



## **Strategic Support to Expedite Embedding Public Engagement with Research (SEE-PER)**

**Call type: Invitation for proposals**

**Closing date: 16:00 5 July 2017**

### **Summary**

The RCUK Strategic Support to Expedite Embedding Public Engagement with Research (SEE-PER) call seeks to help enrich and embed cultures within HEIs where excellent public engagement with research (PER) is supported, valued and rewarded and integrated within institutional policies, practices and procedures. From a funding pot of £700,000 RCUK expects to support, at 80% of Full Economic Costing (FEC), between 10-15 exceptional projects. We expect proposals to demonstrate high proportions of institutional match funding and/or in kind contributions.

Project activity is expected to begin on 1 October 2017 and RCUK funding will need to be deployed within the current financial year with successful proposals utilising RCUK funding by 31 March 2018. Proposals that are able to extend this activity period through academic year 2017/2018 through institutional match funding/in kind contributions will be prioritised.

Two types of approach are invited:

- Proposals that seek to enhance and embed an institution's approach to supporting PER, building on the learning from the Beacons for Public Engagement, RCUK PER Catalyst and Catalyst Seed Fund programmes ('enrichment of institutional PER culture' aspect)
- Proposals which address a specific challenge in supporting PER effectively, building on the challenges identified in the recent State of Play report [[www.publicengagement.ac.uk/sites/default/files/publication/state\\_of\\_play\\_final.pdf](http://www.publicengagement.ac.uk/sites/default/files/publication/state_of_play_final.pdf)], and which expand the existing knowledge base about 'what works' in effectively supporting PER ('addressing PER challenge' aspect)

All proposals should reflect the principles of the Concordat for Engaging the Public with Research [[www.rcuk.ac.uk/pe/Concordat/](http://www.rcuk.ac.uk/pe/Concordat/)] and draw on learning from the work of the National Coordinating Centre for Public Engagement (NCCPE)[[www.publicengagement.ac.uk](http://www.publicengagement.ac.uk)]. Proposals addressing the 'PER culture' component of the call should also utilise mechanisms shown to be effective through the learning from the Beacons for Public Engagement, RCUK PER Catalyst and Catalyst Seed Fund programmes.

The balance of funded projects between these two focal areas will be determined by the quality of proposals received.

Proposals should not focus primarily on the delivery of public engagement activities; no more than 20% of the RCUK funding requested is to be used to directly support public engagement activities.

All proposals should clearly consider what success in their context will look like, and how this will be evidenced and evaluated. The use of logic models/theories of change may be helpful in this. Proposals should set aside a budget for evaluation. RCUK will commission a separate programme evaluation, which will draw on the individual project evaluations.

Principal Investigators must be academic employees of an eligible organisation and must be resident in the UK. It is expected that Principal Investigators will hold senior management positions (such as pro-Vice Chancellor for Research) within the university so as to facilitate delivering the lasting legacies for PER articulated in the call aims.

The call is open to UK HEIs and Research Council Institutes (RCIs) and is not subject to minimum research income thresholds; however where Research Council income is concentrated within specific areas of the institution's research portfolio SEE-PER proposals should reflect this in their own focal areas.

We envisage proposals from single HEIs will be best placed to address the objectives of the call, rather than partnership proposals. However partnership led proposals are permitted, and should evidence how they will ensure that the partnership has a positive impact on the delivery and value of the activities. Applications from institutions that have previously received Beacon, RCUK PER Catalyst or Catalyst Seed Funding will be considered. Where broader RCUK funding has been utilised for strategic public engagement activities e.g. Impact Accelerations Accounts, we would expect SEE-PER activities to be distinct and add value.

SEE-PER applications will be limited to one per institution. Potential applicants are strongly encouraged to liaise internally to ensure the quality and reach of this single proposal.

As the activities SEE-PER supports will have value and impact beyond the funded institutions, capturing the learning and good practice from the projects is an important outcome for RCUK and projects will be required to participate in co-ordination meetings at quarterly intervals and should include travel and subsistence provision for this in their budgets. These meetings will be facilitated by the NCCPE and hosted by project teams in host institutions.

By the end of the activity period we expect '**PER culture**' projects to demonstrate enriched support for PER, continued support from the host HEI for the effective mechanisms developed during the funding period, robust plans to rollout piloted activities and strong forward planning with relation to PER. '**PER challenge**' projects will need to demonstrate enhanced understanding of the selected challenge area within their institution, have piloted interventions and developed a briefing document for dissemination across the HE sector which includes recommendations for next steps. We will expect funded projects to work with the NCCPE to ensure that these briefings complement and integrate with other useful culture change resources, and are shared effectively with the sector.

The submission deadline is 16:00 on 5 July 2017. Full proposals, including attachments, should be submitted via JeS. Proposals will be reviewed by an expert panel in late August/early September and decisions communicated to applicants in September with activity commencing on 1 October 2017. Should the volume of proposals received be high, an internal RCUK sift panel will take place prior to the expert panel.

## Background

Research Councils UK (RCUK) is committed to engaging members of the public with research and places an expectation on the recipients of its research funding for them to engage actively with members of the public about their research and its implications [ <http://www.rcuk.ac.uk/documents/innovation/keposition-pdf/> ]. We believe that public engagement with research can improve the quality of research and its impact, by widening research horizons and increasing its relevance to society. Further information about the RCUK rationale for public engagement with research is outlined in the RCUK Public Engagement with Research Strategy [see <http://www.rcuk.ac.uk/Publications/policy/perStrategy/>].

The Research Councils provide a variety of public engagement with research opportunities and funding schemes and there is a wealth of excellent public engagement practice within and beyond the HE and research sectors. However, without a culture that values, recognises and supports public engagement with research, researchers are not always supported by their institutions or departments to undertake these activities. The Concordat for Engaging the Public with Research [[www.rcuk.ac.uk/pe/concordat](http://www.rcuk.ac.uk/pe/concordat)] outlines the principles we expect all institutions in receipt of our funding to follow and, since 2016, report on via the RCUK Assurance processes.

Previous PER funding programmes, including the Beacons for Public Engagement (2008-2012, co-funded with Wellcome and the UK HE Funding Bodies), RCUK PER Catalysts (2012-2015) and RCUK PER Catalyst Seed Fund (2015-2017) have sought to encourage HEIs to consider the mechanisms by which they recognise, reward, support and value public engagement with research and how this is reflected in institutional policies, practices and procedures. These programmes have generated a wealth of learning about how to support PER effectively in HEIs.

This learning is summarised in Appendix B and Appendix C. We have identified four 'landmark moments' in previous investments in this area. You should reference these, where appropriate, in your application.

