Summary of NCCPE draft response to the KEF consultation

This document summarises the NCCPE's thinking about how Public and Community Engagement might best be embedded in the proposed Knowledge Exchange Framework (KEF)

We have also published two other documents which you might find helpful:

- **Our draft response:** our full response to all aspects of the KEF consultation.
- **A briefing pack about the KEF**: we have prepared this briefing pack to translate the consultation document for a non- HE audience, and to provide some prompts for a discussion about it.

Please do consider these different options for feeding in your response

- *Respond directly to the consultation*. You can respond online here: https://www.smartsurvey.co.uk/s/KEFconsultation2019/. The closing date is March 14th

- *Feed your comments back to us*: we would be keen to reflect your views in our submission. We also plan to publish a short report that summarises the feedback we have received, as the online response form has very strict word limits

- *Please encourage your partners to engage with the consultation.* The KEF is intended to support partners to engage with the HE sector. Feeding in their views is therefore critical. Please encourage them to respond or to feed their views back to us, using the briefing pack if that is helpful

Please contact: nccpe.enquiries@uwe.ac.uk

If you want us to incorporate your feedback please send it to us by close of play on **Friday 8th March.**

Overview

The KEF consultation currently proposes that the Public and Community Engagement perspective is captured in two ways: through a metric and a narrative account:

1. **Using a metric taken from the HEBCI survey (table 5):**

> *Time per academic staff FTE committed to public and community engagement (paid and free) across:*
> - *Events*
> - *Performances*
> - *Museums and galleries*

We have reservations about the proposed metric for various reasons:

- These types of activities represent just a subset of the many types of public and community engagement which we would want to see reflected in the framework. For many HEIs these kinds of dissemination activities are just the 'tip of the iceberg', and don't capture more interactive and collaborative types of activity
- HEIs often do not have accurate ways of tracking staff time, raising concerns about the accuracy of the data
- The inclusion of events in museums (which need to be 'owned by the HEP') could unfairly bias the framework in favour of the relatively small number of HEIs who own their own museums

2. **Using a narrative account (maximum of 2 pages) with the following headings:**

> 1. ***Institution name***
> 2. ***Contact details***: *The contact details provided should be relevant to the public engagement activities of the institution. The information will be published as part of the narrative statement and can be a named individual or a generic contact point.*
> 3. ***Context:*** *This is an opportunity to provide any additional contextual information in reference to this perspective, such as:*
>   i. *Internal context i.e. institution's mission or research and teaching characteristics.*
>   ii. *External context i.e. self-defined local area, such as geographical location, local economy, population, socio-economic context.*
> 4. ***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?*
> 5. ***Activity:*** *What public and community engagement activity has been developed to deliver your strategic goals, who is involved?*

6. ***Outputs and potential outcomes***: *What are the outputs and potential outcomes of your public and community engagement activity, on whom, how is it measured?*
7. ***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?*

This narrative will not be assessed: but 'it will form part of the overall institutional picture presented by the KEF'.
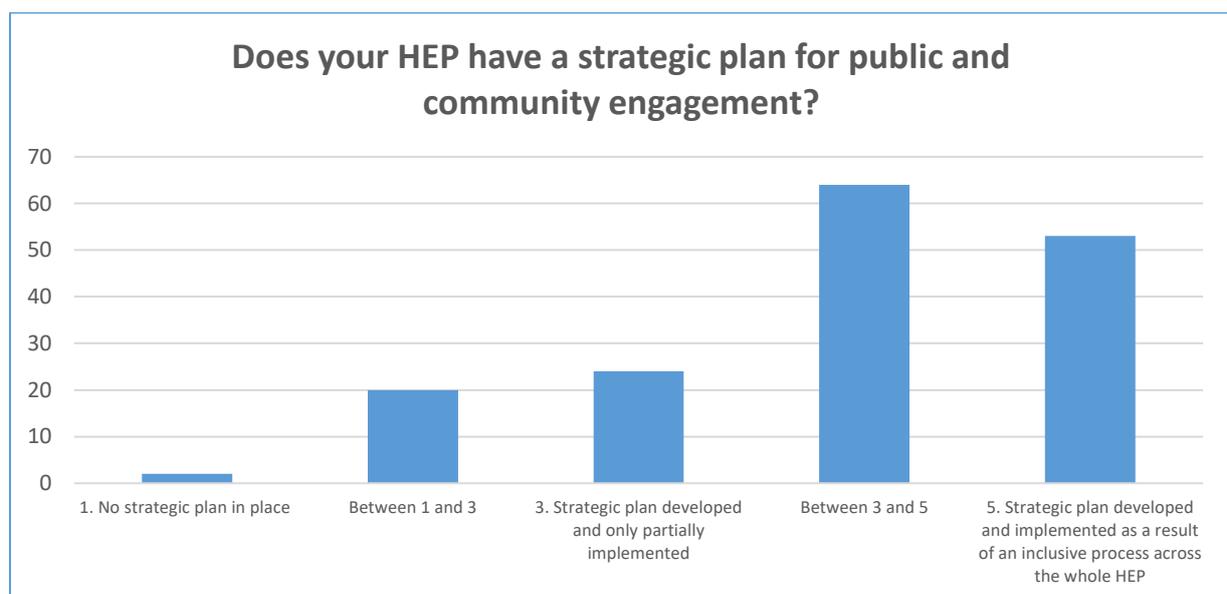
Our proposed response: model 1

