidence provided and may decline to publish or may retract statements found to be erroneous or misleading.

Images

40. We welcome the inclusion of relevant infographics or images that actively support or add value to the narrative statements. Images are subject to the following limits:

- Institutional statement – maximum 5 images

- Public & Community Engagement – maximum 10 images

- Local Growth and Regeneration – maximum 10 images

41. Images should be embedded in the word document text in any widely used image format such as .jpg or .png. Please do not use any image formats that require specialist software such as .ai.

Use of infographics

42. Infographics or images can be an effective way to visually demonstrate aspects of your work that may be complex to express in words, for example a geographic or stakeholder map. As such they can be a valuable way to support the narratives and evidence base for your self-assessment score and we welcome their inclusion. However, the presence of professionally produced infographics is not a requirement of submission.

43. Research England reserves the right to refuse inclusion of images where their purpose appears to be to circumvent the statement word limit, for example images containing large amounts of dense text.

Image accessibility

44. **All images must be accompanied by an alternative text description** using the **feature offered by MS Word**. To add your alternative text, right click on the image, and select 'Edit Alt Text' from the drop-down menu. In the pop-up box that appears, please provide a meaningful statement of 1-2 sentences that will describe the object and its context to someone with visual impairment.
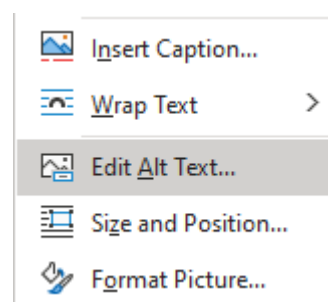

Figure 2 - Alternative text menu

45. Using the same right click drop down menu, please select 'Insert caption' to also provide a caption/title for the image.

Word limits

46. In response to sector feedback we have relaxed the word limit from 2,000 to 2,500 words for both the perspective statements. There is no expectation that providers should use the extra 500 words, but it is available to provide additional flexibility. For each

statement, the plain English summary has a separate, additional, word limit of 120 words.

Format styles

47. The narrative template uses a table format, with the aspect description in one row and an empty row beneath for the response for that aspect. This will enable us to convert the statement into html format for publication in the dashboard. Therefore, please ensure that all narrative text and images that relate to a particular aspect are inserted into single table cell provided. The following text formats may be used in your narrative formats:

- Headings

- Bold text

- Bullets/lists

- Italics

- Tables (provided they are embedded into the relevant template table cell)

- Hyperlinks

- Captions

- Image alternative text descriptions (required for all images)

- Font – there is no requirement to use a particular font, although our preference for readability in the review process is Arial pt11 or similar.
  (All narratives will be published using the same or similar font currently used to display KEF1 narratives.)

Data protection

48. Under the UK Data Protection Legislation, where an individual person is identifiable this constitutes personal data. Please avoid including personal data in the narrative statements where possible. Should any such data be included, institutions are responsible for verifying that any individuals named or pictured in the narrative statements are made aware and have agreed to their name/image being shared with the funding body, UKRI for the purpose of being published on the KEF website and being processed by UKRI and NCCPE for reporting and analysis purposes.

49. Submission of the narrative statements to Research England will act as confirmation that appropriate privacy information has been provided to the individuals by the institution.

Copy editing

50. Narrative statements will be integrated into the dashboard that displays the KEF3 metrics. This will be presented in a similar way to the KEF narratives currently displayed. Providers should take care to ensure that statements do not contain typographical errors as text will not be subject to copy editing prior to publication.

URLs/hyperlinks

51. There is no limit to the number of URLs or hyperlinks that may be included in any of the narrative statements. Web pages may be hyperlinked directly from key words in the text. There is no requirement to provide the full URL separately to the hyperlinked word.

52. Providers must ensure that all hyperlinks included may be accessed externally to your organisation, e.g. if linking to a strategy document please ensure the link is to your externally facing institutional webpage and not an internal intranet site.

Institutional context statement

53. The institutional context statement is designed as a brief statement containing contextual information about the provider that is common across all perspectives. The institutional context will be in two parts: an initial 120 word plain English introduction to the institution followed by a further maximum of 500 words setting out the institutional context.

54. The information provided may be anything that the HEI considers relevant to the KEF such as mission, economic context, institutional strengths, history, or any particular knowledge exchange focus.

55. This statement submission must include:

   a. An email address to be published which will act as a general institutional point of contact for anyone seeking more information about the institution's KEF results across any of the seven perspective. We will no longer publish individual points of contact for each of the perspective narrative statements. We strongly encourage providers to select a generic institutional email address that is not subject to personnel changes.

   b. A contact name and email address(s) that will not be published but will be the main point of contact for KEF-specific correspondence from Research England in relation to any aspect of the KEF. You may add additional copy email addresses that we will CC into any communications sent to the main contact.

56. The perspective narratives may cross refer to the institutional context statement, but contextual information should not be repeated in the perspective statements.

