SOAS, University of London

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.

(max 2 pages of A4)

Our mission is for knowledge exchange to become an integral part of our academic community's activities and for the communities that we serve to benefit from the knowledge resources at SOAS to influence positive change that makes a difference to people's lives, locally and globally. Knowledge exchange is key to **SOAS's Vision and Strategy**. Our **Research Strategy** commits us to integrating impact and knowledge exchange into all that we do through engaging in equitable partnerships and building and consolidating relationships with communities across London and the world. Our **Impact Strategy** recognises that to achieve change, we must take our ideas and knowledge outside the academy and into dialogue with broader publics and partners, to inform, collaborate, and inspire.

Our mission -- closely aligned with UK's vision and ambition for science, research and innovation-- is actioned around six goals detailed in turn below:

1. To increase involvement of academic staff in knowledge exchange activities by creating a favourable environment for engagement within and beyond SOAS.

Year on year sees a marked increase in the income from KE activities. The increased number of contracts points to increased engagement from academic staff. In the years between 2016 -2020, we have reported an annual doubling in the number of contracts, currently at 34. This steady growth points to strong embedding of KE into academics' work. Most notably, a set of Impact Knowledge Exchange and Enterprise fellows have been appointed to promote and disseminate these activities across the School. These fellows represent a range of disciplines such as linguistics, politics, arts and development studies to more effectively support academics within these areas of expertise to define, action and evidence KE and Enterprise outcomes.

2. To establish a Knowledge Exchange and Enterprise Panel and develop strategic partnerships with key commercial, government and not-for-profit organisations in the UK and overseas to achieve sustainable relationships and income streams.

The Knowledge Exchange and Enterprise Panel (KEEP) has been established to allow academics and professional services review proposals, consider partnerships and potential ethical elements to proposed services. Further an Enterprise Charter has been ratified by the Research and Enterprise Committee to focus the School priorities as defined by the incoming School Director through the lens of enterprise and alternate income streams.

Commercial partnerships with NGOs and charities continue to be the key source of revenue for CPD activities. Long-standing partnerships. Proactive work has started to link with SMEs finding opportunities through joint collaborations with Social Enterprise UK.

3. To achieve higher than average sector growth in our key areas of KE activity which are CPD, consultancy and to strengthen our position with regard to contract and collaborative research.

KEF places SOAS in Cluster X, described as "large highly research-intensive institutions" and including leading institutions such as the universities of York, Sussex, Exeter, and Durham. We are the smallest institution in this cluster and do not generate significant research and knowledge exchange income from STEM disciplines. Regardless, there are key points to be taken from the KEF dashboard:

SOAS performs higher than sector average on two dimensions 'working with public and third sector' and 'skills, enterprise and entrepreneurship'. There are clear opportunities for further development in areas such as: working with business, research partnerships and local growth and regeneration.

These areas link with our internal goal to grow our key areas CPD, consultancy, and contract and collaborative research. To this end, the IKEE Panel is working proactively to redevelop a suite of short-course provision to meet industry skills gaps. The teaching and booking platforms for these are ready for deployment. HEIF funding is enabling SOAS academics staff to produce high quality training and learning (both online and face-to-face) content through: 1) professional development, online guidelines and exemplars; and 2) support from online learning technologists and educational designers.

Four IKEE Fellows have been appointed to champion KE initiatives with a specific focus on identifying the opportunities for collaboration with business on research partnerships.   We are mindful of the need to ensure that a project pipeline is maintained so that the income is replaced by new projects when these come to an end. We are also conscious of the need for SOAS to capture more surplus-generating contract and commissioned research projects. This is reliant on KE activities and skills including:

1-partnership development (ie with funders, framework programme leaders, and international development consultancies)

2-relationship building and intelligence gathering (ie being aware of these opportunities months/even years before they are released)

3-bid-writing and project management of complex multi-partner bids

4. To further join up working between the research and enterprise functions in order to identify and develop more effectively opportunities for research related to knowledge exchange and impact.

SOAS underwent a restructure over Summer 2020. The Library and Learning directorate merged with the Research Office. The KE and research support services have come together into a united team with the addition of a dedicated KE officer. This team leads on the establishment of practices informed by the KE Concordant. This Spring, an in-depth self-evaluation phase is underway, which informs the Concordat submission.

