

RE-P-2020-03-Annex B

# University of Wolverhampton

## 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](mailto: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.*

*(max 2 pages of A4)*

Since its inception as a Mechanics Institute in 1827, the University of Wolverhampton has been committed to putting our students first and addressing the challenges of our place transforming communities and improving economic prosperity.

Our approach is driven by our vision *'to transform the leadership and workforce of our place through inclusive student success and world-class research'* and delivered in partnership with our stakeholders/partners from across our communities. Our strategic objectives for Knowledge Exchange (KE) are influenced and driven by our place, and explicitly focus on innovation, skills, employment and applied research

We launched our ambitious 2030 strategy in April 2021 with KE forming a clear and fundamental component to its success. When devising the strategic approach we took a conscious and informed decision through the stakeholder consultation process to amend, reposition and retitle our Research sub strategy to "Research and Innovation" reflecting the importance of KE.

Within our Research and Innovation sub-strategy we quote Professor Dame Ottoline Leyser, Chief Executive of UKRI :-

*"As long as we associate research and innovation with the lone genius, we will fail to bring into the system the wide range of people whom we need."*

We share this view and place community and economic impact at the centre of our research strategy. This involves not only researchers and research students, but also technical and professional service staff and research collaborators within and outside higher education and research. We will bring local actors and communities together to

make a difference to our Place and both its communities and economies. Our research centres and institutes are the focal points for subject and mission-based communities of researchers but we will also review, evaluate and amend our policies and procedure to encourage, recognise and reward community building and support in research and innovation. Within the sub-strategy we outline the following :

#### Ambition

- Our research addresses societal challenges and improves lives of those who benefit from research.

#### Commitment

- We engage in research that drives innovation and challenges the norm.
- We produce rigorous research that benefits society and economy

#### Success

- We have inter-disciplinary research collaborations with impact beyond academia
- We have developed research that adds value and improves outcomes for our communities.
- Our Professors are leading mission-based research and are practice-related.

The Research and Innovation sub-strategy dovetails and complements our Regional Engagement Strategy which focuses on KE from a skills and employability perspective informed by our local Strategic Economic Plans, feedback from employers on our subject advisory boards and stakeholders such as our local authorities, NHS trusts and Voluntary and Community sector partners.

Key KE outcomes from this sub-strategy include :

- Invest in the economic needs and skills demands of our Place
- Offer Higher Education at the point of need
- Refocus our curriculum to ensure it provides graduates with the skills employers want
- Have a major low-cost Adult Learning Programme
- Ensure our experience connect students with the community and business
- Have an outreach programme that is embedded as part of the school calendar
- Have a major volunteering programme
- Have 4 science and technology parks that focus on innovation and entrepreneurship
- Increase our start-up business support

The University has created dedicated web pages for its 2030 vision outlining the overarching vision and strategy along with the sub strategies detailing their commitments and success measures. This web presence will be maintained with case studies, endorsements and learnings as the university progresses on its next chapter towards delivering the 2030 vision. <https://www.wlv.ac.uk/about-us/strategy-2030/>

## 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><b>Planned areas of HEIF supported KE activity</b></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><b>HEIF support</b></p> <p>How HEIF will be used to support the project?</p>	<p><b>HEIF priorities</b></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><b>Strategic objectives</b></p> <p>Which institutional strategic KE objective does this relate to?</p>	<p><b>Indication of timescales</b></p>
<p><u>The What ( KE initiative)</u></p> <p>Work with external partners, through the Towns Fund initiative for example, to establish two new Regional Learning Centres and expand our Sikh and Panjabi study centre which serves the local community.</p> <p><u>The Why ( KE impact)</u></p> <p>Our approach to sustained local KE began in 2015 with the creation of our first regional learning centre, <a href="#">University Centre Telford</a> (total investment c£815,000). Local campus engagement was limited due to location and specialist offer but by taking learning to the people we increased aspirations, HE engagement and grew local KE opportunities. Starting with no offer/engagement, this centre moved from 25 activities with 635 people in year 1 to 426 activities with 5371 in 2019 excluding large multi-partner events/festivals with 40-50k attendees.</p> <p>Located above the Library and working with LearnTelford, FutureFocus, schools/colleges/training providers, activities</p>	<p>5 posts to run the Centres (100% funded )</p>	<p>Supports the “place” pillar of IS by enabling learning in the community.</p> <p>RE/ OfS objective for students to benefit, as events will be run each week for up to 60 learner.</p> <p>KE funding category – Supporting the community/public</p>	<p>Regional Engagement sub strategy commitment : –</p> <p><i>To offer HE at point of need</i></p>	<p>2021/22 onwards</p>

