Awarding Funding for Collaborative Academic-Policy Projects

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CAPE

Contents

Using this toolkit

This toolkit is for anyone who administers or facilitates the award of policy engagement funding at universities or research organisations and who may be considering delivering collaborative funding scheme.

It will also be of interest to those considering applying for funding, as it provides insights into developing a strong proposal and case studies of what kind of projects lend themselves to a collaborative approach.

A note on language

There are many words used to denote aspects of collaboration between academics and partners. For example, 'co-production', 'co-design', and 'co-creation' each reflect distinctive practices and methodological approaches, and different disciplines enact these in different ways. **In this toolkit we use 'collaboration' as an umbrella term to encompass these varied approaches**. This is a deliberate choice as the practice of collaboration was defined by the applicants, rather than in the funding call itself.

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Introduction

The growing focus on maximising the economic and societal benefit of research over the past two decades has prompted investment from funding bodies, universities, and Independent Research Organisations (IROs) in engagement between the research and policy sectors. This has provided some organisations with the ability to create new and flexible internal funding streams. These additional resources can empower universities and IROs to act as devolved funders, enabling them to allocate funding strategically or to support foundational work.

One way to deploy funding of this kind is to fund collaborative projects between researchers and policy organisations. These projects typically involve partnerships where academics and policy professionals work together in response to a particular policy need. Between 2020-2023 CAPE operated one such fund; the **CAPE Collaboration Fund**.

- 20 projects were awarded a total of £424,000 to support researchers and policy professionals to co-deliver projects and policy work in response to policy demand

- Projects under this scheme varied in duration (from 3 to 21 months)

- Funding ranged from £7k to £25k

- Projects used a variety of collaborative engagement methods, including co-production, co-creation and exploratory approaches to academic-policy engagement.

The projects ranged from developing an integrated early care pathway for autistic children and families to delivering net zero retrofit for social housing in Camden, from improving school leader recruitment and retention, to informing new anti-poverty strategies.

The independent evaluation of CAPE mechanisms by Transforming Evidence found that the CAPE Collaboration Fund was **highly valued by awardees for its flexibility and support for innovation**. Awardees particularly appreciated its potential to build academic-policy partnerships and increase policy professionals' contributions to research. Notably, the perceived value of such awards for "connectivity and capacity development" outweighed the academics' perception that they may not result in traditional outputs such as peer reviewed publications. [1]

Yet accessing funding for engagement and collaboration in response to policy need is not easy. As one CAPE Collaboration Fund applicant noted, "it is rare to find this [type of funding], and this is a major stumbling block in being able to invest in relationships and activities of huge mutual benefit." When we asked participants of the CAPE Collaboration Fund whether this project would have happened without the fund, ten out of thirteen respondents said no.

This toolkit aims to support **greater understanding of the value of collaborative projects** in academic-policy engagement and **how to set up a funding stream to make such awards**. It covers:

- The benefits of collaborative academic-policy engagement projects

- Tips for supporting awardees to embed collaboration across project lifecycles and outputs

- Key elements of strong applications for collaborative funding calls

- Practical advice on designing and implementing a collaborative funding scheme

Drawing on our delivery of the CAPE Collaboration Fund and feedback from both academic and policy participants, we hope this toolkit can serve as a catalyst for more collaborative projects, while also reducing the administrative burden of establishing new funding streams from scratch.

Read case studies of CAPE Collaboration Fund projects.

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[1] Transforming Evidence, CAPE Evaluation Final Report, https://transforming-evidence.org/storage/cape-evaluation-report-170724-final.pdf

Who is this section aimed at?

This section is intended to help those who work in intermediary roles facilitating engagement between universities and policy organisations to build understanding of how to incentivise and support academic policy collaborations. It should also be of use to researchers to consider how collaborative projects can be mutually beneficial to them and to policy partners.

Section 1: Undertaking collaborative policy engagement projects

This first section of the toolkit explores the mutual **benefits of undertaking collaborative work** for academics and policy professionals. We then consider how **collaborative ways of working** can be interwoven throughout project lifecycles, and **what outputs might be collaboratively produced**.