57. The template for the institutional context is published alongside this guidance.

Local growth and regeneration statement

58. The local growth and regeneration narrative statement should identify and make clear the strategically important geographical area(s) where the provider focuses any local growth and regeneration activities; include explanation of how needs of the local area(s) have been identified; and a description of the targeted activities undertaken to meet those needs and the outcomes achieved. It should not exceed 2,500 words.

59. The template for the local growth and regeneration narrative is published alongside this guidance.

Definition of local growth and regeneration

60. We will continue to use the definition of local growth and regeneration that was used in the first iteration of the KEF as follows:

> **Local growth and regeneration**
>
> *Targeted knowledge exchange activity where higher education providers, businesses, public sector and the wider civil society work together to achieve a strategic goal with a primary focus on local growth or regeneration in a self-defined geographic area. This may include local economic development, social inclusion, public space or infrastructure improvements and reconversion of brownfield areas.*

61. The local growth and regeneration narrative will be prefaced by an initial 120 word plain English summary of your approach to local growth and regeneration. This will be followed by the overarching narrative, not exceeding 2,500 words across all three of the below aspects:

- Strategy
- Activity
- Results

62. With the exception of the 120 word plain English Summary, there is no minimum or maximum word limit for the individual aspects as long as they do not exceed 2,500

words in total. A maximum of ten images may be included across all aspects. Please refer to paragraphs 40 to 52 for detailed format information.

63. The examples of corroborating evidence that we have provided is **not an exhaustive list**. They represent possible indicators you may wish to consider. They are not a checklist for inclusion and should not be treated as such.

Aspect 1: Strategy

Strategic approach

Information on your strategic approach to local growth and regeneration as a means to understand your intended achievements. This should include an outline of the geographic areas that you have recognised to be strategically relevant to your institution at a local, regional, national or international level. How did you identify the strategic importance of these area(s) and how have you identified the local growth and regeneration 'needs' of the area(s)?

Examples of corroborating evidence and information

Evidence you might include to corroborate your narrative. This is not an exhaustive list. They represent indicators that you may wish to consider in your response.

- Description of the geographic area you consider to be your 'local' area.
- Link to a strategy & implementation plan for local growth and regeneration activity.
- Evidence of how you have identified needs, including through:
    - engagement with Local Enterprise Partnership(s) or Local Industrial Strategies.
    - engagement with local authorities or other civic groups.
    - consultation or other evidence gathering.
- Description of how local growth and regeneration activities support wider institutional objectives and/or how it features in other institutional strategies or plans.

Aspect 2: Activity

Delivering your strategy

Information on the focus of your approach and the activities delivered. How do you know it met the identified needs of the geographic areas you identified? Please focus on the last three years of activity. (2021-22, 2020-21 and 2019-20)

Examples of corroborating evidence and information

Evidence you might include to corroborate your narrative. This is not an exhaustive list. They represent indicators that you may wish to consider in your response.

- Highlights of key local growth activities that have been developed to realise your strategic goals - for instance the major programmes, themes or organising principles that underpin activity, including some description of the rationale behind these.
- Evidence of the investments you have made to deliver your strategy.
- Other external funding or grants you have secured to invest in activity.

Aspect 3: Results

Achieving and acting on results

Describe the outcomes and/or impacts of your activity. How do you communicate and act on the results?

Examples of corroborating evidence and information

Evidence you might include to corroborate your narrative. This is not an exhaustive list. They represent indicators that you may wish to consider in your response.

- Evidence of the quality and impact of your key programmes, and the extent to which they meet their objectives. Please use verifiable numbers, links to published reports, evaluations or other outputs.
- Evidence that you have delivered on needs of the area, and feedback from local stakeholders

Public and community engagement self-assessment and statement

64. This perspective will follow the same approach used in the first iteration of the KEF: a self-assessment of the provider's performance in public and community engagement will be integrated into the narrative statement and used to provide a score. Some minor revisions have been made to the guidance and template in response to sector feedback.

65. The key changes which have been implemented are as follows:

   a. In response to the KEF review, we have relaxed the word limit to allow providers to submit up to 2,500 words. We have removed the limit on the number of pages that can be submitted but have set a maximum of 10 for the number of images.

   b. We invite HEPs to submit 'half' scores to provide greater granularity in their self-assessments.

   c. We have modified the scoring criteria for the self-assessment, to provide greater differentiation between the 5 levels.

   d. The guidance for each of the Aspects now includes criteria for all five of the levels (previously, this was only provided for levels 1, 3 and 5).

   e. We have modified the guidance for each aspect, to provide greater clarity and address feedback from the first iteration of the KEF, and to provide guidelines of the expected level of evidence to justify scores.

   f. We have significantly updated the framing and guidance for Aspects 4 and 5 to clarify the focus of each and to better differentiate between them.

   g. We have included examples of the kinds of documents, data or infographics that can be submitted.

66. The template for the public & community engagement narrative is published alongside this guidance.

Definition of Public and Community Engagement (P&CE).

