

RE-P-2020-03-Annex B

Solent University, Southampton

HEIF accountability statement

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

Return date: 21 May 2021

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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.

STRATEGIC OBJECTIVES

Solent has four main knowledge exchange objectives for 2020-2025. These are summarised below.

1. Grow Maritime Short Courses: Maritime Short courses offered by our world leading Warsash Maritime School are a core component of Solent's Research and Knowledge Exchange (R&KE) Enabling Strategy and University Strategy 2025. We deliver around 150 short courses to train ~8,000 seafarers annually. This outreach to the global maritime community represents our main knowledge sharing gateway. Solent's Warsash Maritime School is one of the leading maritime education and training providers globally. With a 120-year history, it offers state-of-the-art facilities, including the UK's largest maritime simulation centre and one of only four manned model ship-handling centres in the world.

Despite the disruptions caused by Covid-19, merchant ships have continued to trade globally while seafarers, just as healthcare professionals, have been recognised as essential workers. As part of our commitment to economic recovery, Solent has put measures in place to increase training short courses to an extra ~5000 seafarers annually to help clear the backlog caused by the pandemic and benefit UK's and the global seafaring community in the next three years.

Also, in support of the Government's Maritime 2050 Strategy commitment to net zero shipping, our Maritime Strategy prioritises work to support the decarbonisation agenda. We are investing in research to better understand the problems and offer solutions to the maritime community (e.g. see the ISHY Project detailed below). In response to direct business approaches we are developing new forms of training to support use of future fuels and technologies.

2. Embed KE and PE activities: As a University based on 'real world learning' emphasising applied research, Solent recognises the importance of community engagement and expand our strategic relationships with the 'community' to develop innovative products, processes and services for economic and societal benefit. For instance, our facilities, including a state-of-the-art Sports Complex allow us to deliver services locally and beyond.

Covid-19 has increased awareness of the importance of physical health and mental wellbeing. Throughout the lockdowns, our staff and students have regularly engaged with the community, often in Southampton's most disadvantaged areas, on topics including mental wellbeing, healthy eating, keeping fit at home, and healthy home working.

Our Public Engagement Network is embedding a "KE Culture" in which staff and students increasingly engage with our "public" – i.e. local business and global communities supporting events highlighting the mutual benefits of engagement, curriculum development, employer interaction, economic growth and recovery, and student employability. The University also introduced a PE award to recognise and motivate activities and is committed to achieving the NCCPE Silver and Gold Awards by 2022 and 2025, respectively.

The Research Innovation and Knowledge Exchange (RIKE) fund has enabled our staff to research for KE purposes collaborative projects involving partners beyond academia. It has been a highly successful endeavour as some of this seed funding has also developed into larger externally projects. We plan to further embed RIKE in our KE Strategy as it will continue to incentivise such seed-funded support with links to local, regional, national, and international organisations.

3. Respond to demand for new KE activity areas: From this foundation, we will expand our KE activities by responding to demands from businesses and our communities. These include societal and economic development, particularly aiding post-Covid-19 recovery. Since the pandemic, the number of businesses on the South Coast, especially SMEs, approaching Solent for support with their recovery has increased. We are already responding to such demands, by, for instance, building a lasting relationship using initiatives such as Knowledge Transfer Partnerships (KTP), such as a recently awarded partnership with Morgan Contract Furniture Limited.

We will further enhance our work with organisations, including SMEs, academic consultancy, continuing professional development and training courses, and access to our specialist facilities and equipment. For instance, Solent has responded to the Help to Grow Management Programme through the Small Business Leadership Programme by developing a 12-week programme on Covid-19 economic recovery. There is clear evidence of demand for such courses. Around 150 SMEs took part in 2020/21, which will increase to 400 by 2024/25. Similarly, Solent is working with an SME to develop an innovative system for health and wellbeing monitoring. Directly related to Covid-19, this consultancy highlights our provision of expertise and testing facilities to SMEs.