### **Landmark 1: The Beacons for Public Engagement and the EDGE tool**

Funded between 2008 and 2012 the Beacons were six partnership projects seeking to build a supportive culture for PER. The first investment of its kind, the project distilled important learning about where efforts can most productively be targeted. This learning was distilled in the 'EDGE Tool' [[www.publicengagement.ac.uk/support-it/self-assess-with-edge-tool](http://www.publicengagement.ac.uk/support-it/self-assess-with-edge-tool)], a self-assessment matrix which allows institutions to quickly assess their current support for PER.

We advise all applicants to the 'embedding culture' call to conduct an assessment of their institution's current support for PE-R and to use this to inform their approach.

### **Landmark 2: The evaluation of the Catalysts for PER**

Funded between 2012 and 2015, the eight Catalyst projects built on learning from the Beacon projects. Working over a shorter timescale (three years) they clarified the types of impact which can meaningfully be aimed for and realised in investments of this kind. We advise applicants applying to both calls to think carefully about the outcomes that their projects are likely to realise, and to invest in appropriate evaluation activity to ensure they capture evidence of the changes they are contributing to. They should ensure that learning and reflection are built into their approach.

### **Landmark 3: Taking stock of progress and identifying challenges**

The period 2015-16 saw various investments which sought to take stock of the progress being made to embed better support for PER. These are summarised below.

#### **a. Factors Affecting Public Engagement by Researchers**

Building on the landmark 2006 study (Factors affecting Science Communication) this survey provided a rich picture of the current state of support for PER across the HE sector. The full report can be accessed here <https://wellcome.ac.uk/news/what-are-barriers-uk-researchers-engaging-public>

#### **b. Learning from the Catalysts for PER**

In 2015, the NCCPE conducted in depth interviews with the PER Catalyst teams to identify the critical factors which contributed to their success, but also to identify the key barriers and challenges which proved difficult to address. This learning has informed both elements of this call. A summary of the key findings is included in Appendix C.

#### **c. The State of Play report**

In 2015, RCUK and Wellcome commissioned a report to synthesise a variety of evidence sources (including the two listed above). The report explored:

- What the sum of evidence tells us about the current key highlights, barriers and challenges for public engagement in the research and Higher Education sector;
- What the combined evidence indicates about the extent (breadth and depth) of public engagement culture change within the research and HE sector.

The report identified a number of challenges which have informed the 'addressing PER challenge' aspect of the call.

We expect applicants to both calls to draw on the lessons identified through these stock taking activities.

#### **Landmark 4: The Catalyst Seed Fund Projects – accelerating change**

The Catalyst Seed Fund programme (CSF) saw ten HEIs working quickly to enhance the quality of support for PER in their institutions, initially for a 12 month period. These projects are particularly relevant to the first aspect of the call, which invites applicants to plan and deliver similarly brisk interventions.

An interim report of the learning from the CSF programme identifies a variety of steps that can be taken to realise significant and sustainable outcomes in the pursuit of effective support for PER. We advise applicants to the first aspect of the call to draw on this learning to inform their planning. Applicants to the second aspect of the call will also find useful evidence about how the different challenge areas have been addressed.

#### **The SEE-PER call**

Building on the above, and ahead of the inception of UKRI, the SEE-PER call seeks to continue to progress this agenda through supporting 10-15 high quality projects that either:

- Seek to enrich and embed cultures within HEIs where excellent public engagement with research is recognised, rewarded, supported and valued through strategic integration in institutional policies, practices and procedures ('enrichment of the institutional PER culture' aspect)

**Or**

- Expand the existing knowledge base about 'what works' in public engagement with research in HEIs by addressing a specific 'challenge area' ('addressing PER challenge' aspect)

### **Funding available**

#### **Overview**

From a funding pot of £700,000 SEE-PER funding will support 10-15 high quality projects at 80% of FEC that either address the 'enriching the PER culture' **or** 'addressing PER challenge' aspect of the call. The balance of funded projects across these two aspects will be determined by the quality of proposals received. Applications in excess of £60,000 of RCUK funding will not be considered.

Successful projects are expected to commence activity on 1 October 2017 with RCUK funding deployed by 31 March 2018.

HEIs applying for funding are expected to display a strong institutional match funding/in kind contribution to the project budgets, and high quality proposals which are able to utilise this to extend the activity through academic year 2017-2018 will be prioritised. Reference should be made to this institutional

commitment throughout the proposal with full details documented in mandatory attachments documenting institutional support and match/in kind funding.

It is envisaged that this funding will support the payment of salaries, capacity building activities including training and networking, incentivisation activities such as PER awards, the development and dissemination of good practice and travel and subsistence costs. The focus of the call is **not** the delivery of public engagement activities per se, but the development of effective tools, mechanisms, policies and procedures that support PER. However as the focus of this call is on enhancing the culture and support for public engagement, we recognise that limited investment in PE activities/events can help galvanise change. For this reason, we are allowing up to 20% of the RCUK funding to be directed toward PE activity. Where funding will be used for such activity the relationship to the institutional culture of public engagement or to the challenge area must be clearly articulated and demonstrated within the proposal.

Principal Investigators must be academic employees of an eligible organisation and must be resident in the UK. It is expected that Principal Investigators will hold appropriate senior management positions (such as pro-Vice Chancellor for Research) within the university.

### **Call aims**

The Strategic Support to Expedite Embedding of Public Engagement with Research (SEE-PER) call seeks to help create, enrich and embed cultures within HEIs where excellent public engagement with research (PER) is more effectively and strategically supported. Proposals can address this overarching programme aim through projects that address one of the following components:

1. Enriching and embedding an institutional culture supportive of PER through
  - a. Developing a strategy that clarifies purpose and focus of PER and identifies critical actions to support it
  - b. Increasing awareness and motivation across academic and professional staff
  - c. Removing barriers and consolidating incentives, through reward and recognition and alignment with other institutional priorities
  - d. Supporting learning and sharing of good practice across the institution
  - e. Developing a sustainable way of supporting PER

(The '**enrichment of the institutional PER culture**' aspect of the call)

or

2. Expanding the existing knowledge base about 'what works' in supporting public engagement with research in HEIs by addressing a specific 'challenge area' identified in the State of Play report ([www.publicengagement.ac.uk/sites/default/files/publication/state\\_of\\_play\\_final.pdf](http://www.publicengagement.ac.uk/sites/default/files/publication/state_of_play_final.pdf)) that is relevant to your institution, synthesising knowledge and

piloting activity that, as a minimal output, generates an evidence briefing for dissemination across the HE Sector.