67. We will continue to use the definition of public and community engagement used in the first iteration of the KEF and which was based on the National Co-ordinating Centre for Public Engagement (NCCPE)'s definition of public engagement:

> ***Public and community engagement describes the myriad of ways in which the activity and benefits of higher education and research can be shared with the public. Engagement is by definition a two-way process, involving interaction and listening, with the goal of generating mutual benefit.***

68. The first iteration of the KEF saw a great variety of practices submitted in the narrative returns and we welcome this diversity of approaches to public and community engagement. We recognise that each provider will develop a distinctive approach, relevant to their mission and context. While we welcome this diversity, we expect that the activities described will be primarily focused on facilitating the exchange and creation of knowledge with publics and communities. We would not, for example, expect to see activities focused on recruiting students. We welcome submission of activities led by researchers or academics, students and professional services staff.

The self-assessment aspects

69. The self-assessment will ask for a score out of five against each of the following five aspects:

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 self-assessment scores

70. To encourage greater differentiation in scores, we are inviting HEPs to include halves to reflect their progress:

    a. A 'whole score' indicates that you have achieved this level (for instance, for a 2, you can evidence pockets of good practice, and that plans are now in place to enhance your support)

    b. A '+0.5 score' indicates that you are advancing towards the next whole score (for instance, for a 2.5 you can evidence that your plans are beginning to influence practice, moving you closer to a 3)

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

Integration of the self-assessment scores into the KEF metrics

71. We wish to include a score for public and community engagement in the KEF results visualisation to retain the visual prominence of this perspective relative to the other perspectives.

72. Self-assessment will be based on a 1-5 scale for each of the five aspects, giving a minimum of 5 points and a maximum of 25 points. Research England will convert these scores into an overall perspective quintile score in line with the new methodology developed for KEF2. We will present the scores in relation to the cluster average.

Word/image limits

73. There is a 2,500 word limit across all five aspects of the statement plus 120 words for the plain English summary. There is no minimum or maximum word limit for the individual aspects as long as they do not exceed 2,500 words in total. A maximum of ten images may be included across all aspects. Please refer to paragraphs 40 to 52 for detailed format information.

Detailed scoring criteria

74. The following tables set out the self-assessment questions contained in the template and examples of evidence that you may wish to include in your statement to corroborate your self-assessment. The examples of corroborating evidence provided are not an exhaustive list. They represent possible indicators you may wish to consider. They are not a checklist for inclusion and should not be treated as such.

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	**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.	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. • 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. • 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. • 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). • If and how public and community engagement is included in the responsibilities for senior academic and professional service managers.
2	**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.	
3	**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.	
4	**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.	

5	**Fully developed and embedded across the institution to an exemplary level, with a culture of continuous improvement and good evidence on outcomes**	• How senior / executive leadership for P&CE is organised.
	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).	• 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	**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. • 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.	• 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.
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	• Evidence of how public and community engagement is recognised and rewarded and integrated in workload models.

	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).	• 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. • 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).
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.	
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).	

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 you 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	**Emergent, some plans have been put in place** Some public and community engagement activity has happened, but often in an ad-hoc way, with little reference to wider strategy.	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. • 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.
2	**Planning in place, and work is underway. Pockets of good practice across the institution** 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.	• Describe how this activity has met the objectives of your strategy and

3	**Support is in place, underpinning significant areas of good practice**	the identified needs of your target audiences, and, where appropriate, how it will be sustained.
	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.	• 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.
4	**Well-developed approach, which is appropriately resourced and reflected in work across the institution (not confined to one faculty / school / centre)**	• Please use Aspect 4 to describe your institution's overarching, strategic approach to evaluation of your P&CE activities.
	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.	
5	**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 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.	

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	**Emergent, some plans have been put in place** 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.	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. • Details of resources that are being invested to support evaluation (including specialist support).
2	**Planning in place, and work is underway. Pockets of good practice across the institution** 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.	• Details of KPIs/outcome frameworks or other measures which you have used to focus your evaluation activity.

3	**Support is in place, underpinning significant areas of good practice** 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.	• 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	**Well-developed approach, which is appropriately resourced and reflected in work across the institution (not confined to one faculty / school / centre)** 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.	
5	**Fully developed and embedded across the institution to an exemplary level, with a culture of continuous improvement and good evidence on outcomes** 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.	

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	**Emergent, some plans have been put in place** 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.	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. • Details of KPIs/outcome frameworks or other measures which you have used to focus your evaluation activity.
2	**Planning in place, and work is underway. Pockets of good practice across the institution** 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.	• Evidence of how you have reported on the impact of your activity to internal and external audiences, including staff,

3	**Support is in place, underpinning significant areas of good practice**	governors (or equivalent), partners, and the public.
	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.	• 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).
4	**Well-developed approach, which is appropriately resourced and reflected in work across the institution (not confined to one faculty / school / centre)**	• Evidence of feedback being sought from staff, students, public and community partners, and how that feedback has influenced your strategy and plans.
	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.	• 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.
5	**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 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.	