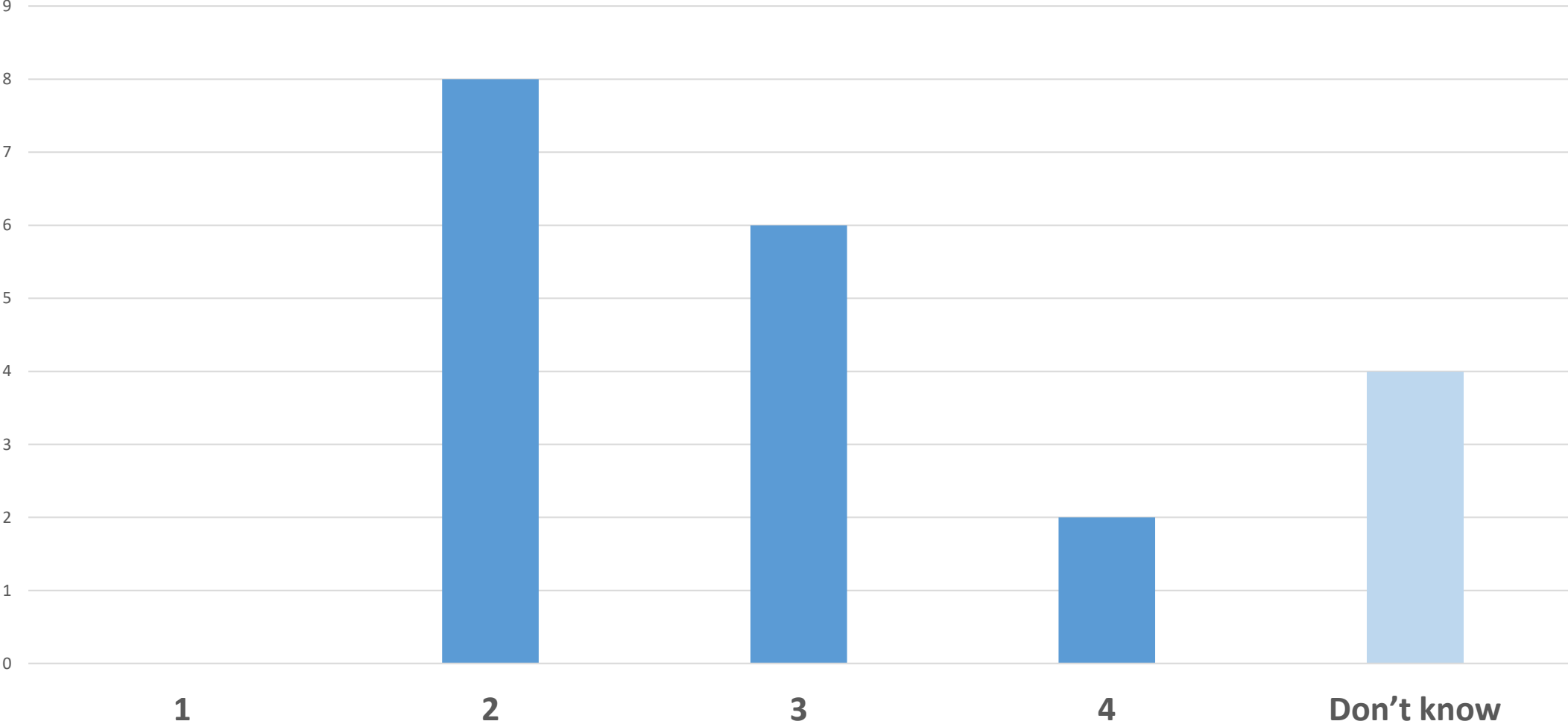


## Capacity building

We ensure that our staff and students are developed and trained appropriately to understand and undertake their roles and responsibilities in the delivery of successful KE.



**To what extent does your higher education provider meet the Capacity Building principle (on a scale of 1-4, where 1 is 'not at all' and 4 is 'entirely')?**



# The enablers

## QUALITY

Established institutional approaches are used to obtain full value from developing and fostering a diverse workforce in an inclusive environment.

## FOR ACADEMIC STAFF AND STUDENTS

KE policy and practice form part of new staff induction and ongoing staff development programmes.

Accessible and appropriate training supports KE activities, including due consideration of staff induction and formal academic practice development programmes.