4. Enhance student employability via entrepreneurship: A life-enhancing student experience is central to Solent’s values and mission to enable our students to be “Work Ready”, “World Ready” and “Future Ready”. The following initiatives support student employability using the entrepreneurship route.

Solent Futures, our careers service, provides £60,000 annual seed funding for student and graduate start-ups, as well as providing critical business advice and support. As there is evidence of higher demand for start-ups, funding for this initiative will increase to £75,000 from 2021/22. A recent success includes an automated drinks dispenser that is attracting interest from angel investors. In 2020, 155 start-ups were reported to HE-BCI (the 4th largest number in the survey). Solent Futures Online is a career development platform operated by Abintegro, which provides a wide range of interactive tools to improve employability and support entrepreneurship. The platform also includes a Jobs Board, linking local and national employers to our students and graduates.

Solent Creatives is our own in-house agency, which has provided over 5,000 students with freelancing experience in areas including web design, film, graphic design, social media, animation, and app design since its launch in 2011. The agency links students with businesses and empowers them to act as freelancers. This gives organisations access to the creative and digital skills of our students, as well as to hardware (cameras, editing studios) and software resources.

Re:So is a student-run enterprise selling clothing, art and accessories, located at the heart of Southampton’s retail area. It supports students in gaining first-hand enterprise experience and is operated and managed by our students.

Solent Productions gives students access to working on large scale film productions for clients such as the BBC and providing media support for festivals including Glastonbury.

We will also expand our degree and higher apprenticeship program to enable employers to augment their employee’s knowledge and skills.

These initiatives use real-world experiences to prepare students for work and ensure that Solent shares its knowledge and skill-base. This will help the local and wider economy recover from Covid-19 through access to highly skilled graduates.

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>Grow Warsash Maritime School's world leading Maritime Short Courses by engaging with shipping and offshore companies in understanding their business and Covid recovery requirements. Target to grow from ~8000 to ~13,000 students (an increase of ~5000) short course students between 2021/22 and 2024/25.</p>	<p>2 x 1.0 FTE new posts for Business Development to be HEIF funded 100% (one at management level and other at operation level); 1.0 FTE new Sales post at management level 50% funded by HEIF; 1.0 FTE new Sales post at operations level 100% funded by HEIF; 1.0 FTE of Warsash Maritime School Director post 50% funded by HEIF; 1.0 FTE Warsash School Manager post 75% funded by HEIF and 1.0 FTE Head of Maritime Professional Courses post 100% funded by HEIF.</p>	<p>Widens the scope of KE by responding to business needs and responds directly to the business recovery agenda. Increasing the delivery of maritime short courses supports the critical maritime business community both in the UK and globally.</p>	<p>Objective 1</p>	<p>2021-22 onwards</p>
<p>Generate further income through KE by understanding business needs in the areas of environment and autonomous shipping, which are the two areas of growing importance in the maritime sector. In response to the business needs of shipping companies both from the UK and overseas, we are investing in the</p>	<p>2 x 1.0 FTE academic staff buyout for developing academic content for consultancy/ short courses for the period as and when businesses indicate a need for such support.</p>	<p>Promotes R&D activity and innovation in maritime training as required by and delivered to the business community. Supports our aim to become world class at securing economic benefits from research.</p>	<p>Objective 1</p>	<p>2021-22 onwards</p>

