Theme		Code/s	Description/Summary
1. Purposes and Values of Communication and Engagement		1.1 Social value/good of communication and engagement	*Communication and engagement assumed as inherently ethical in their values*
		1.2 Value of mutuality/dialogue/listening	*Engagement approaches create spaces for mutual learning, engagement and listening*
2. Evolution of Communication and Engagement		2.1 Drives for communication, engagement, impact and co-production	*Increase in participatory approaches, including at early stages of the research process, but questions over where the capacity is to support this. Impact generation (including capturing in REF) as a driver for communication and engagement activities. Co-production increasingly part, rather than separate to the research process.*
		2.2. Environmental and climate ethics	*Increasing need to consider environmental impacts in communication and engagement activities*
3. Ethical Issues in Communication and Engagement	3.1 Relationships	3.1.1 Trust/Hierarchy/power	*How the building and breaking of trust creates ethical dimensions in communication and engagement. Different participants in the process holding different relationships and access to power*
		3.1.2 Longevity/legacy	*Communication and engagement often happen in short cycles, but relationships and their impacts take time*
		3.1.3 Generosity	*The gift of volunteering, undertaking emotional labour as being essential to communication and engagement processes*
	3.2 Content	3.2.1 Science and Health as ethical issues	*Science and health can be controversial, polarising and contain ethical topics inherent to research*

		3.2.2 Exclusion	*Certain science and health topics would be unethical to communicate and/or the organisations that support them (e.g. military research, tobacco companies)*
		3.2.3 Framing	*Ethical dimensions of distorting, creating narratives, diverting from fact, lacking transparency*
		3.2.4 Processes and practicalities	*Different methods (e.g. online/offline) and processes (e.g. paying) having different ethical burdens*
	3.3 Implications	3.3.1 Positive impacts of communication and engagement	*The ethical benefits of participation in communication and engagement, including for all participants*
		3.3.2 Harms for participants	*Burdens and harms for public participants, such as psychological, emotional and financial*
		3.3.3 Harms for researchers	*Burdens and harms for researchers, such as negative media coverage, online trolling and negative career impacts*
		3.3.4 Harms for practitioners	*Burdens and harms for practitioners e.g. negative reactions to front of house staff, emotional labour in anticipating ethical aspects*
		3.3.5 Loss of control	*How communication and engagement can be misrepresented or cause reputational damage*
	3.4 Culture Change (also connects to codes under Theme 2)	3.4.1 Purposes matching experiences	*Communication and engagement needing to match its intentions with actions (e.g. not PR in disguise)*
		3.4.2 Changing political landscapes	*Changes around acceptability of language/terminology and 'cancel culture' and the ethical considerations raised*
		3.4.3 Decolonisation	*Awareness of the role of communication and engagement in decolonisation, including the roles played of institutions in the cities of Bristol and Oxford*
		3.4.4 Equality, Diversity and Inclusion	*Ethical dimensions of who is missing in communication and engagement approaches, why and how*

4. Ethical underpinning of the functions of communication and engagement	4.1 Relationship to research ethics	*Assumption that communication and engagement is covered by research ethics processes and/or lack of awareness as to if it is covered*
	4.2 Strategic and practical institutional support for communication/engagement	*Institutional and practical commitment to consider communication/engagement, including its ethical dimensions*
	4.3 Lack of ethical underpinning	*Lack of visibility of communication/engagement in ethics processes, inappropriate timings, practicalities meaning its not fit for use*
	4.4 Role of evaluation	*Assumption that ethical aspects are covered if evaluation methods are in place and/or that there is a relationship between ethics and evaluation*
5. Responsibility for Ethics	5.1 Universities	*University responsibilities, advice or accountabilities with regards to communication and engagement*
	5.2 Funders	*Funding bodies responsibilities, advice or accountabilities with regards to communication and engagement*
	5.3 Researchers	*Researchers' responsibilities, advice or accountabilities with regards to communication and engagement*
	5.4 Practitioners	*Practitioners' responsibilities, advice or accountabilities with regards to communication and engagement*
	5.5. Publishers	*Publishers' role in provoking ethical considerations in communication and engagement*
	5.6 Communities/external organisations	*Community group and other organisations roles in provoking ethical considerations in communication and engagement*
	5.7 Co-creation	*Ethical responsibilities require co-created models*
	5.8 Ethics as a grey area	*Not knowing who holds responsibility/accountability*
	6.1 Person focused	*The need for advice and support from people rather than documents/guidance*

6. What could ethics in communication and engagement look like?	6.2 Training	What would constitute ethics training and how does this relate to existing training gaps?
	6.3 Outward looking	Guidance 'under development', needing to be collaborative, or drawing on other resources/disciplines (e.g. restorative justice)
	6.4 Resources	Case studies, digital resources, bite-sized content, codes of practice
	6.5 Commensurate	Need to be appropriate to time, recognition and budget for communication and engagement
	6.6 INSIGHT	Comments related to involvement in INSIGHT focus groups and interviews being beneficial and/or a prompt to think about ethics