There is accessible and appropriately promoted professional and administrative support to academic colleagues in furtherance of their KE activities.

There is accessible and appropriately promoted support for staff and students wanting to establish and grow new enterprises or activities.

Accessible and appropriately promoted skills training exists for students who are expected to engage with non-academic partners on behalf of the institution as part of their curricular or non-curricular activities.

Approaches for the development of KE and entrepreneurship skills in curricular and non-curricular student activities are clearly identified, for both undergraduate and postgraduate students.

## FOR PROFESSIONAL STAFF SUPPORTING KE

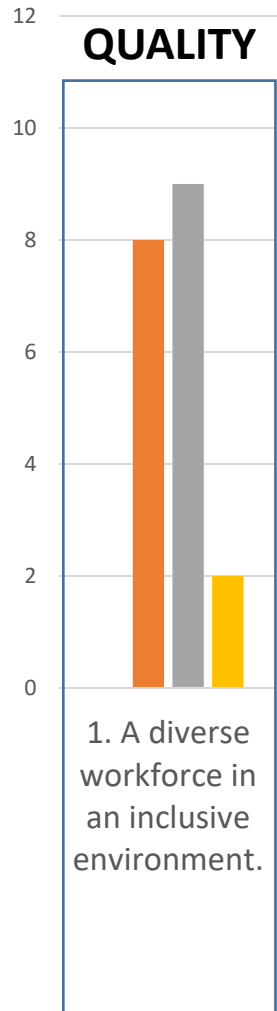
Appropriately experienced and/or qualified and/or accredited KE professionals are recruited who demonstrate aptitude and the ability to broker and manage KE activities and an understanding of commercial and academic drivers.

There is a commitment to, and evidence of, continuous development of KE staff at all levels of their career through formal training, mentoring, sharing best practice and engagement in relevant networks and communities.

Regular reviews of performance take place, including feedback from external partners.

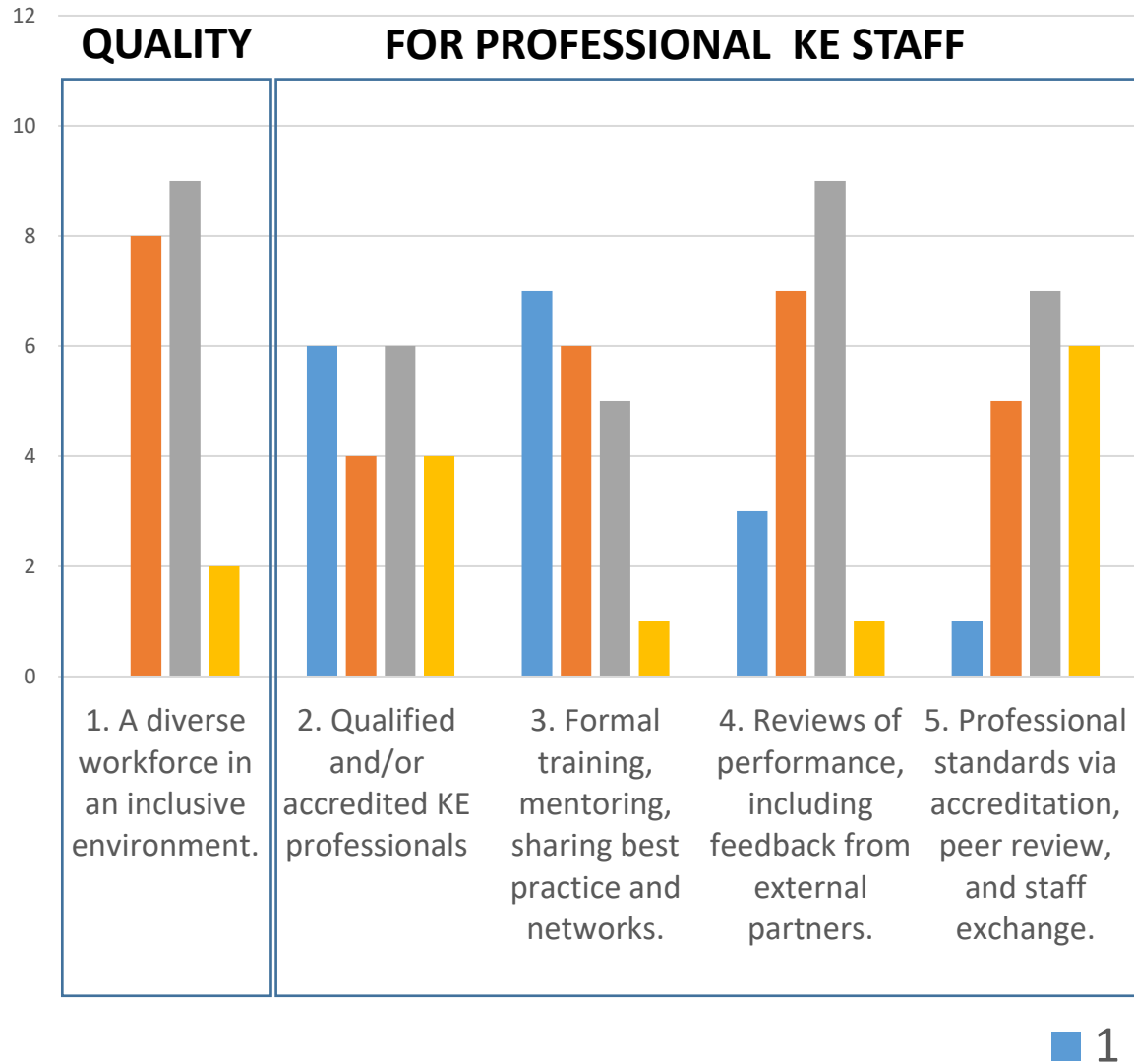
There is a clear and evidenced approach to ensuring the professional standards of staff members within professional KE teams, e.g through processes for accreditation, peer review and staff exchange.