development of new and bespoke maritime short courses.				
In response to growing demand from the industry referred to above, the University has decided to purchase license of a new Maritime Short Course Booking System. The current traditional booking system which works for standard UG/PG programmes does not serve the purpose and is limiting our ability to support an increase in the demand for delivering our short courses. The target growth of student numbers identified above will be achieved with the new System.	Operating fees of the new Short Course Booking System is ~£50,000 p.a. to be HEIF funded.	Supports delivery of increased KE activities and further innovation in the maritime sector.	Objective 1	2021-22 onwards
The University wants to build on highly successful Research, Innovation and Knowledge Exchange (RIKE) Awards, which are internal competitive innovation awards for staff. These seed funds are awarded on the merit of the applications. Such projects routinely benefit the businesses involved, in particular SMEs. RIKE also helps develop and underpin larger KE projects with external funding which directly benefits KE activities with businesses.	A proportion of HEIF will be used strategically to enhance the funding of internal projects selected on a competitive basis at the beginning of each academic year. The budget allocated for this spend in this initiative is ~£75,000.	Supports research for growth of KE by bringing businesses closer to the University and helping us respond to specific business solution needs through research.	Objective 2	2021-22 onwards
Academic staff buy out to develop knowledge exchange funded projects such as KTPs and Smart Innovation Grants, academic consultancies and new CPD/training courses based on the needs of businesses.	A proportion of HEIF allocation will be attributed to staff salaries relative to their involvement in the development of these activities.	Supports 'ideas', enhances knowledge transfer and economic growth.	Objective 3	2021-22 onwards
Academic staff buy out to develop new apprenticeship programmes based on business	Allocated staff buyout time for understanding the academic	Responds to place-based R&D strategy in the UK as	Objective 3	2022-23 onwards

problems and concerns that are brought to us by the businesses we work with.	requirements for apprenticeship programme and developing academic content.	well as enhance student employability with ~200 students benefiting over the course of 4 years.		
Develop and update an accessible external facing web portal to showcase staff research and KE activities to allow businesses, SMEs and the local community to better identify expertise they can leverage.	Staff buy out as appropriate to be funded by HEIF for 1.0 FTE for the duration of this project.	This initiative supports growing the KE agenda and enabling us to improve our ability to solve problems affecting industry, including SMEs and society.	Objective 3	2021-2022 onwards
As Solent builds on its successes in KE, we will enhance our internal systems to ensure reporting, recording and returning KE activities are accurate across the University.	Staff buyout for the duration of the project for embedding the system funded by HEIF for 1.0 FTE at 50%. Once the project is embedded, an ongoing HEIF funded staff of 1.0 FTE at 20% to support recording of KE activities. Provide resource from HEIF for expert external support and infrastructure to report and return.	This initiative enables the University's KE activities to be accurately captured and appropriately rewarded in HEIF income so that the fund can be reinvested in further R&D activities for economic and societal benefit.	Objective 3	2021-22 onwards
The implementation of academic KE lead posts to strengthen cross faculty awareness, recording and recognition of KE. The post holders will be conduits of knowledge exchange between businesses on the one hand and academic expertise in their Schools and Faculties on the other.	4 x 1.0 FTE posts of KE Strategic Lead from each Faculty/ School funded by HEIF at 10%.	Supports place, ideas and promotes R&D which will directly benefit industry, including SMEs, and society	Objective 3	2021-22 onwards
The University is planning to purchase subscription for financial market data platform that will give small business owners a tool to	Operating fees of financial market data platform on an ongoing annual basis funded by HEIF	Offers direct support for SMEs to flourish as well as	Objectives 3 and 4	2021-22 onwards

enhance their wider services of business intelligence, data analysis etc. aimed primarily at the Small Business Leadership Programme. Business School students will also be able to increase their employability chances from this new initiative which will offer live and up to date business insights.		enhances the employability of our UG and PG students.		
Programme to support and further embed an already successful employability and enterprise initiatives of Solent graduates through Solent Futures.	2 FTE posts HEIF funded 50% to support the activities in the professional services.	Enhances student employability prospects of each annual cohort of ~3,000 undergraduate and post graduate students.	Objective 4	2021-22 onwards
Support the extension of the Solent Creatives Agency to graduates. Currently Solent Creatives is solely focussed on students, but feedback from industry indicates that we should amend the model to include a Talent Bank to promote graduates to industry. The agency will also take a greater role in the local creative economy by providing a pipeline of creative talent to the businesses we are working with. It will add to the variety of enterprising activities we undertake for greater student employability.	1 FTE post HEIF funded and 1 x fully funded graduate intern (fixed term on a rolling basis).	Enhances employability prospects - supporting between 200-400 students p.a. to gain valuable freelancing experience. KE with local and national businesses gaining access to the skills of our students and the resources of the university. It is anticipated that ~50 graduates will benefit from the use of the Talent Bank over three years.	Objective 4	2021-22 onwards
To further embed enterprise into the curriculum, an enterprise education specialist to be appointed to lead on enterprise workshops, Solent Online Learning content, <u>Hackathons</u> etc. This will be further augmented by investing in a	1 FTE post HEIF funded for an enterprise education specialist and for the Entrepreneur in Residence a	Enhances employability prospects - supporting approximately 3,000 students	Objective 4	2021-22 onwards