Why undertake collaborative academic-policy engagement?

"As a charity supporting people who have been rough sleeping, we want to use evidence and research to base decisions about how we best support our residents and provide our services. Working with the research team at University of Cambridge allows us to get that objective, evidence-based take on what we are doing."

CAPE Collaboration Fund Policy Partner

Collaborative engagement between researchers and policy organisations has myriad impacts and benefits. Drawing from the CAPE Collaboration Fund projects, there are a number of reasons that collaborative projects might be undertaken:

- Creating policy change and societal benefit.
- Addressing a knowledge gap and policy need by contributing to a body of evidence.
- Developing and strengthening relationships between academics and policy organisations, including helping to build trust and mutual understanding.
- Supporting the co-creation of new knowledge.
- Ensuring that research priorities and practice can be shaped by those with lived experience.
- Creating knowledge exchange between policymakers and academics.
- Improving transparency across policymaking and improving understandings of processes.
- Exploring new partnership and funding opportunities on the policy topic and ways to share knowledge across sectors.
- Deepening academics understanding of the policy landscape, priorities and levers and how to consider research in light of this.
- For policy organisations, providing a new or different space in which to discuss work.

Our CAPE Collaboration Fund awardees found that their projects helped consolidate existing relationships but also open doors to new relationships, for example with government departments they'd not worked with previously. For one recipient, it allowed them to build a formalised research partnership between the academic and the policy organisation.

"Academic partners provided a sounding board / space for honest reflection which helped us to understand our own internal processes better and identify good opportunities to use our output to stimulate discussions around open innovation to support decision making."

CAPE Collaboration Fund Policy Partner

Building a collaborative partnership

"If I had to do [the CAPE Collaboration Fund project] again, I would spend more time communicating directly with the desired end partner and make sure there was a genuine, enthusiastic buy-in, rather than [only] a willingness to participate..."

CAPE Collaboration Fund Principal Investigator

Based on data from our CAPE Collaboration Fund recipients, we have found that successful collaborative partnerships are based upon **strong relationships and mutual commitment**. Building a strong collaborative project requires a shared commitment to collaboration from all partners. A **clear understanding of each other's expertise** and what collaboration will entail can help form the conditions for an effective partnership. Pre-existing relationships between academic teams and policy partners can be beneficial, and provide the foundation for responding to opportunities.

"We knew enough about each other to trust that we were on the same page. There is mutual respect of each other's expertise."

CAPE Collaboration Fund Principal Investigator

💡 **Tip: Collaborative partnerships in academic-policy engagement can extend beyond "traditional" policy organisations** such as government department or local councils. Many organisations, such as charities or NGOs, also have policy needs that would benefit from academic collaboration.

One CAPE Collaboration Fund awardee noted that undertaking their project had allowed them to develop a more nuanced understanding of the policy issues in their areas of research and that insights gleaned from the project had directly shaped their research and helped to build policy considerations in from the start.

Integrating collaboration throughout projects

"The process of starting from questions asked by the policy partner seemed to work quite well as it meant that by definition the policy partner was invested in the project from the beginning, and is perhaps therefore a good example of 'co-created' research."

**CAPE Collaboration Fund
Principal Investigator**

Collaboration in academic-policy engagement projects can be embedded at different project stages. Below are some ways in which this can be done.

Outcomes

- Co-developing intended impacts and outcomes.
- Creating a shared vision and discussing shared values and principles. This can also help you navigate forks in the road and changes of circumstances.

Methodologies

- Co-developing methodologies or as a minimum ensuring that methods and methodologies are discussed and agreed upon together.
- Embedding co-production as a specific methodology.

Operations

- Establishing advisory or steering groups comprising of individuals identified by all parties involved in the project. This can provide additional expertise and add diverse voices to the project.
- Establishing regular discussions with feedback loops.

Activities

- Co-organising knowledge exchange activities such as meetings, roundtables, and workshops including co-facilitation and using each other's networks to source and invite participants.