<p>across the spectrum occur: public lectures, CPD, joint/supported funding bids, joined-up professional courses and community learning. It works with people of all ages, abilities, ethnicities and brings learning to the community to enthuse and engender inspiration and enthusiasm for knowledge including the English Café to improve language skills of skilled immigrants.</p> <p>University Centre Telford's success resulted in two new successful centres, <a href="#">UoW in Stafford Centre</a> and <a href="#">Black Country Studies Centre</a></p> <p>Our model focuses on outcomes/impacts for communities/partners and us. Integrated multi-faceted P&amp;CE work is evaluated and reported using key metrics as required by HE-BCIS.</p> <p>We established the first <a href="#">Centre for Sikh and Punjabi Studies</a> which engages collaboratively with Sikh communities in Wolverhampton and around the world which we are looking to expand to deliver further impact.</p>				
<p><u>The What ( KE initiative)</u></p> <p>Grow and enhance the Elite Centre for Manufacturing Skills</p> <p><u>The Why ( KE impact)</u></p> <p>The £12m <a href="#">Elite Centre for Manufacturing Skills (ECMS)</a> based at Springfield Campus opened in August 2017, and was identified a flagship project in the BCLEPs 2014 SEP, which committed £8.2m Growth Deal funding.</p>	<p>4 posts – 2 of which are Knowledge Exchange managers focused on working with employers to identify need, introduce and embed the ECMS's expertise to improve their economic performance.</p>	<p>Supports the Government in the levelling up agenda by upskilling the local workforce.</p> <p>RE/OfS for student benefit will be through apprenticeships and CPD working in</p>	<p>Regional Engagement sub strategy commitment:-</p> <p><i>To invest in the economic needs and skills of our place</i></p>	<p>2021/22 onwards</p>

<p>An exemplar, employer-led training facility designed to improve productivity and growth in the high value manufacturing sector, one of the five transformational sectors for the area with particular emphasis on the aerospace and motor vehicle sectors.</p> <p>These skills underpin high value manufacturing performance, productivity and growth. ECMS was created through Skills Capital investment by government and through consultation with the BCLEP.</p>	<p>2 of which are linked the technical training for Foundry skills (100% funded )</p>	<p>partnership with FE providers. KE funding category – Skills and Human capital development</p>		
<p><u>The What ( KE initiative)</u> Create a three posts to focus on student/graduate start-ups and enterprise</p> <p><u>The Why ( KE impact)</u> The majority of the University’s students are recruited from the region and the majority wishing to stay in the locality with many of them expressing the wish to either grow their existing business or start up a new enterprise. This is reinforced by recent surveys nationally as whilst, post pandemic, students are expressing concerns about employment according to research carried out by Santander Universities, around 26% of students are either planning to run their own business, or already run their own business while at Universities. By investing in posts within faculties where colleagues will have with both subject expertise and the links to business advice, industry mentors and wider University support</p>	<p>3 x Student/graduate start-up and enterprise posts (100% funded)</p>	<p>Supports the “people” pillar of the IS by enabling students to contribute to the economy through their enterprise.  RE/OfS benefit as all 23,000 of the University’s student population will have access to tailored help and guidance in their discipline area.  KE funding category- Enterprise and Entrepreneurship</p>	<p>Regional Engagement sub strategy commitment:- <i>To increase our start up business support</i></p>	<p>2021/22 onwards</p>

<p>we believe the local post pandemic local economy will be stimulated through graduate enterprise especially in subjects areas linked to the creative and technology sectors.</p>				
<p><u>The What ( KE initiative)</u> Establish a Technology Transfer Office (TTO)</p> <p><u>The Why ( KE impact)</u> In the KEF metrics published in April 2021, the University ranked highly on ‘IP &amp; Commercialisation’, amongst the top 30% of institutions. This success is mainly attributable to the creation of spinout companies backed by our pre-seed Investment Fund established in partnership with a corporate plc, because we were able to evidence third party investment introduced to the companies. We plan to sustain and extend this model through the creation of a formal TTO.</p>	<p>4 x Commercialisation posts (100% funded )</p>	<p>Supports the Government’s Research and Development Roadmap by enabling the commercialisation of the University’s research.</p> <p>KE funding category – Commercialisation (Technology Transfer)</p>	<p>Research sub strategy commitment:- <i>To produce research that benefits society and the economy</i></p>	<p>From 2022/23 onwards</p>
<p><u>The What ( KE initiative)</u> Establish the National Brownfield Institute</p> <p><u>The Why ( KE impact)</u> Our Brownfield Research and Innovation Centre ( <a href="#">BRIC</a> ) actively supports the remediation of brownfield land and buildings, bringing them back into use and offering opportunities to improve the localities economic performance by increasing provision of quality development sites.</p> <p>BRIC highlighted urgent need for high quality brownfield research and innovation across the</p>	<p>2 x Knowledge Exchange manager posts focused on working with employers to identify need, introduce and embed the National Brownfield Institute’s expertise to improve their economic performance.</p> <p>(100% funded)</p>	<p>Supports the Government’s Research and Development Roadmap by translating research into economic and societal impact.</p> <p>KE funding category – Facilitating the research and exploitation process (non TT)</p>	<p>Research sub strategy commitment:- <i>To engage in Research that drives innovation and challenges the norm</i></p>	<p>From 2021/22 onwards</p>