Projects addressing this aim will be expected to:

- a. Identify the 'challenge' you will address outlining: why is it significant, both within the host HEI and the wider HE sector; and what evidence exists to illuminate why and how it impacts on embedding support for PER across the HE sector?
- b. What are the specific elements of the chosen challenge you plan to address and how?
- c. What do you hope to achieve by your chosen approach; locally (within the funded period), longer term (within your institution) and more widely for the HE sector (addressed through a 'challenge briefing paper' output including recommendations for next steps in this area)

The prioritised challenges selected from the State of Play report are:

- Improving institutional **governance arrangements** to enhance the quality of strategic decision making about PER. What are effective ways to secure management oversight and external challenge, and to enhance the quality of strategic decision making about PER?
- Addressing the perceived **lack of middle management commitment** to PE/PER. Why do heads of department often fail to support PE robustly? What would need to change to address this challenge?
- Improving **researcher motivation** to undertake PER and embedding this within institutional processes and procedures. How do you make a convincing case to encourage more participation in public engagement, and what needs to be put in place to encourage more people to get involved?
- Enhancing **the quality of PER**. How might we realise a step change in the quality of specific areas of PER practice?
- Enhancing the **take up of training and CPD** for PER, and the quality of provision. What are the barriers which lead to low uptake of training and CPD in PER, and how might these be addressed?

(The '**PER challenge**' aspect of the call)

Appendix D provides further guidance about how applicants might approach this area of the call.

## **Expectations**

In responding to either of the aspects of this call HEIs are expected to take an integrated approach which operates across the breadth of their institution and extends to all research disciplines, either within the initial period of funded activities or through strong legacy and sustainability planning developed as part of the projects.

We recognise that HEIs will not be able to transform the culture of their institution within this funding period, but should demonstrate progress and commitment towards the aims of the SEE-PER call and a clear rationale for the proposed approach and focus for their activities.

Plans must be focused primarily to support public engagement with research, rather than the delivery of public engagement activities. Public engagement activity costs should form no more than 20% of the funding requested from RCUK.

All funded projects will be expected to work collaboratively, facilitated by the NCCPE, through a combination of face to face meetings and virtual engagement. The programme as a whole is expected to deliver significant value to the wider sector, not just the host HEIs.

### **The funding should be used to:**

#### **'Enrichment of the institutional PER support culture' aspect**

The following activities indicate tried and tested approaches to enriching PER support. We expect these to be reflected in proposals, but also expect applicants to develop a distinctive focus and rationale for their approach appropriate to their institutional context:

- Take stock of the institutional support for public engagement using the NCCPE's self-assessment EDGE tool and appropriate base line surveys (this will include looking at senior level commitment and engagement with PER principles)
- Start to create a shared understanding of the purpose, value, meaning and role of public engagement to staff and students within your organisation
- Develop a longer-term strategic approach and forward plans to embed public engagement with research across the institution within strategies, policies, structures and processes
- Secure high level leadership and buy-in in the form of a senior champion (or champions) for public engagement with research, able to drive strategic and operational change
- Implement any areas you can quickly and efficiently target action to make a significant and longer-term difference in embedding public engagement with research within your institution
- Consider how you will develop the public engagement capacity and capabilities of your researchers through support, training and development
- Build on the HEIs strengths in public engagement and complement other sources of support (e.g. Impact Acceleration Accounts, knowledge exchange funding such as Higher Education Innovation Funding (HEIF) and Wellcome's Institutional Strategic Support co-ordination Fund (ISSF))
- Take on board the learning from the Beacons for Public Engagement, RCUK PER Catalysts and Catalyst Seed Fund projects, and the NCCPE in developing best practice to realise culture change



- Full and active participation in SEE-PER programme co-ordination meetings, facilitated by the NCCPE, to maximise learning sharing and dissemination
- Support regular informal project reporting at co-ordination meetings and the full final reporting of the project, to collectively agreed templates.

### **'PER challenge' aspect**

We expect that some or all of the following activities to be undertaken in addressing this aspect of the call:

- Fully scope the selected challenge area, drawing on the evidence highlighted in the call document and beyond, to improve understanding of the chosen issue and the impacts it has on PER support and delivery in the HE sector
- Increase understanding of this issue, building on your scoping, through desk based research and/or selective consultation
- Pilot activities or approaches to address this challenge within your institutional context
- Develop a clear process to maximise the learning from the project. This may include activities such as
  - Consideration of evaluation plans from project inception
  - Use of an advisory group/critical friends
  - Interaction and liaison with the NCCPE and other funded projects both at programme and challenge issue levels
  - Generation of case study/ies (to a collectively agreed template to ensure maximum synergy across funded challenge projects)
- Generation of a briefing report (to agreed template) and dissemination of this through own networks and in conjunction with the NCCPE and RCUK. This report should include practical guidance on how to address the challenge, and the risks and barriers that are likely to be encountered
- Full and active participation in SEE-PER programme co-ordination meetings, facilitated by the NCCPE, to maximise learning sharing and dissemination
- Support regular informal project reporting at co-ordination meetings and the full final reporting of the project, to collectively agreed templates.

Appendix D provides further guidance about how applicants might approach this area of the call.

### **Equipment**

Equipment is not available through this call.

## Eligibility

The call is open to UK HEIs and Research Council Institutes (RCIs) [<http://www.rcuk.ac.uk/funding/eligibilityforrcs/>] and is not subject to minimum research income thresholds; however where Research Council income is concentrated within specific areas of the institution's research portfolio SEE-PER proposals should strongly reflect this in the focal areas within their submission.

HEIs previously awarded RCUK PER Catalyst Seed Fund, RCUK PER Catalyst or Beacons for Public Engagement (lead or partner HEIs) are eligible to apply for SEE-PER funding. Proposals from these institutions will be expected to demonstrate the lasting legacy of this previous funding in their proposals, how the proposed new activity will capitalise on this legacy and why it is not possible to undertake this through the extant sustainability plans from the previous funding, and the anticipated step change in behaviour and processes supporting PER that new funding would enable. Where broader RCUK funding has been utilised for strategic public engagement activities e.g. Impact Accelerations Accounts, we would expect SEE-PER activities to be distinct and add value.

## How to apply

### Submitting an application

Application forms should be prepared and submitted using the RCUK Joint electronic Submission (Je-S) System [<https://je-s.rcuk.ac.uk>]. Please note that applications will be submitted through EPSRC, on behalf of RCUK.

When adding a new proposal, you should select:

- Council 'EPSRC'
- Document type 'Standard Proposal'
- Scheme 'RCUK Public Engagement with Research Catalysts'
- On the Project Details page you should select the 'Strategic Support to Expedite Embedding Public Engagement with Research' call.

Guidance on the types of support that may be sought and advice on the completion of the research proposal forms are given on the EPSRC website (<https://www.epsrc.ac.uk/funding/howtoapply/>) which should be consulted when preparing all proposals.

Please be aware that clicking 'submit document' on the proposal form in Je-S initially submits the proposal to your host organisation's administration only. Please allow sufficient time for your organisation's submission process between submitting your proposal to them and the call closing date. We must receive the application by 16:00 5 July 2017. Late applications will not be accepted.