The enterprise and public and community engagement services are under the newly formed Research Innovation Enterprise and Public Engagement (RIEPE) team. This provides the support to enable income generating activities resulting from research and the wider academic community. Notably, the archive, gallery and digitisation teams, which are custodians of the assets that generate the marked proportion of SOAS intellectual and licensed property. The team is relatively new, yet it is finding efficiencies and leveraging opportunities to proactively collaborate with the IKEE Fellows to drive projects and commercialise research assets.

Operational responsibilities around KE, enterprise, public engagement and impact are divided across these two teams to enable valued work across smaller teams. Also, this approach enables resilience for the School while avoiding single points of failure in such reduced teams.

5. To improve the management and accountability of knowledge exchange up to the most senior levels of the institution and across the School.

Focussed and purposeful work has started across the School with the signing of the KE concordat. This is the catalyst for engagement by academics, with the heads of each department directing the use of time and work to plan KE at key stages in their research cycles. The directed steps toward these are currently self-evaluation and gap analysis to identify what SOAS can do to align internal strategic priorities with the KE concordant principles. These activities are future

focussed and will identify actions to be taken. As enabling activities that feed these, SOAS has started work on :

1-Creating an Enterprise Charter, which outlines our values and strategy when it comes to working with external partners and stakeholders in order to bring in revenue for SOAS

2-Creating a Knowledge Exchange and Enterprise Panel that would act in an advisory capacity for questions around new or existing relationships that required further discussion and deliberation

3-Developing a Research Communications strategy that includes promoting SOAS research to potential external partners

4-Developing new models for costing and pricing complex commissioned research projects, including exploring whether current overhead recovery models appropriately incentivise both departments and individual academics working in these areas.

6. To enhance student employability and entrepreneurial skills through a comprehensive programme of support and activities.

Student enterprise is managed by the newly formed RIEPE. HEIF funding was used to enable partnerships with institutions such as Social Enterprise UK, the county's voice regarding non-profit maximising commercial initiatives. Following from lessons learned over previous years and feedback from students who chose not to participate in business skills sessions. A social-entrepreneurial ethos has become the focus of our student enterprise activities this year.

A total of sixteen grantees have participated in our knowledge sharing sessions and twice-annual call for funding bids. Student Enterprise Week was timed just before these funding deadlines. Students attended sessions with entrepreneurs managing CICs and limited companies. A presentation from a local jeweller who has owned stores in Covent Garden and supplied Harrods was paired with a CIC that funds reforestation programmes across South-East Asia through London based school initiatives. The team aims to continue to present the contrasting forms of business and initiatives to students.

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.

	Planned areas of HEIF supported KE activity Please provide an overview of planned KE activities or projects that will be supported by your 2021-22 and onwards HEIF allocations.	HEIF support How HEIF will be used to support the project?	HEIF priorities How does this relate to govt priorities and RE-OfS strategic objectives? (Including note of scale where student benefits are achieved.)	Strategic objectives Which institutional strategic KE objective does this relate to?	Indication of timescales
1.	Enable KE activities through definition, planning and delivery phases. Specifically, to identify efficiencies and leverage synergies across teams (both academic and professional services) to define key institutional priorities following from the KE concordat To continue to develop working relationships with departments such as the UNICEF, FCO, and the MoD, through formal collaborations. We will continue to develop our networks within these and other departments including parliamentary select committees and to expand the portfolio of projects we deliver for them for customised training programmes contract and collaborative research and consultancy. .The aim will be to remain as closely aligned and responsive to HEIF priorities set by UKRI and OfS over the coming years.	x1 Knowledge Exchange and Impact Officer 100% HEIF funded x1 Public Engagement resources across regional centres and institutes 50% HEIF funded 0.4 FTE student project officers, yearly internships working on public engagement projects,100% HEIF funded	The active exchange of ideas and approaches enabled through these projects, customised trainings and consultancies between academics and the third and public sectors addresses the 'Ideas' foundation in the Industrial Strategy. Specifically, the Net-Zero, Grand-Challenge through the active participation of academics from SOAS Centre for Development, Environment and Policy, SOAS Centre for Sustainable Finance, among others. An estimated five students or early career researchers will be engaged annually on internships to support these projects and actively engage in their delivery. This practice will address the OfS focus to increase student employability through practice based learning while at university.	Objective 1 To increase involvement of academic staff in knowledge exchange activities Objective 3 To achieve higher than average sector growth in our key areas of KE Objective 4 To further join-up working between the research and enterprise functions Objective 6 To enhance student employability and entrepreneurial skills	2021 - 2023
2.	Promote proactive canvassing of opportunities to provide expert briefings and develop collaborative research, which strengthen existing partnerships and grows this service to SMEs and other corporate clients. To achieve this we need to dedicate time and resource to:	2x0.2FTE IKEE Fellows (50% time focussed on contract development) x1 Research and KE support staff 100% HEIF funded	Directly promoting academics to search out collaboration and partnership development addresses the Skills priority cited in the Build Back Better strategy. Academics encouraged to share	Objective 1 To increase involvement of academic staff in knowledge exchange activities ... Objective 3 To achieve higher than average sector growth in our key areas of KE	2021 - 2025