Relationships

- Sharing networks and contacts.
- Policy partners sharing their networks of those with lived experience of policy problems.

Skills and Data

- Using each other's specific skill sets to fill gaps or expertise needed by partners.
- Working collaboratively on compiling, generating and analysing data.
- Sharing data and datasets. Policy partners can facilitate data collection from groups or sites that may otherwise be challenging as well as sharing access to data on their systems that is normally inaccessible to academics.

Outputs

- Presentation of project findings using mixed panels of individuals from both sides of the collaboration.
- Co-writing or using expertise to review project outputs such as policy briefs, reports, guidelines, frameworks or strategies.

Communications

- Using each other's networks and external communication channels to disseminate outputs from the project.

Awarding Funding for Academic & Policy Collaborative Projects

💡 **Tip: We recommend developing a project idea jointly between the academic and policy team**. Joint scoping allows understanding of the policy need behind the project. All our projects in the CAPE Collaboration Fund worked closely from the start to discuss and agree on aims and expected outcomes to design their projects. Our policy partners in CAPE highlight that this approach maximises the value of their engagement with universities, leading to more relevant, impactful and mutually beneficial outcomes. See: CAPE project scope template.

💡 **Tip: Communication is vital throughout any collaborative project**. Open, transparent communication based upon trust relationships communication supports successful projects. CAPE Collaboration Fund awardees noted that collaborative projects need more built-in time than "classic research projects". Regular touch points, mutual understanding each partner's commitments, and managing expectations about what is possible all support effective collaboration projects.

> *"I think open and transparent communication was vital for the success of the project. We had regular meetings and extensive two-way dialogue about various aspects of the research."*
>
> **Collaboration Fund Principal Investigator**

💡 **Tip: Policy engagement and collaboration require flexibility**. CAPE Collaboration Fund recipients noted that policy priorities can shift, particularly due to dynamic political environments in which they operate. Colleagues in policy organisations also might change roles or their capacity to be involved may fluctuate. Working in this landscape can therefore require comfort with some uncertainty, particularly to ensure that what you produce is ultimately of use to the policy partner.

Collaborative outputs

Some examples of outputs from collaborative projects include:

- Documents and reports e.g. policy recommendations, policy briefs, blogs, reports, policy documents such as strategies, frameworks or guides, or technical / regulation documents

- Knowledge and intellectual property

- Data and analytics e.g. survey, poll or interview data, dashboards, data sets or databases