### Guidance on writing an application

Applications should contain

- Standard Proposal form covering:
  - Objectives
  - Summary of approach, academic beneficiaries and other support
  - Summary of resources required for the project
  - Details of Staff
  - Justification of Resources (limited to two pages A4)
  - Ethical information. Applicants should use the Ethical Information section on the Je-S form to demonstrate to peer reviewers that they have fully considered any ethical issues concerning the material they intend to use, the nature and choice, current public perceptions and attitudes towards the subject matter or research area. EPSRC will not fund a project if it believes that there are ethical concerns that have been overlooked or not appropriately accounted for. All relevant parts of the Ethical Information section must be completed. If the research will involve human participation or the use of animals covered by the Animals (Scientific Procedures) Act 1986 it is recommended that applicants pay particular attention to the guidance highlighted below. EPSRC reserves the right to reject applications prior to peer review if the Ethical Information sections are not completed correctly
  - Case for support. The Case for Support should be used to outline the approach and evaluation strategy and it should demonstrate the institution's track record in public engagement. Applicants should use the EDGE tool from the NCCPE in developing this section - see [www.publicengagement.ac.uk/sites/default/files/publication/the\\_edge\\_tool.pdf](http://www.publicengagement.ac.uk/sites/default/files/publication/the_edge_tool.pdf) The case for support can be up to eight A4 sides in length and should comprise up to two A4 sides for track record, and six A4 sides describing proposed research/activity and its context. Please ensure you clearly state which aspect of the call you are addressing – PER culture or PER challenge. Beyond the page limits there is no prescribed format for how this case should be presented. It is up to the applicant to structure the case for support accordingly to ensure that all the assessment criteria are addressed and the aims of this call are met
- A workplan (not to exceed two pages)
- Pathways to Impact (up to two pages A4) explaining who may benefit from the grant, how they may benefit and what will be done to make sure they have the opportunity to benefit (including a communications strategy to share best practice and learning from the project)

The following additional supporting materials should be returned electronically with the application form:

- CV of PI (and project team if known). This should evidence knowledge, skills and understanding of public engagement and expertise in organisational change and stakeholder engagement. Please also include project manager CV if staff already in post at time of application.
- Host organisation statement (no prescribed format, four page limit). This should clearly state whether the proposal addresses the 'enrichment of the institutional PER culture' **or** 'PER embedding challenge' aspect of the call. It should also evidence high-level and cross-institution commitment to the

aims of the initiative, the current PER support provision that the proposed project can draw on, what the funding will enable the host institution to achieve and an articulation of on-going institutional support for the activities and good practice developed during the course of the funding.

- Match funding/in kind support statement. This should outline what resources other than the RCUK funding requested the proposed project can draw on, These may include (but are not limited to) Impact Acceleration Accounts, knowledge exchange funding, such as Higher Education Innovation Funding (HEIF), and Wellcome's Institutional Strategic Support Fund (ISSF), institutional funding and in kind resources. Institutional commitment, as evidenced by the match funding/in kind support, forms a key assessment criteria and we encourage applicants to think strategically about the ways in which institutional resources can be used to enhance the reach, duration and sustainability of SEE-PER projects.

Please ensure that each substantive section of the form and attachments **includes text that makes it clear which aspect of the call the submission addresses.**

Further guidance on completing the Je-S form can be found at <https://je-s.rcuk.ac.uk/Handbook/pages/GuidanceonCompletingaStandardG/EthicalInformation.htm>.

Please note that on submission to EPSRC **all** non-PDF documents uploaded onto Je-S are converted to PDF, the use of non-standard fonts may result in errors or font conversion, which could affect the overall length of the document.

In addition, where non-standard fonts are present, and even though the converted PDF document may look unaffected in the Je-S System, when it is imported into the Research Councils Grants System some information may be removed. We therefore recommend that where a document contains any non-standard fonts (scientific notation, diagrams etc), the document is converted to PDF prior to attaching it to the proposal.

For advice on writing proposals see:

<https://www.epsrc.ac.uk/funding/howtoapply/preparing/>

### **User Engagement Strategy**

Successful applicants will be required to develop and execute a strategy for engaging with potential users of the research funded in the project (resources for this activity can be requested as part of the Pathways to Impact and must be justified in the application). This strategy should be reviewed and updated regularly as part of the formal management of the grant.

The strategy should cover:

- how and when potential users have been/will be identified;
- what form the engagement will take;
- what steps will be taken to ensure that outputs of the research are made available to potential users;

- suitable metrics for determining the success of the strategy in delivering value to users.

## **Assessment**

Following JeS submission all received proposals will be subject to eligibility checks before passing to expert panel for review. Each proposal will be scored by three reviewers with expertise in supporting public engagement with research and creating conditions to support this within HEIs. These reviews will be used to generate a rank ordered list for panel discussion and funding recommendations at a meeting in late August/early September 2017. RCUK will make the final funding decisions following this panel meeting and communicate these decisions as soon as possible to all applicants following the panel meeting. Funded projects will be expected to commence activity on 1 October 2017.

## **Assessment criteria**

In deciding on the applications to recommend for funding the reviewing panel will take account of the following:

- the extent to which the proposals address the call aims
- relevance and quality of proposed concept which demonstrates an understanding of the value of PER and recognition of the barriers which need to be overcome to establish or enrich a culture supportive of PER within the host HEI and/or the addressed challenge area
- high-level and cross-institutional commitment to the aims of the call, alignment with institutional priorities and readiness for change
- previous and relevant experience of the project team
- the extent to which the proposal builds on relevant experience within and beyond the HEI
- the extent to which the proposal builds on extant understanding of effective mechanisms for embedding and enriching a culture within the host organisation supportive of PER, specifically the principles of the Concordat for Engaging the Public with Research and learning drawn from the Beacons for Public Engagement, RCUK PER Catalysts and Catalyst Seed Fund available on the RCUK and NCCPE websites
- leverage of additional institutional support (financial and/or in kind) particularly where this is used to extend the activity period beyond 31 March 2018
- coherent and credible work plan
- evaluation and impact plans
- sustainability
- value for money and cost effectiveness

Applications in excess of £60,000 of RCUK funding will not be considered.

## Feedback

Funding outcomes will be quickly communicated to all applicants, with priority given to successful proposals. Summaries of reviewer and panel feedback will be provided to all applicants within eight weeks of the panel meeting.