Business Advisor – Entrepreneur in Residence – for our students and graduates. We have learnt from businesses the importance of teaching enterprising ability to our students, so enhancing their employability.	0.5 FTE HEIF post funded during term time only	p.a. to be supported through enterprise education.		
Support for the enterprise initiative that can be promoted through Re:So, Solent's unique retail store run by students which sells clothing, accessories, art, and other items designed by our students and graduates.	2 graduate interns will be appointed on a rolling basis (fixed term) to help with the management of Re:So funded by HEIF.	Provides students with a unique enterprise experience. This provides 2,300 hours of work-based learning for 28 students plus 15,000-20,000 customers visit the shop p.a.	Objective 4	2021-22 onwards
Solent Futures Online – a wide-ranging careers development platform and Job Board for students and graduates that provides tailored online enterprise support to complement face to face and curriculum activity. This initiative is in direct response to post pandemic economic recovery.	Subscription to the online support platform provided by 'Abintegro' which will cost ~£22,800 p.a.	Enhances employability prospects for all students and graduates – accessible to over 10,000 students p.a. In addition, it is available to all our graduates.	Objective 4	2021-22 onwards
Employ students to support a range of initiatives including hackathon events for students, researching and monitoring student start-ups for the HE-BCI Survey and acting as Inclusive Curriculum Consultants as part of our commitment to equality, diversity, and inclusion (EDI).	Paid student time as per University policies of a total of ~120 hours.	This links to enhanced employability prospects and is critical in levelling up the student experience by offering valuable work experience to students as part of our EDI strategy.	Objective 4	2021-22 onwards
Solent has a proven track record of successfully supporting start-ups and was ranked 4 th in the country in 2020. This initiative is to embed	Each year between 25-40 students are supported with seed funding. To embed this initiative further,	Enhances employability prospects and post-Covid	Objective 4	2021-22 onwards

support to the students and graduates through provision of seed funding after a rigorous selection process. We plan to increase our investment from ~£60,000 to ~£75,000 as a direct response to post Covid recovery strategy.	~£75,000 p.a. HEIF money will be invested.	economic recovery through business start-ups.		
Businesses and students/ graduates both benefit from work placements and as a University we encourage students to avail opportunities to increase their employability chances. However, in some cases students who do not have the social capital to secure work placements need support. Solent Futures works with local and national 3rd sector organisations to fund work placements for a period of full-time for 13 weeks.	10-12 students p.a. will be supported and funded from HEIF.	Enhances employability prospects and knowledge exchange between students and key local charities. It is also critical in levelling up student experience and outcome.	Objective 4	2021-22 onwards
As part of the key purpose of the University's Research, Office, staff are directly engaged in the growing requirements and management needs of all KE activities – from developing strategy to operationalising KE initiatives.	1.0 FTE for developing KE by engaging with local communities 20% funded by HEIF; 1.0 FTE PVC R&KE 50% funded by HEIF, 1.0 FTE KE Manager 100% funded by HEIF, 1.0 FTE UKRI Reporting and KE Data Manager at 100% funded by HEIF.	Facilitates Government's long-term roadmap to promote R&D and in particular KE outcome for an improved economic and societal outcome.	Objectives 1, 2, 3 and 4	2021-22 onwards
With growing importance placed on achieving impact from research on KE through external business connections and the ways in which KE can lead to new areas of research, the University has in the current academic year appointed five	The following new posts are created for building Impact Case Studies through KE by engaging with businesses and will be funded by HEIF as follows. 1.0 FTE Academic Lead in Research at 25% and 4 x 1.0	Embeds research at securing economic and social benefits by promoting research to solve real life problems in industry and across societies.	Objectives 1, 2, 3 and 4	2021-22 onwards