To what extent do you deliver this enabling activity? (on a scale of 1-4, where 1 is 'not at all' and 4 is 'entirely')

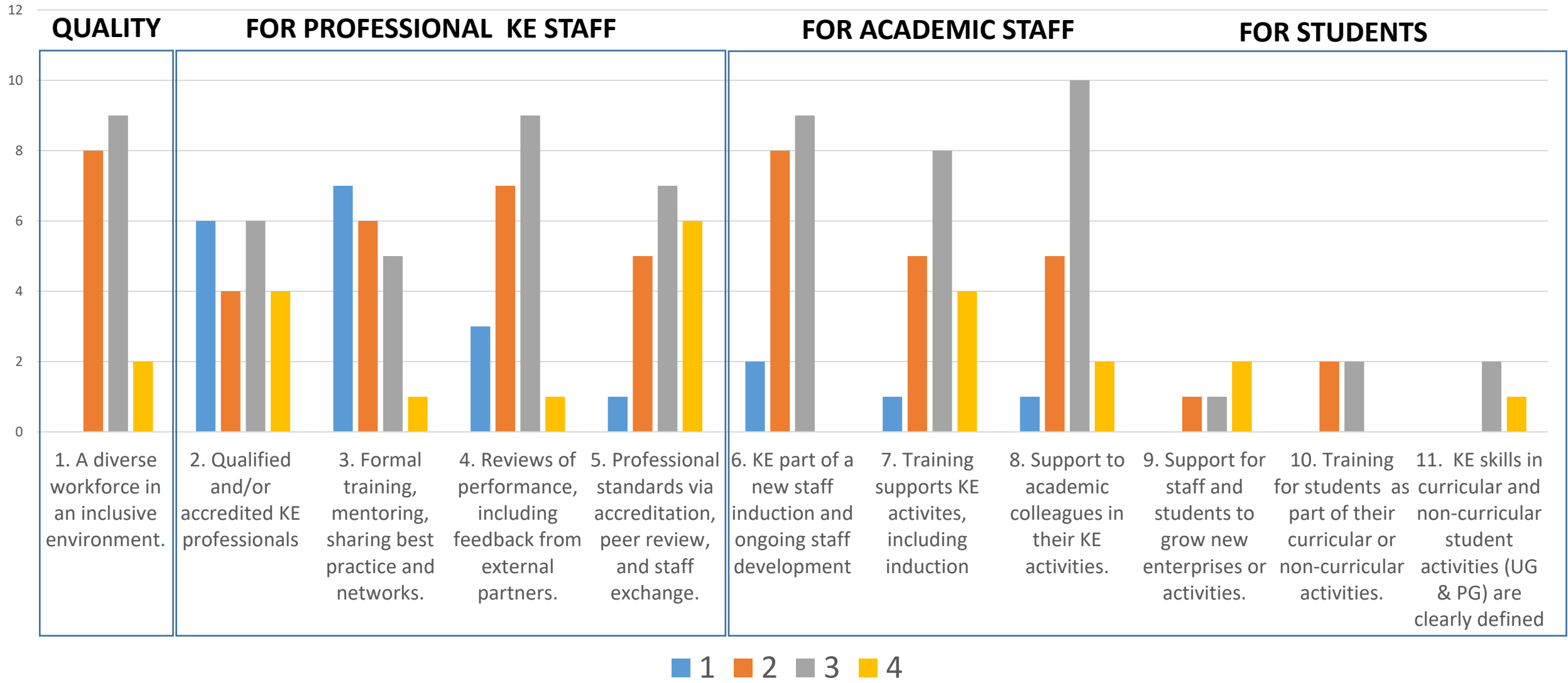


■ 1 ■ 2 ■ 3 ■ 4

# To what extent do you deliver this enabling activity? (on a scale of 1-4, where 1 is 'not at all' and 4 is 'entirely')



# To what extent do you deliver this enabling activity? (on a scale of 1-4, where 1 is 'not at all' and 4 is 'entirely')



■ 1 ■ 2 ■ 3 ■ 4

# Learning

EMBRYONIC

DEVELOPING

GRIPPING

EMBEDDING

Focus	EMBRYONIC
Support for informal development	Few, if any, informal mechanisms exist to share information about public engagement. There is resistance to sharing best practice and groups feel in competition with each other. There is little or no attempt to involve individuals from outside organisations.
Building formal support into CPD programmes	The institution has no clear definition of public engagement or the skills required to do it. There is little or no opportunity for professional development in public engagement. There is little or no support for public engagement training providers.
Opportunities for learning	There are limited opportunities to try public engagement.
Infrastructure to support learning	The co-ordination of public engagement training and development activities in the institution is not included in any job descriptions. There is limited opportunity to create online resources or strategic support for professional development in public engagement.

## Supporting informal development

Learning informally from colleagues and sharing public engagement experience is very valuable. Actively bringing together people from across your institution with an interest in public engagement, and helping them to access and share relevant information can build a sense of community and lead to new partnerships and collaborations that significantly improve the quality of public engagement activities.