## Moving forward

### Guidance for reviewers

Guidance for the SEE-PER expert panel will be based on the aims of the call document and assessment criteria listed above. More information about the EPSRC peer review process and guidance for reviewers can be found at: <https://www.epsrc.ac.uk/funding/assessmentprocess/review/>

### Additional grant conditions

In addition to the standard terms and conditions for grants, reflecting the learning focus of the SEE-PER programme, successful applicants will be required to participate in co-ordination meetings at approximately quarterly intervals; informal update reports will be required in advance of these meetings. Full final project reporting will also be required, to be received by RCUK three months after activity concludes. Templates for update and final reporting will be developed in consultation with funded projects.

## Key dates

<b>Activity</b>	<b>Date</b>
<b>SEE-PER call opens</b>	<b>Wednesday 31 May 2017</b>
<b>Deadline for Full Proposals</b>	<b>Wednesday 5 July 2017</b>
<b>Sift Panel (depending on demand)</b>	<b>July 2017</b>
<b>Expert Panel Review</b>	<b>Late August/Early September 2017</b>
<b>Announcement of Funding Decisions</b>	<b>September 2017</b>
<b>Grant start date</b>	<b>1 October 2017</b>

## Contacts

JeS contact: If you experience difficulties using Je-S or have questions regarding its use, the helpdesk can be contacted:

Email: [JeSHelp@rcuk.ac.uk](mailto:JeSHelp@rcuk.ac.uk)

Phone: +44 (0) 1793 44 4164

For queries about the call content:

Debbie Edginton, PER Officer, RCUK Communications and Public Engagement with Research Team, 01793 44 2825, [debbie.edginton@rcuk.ac.uk](mailto:debbie.edginton@rcuk.ac.uk)

Lewis Dean, PER Policy Manager, RCUK Communications and Public Engagement with Research Team, 01793 44 4095, [lewis.dean@rcuk.ac.uk](mailto:lewis.dean@rcuk.ac.uk)

Jenni Chambers, Head RCUK Public Engagement with Research, RCUK Communications and Public Engagement with Research Team, 01793 413067, [jenni.chambers@rcuk.ac.uk](mailto:jenni.chambers@rcuk.ac.uk)

Applicants should draw contact their university research office for help and advice on writing their proposal and remember to allow enough time before the closing date for their organisation's submission processes to take place.

## **Appendices:**

Appendix A: Detailed summary of the SEE-PER call

Appendix B: Background to the call, including four landmarks and associated resources applicants should draw on in developing their proposal

Appendix C: Summary of learning from the RCUK PER Catalyst programme and links to additional resources.

Appendix D: Additional guidance for developing proposals for the 'PER challenge' aspect of the call

Appendix E: JeS document checklist

## **Appendix A: Summary of call**

We are inviting proposals in two areas.

### **1. Enriching and embedding an institutional culture supportive of PER**

Seeking to enrich and embed cultures within HEIs where excellent public engagement with research is recognised, rewarded, supported and valued through strategic integration in institutional policies, practices and procedures ('enrichment of the institutional PER culture' aspect)

#### **Call aims**

- Developing a strategy that clarifies purpose and focus of PER and identifies critical actions to support it
- Increasing awareness and motivation across academic and professional staff
- Removing barriers and consolidate incentives, through reward and recognition and alignment with other institutional priorities
- Supporting learning and sharing of good practice across the institution
- Developing a sustainable way of supporting PER

#### **The funding should be used to:**

- Take stock of the institutional support for public engagement using the NCCPE's self-assessment EDGE tool and appropriate base line surveys (this will include looking at senior level commitment and engagement with PER principles)
- Start to create a shared understanding of the purpose, value, meaning and role of public engagement to staff and students within your organisation
- Develop a longer-term strategic approach and forward plans to embed public engagement with research across the institution within strategies, policies, structures and processes
- Secure high level leadership and buy-in in the form of a senior champion (or champions) for public engagement with research, able to drive strategic and operational change
- Implement any areas you can quickly and efficiently target action to make a significant and longer-term difference in embedding public engagement with research within your institution
- Consider how you will develop the public engagement capacity and capabilities of your researchers through support, training and development
- Build on the HEIs strengths in public engagement and complement other sources of support (e.g. Impact Acceleration Accounts, knowledge exchange funding such as Higher Education Innovation Funding (HEIF) and Wellcome's Institutional Strategic Support Fund (ISSF))



- Take on board the learning from the Beacons for Public Engagement, RCUK PER Catalysts and Catalyst Seed Fund projects, and the NCCPE in developing best practice to realise culture change
- Full and active participation in SEE-PER programme co-ordination meetings, facilitated by the NCCPE, to maximise learning sharing and dissemination
- Support regular informal project reporting at co-ordination meetings and the full final reporting of the project, to collectively agreed templates.

## 2. Tackling a specific challenge in embedding support for PER

Expanding the existing knowledge base about 'what works' in supporting public engagement with research in HEIs by addressing a specific 'challenge area' identified in the State of Play report that is relevant to your institution, synthesising knowledge and piloting activity that, as a minimal output, generates an evidence briefing for dissemination across the HE Sector.

### Call aims

- a. Identify the 'challenge' you will address outlining why is it significant, both within the host HEI and the wider HE sector? What evidence exists to illuminate why and how it impacts on embedding support for PER across the HE sector?
- b. What are the specific elements of the chosen challenge you plan to address and how?
- c. What do you hope to achieve by your chosen approach; locally (within the funded period), longer term (within your institution) and more widely for the HE sector (addressed through a 'challenge briefing paper' output including recommendations for next steps in this area)

The **prioritised challenges** selected from the State of Play report are:

- Improving institutional **governance arrangements** to enhance the quality of strategic decision making about PER. What are effective ways to secure management oversight and external challenge, and to enhance the quality of strategic decision making about PER?
- Addressing the perceived **lack of middle management commitment** to PE/PER. Why do heads of department often fail to support PE robustly? What would need to change to address this challenge?
- Improving **researcher motivation** to undertake PER and embedding this within institutional processes and procedures. How do you make a convincing case to encourage more participation in public engagement, and what needs to be put in place to encourage more people to get involved?
- Enhancing **the quality of PER**. How might we realise a step change in the quality of specific areas of PER practice?

- Enhancing the **take up of training and CPD** for PER, and the quality of provision. What are the barriers which lead to low uptake of training and CPD in PER, and how might these be addressed?

#### **The funding should be used to:**

- Fully scope the selected challenge area, drawing on the evidence highlighted in the call document and beyond, to improve understanding of the chosen issue and the impacts it has on PER support and delivery in the HE sector.
- Increase understanding of this issue, building on your scoping, through desk based research and/or selective consultation
- Pilot activities or approaches to address this challenge within your institutional context
- Develop a clear process to maximise the learning from the project. This may include activities such as
  - Consideration of evaluation plans from project inception
  - Use of an advisory group/critical friends
  - Interaction and liaison with the NCCPE and other funded projects both at programme and challenge issue levels
  - Generation of case study/ies (to a collectively agreed template to ensure maximum synergy across funded challenge projects)
- Generation of a briefing report (to agreed template) and dissemination of this through own networks and in conjunction with the NCCPE and RCUK. This report should include practical guidance on how to address the challenge, and the risks and barriers that are likely to be encountered
- Full and active participation in SEE-PER programme co-ordination meetings, facilitated by the NCCPE, to maximise learning sharing and dissemination
- Support regular informal project reporting at co-ordination meetings and the full final reporting of the project, to collectively agreed templates.