Given the limitations with the proposed metric, we have two suggestions of a way forward.

One would be to use a different HE-BCI metric: the survey already asks: 'Does your HEP have a strategic plan for public and community engagement?' It offers a five point scale from '1. No strategic plan in place' to '5. Strategic plan developed and implemented as a result of an inclusive process across the whole HEP'. The chart below shows how survey respondents answered this question in 2016/17.

The existence of a strategy is, in our view, a more robust proxy indicator of 'excellence' in public and community engagement than the proposed metrics of hours dedicated to events. The existence of a strategy – and, in the best cases, a strategy developed through an inclusive process – aligns with one of the key indicators of effective support for public engagement which we have identified in our EDGE self-assessment tool for benchmarking support for public engagement.   The narrative account could require them to justify the ranking they have provided and to provide more details of their strategic support.

There are of course limitations as this indicator relies on self-reporting. However, it is a sensible first step.

Does your HEP have a strategic plan for public and community engagement?

Our proposed response: model 2

Building on the above, we think that a more robust and useful approach would be to require more nuanced self-reporting against a broader set of indicators of support for community and public engagement. These would be reported against in the narrative return, allowing an overall aggregate metric to be created, with web links to supporting evidence. In this way the narrative becomes a critical component in the assessment, rather than a de-coupled context setting device.

We have drawn on various resources and reviews to compile a list of draft indicators. Our sources include:

- The NCCPE's EDGE self-assessment tool, which was itself based on an extensive review of existing benchmarking frameworks
- The NCCPE's 'Auditing, Benchmarking and Evaluating Public Engagement' report, which conducted a comprehensive review of benchmarking frameworks
- The NCCPE's Community Partner Network's Principles of practice for Community-University partnership working
- AHRC's Creating Living Knowledge report
- The Common Cause Principles for Community-University partnerships ccc
- The recent TEFCE report Mapping and Critical Synthesis of Current State-of-the-Art on Community Engagement in Higher Education

HEIs would be invited to self-assess against these indicators on a scale of one to four (where 1 is not in place; and 4 is fully realised). Their overall 'score' (the published metric) would be the average of their assessments of their progress against the indicators. We suggest that this approach would deliver a more credible metric, and a more informative and robust narrative, linked through to relevant evidence and other useful links, helping to ensure the KEF provides useful intelligence for external organisations.

We suggest that the indicators might cluster into four groups, linked to key areas which evidence suggest are critical to effective support:

- Providing community access to your facilities and expertise.
- Involving communities in your research and teaching
- Commitment to partnership working and social responsibility
- Working to the highest professional standards

A suggested set of indicators is provided below

> **Providing community access to your facilities and expertise**.
> - We have taken every effort to make our campus accessible and welcoming for the public
> - We have taken every effort to enable the public to access and make use of our sporting, cultural and other facilities and assets, and to signpost these opportunities