- Software or applications

- Knowledge exchange events e.g. workshops and seminars

- Training such as workshops, training materials or courses

- Improved capabilities of staff

- Partnerships and networks

- New or improved systems and structures e.g. internal workflows

- Social media content

💡 **Tip:** To build trust and impact, **think about the sequencing and timing of outputs**, particularly in terms of partner needs (which may differ to 'traditional' academic outputs). Discuss publishing platforms and seek to reach agreement with all involved where outputs will appear, and if any disclaimer notices are needed. Don't forget policy platforms, such as Gov.uk and discuss with your policy partner the likelihood and process for publishing on them.
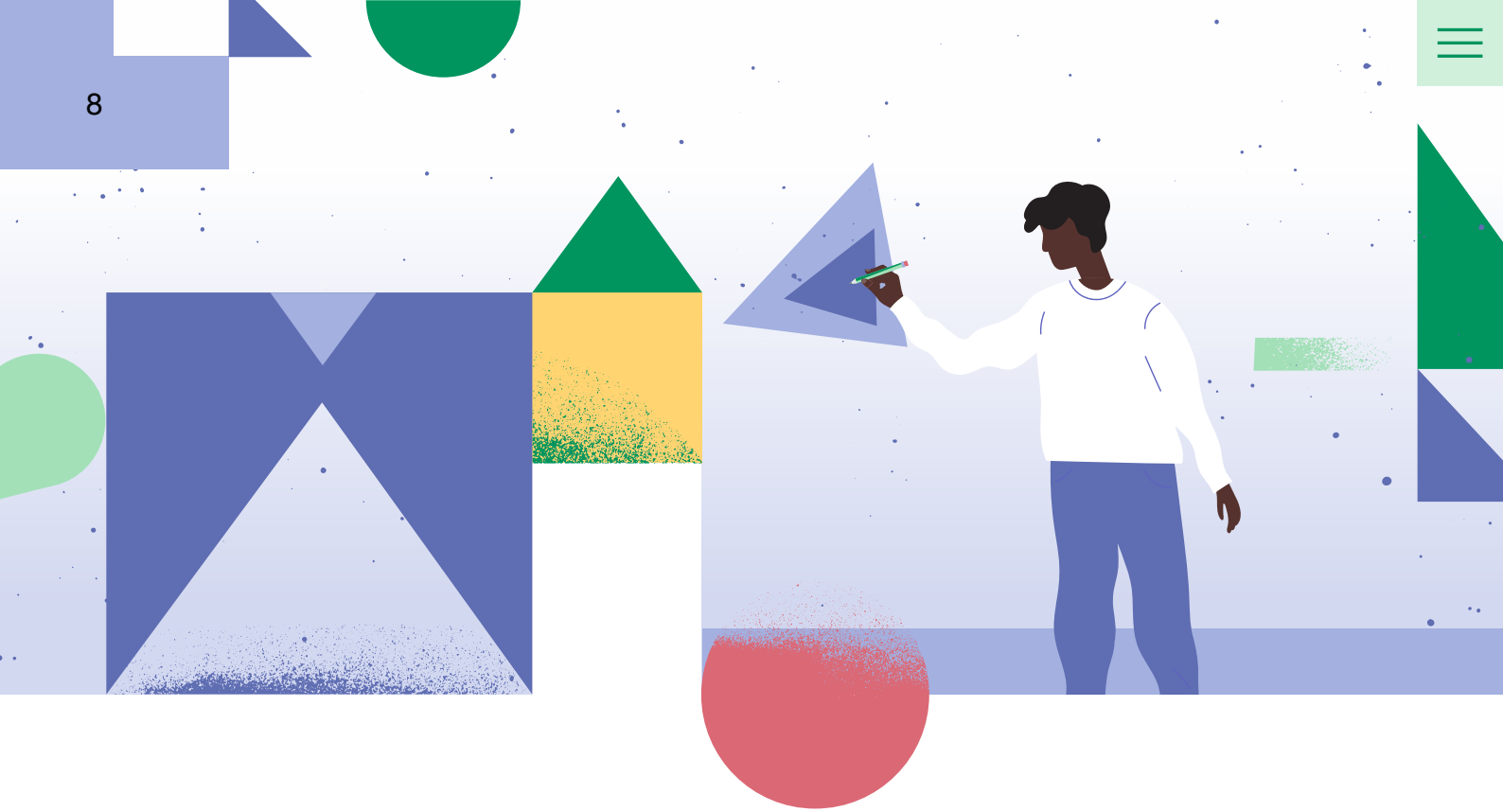
Section 2: Writing a strong proposal

Writing a strong proposal for a collaborative academic-policy engagement project is different to writing a research bid and requires different considerations. In this section, we share our learning on what constitutes a strong, promising, or weak proposal. This is based upon our analysis of the 63 applications to the CAPE Collaboration Fund over 3 funding rounds, with assessors drawn from both the university and policy sectors. These insights can help academics and policy partners to **strengthen applications to funding schemes that support research-policy collaborative projects**. Additionally, those in intermediary roles between research and policy organisations can use this guidance to assist academic-policy partnerships in improving their applications, and in designing criteria for funding schemes and assessments.

Strong proposals

Based on the CAPE data, strong proposals for collaborative academic-policy engagement projects, we suggest, should exhibit the following qualities:

Clear focus and alignment: Successful proposals to the CAPE Collaboration Fund were those that were well-focused and clearly aligned with the Fund objectives.

These proposals had a clear problem statement, were relevant to current policy needs, and were able to articulate how their work would address these needs.