#### **Assessment criteria**

In deciding on the applications to recommend for funding the reviewing panel will take account of the following:

- the extent to which the proposals address the call aims
- relevance and quality of proposed concept which demonstrates an understanding of the value of PER and recognition of the barriers which need to be overcome to establish or enrich a culture supportive of PER within the host HEI and/or the addressed challenge area
- high-level and cross-institutional commitment to the aims of the call, alignment with institutional priorities and readiness for change

- previous and relevant experience of the project team
- the extent to which the proposal builds on relevant experience within and beyond the HEI
- the extent to which the proposal builds on extant understanding of effective mechanisms for embedding and enriching a culture within the host organisation supportive of PER, specifically the principles of the Concordat for Engaging the Public with Research and learning drawn from the Beacons for Public Engagement, RCUK PER Catalysts and Catalyst Seed Fund available on the RCUK and NCCPE websites
- leverage of additional institutional support (financial and/or in kind) particularly where this is used to extend the activity period beyond 31 March 2018
- coherent and credible work plan
- evaluation and impact plans
- sustainability
- value for money and cost effectiveness

Applications in excess of £60,000 of RCUK funding will not be considered.

## Appendix B: Background to the call

This call builds upon a series of previous investments to enhance the quality of support for PER. We expect proposals to draw on the lessons learned from these investments. We have identified four different 'landmark moments', each of which have generated useful publications and tools which we advise you to draw on to inform your application.

### Landmark 1: The Beacons for Public Engagement and the EDGE tool

Funded between 2008 and 2012 the Beacons were six partnership projects seeking to build a supportive culture for PER. The first investment of its kind, it distilled important learning about where efforts can most productively be targeted. This learning was distilled in the so-called 'EDGE Tool', a self-assessment matrix which allows institutions to quickly assess their current support for PER.

There are nine focal points, represented in the table below.

<b>PURPOSE</b>	<b>MISSION</b> Have you created a shared understanding of the purpose, value and meaning of engagement and embedded this in your strategy and mission?
	<b>LEADERSHIP</b> Do you support champions across the organisation who embrace engagement?
	<b>COMMUNICATION</b> Do you communicate consistent, clear messages to validate, support and celebrate it, and ensure open and two-way communication with internal and external stakeholders?
<b>PROCESS</b>	<b>SUPPORT</b> How do you co-ordinate the delivery of impact to maximise efficiency, target support, improve quality, foster innovation, join up thinking and monitor effectiveness?
	<b>LEARNING</b> What opportunities do you provide for learning and reflection and what support do you provide for CPD?
	<b>RECOGNITION</b> How do you recognise and reward staff involvement within recruitment, promotion, workload plans and performance reviews, and how do you celebrate success?
<b>PEOPLE</b>	<b>STAFF</b> Do you ensure that all staff – in academic and support roles –

	have opportunities to get involved in informal and formal ways?
	<p><b>STAKEHOLDERS</b></p> <p>Do you proactively involve stakeholders/users/publics in shaping the mission and in the delivery of the strategy, and maximise opportunities for their involvement?</p>
	<p><b>STUDENTS</b></p> <p>How are students involved and what opportunities do they have to contribute their expertise and energy?</p>

**Advice to applicants:** we advise all applicants applying to the first aspect of the call (Enriching and embedding an institutional culture supportive of PER) to conduct an assessment of their institution’s current support for PER and to use this to inform their approach

The EDGE tool can be accessed here:

<https://www.publicengagement.ac.uk/support-it/self-assess-with-edge-tool>

**Landmark 2: The evaluation of the Catalysts for PER**

Funded between 2012 and 2015, the 8 Catalyst projects built on learning from the Beacon projects. Working over a shorter timescale (3 years) the programme clarified the types of impact which can meaningfully be aimed for and realised in investments of this kind. These impacts are described in the final evaluation report. In a nutshell, the report suggests that the projects contributed to the following outcome areas:

<b>Conceptual impacts</b>	<ul style="list-style-type: none"> <li>• Develop and establish a shared understanding of PER</li> </ul>
<b>Instrumental impacts</b>	<ul style="list-style-type: none"> <li>• Help to develop and support examples of embedded PER in practice</li> <li>• Make changes to job descriptions, performance reviews and promotion criteria</li> <li>• Provide evidence of PER-led promotions</li> <li>• Make changes to workload management to include PER support and activities</li> <li>• Establish PER award schemes</li> <li>• Make a financial commitment to PER Provide practical support for core research activities which emphasise importance of PER</li> <li>• Measure quality and impact of PER activities</li> <li>• Support funding applications and plans for research projects</li> <li>• Set up seed funding or grants schemes</li> <li>• Develop PER resources</li> <li>• Embed commitment to PER in corporate plans</li> <li>• Develop institutional PER strategies, or include PER</li> </ul>

	in other strategies and planning documents
<b>Capacity building impacts</b>	<ul style="list-style-type: none"> <li>• Provide training and opportunities for professional development</li> <li>• Provide and sign-post PER platforms and opportunities</li> <li>• Create senior leadership and engagement champions to oversee and promote PER</li> <li>• Create internal networks to share good practice, support staff and celebrate public engagement</li> <li>• Contribute to wider networks supportive of PE</li> </ul>

**Advice to applicants:** we advise applicants applying to both aspects of the call to think carefully about the outcomes that their projects are likely to realise, and to invest in appropriate evaluation activity to ensure they capture evidence of the changes they are contributing to. They should ensure that learning and reflection are built into their approach.

The PER Catalyst Evaluation report can be accessed here:

<http://www.rcuk.ac.uk/documents/skills/rcukpercatalystsprogrammeinterimsummary-pdf/>

### **Landmark 3: Taking stock of progress and identifying challenges**

The period 2015-16 saw various investments in evidence gathering and synthesis to take stock of the progress being made to embed better support for PER. These are summarised below.