• We have a transparent process for communities to contact the university and establish contact with our staff and to have their enquiries dealt with promptly and professionally • We make concerted efforts to ensure staff and student expertise is accessible to communities, and actively support our people to take up voluntary roles in the community
Involving communities in your research and teaching • We provide a clearly signposted and high quality portfolio of learning opportunities for the public, which are robustly evaluated • We seek to actively involve external communities in our teaching, research and knowledge exchange activities, and provide expert support to facilitate this
Commitment to partnership working and social responsibility • We have a systematic and managed approach to partnership working with civic, community and cultural partners in our region, and beyond • We have developed a set of principles which underpin our approach to partnership working, addressing issues such as payment, IP, equity and sustainability • Our procurement and employment practices seek to maximise benefits for our local communities • We have a strategy in place to direct our efforts to address equality and diversity in our interactions with wider society, and processes in place to monitor this
Working to the highest professional standards • There is a strategic and operational plan in place for PE/CE • There is a budget allocated to PE / CE with explicit and ambitious targets • There is regular and systematic reporting on the activity and its impact, with agreed KPIs • There is a senior leader with formal responsibility for PE/CE (or that responsibility is distributed clearly across several senior staff) • There are specialist staff employed to provide support and advice • There is a comprehensive training / development programme on offer in PE/CE • There is investment in expertise and resources to support effective monitoring and evaluation, and a systematic approach to gathering evidence • There are network(s) in place to encourage skills sharing • There are mechanisms to celebrate excellence, e.g. competitions • There are promotion / career pathways to support staff progression which are well used • PE / CE is systematically reviewed in PDR / appraisal processes • PE / CE is recognised in staff workload planning and staff are encouraged to spend time doing it

We have 'mocked up' a template for the narrative report below. We would be keen to know your reactions to this proposed approach.

We think that the number of indicators will need to be reduced, so it would be interesting to know:

- Do you think the overall approach we are suggesting is a sensible way forward, or do you have strong reservations about it?

- If you think the approach has potential, do you agree with the four broad clusters of indictors? Could they be reduced?
- Within these, are there any indicators you think we could drop? What is missing that you think we should add?

We would also be keen for you to share these suggestions with some of your existing partners. An intention for the KEF is that it might provide useful intelligence for external organisations. We would be keen to know what they think of our proposed approach and whether they think it would be useful to external organisations seeking to make contact with a university. We have prepared a separate briefing document to help you do this.

Local Growth and Regeneration perspective

For information, we have also taken some time to apply a similar method to the Local Growth and Regeneration perspective, which is also framed as requiring a narrative statement. We have drawn on the recent Civic University Commission report (and associated literature about place based engagement) to draft a set of indicators which might be reported against in this perspective:

Proposed indicators for self-reporting against the Local Growth and Regeneration perspective of the KEF

Strategic investment to maximise our local impact
- There are partnership agreements in place that have been co-designed with local stakeholders that articulate shared targets and goals for your activity
- There is regular and systematic reporting on the activity and its impact, with agreed KPIs
- There is a senior leader with formal responsibility for local growth and regeneration (or that responsibility is distributed clearly across several senior staff)
- There is investment in expertise and resources to support effective monitoring and evaluation, and a systematic approach to gathering evidence

Supporting the educational growth of a place: *which encompasses the institution's interaction with school aged population, and with mature learners, such as adult, community and lifelong learning; and to support skills and employment outcomes for local people*
- Our widening participation and 'outreach' activity seeks to actively contribute to attainment and employability of local populations

- We have a strategic approach to deploying our staff and student expertise, research and other assets to boost overall attainment in our region
- We take a strategic approach to meeting the skills and development needs of local employers and facilitate knowledge exchange through student placements in local organisations
- We provide a clearly signposted and high quality portfolio of learning opportunities for local people at various stages of life, which are robustly evaluated
- We seek to actively involve local publics and partners in our research, teaching and knowledge exchange activities, and provide expert support to facilitate this

Supporting the economic life of a place: *which encompasses the institution acting as a model employer and its procurement practices, its local 'convening' role, and its role as a leading and model economic actor*
- We are a living wage employer (4 or nothing)
- We actively support staff and students to take up voluntary roles in the community
- Our procurement policies activity seek to deliver value to our locality
- We contribute actively to a range of local strategic partnerships (e.g. LEPs)
- We provide significant support to local spin out companies and SMEs and help with attracting and retaining inward investors
- We ensure our estate development plans have maximum impact on local place making and economic development