Strong partnerships: Good proposals demonstrated strong partnerships. Often, but not always, these were pre-existing relationships with relevant policy bodies.

Relevance and urgency: Proposals that addressed timely and relevant policy issues stood out. CAPE Collaboration Fund panel members appreciated projects that could demonstrate how their work was aligned with a specific policy need.

Articulated collaboration methodologies such as co-production or co-design: A clear and well-defined co-production or co-design strategy was crucial. Strong proposals from the CAPE Collaboration Fund did not just mention co-production or co-design; they detailed how it would be implemented and how it would enhance the policy impact.

Promising proposals

Several applications to the CAPE Collaboration Fund showed promise but required further development. In these cases, we requested revisions and offered guidance on this. Because policy engagement can be unfamiliar to academic applicants, we recommend incorporating iterative feedback loops into the application process when running similar funding calls. This allows for the refinement and growth of proposals over time.

Promising proposals for collaborative academic-policy engagement projects might exhibit the following qualities:

Underdeveloped areas: Some applications had certain gaps, particularly in how they planned to measure impact or involve partners and other parties. The ideas were often strong, but the execution of the project plan needed further refinement.

Methodological issues: Some proposals had good ideas but needed to strengthen their methodological approaches, particularly in how they would implement co-production or measure outcomes.

Ambiguity in roles: Proposals that were promising often needed to better clarify the roles of various partners and others involved. While the projects had good partnerships in place, the specifics of how these would work in practice were often unclear.

Ambitious scope: Projects with overly ambitious timelines or objectives that seemed too broad for the available funding were often seen as needing further work. The potential was there, but the plans were not realistic within the given constraints.

Weak proposals

Weak proposals for collaborative academic-policy engagement projects might exhibit the following qualities:

Lack of clarity: Weaker proposals often failed to clearly articulate their objectives, methodologies, or expected outcomes. The panel was critical of projects that left too many unanswered questions.

Misalignment with objectives: Proposals that did not align closely with the objectives within CAPE or appeared to be more about academic research than policy impact were not favoured. These projects often lacked a clear policy relevance or were too technically focused without linking to broader policy debates.

Weak collaborative methodologies: Proposals that did not convincingly demonstrate collaborative methodologies such as co-production or where co-production was minimal or unclear were generally not fundable. For the CAPE Collaboration Fund in particular, the emphasis on co-production was central to the funding scheme.

Overly academic focus: Projects that were too theoretical or academic without clear practical application were not supported. The CAPE Collaboration Fund panel looked for projects that could lead to tangible policy changes rather than purely academic outputs.

Statement of intent from policy partners

We advise asking for statements of intent from policy partners to accompany applications. This can ensure commitment from the partner, and strengthen the case of the need for collaboration with researchers to meet a policy need through a collaborative project.

Statements of intent can cover the following, which we list in order of importance drawn from the assessment panel's feedback from the CAPE Collaboration Fund:

1) A clear policy context, need and demand

2) An articulation of the need for academic engagement

3) Identifying the wider benefits of the collaborative project

4) What support will be provided by the policy partner

5) References to the academic partner's work

Section 3: Designing a collaborative funding call

The following section walks you through the practicalities of designing a funding call and awarding funding.

Process and timeline

An overview of the process and timeline is shown on the following page.

Length of collaborative projects

"[collaborative projects are] inevitably more time consuming than a 'traditional' research project. More time needs to be allowed to meet, to discuss, to come to consensus decisions."

CAPE Collaboration Fund Principal Investigator

Through the CAPE Collaboration Fund we funded projects for up to 12 months. When asked whether 12 months was suitable for this type of project, only 4/11 respondents to our project review said yes. Several projects noted that 18 months would have been preferable, noting that contracts and operationalisation can take longer than expected, policy partners were subject to changing circumstances, and that additional interest arose

when they were undertaking the project. Due to these reasons, multiple CAPE Collaboration Fund projects required extensions. We recommend that you build in ways for awardees to communicate any changes to the funder, so projects can be iterated and you can solve problems together.