key posts who among other responsibilities will be required to build Impact Case Studies.	FTE Unit of Assessment Lead also at 25%.			
Engage with the communities of professionals from the HE sector involved in KE activities to ensure we learn from best practices and embed them in the university.	Institutional membership of PraxisAuril at 100%, Guild HE Research at 50% and ARMA at 50% funded from HEIF.	Supports in horizon scanning for opportunities to improve in the areas of research & KE.	Objectives 1, 2, 3 and 4	2021-22 onwards

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)

Manage your HEIF spending

HEIF funds are held in a dedicated cost centre. This allows the Research Office and the institution's Finance Service Team to track all related income and expenditure, and to effectively manage and monitor HEIF spending against planned targets and milestones. The PVC Research & Knowledge Exchange (PVC RKE) reviews the spend from monthly management accounts to keep a check on the progress and measure against this Accountability Statement.

Research Office staff use a dedicated research database management system to record and monitor the progress of all potential and existing KE projects. This will be expanded and augmented, including through the introduction of a dedicated email via which staff can notify the Research Office of their KE and PE plans and activities. The monitoring of the database ensures that all planned and existing activities across the University are effectively captured. Furthermore, ongoing regular meeting between Research Office Staff and Faculty teams, ensures all planned and existing KE and PE activities and projects are effectively supported and managed.

Those leading KE projects, whether supported by RIKE or external funds, are required to provide regular reports detailing progress against project milestones for the duration of each project and at completion. These reports are collated and reviewed centrally by the Research Office, ensuring that lessons learnt, in relation to any aspect of the work, are applied to future activities across the University's Faculties and professional services.

Measure Progress

We monitor progress of all planned and existing activities and projects through a central research database management system held by the Research Office. We hold regular meetings with project teams to ensure that progress against milestones are tracked, internal and external reporting deadlines are met, and support is available as needed for the development of new KE initiatives.

At the monthly Faculty Research and Knowledge Exchange meetings, all planned and existing projects and activities are shared. These are measured against expected progress and interim milestones. In addition, all Public Engagement activities are also captured monthly, which provides a forum for the development and cross-fertilisation of initiatives across University teams.

The Solent Public Engagement Network meets monthly to discuss current and planned KE and PE events, projects, and activities. This Network brings together academic and professional services staff from across the University and so provides an opportunity to share information, experiential learnings and a forum to develop new multi-disciplinary partnerships that better meets the needs of our public and communities.

At the individual level, annual Professional Development Review (PDR) meetings between staff and line managers, which include individual objective setting and progress review against targets. As well as providing an opportunity for targeted discussion of KE objectives, these meetings also allow review of staff affiliation to the KE Pathway and their career progression, thus recognising, valuing, and motivating KE activity.

The three-year plan to grow maritime short courses will be measured against its annual targets using quarterly progress review and financial projections. It will involve PVC RKE, the Director of the Maritime School, and the School's Financial Business Partner. Finally, progress with our objective on student employability will be measured on a quarterly basis involving PVC RKE and the Head of Student Experience.

Evaluate Outcomes

Planned activities supported by HEIF will be monitored, as described above, and evaluated against the outcomes outlined in the five key areas below.

(1) We will maintain and enhance Warsash School's status as the leading provider of maritime training within the UK and beyond, in particular, environmental sustainability and autonomous shipping, as evidenced by progress against specific outcomes. These include:

- (a) numbers of students trained increase by ~5,000 to ~13,000 by 2024/2025.
- (b) New maritime short courses are developed and offered to in response to the needs of UK and international maritime stakeholders including on emerging technologies and environmental matters.
- (c) Effective use of the new maritime short course booking system, allowing increased numbers of students access to training.

