

RE-P-2020-03-Annex B

University of Worcester

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

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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.

The University's strategic objectives for KE flow from the institutional strategic plan primarily through the Research and Knowledge Exchange Strategy, although KE priorities are also evident in the Learning and Teaching Strategy, particularly in relation to employer engagement in curriculum design and provision of real-world learning opportunities.

Our new Research and Knowledge Exchange Strategy (2020-2025) was approved in Summer 2020. The strategy recognises that KE is of fundamental importance to the University in its own right but is also intrinsic to the delivery of its research, and particularly the impact of its research, and to its learning and teaching. The Strategy articulates why we engage in KE as follows:

- to share our research and the expertise and knowledge of our staff (academic and professional) and of our students beyond academia
- to learn from people and organisations outside of academia
- to inform our ongoing research
- to inform our learning and teaching
- to enhance and enable the impact of our research.

The RKE Strategy sets out the institutional vision as follows:

We will be recognised for delivering **excellent Research** which extends the boundaries of human knowledge, but which also fundamentally improves people’s lives and makes the world in which we live a better place.

And for **high-quality Knowledge Exchange** which meets the needs of our clients, partners and communities and adds value to their organisation.

We will be particularly recognised for our Research and Knowledge Exchange in identified **Areas of Challenge**.

Our Areas of Challenge are:

- Human Health and Wellbeing
- Sustainable Futures
- Digital Innovation
- Culture, Identity and Social Exclusion
- Professional Education

These Areas of Challenge reflect many of the fundamental problems and issues facing the world today. They highlight global, national, regional and local concerns which Research and Knowledge Exchange can help to address: through enabling better understanding of these problems and issues; through informing policy and practice relating to these matters; through working with people and communities affected by these problems, and with businesses, public sector and voluntary sector organisations to develop and implement specific solutions.

Delivery of the strategy is built around five pillars - People, Infrastructure, Culture, Collaboration and Engagement – for each of which high-level objectives are identified in the strategy. Five core objectives for KE are highlighted here:

1. To further develop our professional support structures for KE both inward and outward facing.
2. To develop staff knowledge, skills and capabilities around KE with a particular focus on enhancing resources and training to support staff and students to engage public and community in their research
3. To establish at least one Centre of Excellence for RKE in each of our Areas of Challenge. These Centres will engage in research with the potential for real world benefits (often in partnership with stakeholders and research users) and carry that research into practice through consultancy and CPD.

4. To broker regional, national and international partnerships with policymakers and policy influencers (in particular local authorities, LEPs, health, social care and education bodies) to shape and focus our RKE.
5. To expand opportunities for our students to engage in KE from undergraduate through to doctoral level.

The University is currently developing a long-term implementation plan for its RKE Strategy – a process delayed by the pandemic – with the expectation that School's develop local implementation plans alongside this. This process will highlight further priority areas at University and School level. The pandemic, however, has brought to the surface a further institutional priority for knowledge exchange:

6. Supporting Covid-19 recovery in the Health and Social Care and Education sectors.

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>Devolved KE leadership roles (at level of the College) who will drive forward the KE agenda in the academic Schools for which they have responsibility through developing and leading on school-level strategy and prioritisation, and effective mentoring and development of staff around KE.</p>	<p>3 x Research and KE leadership roles at College level (50% HEIF funded)</p>	<p>The funding is used to address the government's HEIF priorities in the round by developing institutional KE capabilities.</p>	<p>Objectives 2: staff development</p> <p>Objective 3: establishing RKE Centres of Excellence</p>	<p>2021/22 onwards</p>
<p>KE support and facilitation in the central Research and KE Office</p>	<p>3 x Research and KE Facilitators to operate at College level, to support KE activities and be involved in monitoring and evaluation of activities (50% HEIF funded); 2 Research and KE Support Officers, 1 to provide support in the development of joint bids with non-HEIs, tenders, consultancy and other proposals (25% HEIF funded), 1 to oversee project delivery including support around contracts, IP exploitation and impact</p>	<p>The funding is used to address the government's HEIF priorities in the round by developing institutional KE capabilities.</p>	<p>Objective 1: developing KE infrastructure</p>	<p>2021/22 onwards</p>

	development (50% HEIF funded)			
Academic staffing in our RKE Centre for dementia care focused on research exploitation process, skills development in the care sector and community regeneration	2 x Senior Lecturer/RKE Fellow in the centre (50% HEIF funded)	Addresses the People and Place strands in government HEIF priorities, as well as Covid-19 recovery.	Objective 3: establishing RKE Centres of Excellence Objective 6: Supporting Covid-19 recovery	2021/22 onwards
Staffing in CPD team in the School of Education to develop and deliver bespoke training for school leaders and schools both general and focused on Covid-19 recovery drawing on research and expertise in the School	2 x staff in the team (100% HEIF funded)	Addresses the People and Place strands in government HEIF priorities, as well as Covid-19 recovery.	Objective 1: developing KE infrastructure Objective 6: Supporting Covid-19 recovery	2021/22 onwards
Collaborative research with key partners in health and social care addressing key issues for partners with particular focus on digital solutions, rural health and care, staff resilience in NHS and care sector	To fund doctoral studentships (number to be determined) in collaboration with NHS and care partners (50-100% HEIF funded TBC)	Addresses the Innovation priority in “Building Back Better” as well as Covid-19 recovery and RE/OfS focus on Student KE.	Objective 4: partnership development Objective 5: Student KE Objective 6: Supporting Covid-19 recovery	TBC
Collaborative research with key partners focused on developing sustainable crop production with particular focus on plant-pathogen interactions, crop breeding, enhancing ecosystem services	To fund doctoral studentships (number to be determined) in collaboration with growers, plant breeders and other organisations (50-100% HEIF funded TBC)	Addresses the Innovation priority in “Building Back Better” and RE/OfS focus on Student KE.	Objective 4: partnership development Objective 5: Student KE	TBC