	1-partnership development; 2-relationship building and intelligence gathering; 3-identify potential collaborative research opportunities		their research practices will contribute to the R&D roadmap for human capital development.		
3.	Impact, KE and Enterprise Fellows will become the catalysts for strategy development in activities and partnerships working with business. The academic voice will form an early part in contract negotiations and in the effective use of the School's research assets to make impactful use of special collections, library, and digital resources under our care.	1.0 FTE across four academics from different academic disciplines - Politics, Languages, Arts and Development Studies, these will vary biannually,100% HEIF funded 0.2 FTE Enterprise operations support for the IKEE panel 3X0.1 FTE Academics involved in working groups and advisory panels	Academics will develop skills beyond their own discipline that address areas such as project management, commercial minded costings, and contractual arrangements, among other professional development skills that enable them to drive innovative inter-disciplinary projects. This speaks to the Skills priority in Build Back Better strategy specific to the R&D roadmap.	Objective 3 To achieve higher than average sector growth in our key areas of KE Objective 5 To improve the management and accountability of knowledge exchange up to the most senior levels of the institution and across the School	2023 - 2025
4	Develop a programme of content creation that services the Life-Long-Learning and/or Executive Education markets. Training and taster courses provided by 2-3 different providers to harness different market groups. The range of modules will expand our current (https://www.soas.ac.uk/short-courses/) service to be wide as seen below: --Avestan and Pahlavi language courses --Sustainability literacy and skills workshops --Community of Inquiry and communal meaning-making - iCoP external consultancy/workshop for other universities --Leadership training --Emotional Intelligence and negotiation --Diplomacy as a tool for enterprise	1.0 FTE across four academics from different academic disciplines - Politics, Languages, Arts and Development Studies 4x0.4 FTE per 6 weeks for academics to develop the course content 0.2 FTE Enterprise operations support for the booking and attendance procedures 0.2FTE (3 months) systems and booking platform development	The levelling up agenda in part is realised by communities looking at different opportunities and developing additional skills. These standalone modules aim also as a bridge to higher education aimed at participants who may not think of themselves as academically suited. These activities follow the Build Back Better growth plan by directly encouraging lifelong learning, which sits under the Skills priority Following our commitment to enhance students' employability prospects, these enterprise activities will provide students paid intership opportunities to develop management and leadership skills	Objective 2 To establish a Knowledge Exchange and Enterprise Panel and develop strategic partnerships with key commercial, government and not-for-profit Objective 4 To further join up working between the research and enterprise functions Objective 6 To enhance student employability and entrepreneurial skills	2021-2023

	--Zoroastrianism and the Avestan Language --Action learning modules developed in partnerships with Gender@Work --Yoga Studies Online and the YogaCentre in partnership - external see fund source: Amray and the British Wheel of Yoga	0.4 FTE student project officers, yearly internships providing administrative support to these new services,100% HEIF funded	that directly address OfS priorities and the R&D roadmap.		
5	We will develop interactive and mutual engagement for local growth and regeneration, and public and community engagement. Our programme of activities will enable SOAS research and innovation to have KE-focused and meaningful impact in communities across the UK, creating lasting partnerships with them that achieve social benefit. Among these will be: 1-- Humanities Research and Library, with specific activities such as, Muslim trust and social dialogue toolkit, rediscovering library collections via mobile library targeted towards marginalised communities, engaging diaspora communities with African History, among others 2- Health and Wellbeing Research 3- iCoP (Influencing the Corridors of Power) 4- Arts in residence programme 5- Seminar series that bring research and academic activities out into civic engagements, such as: Festival of Ideas, Music Concert Series, world music sessions for schools, and Queer Asia Festival.	6X0.2 FTE research assistants for direct policy engagement to continue producing policy briefings for MPs and peers + events + staff capacity building (can be extended to consultancy for external partners) 0.3FTE an artist-in-residence and/or public engagement professional-in-residence that leverages our physical assets under care toward directed set of activities 0.3 FTE SOAS Radio Manager to train academics in the production of sound interpretations from their research outputs 0.6 FTE Music series officer via School of Arts, 100% HEIF funded 0.4 FTE student project officers, yearly internships working on digital skills projects,100% HEIF funded	Leverage the School's physical assets including teaching spaces, tools and instruments, and strong links with diaspora communities to showcase cultural events and robust dialogue on relevant concepts . This addresses the levelling up agenda as the work will present academic research outcomes through the ~~lense~~lens of community to open a dialogue **where people with a wide range of experiences and insights are confident to lead, participate and engage** Provide opportunities for students and graduates to benefit from developing data and digital skills to enhance their employability prospects, which address OfS employability priorities. An estimated fifteen students or early career researchers will be engaged annually on internships to support these projects and actively engage in their delivery. This practice will address the OfS focus to increase student employability through practice based learning while at university.	Objective 3 To achieve higher than average sector growth in our key areas of KE Objective 5 To improve the management and accountability of knowledge exchange up to the most senior levels of the institution and across the School Objective 6 To enhance student employability and entrepreneurial skills	2021-2025