## Building formal support into CPD programmes

The transferable skills and aptitudes required for effective public engagement makes it likely that there are already many relevant courses in your institution, although there may be some gaps. Integrating high quality public engagement training as part of your institution's professional development programmes will benefit individual researchers and the institution as a whole. The NCCPE also offer support for training and staff development.

## Providing opportunities for learning

Training courses can be useful but people also need to engage with the public and reflect on their experience to truly develop their expertise. Participating in local festivals and museum events, established public engagement projects or fellowship schemes provide some routes to learning about public engagement in practice.

## Investing in infrastructure

Infrastructure is also important: for instance, individuals with expertise and defined responsibilities for the strategy; central web-pages listing opportunities; systems for staff to set and track their own goals and link these to the institution's appraisal process can make a big difference.

<https://www.publicengagement.ac.uk/support-engagement/strategy-and-planning/edge-tool/dig-deeper-with-our-mini-edge-tools/learning>

# Please tell us about any other enablers for capacity building at your institution

## Professional staff and funding

- A well defined and sizeable KE / Commercialisation function
- HEIF funded KE and commercialisation staff
- HEIF funding to support KE projects. Core funding to support contract staff. Internal funding to support commercialisation. Core budget to support patenting
- As HEIF funding is relatively small at our institution, it was vital to acquire funding to enable academics to work with companies in some funded manner rather than unfunded time which is a drain on the institution and fundamentally unethical.
- Community of Practice is launching for people across the university (including researchers) whose role is supporting these / working in these relationships. Dedicated Corporate Partnerships team support & account manage strategic relations



