

RE-P-2020-03-Annex B

Liverpool Hope University

HEIF accountability statement

**Narrative return template for HEIF funding period
2021-22 to 2024-25**

Return date: 21 May 2021

Return as Microsoft Word file to: KEPolicy@re.ukri.org

Web: <http://re.ukri.org>

Twitter: [@ResEngland](https://twitter.com/ResEngland)

Email: [Subscribe to email alerts](#)

Question 1 – Strategic objectives

Summarise the institutional strategic objectives that relate to knowledge exchange and guide your plans for HEIF.

We expect institutions' plans for HEIF to be guided by strategic objectives for knowledge exchange. However, there is no requirement for institutions to submit or maintain a standalone knowledge exchange strategy document.

We appreciate that KE objectives may be found in a specific KE strategy document or they may be contained as part of other strategic documents such as teaching, research or overarching institutional strategies.

Whatever form your knowledge exchange objectives are in, please provide a precis of the main objectives here so that we can see the strategic context that guides your plans for HEIF and forms the basis for your monitoring and delivery of intended benefits.

We welcome the inclusion of hyperlinks to published strategies and plans that may be referenced in the summary.

In answer to this question, you are free to use text or tabular format but please ensure that the question response is contained in no more than two pages of A4.

(max 2 pages of A4)

The University's Corporate Plan clearly guides and informs our plans for HEIF. It explicitly states that we will continue to embrace our mission of pursuing the goal of being a generator of new knowledge and ideas in order to be a natural epicentre for research, knowledge transfer, consultancy and professional development. It also clearly states the institution's intention of providing Hope students with appropriate work and learning placement opportunities and the stimulation to engage with society, to be entrepreneurial and to discern their vocation. Key Knowledge Exchange objectives stated within both the Corporate Plan (CP) and the Knowledge Exchange strategy include the following:

- CP1. for each School to build relationships with high quality institutions and business organisations across the world for research, staff and student exchange and community development.

- CP2. to offer a range of high-level non-credit bearing programmes in the form of continuing professional development to those in the public sector, community bodies (the third sector) and the world of business who do not necessarily enrol for study towards whole degrees and diplomas.
- CP3. to develop staff and student entrepreneurial practices conducted with serious ethical intent and in a spirit of service.
- CP4. to provide placement opportunities for our students to engage with key business sectors
- CP5. to develop incubation hubs and mentoring opportunities with businesses and public sector organisations.

The University's Research Development Plan (RP) also states a number of key knowledge Exchange objectives:

- RP1. to continue to strengthen the leadership of research, impact, knowledge exchange, and scholarly activity; supporting, where appropriate, Schools' efforts to engage in strategies such as the development of partnerships and user/beneficiaries' engagements which may act as incubation beds for impact in the forms of: media engagement; public engagement; advisory work and expert opinion
- RP2. to develop and foster research areas that make a significant impact beyond academic circles; this includes through knowledge exchange, practice-oriented research applications, enterprise activities and working with the community, public sector, businesses and industry;

Question 2 – Use of HEIF

How do you intend to use your 2021-22 to 24-25 HEIF allocations?

As detailed in [RE-CL-2020-04](#) and RE-P-2020-03., in order to enable institutions to effectively respond to the Covid-19 pandemic, we will use the 2019-20 HEIF Annual Monitoring Statement submitted in February 2021 to gather information about the use of HEIF during 2020-21,

In this accountability statement return we would like to know about your plans for HEIF for the remainder of the funding period 2021-22 to 2024-25. Please include indication of the planned timescale of the activity e.g. 2021-22 only; ongoing or 2022-23 onwards.

Please use the response layout grid provided overleaf, to provide the following information:

- a) Describe the key activities supported by your HEIF allocation.
- b) Include specific reference to how you expect HEIF to support these activities – i.e. specific expenditures: funded posts, academic staff buy out, internal competitive projects; and the proportion of the activity that is supported by HEIF (e.g. x1 business development post 50% HEIF funded).
- c) How these activities relate to the government priorities and RE-OfS strategic objectives outlined in paragraphs 9 and 10 of RE-P-2020-03. Where student benefits are achieved, please include an indication of the number of students benefiting.
- d) Which strategic KE objective, as outlined in question 1, does each activity relate to.
- e) Indication of the timescale for each activity (e.g. 2021-22 only, ongoing or to be confirmed)

In answer to this question, please use the response grid provided and ensure that the entire question response is contained in no more than six pages of A4 or A3.

Question 2: Use of HEIF

(Max 6 pages of A4 or A3)