<p>WM and provided the catalyst for the establishment of a <a href="#">National Brownfield Institute (NBI)</a>, led by UoW, in partnership and supported by key stakeholders, including City of Wolverhampton Council, LEP and WMCA, to create a world-class industry cluster focusing on brownfield regeneration at Springfield Campus.</p>				
<p><u>The What ( KE initiative)</u> Establish the Cyber Quarter Centre</p> <p><u>The Why ( KE impact)</u> The Marches SEP identified a lack of critical mass of business activity, a limited university offer, low levels of R&amp;D and commercialisation and poor virtual connectivity. In response, UoW has invested £500,000 through its Research Investment Fund to set up Wolverhampton Cyber Research Institute (WCRI). The focus is to enhance cybersecurity research and KE, develop and sustain a leading, world class, multi-disciplinary cyber research centre to influence cyber policy and decision-making, ensuring protection of businesses and individuals in cyberspace.</p> <p>WCRI plays a leading role in the <a href="#">Cyber Quarter - Midlands Centre for Cyber Security</a> . Cyber Quarter’s mission is to be a single hub for supporting and accelerating cybersecurity innovation and supporting industry by providing tailored security testing, training and R&amp;D services. It supports the incubation and <a href="#">acceleration of cyber</a></p>	<p>2 x Knowledge Exchange manager posts focused on working with employers to identify need, introduce and embed the Cyber Centre’s expertise to improve their economic performance.</p> <p>( 100% funded)</p>	<p>Supports the “ideas” pillar of the IS by acting as a knowledge exchange driver in a dynamic and far-reaching element of today’s economic landscape.</p> <p>KE funding category – Skills and human capital development</p>	<p>Regional Engagement sub strategy commitment:-</p> <p><i>To invest in the economic needs and skills of our place</i></p>	<p>From 2021/22 onwards</p>

<p><a href="#">businesses</a> and helps new innovative cyber products and services to be developed and tested.</p>				
<p><u>The What ( KE initiative)</u> Academic capacity building across faculties to focus on KE activities.</p> <p><u>The Why ( KE impact )</u> Our academic community has a wealth of expertise and knowledge that, if unlocked and applied, can contribute significantly to the societies we serve and local economies we depend on. The new <a href="#">Institute of Community Research and Development</a> works/in with local communities to deliver transformational projects and builds capacity through co-production, including work on the impact of COVID-19 response.</p> <p>We wish to grow other initiatives such as these to bring benefits to the community and economy , for example we have recently been approached to work in partnership with business in relation to battery and energy renewal (<a href="#">AceOn scoops funding for pioneering battery scheme   Shropshire Star</a>) and we wish to maintain our KE activity through events such as ArtsFest which reaches 100's of members of the community every year. (<a href="#">Artsfest - University of Wolverhampton (wlv.ac.uk)</a>)</p>	<p>Academic staff buy out (50% funded)</p>	<p>Time will allocated to a number of initiative to support all three pillars of the IS, the levelling up agenda and the R&amp;D roadmap.</p> <p>KE funding category – Dependent of project</p>	<p>Dependent on project in line with KEF concordat</p>	<p>From 2021/22</p>

### 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)*

In academic year 2020/21 the University established a Business and KEF sub-committee which meets quarterly and reports to the University's Research Committee (URC). In addition, each of the three Faculties have created a Business and KEF committee as a reporting mechanism up to the corporate level.

The Business and KEF sub-committee will manage the oversight of the HEIF spending measuring progress against outcomes and sharing best practice across Faculties, projects and departments.

Through our work on the original KEF submission and subsequent Concordat we have recognised we need to improve our forecasting, focus and reporting on impact evaluation measures.

We have recently appointed an Evaluation Manager who is responsible for the coordination of evaluation activities across the university. Our HEIF evaluation activity is informed by guidance and best practice set out within publications such as the *Knowledge Exchange Funding: Novel Evaluation Methodologies (SQW, 2020)*. We will draw upon this guidance to develop a systematic and robust evidence-based approach to enable HEIF projects to identify 'what works' for whom and in what contexts. This will consider the importance local context and place when assessing outcomes and impact. We will build upon best practice from our APP work, extending our Logic Models and Theory of Change workshops to staff/partners working across HEIF funded projects. We will triangulate both quantitative and qualitative methods and draw upon monitoring data, ROI and HE-BCI metrics to demonstrate the intermediate and long-term outcomes/impacts on the institution, staff, students, businesses, society and the wider economy. Where possible we will employ experimental methods including counterfactuals or comparison groups to demonstrate impact, efficacy and efficiency.

We will train key colleagues and teams involved in KE in this methodology and rollout standard report templates capturing impact across the HEIF initiatives when will then be discussed quarterly as a standing agenda item at the Business and KEF sub-committee. These discussions will focus on KPI progress and financial investment.

By adopting a standard approach to evaluating impact and facilitating regular cross-university discussion best practice will be shared, lessons learnt and outcomes captured.