💡 **Tip: Build flexibility where you can into collaborative project timelines**. Academic policy engagement needs to be agile and able to respond to changing policy needs and external circumstances.

💡 **Tip:** Collaborative projects of this nature are not necessarily suitable for rapid response policy needs.

Funding Amounts

💡 **Tip:** Consider whether you are able to fund time buy-out for policy partners within any funding regulations, as this may impact their level of involvement. If the policy organisation is working under a tight internal budget, they will have limited capacity and it may be hard for them to carve out time. Make sure to think about this when co-developing your project programme.

Process and timeline diagram

Below we provide a process diagram for creating, operationalising, and evaluating a collaborative funding stream. This can be adapted to individual institutional structures. The indicative timeline has been created from our experience of running the CAPE Collaboration Fund.

TOTAL ESTIMATED TIME: AT LEAST 18 MONTHS	FUNDING ORGANISATION AND FACILITATION STAFF	RESEARCHER	POLICY PARTNER
Planning stage: Estimated time 3 months	• Align funding aims with strategic institutional priorities • Design application process, guidance materials, marking criterial and appoint panel • Design funding call and plan associated communications	• Relationship development with policy partner	• Consider needs which could be addressed through academic collaboration
FUNDING CALL OPENS			
Application stage: Estimated time 6 weeks	• Provide specialised policy engagement advice and guidance to applicants	• Collaborate with policy partner on application • Submit application	• Collaborate on application with researcher and provide statement of intent if required
FUNDING CALL CLOSES			
Assessment stage: Estimated time 6 weeks	• Sift applications • Panel sit • Feedback to successful and unsuccessful applicants	• Resubmit application with feedback if invited	• Contribute to resubmission if needed
AWARD SET UP			
Pre delivery stage:	• Support project leads setting up collaboration agreements as appropriate	• Set up collaboration agreements, organise salary buy out of staff as needed • Review and iterate project workplan as needed	• Provide any security clearances • Review and iterate project workplan as needed
FUNDED AWARDS START			
Delivery stage: 6-12 months or longer depending on projects	• Check ins as appropriate with project leads	• Project delivery • Report any chances as appropriate to funder including extensions or changes in circumstances	• Project delivery
FUNDED AWARDS END			
Review and sharing stage: 2-3 months	• Share project review forms with project leads and policy partners • Disseminate case studies and blogs with appropriate audiences and integrate into communications plans	• Complete project review forms • Deliver case studies or blogs • Apply to additional funding to continue engagement as appropriate	• Respond to review requests • Continue any follow on activities with researchers

Section 4: Templates for a collaborative funding scheme

Within this section you will find the following suggested templates that will assist you in developing a collaborative funding scheme:

1) Application form

2) Assessment criteria

3) Marking criteria

4) Award letter

5) End of project report

These are designed so they can be adapted for different institutions and contexts.

1) Application form

On the following page we provide a template of an application form used for the CAPE Collaboration Fund from 2020-2022. This can be adapted as needed.

Notes for completing the application form

- Proposals must clearly state how they will meet one or more of the aims of the funding scheme

- Proposals must be as specific as possible in terms of the planned co-produced activities, outputs and outcomes of your proposal, including your stated objectives and how success in meeting these will be evaluate.

- Proposals must evidence how they are meeting policy demand and are collaborative in a letter of support from their nominated policy partner.

Application form template

General information

Application title:

Amount requested:

Principal investigator name:

Email:

Job title:

Department / Institute / Other:

Faculty:

Please provide details of your departmental / institute / pre-award finance contact details:

I confirm I have discussed my application with my departmental finance contact /
pre-award Policy Partner(s) (named contact):

If more than one, please include all partners here:

Policy partner organisation:

Policy partner email address:

Co-investigator name(s) If applicable:

Co-Investigator Job title:

Co-Investigator Organisation:

Co-Investigator Email:

Application

- Please provide a short description of your proposal, including how it embeds collaboration. Please also include details of any previous grants or projects that this may be building on **[Max. 250 words]**

- What is the policy demand you will be addressing and why is collaboration necessary to meet that demand? Please include details of proposed stakeholders and substantiating evidence of demand. **[Max 250 words]**

- What are your aims, anticipated outcomes and benefits of the award? [Max 250 words]

- What are your planned activities and how will you integrate collaboration into these activities? **[Max 250 words]**

- How will you assess whether you have achieved the aims and objectives detailed in the previous question? **[Max 250 words]**

- Please provide a timeline detailing when the activities will happen if this proposal is funded.