# Please tell us about any other enablers for capacity building at your institution

## Business systems

- Each team that has an external focus/customer case has a generic email to ensure that no enquiry is missed. Some have also gained Customer First Accreditation. We have utilised some technology to facilitate engagement such as the use of work tribe for contracts, MyIP for licences and other commercial agreements and Administrate for CPD programmes (York)
- We have a number of systems which would have elements of the above embedded in them but not clear policy and process - establishing these and ownership for them would be beneficial
- CRM & network developments underway
- List of key external partners agreed by KE staff, Stakeholder Relations and Senior Management with clear rationale, operational and senior owners for each relationship and a developing strategy for how to maximise and support the relationship for mutual benefit. Developing CRM to further develop and grow external relationships with senior sponsorship and cross faculty KE professional staff representation on development working group to ensure buy in and embedded in all KE activities when formally adopted (Lancaster)
- Adoption of account management principles to develop and foster relationships. Adoption of CRM platform (Salesforce) to track, record and monitor past future customer interactions - currently in rollout across institution (Canterbury)
- We have funded programmes as incentives for academic staff to develop early stage collaborations with business

# Can you provide examples of innovation in your delivery of these enablers?

- Use of **Entrepreneurs in Residence** in post to bolster KE, commercialisation and academic staff support
- **Supporting local schools** in locality of both Cranfield University campuses.
- **Community of Practice** launching
  
- Establishment of an **Institute for Enterprise and Leadership** in 2021 which aims to bring together all external engagement/business support activities under a single front door (York)
- We have worked hard to build KE partnerships with 2 other universities in our region so we have a coherent offer and "**one front door**" - this enables the LEP to refer equally to any of the partners without worry of capability or favouritism
- **'One Lancaster'** approach brings all KE staff under one team, whether based centrally or in faculties to support partner engagement across the institution. Also includes members of Careers and Stakeholder Relations And Events as partnerships can develop from those teams as well as more traditional KE focused individuals.
  
- We are developing an **enterprise road map** for students, staff, alumni and businesses. the aim is to map all our current provision in enterprise training and support and build a comprehensive road map for enterprise education (York)
- Development of a **business charter** to recognise and reward our most supportive relationships (in the pipeline) (Canterbury Christ Church)

# Can you provide any examples of gaps and how you will address them?

## Specific gaps in provision

- We don't have anything at induction for new staff and we don't promote enterprise as a key opportunity for students - we may develop short videos and online materials to be used at induction or in the induction packs to raise awareness about the services provided to all staff and we are also looking at raising awareness through the online prospectus and the student-facing websites about how we support student enterprise
- Recognition, career progression, training and support are gaps for academic staff delivering KE: this is likely to be a major focus of the Concordat actions. The other being more formalised/structured engagement with potential partners and evaluation of projects/collaborations
- We are currently working on further expanding guidance and engagement metrics and support for depth and breadth (Cranfield)

# Can you provide any examples of gaps and how you will address them?

## Inconsistency across the KE portfolio

- The biggest gaps are in the individual strands of KE, where there is inconsistency across student KE, Workforce development and skills, Innovation and R&D and community engagement. The challenge is therefore to develop some consistency and connectedness of process and practise across all strands without overly bureaucratising and stifling the positive work that is being undertaken.
- Our main gaps are
  1. spreading the formal practices into all the academic departments and getting them to comply with the internal practices around engagement with external partners etc
  2. bringing together the best practice from across the KE teams so they all work to the same principles
  3. a CRM where all engagement is mapped and tracked but we are planning on bringing Sales Force to address this (York)

# Can you provide any examples of gaps and how you will address them?

## Need for more systematic and embedded processes

- Centralised monitoring of service in relation to engagement - we are very good at setting up partnerships, engaging various external partners but this is often done on at an individual level and could benefit from a more structured institutional approach
- We don't have standard long-text published guidance on how to manage relationships. At the moment, we deliver a series of CPD training to academics where we show the how/ why/ mechanisms and processes for engagement, and then offer to take interested academics through a sample project on a 1-2-1 basis. This has proven to give better results than asking people to read documents, however we still need to revisit and republish those guidance documents as an aide-memoire.
- No published guidance for enablers 2-4
- No core Business Enquiries handling (current posts in place are on fixed term contracts for specific programme grants)
- We need to adapt some of our internal documentation and guidance to support our engagement so it is in the public arena and relevant to our stakeholder groups (Canterbury)
- Much of the guidance, approaches and arrangements are in place but they need to be more visible both internally and where appropriate externally (Lancaster).