Supporting the cultural wellbeing of a place: *which encompasses the institution's participation in and contribution to the cultural life of their areas; support for the cultural and creative and heritage sector through work with local partners and helping them to contribute to 'place making'*
- We seek to maximise opportunities for our staff and students to actively participate in the cultural life of our region
- We have taken every effort to enable the public to access and make use of our sporting and cultural facilities and assets, and to signpost these opportunities
- We make a significant contribution to the vitality and sustainability of local cultural and creative industries
- We have a strategic approach to supporting local cultural and heritage infrastructure, for instance museums and public libraries

The final deadline for the consultation is the 14th March, so we would appreciate it if you could send your feedback to us on the above by close of play on **the 8th March**

Draft narrative template for Public and Community Engagement

Narrative report					Comments	Links to evidence
1. Institution name						
2. Contact details: The contact details provided should be relevant to the public engagement activities of the institution. The information will be published as part of the narrative statement and can be a named individual or a generic contact point.						
3. Context: What is distinctive about how your institution approaches public and community engagement: • Internally: how is engagement reflected in your mission and embedded in your teaching and research? • Externally: what are your priorities in terms of place (your geographical reach); people (do you focus on particular communities); and outcomes (have you identified priority outcome areas)?						
4. Providing community access to your facilities and expertise. Please indicate your progress with the indicators below (where 1 is not in place; and 4 is fully realised)						
• We have taken every effort to make our campus accessible and welcoming for the public	1	2	3	4		
• We have taken every effort to enable the public to access and make use of our sporting, cultural and other facilities and assets, and to signpost these opportunities	1	2	3	4		
• We have a transparent process for communities to contact the university and establish contact with our staff and to have their enquiries dealt with promptly and professionally	1	2	3	4		

• We make concerted efforts to ensure staff and student expertise is accessible to communities, and actively support our people to take up voluntary roles in the community	1	2	3	4

5. Involving communities in your research and teaching: Please indicate your progress with the indicators below (where 1 is not in place; and 4 is fully realised)

• We provide a clearly signposted and high quality portfolio of learning opportunities for the public, which are robustly evaluated	1	2	3	4
• We seek to actively involve the public in our research and knowledge exchange activities, and provide expert support to facilitate this	1	2	3	4

6. Commitment to partnership working and social responsibility

• We have a systematic and managed approach to partnership working with civic, community and cultural partners in our region, and beyond	1	2	3	4
• We have developed a set of principles which underpin our approach to partnership working, addressing issues such as payment, IP, equity and sustainability	1	2	3	4
• Our procurement and employment practices seek to maximise benefits for our local communities	1	2	3	4
• We have a strategy in place to direct our efforts to address equality and diversity in our interactions with wider society, and processes in place to monitor this	1	2	3	4

7. Working to the highest professional standards: Please indicate your progress with the indicators below (where 1 is not in place; and 4 is fully realised)

• There is a strategic and operational plan in place for PE/CE	1	2	3	4

• There is a budget allocated to PE / CE with explicit and ambitious targets	1	2	3	4
• There is regular and systematic reporting on the activity and its impact, with agreed KPIs	1	2	3	4
• There is a senior leader with formal responsibility for PE/CE (or that responsibility is distributed clearly across several senior staff)	1	2	3	4
• There are specialist staff employed to provide support and advice	1	2	3	4
• There is a comprehensive training / development programme on offer in PE/CE	1	2	3	4
• There is investment in expertise and resources to support effective monitoring and evaluation, and a systematic approach to gathering evidence	1	2	3	4
• There are network(s) in place to encourage skills sharing	1	2	3	4
• There are mechanisms to celebrate excellence, e.g. competitions	1	2	3	4
• There are promotion / career pathways to support staff progression which are well used	1	2	3	4
• PE / CE is systematically reviewed in PDR / appraisal processes	1	2	3	4
• PE / CE is recognised in staff workload planning and staff are encouraged to spend time doing it	1	2	3	4
8. 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?				

National Co-ordinating Centre for Public Engagement

The National Co-ordinating Centre for Public Engagement (NCCPE) is internationally recognised for its work supporting and inspiring universities to engage with the public.

We work to change perspectives, promote innovation, and nurture and celebrate excellence. We also champion meaningful engagement that makes a real and valued difference to people's lives.

The NCCPE is supported by the UK Higher Education Councils, Research Councils UK and Wellcome, and has been hosted by the University of Bristol and the University of the West of England since it was established in 2008.

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