		External advisor, commissioned work (circa £15k) to provide sector standards on PCE strategy			
6	Extend the current student enterprise services beyond seed funds toward a richer set of workshops, seminars and pre-incubator activities that focus SOAS students and alumni toward creating their own businesses. These services will be enriched through exploration of partnerships with like-minded sites such as African Leadership University to harness the rich training resources they have developed	2x0.1FTE SOAS student union provision of pre-incubator 0.1FTE provide student visa support Partnerships with contributions £25k	These activities will feed into the Build Back Better growth plan supporting students to start and grow their own businesses and enhance their employability. and improving the knowledge and skills transfer from university to industry In 2020, this service supported over twenty students with a combination of grants and visa endorsements. An estimated forty students will engage in these activities annually going forward.	Objective 6 To enhance student employability and entrepreneurial skills	2021-2025
7	Develop governance tools, training and enriched practical understanding of 'Policies and Processes' around proprietary and commercial concerns. This would include contracts, copyright and related secondary contractual agreements, along with a series of workshops and information sessions (including a rich and extensible IP strategy and policy toolset) are developed and run to inform SOAS academics and professional services staff on proprietary and commercial concerns when planning and managing enterprise activities.	2x0.2FTE Research and Innovation together with legal colleagues document and define the working practices of the institution around copyright, licensing, fair use among other key proprietary tools External advisor, commissioned work (circa £15k) to provide sector standards to IP strategy 0.1FTE - research assistant for collaborative research, internal workshops to develop academics' understanding	This will address both the skills and innovation pillars in the Build Back Better strategy by developing in our academic staff a practical understanding of intellectual property and commercial concerns that will enable them to actively engage in new R&D and innovation practices.	Objective 1 To increase involvement of academic staff in knowledge exchange activities ... Objective 3 To achieve higher than average sector growth in our key areas of KE Objective 5 To improve the management and accountability of knowledge exchange up to the most senior levels of the institution and across the School	

| 8 | Maintain and provide an annual uplift to a fund dedicated to Innovation and Knowledge Exchange seed grants. These grants are open to students, academics and professional services staff at SOAS to make genuine contribution to some of our organisational goals, such as decolonising, building equitable partnerships, creative communications about our work to reach wider audiences and doing more collaborative research, including fostering co-authorship with colleagues from the global south and from outside academia. Special attention will be given to projects with a Levelling Up, NetZero or Global Britain focus. | A minimum of 10% of the HEIF allocation distributed as seed fund grants, annually. In addition, enterprise revenue will uplift and bridge gaps as needed. | The R&D Roadmap calls for universities to capture the economic and social benefit from research through improvements to innovation, knowledge exchange and scale-up. This needs concentrated funding to enable for creative innovation to Build Back Better

An estimated five students will apply for these grants and be successful through the year. This addresses OfS enhanced employability priority | Objective 1
To increase involvement of academic staff in knowledge exchange activities

Objective 2
To establish a Knowledge Exchange and Enterprise Panel and develop strategic partnerships with key commercial, government and not-for-profit

Objective 4
To further join up working between the research and enterprise functions | |

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.