2) Assessment criteria

Evidence of need / demand (25%)

Assessors will be looking for clear evidence of policy need and demand and assessing the degree of co-production evidenced. This should be articulated in a statement of intent from the policy partner and/or resource in kind provided.

Quality and feasibility of collaboration (25%)

Clear evidence of the quality and feasibility of the collaboration approach. This could include an articulation of how the two (or more) parties will work together, ways in which the project will be jointly developed, or methods of engagement. Potential for developing new partnerships and/or deepening collaborative relationships with policy makers should also be indicated. This must not simply be co-development (process) but include co-producing something (output / outcome) as a result of the award.

Project benefits (20%)

Assessors will be reviewing the quality of the proposed engagement, looking for clearly articulated benefits, defined beneficiaries, and generating policy related impact. They will be looking for clear evidence of the importance, timeliness and relevance of the engagement and the strength of the activity being proposed. This might include an articulation of the policy area and policy window, the degree of benefit to institutions involved, the current relationship and access to relevant information and expertise, and any contribution the project may make to increasing diversity in policy engagement.

Measuring success (20%)

Assessors will wish to see clearly defined objectives and a statement of how the activity will be evaluated. They should include details on how the project will capture any unexpected outcomes and include evaluation beyond successful delivery of the project.

Project costs (10%)

Assessors will consider both the costs of the activity (e.g. are they reasonable, are the costs comprehensive and are estimates based on sound rationale), and also has any other funding been sourced. Costings provided must be proportional to the intended delivery outcomes.

3) Marking criteria

SCORE	MEANING	CRITERIA	RESULT
1	Not fundable	No or limited evidence of criteria **particularly in quality and feasibility of co-production, benefits (outputs/outcomes/ impact), and evidence of need.**	Does not progress to panel
2	No agreement between reviewers	Reviewers cannot reach decision	Goes to panel
3	Potentially fundable	Reasonable or strong evidence of meeting the criteria **particularly in quality and feasibility of co-production, benefits (outputs/ outcomes/impact), and evidence of need.** May be some elements of patchiness or could be fundable with (achievable) further development.	Goes to panel

4) Award letter template

Below we provide a template of an award letter. Alongside this award letter we recommend terms and conditions for the award which aligns with your funding and university policies. This can include whether the funding can be used for direct or indirect costs and what project costs the award can cover.

Tip: Ensure that reporting and impact requirements are clear to awardees from the initiation of funding. You might consider, for instance, whether you could gather case studies on the awards, or if you want your recipients to write blogs on their experiences. Think about how such stories might support building engagement capabilities across your institution or communications strategies that raise the profile and visibility of academic policy engagement.

Award letter template:

Date

PI name, PI contact details, PI Department

Dear [PI name]
Funding grant: Title of Project
Project: XX
Start Date: XX
End Date: XX
Award Amount: £XX

I am pleased to inform you that you have been awarded [type of grant] for your project in collaboration with [policy partner] from the [name of fund].

The funding for this grant is awarded as per your application, considered and approved by the [name of funder] panel, and on the basis of your position at [university].

Please acknowledge [name of funder] as the source of the support where appropriate in publications, presentations, publicity etc as you would for a standard grant.

We will be required to present a detailed narrative summary of outcomes from this award, so please keep a clear record of activities and delivery (as appropriate to the form of the activity), and all outputs, outcomes and impact therefrom.