(2) We will build on and develop the RIKE scheme, as evidenced by progress against outcomes including:

- (a) increased numbers of business partners, particularly SMEs, involved in RIKE funded projects.

(b) Increased proportion of RIKE funded projects developing into larger KE projects supported by external funding.

(3) We will evaluate staff involvement in KE activities and particularly in funded KE projects, measuring the involvement against the following outcomes:

- (a) Increase in KTP and Smart Innovation Grant awards.
- (b) Increased income from externally funded KE projects.
- (c) Achieving the NCCPE Silver and Gold Awards by 2022 and 2025 respectively.
- (d) Increase the number of staff on the KE Pathway.
- (e) Solent in the top 20% of the cluster results on majority of KEF metrics by 2024/25.
- (f) Increased membership of the Solent Public Engagement Network.
- (g) Develop better awareness of KE among staff, reflected by an improved recording, reporting and recognition of KE activities and returning in HEBCIS and/or KEF Narrative Statement as applicable.

(4) We will evaluate Solent's responsiveness to business and government priorities particularly in relation to the post-COVID-19 recovery, improving Solent's KE offer to businesses, as evidenced by progress against outcomes including:

- (a) Increase in academic consultancies.
- (b) Increase in CPD and training courses reflecting the needs of businesses.
- (c) Increase in numbers of businesses approaching the University for support, consultancy, and training.
- (d) Successful implementation of financial market data platform for use by SMEs.
- (e) Increase in SMEs participating in the Small Business Leadership Programme by 250 to 400 by 2024/2025.
- (f) Completion and impact of the health and wellbeing monitoring system, including its commercial launch.
- (g) Increased use of Solent's specialist facilities by SMEs.

(5) We will build on and develop student employability and entrepreneurship, as evidenced by progress against outcomes including:

- (a) Successful implementation of a financial market data platform for student employability.
- (b) Continuing and increased support for student and graduate start-ups, as indicated by
 - i. increase in the number of graduate start-ups.
 - ii. increase of successful application for funding through Solent Futures to support start-ups by £15,000 to £75,000 in 2024/2025
 - iii. remaining in the top 5 in the HE-BCI Survey.
- (c) Enhanced support for employability, entrepreneurship, and facilitating access of students to industry, as indicated by:
 - i. Establishing a Talent Bank to promote graduates to the creative industries.

- ii. Increased use of Solent Creatives and Solent Productions by students and businesses.
- iii. Increased numbers of businesses, including SMEs, approaching Solent Futures to advertise posts and request interns.
- iv. Increased provision of enterprise and entrepreneurial learning through further embedding in the curriculum, increased numbers of workshops, and appointment of an Entrepreneur in Residence.
- v. Appointment of students as Inclusive Curriculum Consultants.
- vi. Increased use of the Re:So retail outlet for improving learning experience of retail management.

Lessons Learnt

Procedures and processes for ensuring that lessons learnt are applied include:

(1) Regular meetings between project teams and Research Office staff throughout the life of all projects, from the idea stage through to completion. These provide regular opportunities to monitor progress, assess and mitigate risks, and identify and benefit from lessons learnt.

(2) Final reports and wash-up sessions are used to evaluate all projects on completion. The involvement of Research Office staff ensures that lessons learnt can be disseminated and applied beyond the project teams.

(3) Regular meetings involving both staff and external partners (e.g. Faculty groups, KE working groups, Solent Public Engagement Network, NCCPE and KE concordat working groups, local business advancement group) are important opportunities for sharing learning and best practice.

(4) The regular survey of KE and PE involvement and experiences allows improved understanding of any challenges and barriers encountered by staff in the pursuit of their activities, so providing the basis for the development of solutions.

(5) Improved capture of KE and PE activities reflect a better institutional understanding, recognition, and value of KE and PE and enhanced opportunity for sharing and applying lessons learnt.