<p>Joint professorial post with NHS Trust in Nursing which will seek to develop</p>	<p>1 x Professor in the School of Nursing and Midwifery (40% HEIF funded)</p>	<p>Addresses the People strand in government HEIF priorities, as well as Covid-19 recovery.</p>	<p>Objective 3: establishing RKE Centres of Excellence</p> <p>Objective 4: partnership development</p>	<p>2021/22 onwards</p>
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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.

Management of HEIF

Strategic oversight of HEIF falls to the Deputy Pro Vice Chancellor Research who reports periodically to University Executive on HEIF management and monitoring and progress against strategic objectives for KE.

The Deputy PVC Research chairs a University-level *HEIF Working Group*, a sub-committee of the University's *Research and Knowledge Exchange Committee*, which is responsible for strategy development relating to and operational oversight of HEIF alongside wider objectives focused on the Knowledge Exchange Framework and Knowledge Exchange Concordat. It includes membership from across academic schools, alongside membership from key professional support departments (Human Resources, Communications, Finance, RKE Office). Its current terms of reference are:

1. To oversee the University's approach to the HEBCI survey, including review of the data return and the survey response
2. To develop the University's strategy for HEIF and recommend to RKE Committee
3. To monitor progress against the University's strategy for HEIF, including developing strategies for evaluation of KE activities and for feeding back evaluation into ongoing and future activities
4. To oversee responses to HEIF monitoring processes
5. To develop strategies for the effective allocation of HEIF

6. To develop strategies to increase the University's HEIF allocation
7. To oversee the University's response to the Knowledge Exchange Concordat
8. To oversee the University's engagement with the Knowledge Exchange Framework

Measuring Progress

The University has made it an operational priority to enhance its data collection relating to KE activities of its staff and students. The HEIF Working Group has worked to establish the data it requires to measure progress against its HEIF and wider KE objectives and this has informed planned KE data collection.

Data collection will be organised around the 7 KEF perspectives and will seek to identify staff and student inputs (funded and unfunded), outputs and outcomes of KE activities across these perspectives, identifying where possible the specific inputs, outputs and outcome measures it would expect to see for particular activities. It is recognised at the outset that outcome data is likely to be incomplete in many cases.

The RKE Office will work with Schools to collect this data on an annual basis. Data will be collected from academic staff on an individual basis and from specific RKE centres and teams. Data on student KE will be sought from staff with responsibility for student placements, internships, spin-outs, etc. Data will also be collected from academic and professional support departments which are responsible for delivering services to business and community.

Data collected through these means will be cross-referenced with data held centrally by the RKE Office such as data on bidding and funded project delivery. This data will be reviewed on an annual basis by the HEIF Working Group and used to assess progress against overarching KE objectives.

Additional information relating to "projects" funded through HEIF will also be sought. During the project, an annual progress report will be requested outlining how far the project has met key milestones; at project end, the project lead will be asked to present a case study outlining the outcomes of the project and identifying specific issues or challenges that emerged during the project.

Evaluating outcomes

The HEIF Working Group has made it a priority to enhance data on outcomes and following on from this to improve the evaluation of these outcomes. For projects and activities funded through HEIF, it will be the requirement that outcome evaluation be built into the activity/project. However, it will be a strong expectation that all KE activities/projects seek to identify and evaluate outcomes.

Evaluation data to be collected will include:

- Collecting fuller quantitative and qualitative evaluation data on KE activities. This will include data collection immediately following the activity (e.g. feedback at the end of a CPD programme) but also, where feasible, follow up data collection (e.g.

feedback on longer term impact of a CPD programme on an individual but also an organisation).

- Specific data on the outcomes of CPD, interventions and evaluations where this is achievable (e.g. OFSTED outcomes for school based CPD and interventions).
- Organisational feedback on consultancy, contract research, collaborative research.
- Sales data or similar on products and processes that have been developed in collaboration with the University.
- Audience feedback on public lectures, exhibitions, public and community events.

Identifying lessons learnt

The HEIF Working Group has determined that alongside end of project evaluation it will also request a review of lessons learned from KE project leads on selected projects. This will take the shape of a Case Study identifying the key challenges, successes and failures in the delivery of the project. Projects will be selected on the basis of scale, complexity (e.g. number of partners) and funding. The Working Group is currently establishing a Case Study template and RKE Facilitators will work with project leads to complete this template.

The Working Group will review all Case Studies on an annual basis and produce an annual report which highlights good practice and identifies recurring challenges and blockers to success. The report will be submitted to College and University level RKE Committees. Further, the report and individual case studies (anonymised as appropriate) will be used to support education, training and development for staff and students.