#### **a. Factors Affecting Public Engagement by Researchers**

Building on the landmark 2006 study (Factors affecting Science Communication) this survey provided a rich picture of the current state of support for PER across the HE sector. The full report, key findings and an infographic summarising the results can be accessed here:

<https://wellcome.ac.uk/news/what-are-barriers-uk-researchers-engaging-public>

#### **b. Learning from the Catalysts for PER**

In 2015, the NCCPE conducted in depth interviews with the Catalyst teams to identify the critical factors which contributed to their success, but also to identify the key barriers and challenges which proved difficult to address. This learning has informed both elements of this call. The key findings are summarised in Appendix C. The full report can be accessed here:

[https://www.publicengagement.ac.uk/sites/default/files/publication/nccpe\\_catalyst\\_report\\_may\\_2016.pdf](https://www.publicengagement.ac.uk/sites/default/files/publication/nccpe_catalyst_report_may_2016.pdf)

#### **c. The State of Play report**

In 2015, RCUK and Wellcome commissioned a report to synthesise a variety of evidence sources (including the two listed above). The report explored:

- What the sum of evidence tells us about the current key highlights, barriers and challenges for public engagement in the research and Higher Education sector
- What the combined evidence indicates about the extent (breadth and depth) of public engagement 'culture change' within the research and HE sector

The report identified a number of challenges which have informed the second aspect of the call.

The report can be accessed here:

[https://www.publicengagement.ac.uk/sites/default/files/publication/state\\_of\\_play\\_final.pdf](https://www.publicengagement.ac.uk/sites/default/files/publication/state_of_play_final.pdf)

### **Advice to applicants**

We expect applicants to both aspects of the call to draw on these lessons to inform their approaches.

### **Landmark 4: The Catalyst Seed Fund Projects – accelerating change**

The Catalyst Seed Fund programme (CSF) saw ten HEIs working quickly to enhance the quality of support for PER in their institutions, initially for a 12 month period. These projects are particularly relevant to the first aspect of the call, which invites applicants to plan and deliver similarly brisk interventions. An interim report of the learning from the CSF programme identifies steps that can be taken to realise significant and sustainable outcomes.

The report explores each of the steps in some detail, and provides a range of examples of how the CSFs approached them, and the lessons they learned.

These steps are summarised below:

<b>Key steps</b>	<b>Example activities</b>
Secure high level commitment and alignment	<ul style="list-style-type: none"> <li>• Secure high level leadership and buy-in in the form of a senior champion (or champions) for public engagement with research, who is able to drive strategic and operational change.</li> </ul>
Review and take stock; consolidate existing activity	<ul style="list-style-type: none"> <li>• Take stock of your Institution's support for public engagement using the NCCPE's self-assessment EDGE tool and appropriate base line surveys (this will include looking at senior level commitment and engagement with PER principles).</li> <li>• Build on the HEIs strengths in public engagement and complement other sources of support (e.g. Impact Acceleration Accounts, Higher Education Innovation Funding (HEIF) and the Wellcome Trust's Institutional Strategic Support Fund (ISSF)).</li> <li>• Actively network with the NCCPE and other HEIs to share your learning and ensure external perspectives and expertise inform your plans</li> </ul>

Develop rationale, narrative and strategy; consider sustainability	<ul style="list-style-type: none"> <li>• Start to create a shared understanding of the purpose, value, meaning and role of public engagement to staff and students within your organisation.</li> <li>• Develop a longer-term strategic approach and forward plans to embed public engagement with research across the institution within strategies, policies, structures and processes.</li> </ul>
Identify quick wins & implement	<ul style="list-style-type: none"> <li>• Implement any areas you can quickly and efficiently target action to make a significant and longer-term difference in embedding public engagement with research within your institution</li> <li>• Consider how you will develop the public engagement capacity and capabilities of your researchers through support and CPD</li> </ul>
Work responsively; build allies & networks	
Identify success measures and monitor	<ul style="list-style-type: none"> <li>• Develop and use a 'theory of change/logic model approach to articulate your assumptions and goals</li> <li>• Establish an evaluation plan at the outset, and use it to capture evidence of impact and reflect on 'what works' (using external expertise if you do not have it in-house)</li> </ul>
Put in place steps to sustain momentum beyond project	<ul style="list-style-type: none"> <li>• Identify tangible legacies for the project to underpin its sustainability beyond the funding period</li> <li>• Put in place the appropriate mechanisms to realise a lasting legacy for the project, in terms of its strategic, operational, attitudinal and/or conceptual impact</li> </ul>

The interim report can be accessed here:  
<https://www.publicengagement.ac.uk/CSFinterimreport>

### **Advice to applicants**

We advise applicants to the first aspect of the call to draw on this learning to inform their approach. Applicants to the second aspect will also find useful evidence about how the different challenge areas have been addressed.



## **Appendix C: learning from the Catalysts for PER**

The 'Learning from the Catalysts for Public Engagement with Research' report identified the following factors as being critical to bear in mind when seeking to enhance support for PER

**Key enablers:** factors that really helped the projects build momentum in their institutions

- Work with the grain of your institution: engagement needs to resonate with the values and culture
- Invest in a gifted team who excel at collaboration
- Ensure there is excellent senior leadership who lead by example
- Understand where you are and the change you hope to achieve
- Communicate effectively internally and externally
- Have a plan and change it: focus is vital – but embrace opportunity and be flexible
- The gift economy: generosity reaps huge rewards
- Take quick wins when you find them
- Choose your battles: it's easy to lose time and energy struggling with intractable obstacles
- Passion and enthusiasm fuel change: embrace them
- Improve systems and processes e.g. reward systems: changing architecture helps change behaviour and attitudes
- Talk about quality: raise expectations and exemplify and celebrate excellence
- Peer to peer support: being a part of a co-ordinated network enabled teams to learn from one another, engage with the funders, and draw on lessons learnt from the Beacons
- In addition to these factors, all the Catalysts reflected on the help RCUK had provided through funding the NCCPE to co-ordinate the network. Having an national organisation to draw on to support their culture change work was seen as a huge asset by the teams, as was the value of activities such as the co-ordination meetings, a peer support network where participants shared their challenges, and learnt together.

### **Key barriers and challenges – and how to tackle them**

- Institutional systems and processes: there is significant inertia and often baffling bureaucracy wrapped up here – but you have to try to get PE written into the system.
- Language and definitions: there's a risk of navel gazing – but helping people find meaning and relevance is critical if you want them to build PER into their work.
- Who are the public? This isn't an academic question – it's a critical conversation that you need to invest time in to frame PER's distinctive contribution.
- Advisory groups: whilst these can help bring in new kinds of expertise and a critical perspective, teams reflected that they were often set up before the project's needs were identified, making them time consuming and demotivating. Clearly developing this function in the light of the needs of the project, and considering how to involve them effectively can address this challenge.
- Sustainability: securing commitment and funding to sustain the work of the projects needs to begin almost as soon as you start. Without this the work will all too quickly roll back.