Conditions of the award include the following:
- The PI is responsible for ensuring that an appropriate collaboration agreement is in place with any partners, where applicable.
- Funds may only be used for costs described in the application for the project awarded. Any changes to funded projects (extension requests, reallocation of funds) must be authorised by [name of funder]. Please submit any requests for consideration to [email address].
- All relevant costs should be charged to [insert details here]. Funds associated with this grant should not be transferred to other project codes.
- Spending must be in line any related terms and conditions of funding.
- Unspent funds at the end of the project will be recovered and allocated to other [type of grant] funded projects.
- You will be required to take part in the monitoring and reporting processes associated with the scheme and the development of case studies.
- XX any additional conditions set by the funding panel

As Principal Investigator you are responsible for ensuring any person engaged, employed, or who may volunteer to work in this project (including students, postdoctoral research assistants, sponsored researchers, etc) complies fully with the UK legislation on right to work throughout any time they are participating on the project. Note for example that doctoral students in some cases are restricted to working, which includes voluntary work, no more than 20 hours per week at any time during the calendar year. For more information, please check with [relevant HR department].

[Name of funder] staff will continue to engage with you throughout the project; please liaise with them as and when requested, which will include interim and final reports, monitoring spending progress and an end-of-award [report / interview].

Yours sincerely,

[Sign off]

5) End of project review

For academics

The form on the following page can be used for academic leads on projects as an end of project report. It omits more operational details with the assumption that you will already have information on budget spend (and over or underspend), and whether the project was delivered on time or needed an extension. Instead, the review form explores the nature of collaboration, and what impact and continued legacy the project might have. This can be useful to help you think about how to support collaborative projects more effectively, to understand where there is continued engagement to support, and for building capabilities through case studies and potential impact reporting.

For policy partners

We found through CAPE that policy partners are often working at capacity and not able to provide as detailed review of the project. Since they are also not usually the direct recipients of the funding, we recommend a lighter touch approach. Instead of emailing a form, we recommend asking the following over email or via a quick call:

What did the collaborative project allow you to explore, undertake, or deliver that you wouldn't have been able to otherwise?

Did you deliver the aims and objectives of the project? (do comment on whether a flexible approach was used as part of the project delivery)

What kind of outcomes did the project intentionally or unintentionally create?

Is there an ongoing academic-policy engagement legacy that came from the project (e.g., lasting collaborations, new engagement set-ups) and does this need additional support?

What lessons were learnt along the way that made your project, or can make other future projects, work better?

End of project review template (for academics)

Name:

University:

Project title:

Policy partner(s):

Questions on collaboration:

How did this project demonstrate collaboration?

What do you think worked well in terms of collaboration?

What would you say were the main challenges or barriers to collaboration throughout the project?

What do you think you need in place before the project to make a coproduction project with a policy organisation work well?

What do you think you need in place during the project to make a coproduction project with a policy organisation work well?

Questions on outputs and outcomes:

What outputs were produced as a part of the project?

What do you consider to be the main impacts or benefits that have arisen as a result of this project?

In what ways, if any, did the project and its intended outputs and impacts change over the course of the funded period? What were any additional or unforeseen outcomes and impacts?

Has the project led to further activity with the policy team or institution?

☐ Yes   ☐ No   ☐ I don't know   ☐ Intention of future work

Please give details of any additional policy engagement or funding that has or will come from this project

About CAPE

Capabilities in Academic Policy Engagement (CAPE) is a knowledge exchange and research project that explores how to support effective and sustained engagement between academics and policy professionals, funded by Research England. We are a partnership between UCL and the Universities of Cambridge, Manchester, Northumbria and Nottingham in collaboration with the Government Office for Science, the Parliamentary Office for Science and Technology, Nesta and the Transforming Evidence Hub.

About CAPE resources

CAPE's resources are developed collaboratively with our policy partners and using practice-based experience. Our toolkits and guides are designed to be flexible so they can be adapted to meet the specific needs of different university and policy systems. These resources are intended as an entry point into addressing common challenges in academic-policy engagement and to inspire new and deeper forms of engagement. We encourage practice-based feedback on all CAPE resources, to improve their efficacy and to ensure that future resources cover the needs in academic-policy engagement.

CAPE