<p>Planned areas of HEIF supported KE activity</p> <p>Please provide an overview of planned KE activities or projects that will be supported by your 2021-22 and onwards HEIF allocations.</p>	<p>HEIF support</p> <p>How HEIF will be used to support the project?</p>	<p>HEIF priorities</p> <p>How does this relate to govt priorities and RE-OfS strategic objectives? (Including note of scale where student benefits are achieved.)</p>	<p>Strategic objectives</p> <p>Which institutional strategic KE objective does this relate to?</p>	<p>Indication of timescales</p>
<p>The Establishment and development of a coordinated and collaborative interdisciplinary learning and teaching, research, KE development and application platform/programme (SIMLAB) in the area of Robotics, AI, VR and AR. This will house a number of collaborative KE partnerships involving and benefiting local companies in the following ways:</p> <ol style="list-style-type: none"> 1. Consultancy from our academic experts 2. Exploration using state of the art resources to simulate scenarios and experimentation before investment by Businesses (so, cost benefits for Businesses) - Simulate before you make. 3. International connectivity - bringing the expertise "here" from globally (Microsoft's slogan for such technology is "everywhere is here") 4. Public and industry engagement using virtual, augmented and mixed reality. 	<p>1 x SIMLAB Development manager (50% HEIF funded); 3 x KE Facilitators (50% HEIF funded).</p>	<p>Supports Innovation and Skills pillars of the Govt's Build Back Better Growth Strategy</p>	<p>CP1; CP4; CP5, RP1;RP5</p>	<p>2021/22-2024/25</p>
<p>The establishment/further development of a number of Research and Professional Practice Partnerships with key local</p>	<p>HEIF will be used to buy out academics' time to engage in KE activity</p>	<p>Supports Innovation and Skills pillars of the Govt's Build Back Better Growth</p>	<p>CP1; CP4; CP5, RP1;RP5</p>	<p>2021/22-2024/25</p>

employers/networks and community groups (Subject areas including: Education; Social Work/Care; Sport Sciences; Health Sciences; Creative and Digital Industries;)		Strategy and the Roadmap for Research.		
The establishment of at least 4 Knowledge Transfer Partnerships across University Schools over the next 4 years.	4 x KTP Development Leads (40% HEIF Funded)	Supports Innovation pillar of the Govt's Build Back Better Growth Strategy	CP1; RP1 ;RP2	2021/22-2024/25
A Pan-University Centre and programme to increase Professional Learning and Development (PLD)/Skills training income to an annual level of £1.5m+ (incl on-line accredited programmes / Apprenticeship programmes).	1 X PLD Manager (50% HEIF funded) and 2 x PLD Officers (50% HEIF funded) Buying out of Academics' time for delivery.	Supports Skills pillar of the Govt's Build Back Better Growth Strategy	CP1; CP2	2021/22-2024/25
Implement a programme of student-led consultancy and business improvement programmes in partnership with local SMEs.	1 x business engagement post (50% HEIF funded); Buying out academics' time to support programme.	Supports Innovation and Skills pillars of the Govt's Build Back Better Growth Strategy (c2,000 students over 4 years); and OfS Strategic Objectives 2 and 3.	CP1; CP3; CP4	2021/22-2024/25
Implement a range of entrepreneurial and business skills programmes available to all students.	2 x Student Enterprise Officers. (50% HEIF funded).	Supports Skills pillar of the Govt's Build Back Better Growth Strategy and OfS Strategic Objectives 2 and 3 Aim is to engage c2,000 students over 4 years).	CP3	2021/22-2024/25

Question 3 – Monitoring success

How do you manage your HEIF funding and monitor the success of your activities against the strategic objectives set out in question 1, and in line with delivering Government priorities?

Describe the policies, procedures and approach you have in place in the context of your strategic objectives to:

- i. manage your HEIF spending
- ii. measure progress
- iii. evaluate outcomes and
- iv. identify lessons learned.

In answer to this question, you are free to use text or tabular format but please ensure that the entire question response is contained in no more than four pages of A4.

(Max 4 pages of A4)

The Vice-Chancellor and University Senior Executive Team (USET) are accountable for the deployment of HEIF resources across the 9 University Schools and the furtherance of the University's KE agenda. They set the general direction for KE as part of the University's Corporate and Research Development Plans and ensure that progress with the delivery of the key KE-related strategic objectives is reported on a regular basis through School Committee reports.

USET has established a Science Innovation Group and associated KEF Task Force, membership of which includes senior representatives from the most KE active of the University's 9 Schools and Departments, along with Finance colleagues who have significant experience of managing a wide range of inter-disciplinary KE projects. This group advises the University Senior Executive Team on KE issues and helps to ensure that good practice in KE is shared across the University, meaning that impact is maximised and duplication is avoided.

Robust operational plans detailing milestones, key indicators of performance, projected outputs and resource requirements are put in place for all HEIF-funded programmes. Responsibility for the operational delivery and financial management of KE activity is devolved to the appropriate Schools with the Head managing HEIF-related activities

within the School's operational plans and budget and KE activity is included as a significant part of the School's Annual Monitoring and Enhancement Reporting process. Variance reports and budget statements are produced monthly for each School by the University's Finance team and any variance above tolerance levels from the agreed budget profile requires an explanation and a plan of remedial action

The progress of all HEIF projects is monitored on a monthly basis, both from a financial perspective and against stated non-financial milestones and key indicators of performance. A monitoring report is considered regularly by the KE Task Force and any remedial action is confirmed and recorded. Where a reallocation of funds is sensible due to under or over performance, this action is authorised. The annual HEBCIS return, along with metrics from the Graduate Outcomes Survey is also seen by USET as reflecting the progress of the University's KE agenda.

Evaluation of outcomes, outputs and economic and social impacts are taken extremely seriously as the institution realises that it must make the most effective use of the relatively limited funds available for third stream activities. All key stakeholders are expected to participate in an ongoing robust evaluation process looking at issues of economy, efficiency and effectiveness.

Good practice and key experiences are shared between Schools and Senior Leaders through a number of routes: the Academic Leadership Team (ALT) weekly meetings, Academic and Research Committees, Communities of Practice; University dissemination events; and curriculum developments.