- Dependency on key people is challenging. PER tends to be driven by highly motivated, reflective and enterprising individuals who build very extensive networks. Recruiting, rewarding and retaining such staff is vital - losing them can derail a project
- Balancing priorities and managing demand: Catalysts had a 'can do' attitude that paid dividends – but needed to be careful not to prioritise short term 'busy-ness' over longer term, bigger picture activity
- Personal cost and professional recognition: this is tough work with lots of knocks. You need to be resilient – and accept that professional recognition isn't a given.
- Quality engagement? You have to make quality a priority, and be prepared to define what is 'good enough'; you need to distinguish meaningfully between 'quality' and 'quantity'.
- Emergent working and flexibility: projects like these don't run on tracks – they morph and evolve. They need people who are comfortable with emergent processes, who can 'go with the flow' without losing sight of the big picture

**Factors that can help or hinder:** for some these delivered very positive results, but for others proved challenging and difficult to navigate productively. It was a reminder about how important it is to understand the organisation you are trying to change

- Institutional readiness: culture change projects need a prevailing wind. Projects can be easily blown off course by unexpected developments.
- Reward and recognition: changing promotions criteria can be hugely time consuming, and whilst important to do, won't change deeply held values quickly. Be prepared for difficult conversations about excellence.
- The REF: REF 2014 brought conversations about public engagement (PE) into the mainstream and offered financial incentives. But it also instrumentalised debate and threatened engagement that did not contribute to impact case studies.
- Know your place: the teams were sited in very different areas – each location brought advantages and challenges
- The slipperiness of culture change: addressing culture is an invitation to be creative and strategic and to implement innovative methods to shift attitudes and behaviour. However, it is difficult to measure.
- Early Career Researchers (ECRs) are hugely important. They are highly motivated – they represent the research leaders of the future – but just focussing on one group is a problematic strategy.
- Addressing values: affecting deep seated change in culture raises profound questions about the values and purposes that should underpin research and the relationships around it. This is not always comfortable or easy to address – and can challenge vested interests.
- Working with the funders was really important – with funder support being critical to effect change. However, at times the lack of consistency across different funders undermined the culture change being encouraged.

The full report can be accessed here:

[https://www.publicengagement.ac.uk/sites/default/files/publication/nccpe\\_catalyst\\_report\\_may\\_2016.pdf](https://www.publicengagement.ac.uk/sites/default/files/publication/nccpe_catalyst_report_may_2016.pdf)

## Appendix D: addressing the 'PER challenge' area of the call

Applicants are advised to consider the following steps in developing their proposal to the **PER Challenge** aspect of the call.

### Step 1: Identify the 'challenge' you will address

- a. *Why is it significant? What evidence exists to illuminate why and how it impacts on the sector?*
- b. *What are the specific elements of it which you plan to address?*
- c. *What do you hope to achieve by addressing it?*

### Things to consider in addressing this step

- Appendices B and C identify a range of sources of evidence which we expect you to reference. We expect applications to make clear the rationale and assumptions that underpin their proposed approach.
- The challenges are complex with many dependencies. We would expect your plan to acknowledge this complexity, and offer a constructive and practical 'frame' through which the challenge can be constructively addressed
- We expect proposals to provide ambitious but realistic goals, and to describe in concrete terms who you think the key beneficiaries will be, and the ways in which they will benefit from the project

### Step 2: Identify the process you will follow and the anticipated outcomes

*We would expect projects to have a clear strategy to address the following areas:*

- **Intelligence gathering:** *how do you plan to develop the existing evidence base through desk research/consultation?*
- **Experimentation/piloting:** *what resources and methods will you deploy to investigate and seek to address the challenge?*
- **Consolidation and dissemination:** *what process do you plan to follow to maximise the learning, and how do you intend to share the findings?*

### Things to consider in addressing this step

- We anticipate that all the projects will generate publications as one of their outputs (for instance cases studies, toolkits and/or evidence briefings). Working with the NCCPE, we will expect the projects to agree a standardised format for these.
- Given that each project is likely to plan to **consult** with the wider sector, we will expect the projects to work collectively to minimise the burden on consultees, perhaps by devising a programme-wide questionnaire which

seeks feedback on several challenges, or to collaborate on a consultation event at which consultees are invited to feedback on different challenges.

- We anticipate that all the projects will initiate a pilot process to test and develop an innovative approach, informed by the evidence capture and consultation.
- Your application should describe the resources you intend to invest in this and the method(s) you will use to secure robust intelligence and insight
- All projects should have an explicit strategy to ensure they maximise the learning that they will derive from the investment. This might include: an evaluation plan; an advisory group/critical friends; interaction with the NCCPE etc
- We will expect the projects to work collectively, co-ordinated by the NCCPE, to agree a standardised format for at least some of the project outputs, for instance a template for case studies; a standard report format, or evidence briefing.
- We will expect projects to allocate some resource for dissemination activities, for instance attending a conference or event at the end of the project to share the findings

**Step 3: Identify the institutional support you will invest in the project to 'match' RCUK's investment:**

- *What resources in cash or kind will you invest to support the project?*
- *What steps will you take to ensure that the project leaves a lasting legacy in your HEI?*

**Things to consider in addressing this step**

- We expect the RCUK investment to be matched – please detail how you will address this
- We expect the funding to lead to longer term embedding of support for PER in your HEI. Please indicate how you intend to address this expectation.

## Appendix E Je-S attachments Check List

Attachment Type	Maximum Page length	Mandatory/Optional	Extra Guidance
Case for Support	8 pages	M	Comprising up to two A4 sides for a track record, and six A4 sides describing proposed research and its context. Please ensure you clearly state which aspect of the call you are addressing – PER culture or PER challenge
Pathways to Impact	2 pages	M	Please ensure you clearly state which aspect of the call you are addressing – PER culture or PER challenge
Justification for Resources	2 pages	M	Please ensure you clearly state which aspect of the call you are addressing – PER culture or PER challenge
CVs	2 pages each	As Required	Mandatory for PIs, mandatory for co-investigators/project managers where personnel in place.
Host Organisation Statement	4 pages	Mandatory	This cover letter should be used to forefront high-level institutional support for enriching the PER support offer, readiness for this change and commitment to supporting a lasting legacy from the proposed project. Please ensure you clearly state which aspect of the call you are addressing – PER culture or PER challenge
Workplan	2 pages	Mandatory	Please ensure milestones correlate across all

			documents
Additional document: Match funding/in kind support statement	No page limit	Mandatory	In this document please fully articulate what match funding and/or in kind support will be enrich the funding requested from RCUK. The use of match funding and/or in kind support to extend the activity period through AY 2017-2018 will be prioritised. Please ensure you clearly state which aspect of the call you are addressing – PER culture or PER challenge

Please ensure you adhere to the above attachment requirements when submitting your proposal. Any missing, over length or unnecessary attachments may result in your proposal being rejected.