The Research and Enterprise Committee is the formal mechanism at SOAS for monitoring research and knowledge exchange activity and ratifying new initiatives at a strategic level. A new Knowledge Exchange and Enterprise Panel (KEEP) was established in Q32021 to support, promote and deliver projects and services. KEEP progress report will be submitted to the Committee for its termly meetings with details of performance against targets. Following each REC meeting the papers and minutes are passed to Academic Board which is the decision-making body so any changes in strategy and policies require its approval.

The responsibility for ensuring that HEIF is allocated to eligible activity and that funds are spent in line with the grant conditions is undertaken in the day-to-day by KEEP with termly oversight by the Research and Enterprise Committee, which reports these annually to the Resources and Planning Committe*e.*

ID	Planned activities and/or priorities	HEIF spend management	Measures of progress	Evaluations of outcomes	Lessons Learned Identified
1	Confirmation and evidence regular and predictable running of the IKEE panel with an agreed ToR and reporting structure to the established Research and Enterprise Committee (REC) This new structure effectively sets tasks and monitors delivery of key services across academics and professional services staff in the effective use and monitoring of funded deliverables.	Yearly budget plans are set in February -key revision points added the month prior to REC to allow review	Following governance tools are available by Sept 2021 IKEEP – terms of reference 2021/22 FY Budget SOAS priorities change in line with those set by OfS	IKEEP report to REC will include a RAG status against each activity group Spend remains within budget tolerance throughout the year Student project officers actively contribute to drafting update reports. Feedback sessions evidence a positive work experience	Staff capacity to complete assigned tasks is regularly reduced given competing priorities
2	Grow the number and/or value of collaborative research contracts. Focus on developing long-term-agreements that are rich and true partnerships. Evidence a marked shift from single academic and single time delivery contracts to collaborative and multidisciplinary deliveries.	IKEE Fellows and KE administration team set projections of contracts and identify 5-6 organisations to target. Also identify corporate areas to canvass IKEE panel receives monthly report of leads explored	Each department and centre: -has identified 6-10 strong prospects for business partnering -is involved in a new partnership by end 2023 -See a change in 15% of new contracts over the years 2023 - 2025.	Introduce an annual review process to review and calibrate our performance measures based on market forces and successful conversion between leads pursued and success	We expect this to be an iterative process, with an increase in the regularity of review of progress and value, both in terms of KE/Impact and financially.
3	Marked increase in the number and nature of contract research collaborating with business. Notably,	Research and KE Delivery team monitors the number of leads	Increased and proactive involvement in IKEE panel	Reported income from these activities grows to the point that SOAS sees	Lessons learned will be identified and applied on an annual basis to our

	these contracts make the most use of SOAS research resources and harness topical ideas such as Green Initiatives; the diaspora and its motivations; contribution to object character recognition for low use languages such as Burmese - contributing the matching algorithms.	explored and searches for partnerships with other HEs. This will enable cross-site process learning by participating academics.	by a wider representation of academics.

KE activities/projects are planned, delivered and completed following the themes set by the KE Concordat. | a marked increase in the KEF dashboard within Cluster X for the priority perspectives, these are: collaborative research, contract research, and working with business. | attempts to increase target perspectives.

SOAS has a distinctive disciplinary focus that makes partnerships with business a challenge. Efforts will be focussed on detangling this and enabling SOAS research resources to link outside academia |
| 4 | IKEE Fellows will define potential training modules across our short-course portfolio, and will design and deliver a training workshop for each academic department (working with the HoDs) on embedding KE into their annual departmental work for a defined term.

Fellows to coordinate annual IKE seed fund to encourage rising academic talent.

Fellows to assist with sourcing internal academic expertise of interest to iCoP team for UK parliamentary policy briefings. | Launch refreshed modules by Winter 2021-22. See a marked growth in their use.

The growth benchmark to be used is the current MOOCs user numbers. | In term 2023-24, there will be a marked growth in the takeup of additional modules and an evidenced number of attendees' to these modules will enrol in accredited courses within the subsequent 3 years. | Feedback will be formally sought from participants, looking at quality, relevance, and content among other factors.

Together with feedback from students attending SOAS short-courses, feedback will be captured from academics undertaking this new range of training provision. Producing content in a commercial environment is an opporting to revisit this practice. | Efforts to date in the creation of short-courses has been relatively successful. Modules on topics such as Zoroastrianism, Burmese, Climate Crisis are underway. Concentrated work on market placement and pricing structures are a challenge as the shift toward revenue generation considerations progresses. |
| 5 | Equip SOAS researchers with the ability to meaningfully engage with non-academic audiences. This will be | Across these activities we will engage with at least 50 local authorities | An artist in residence will be commissioned to create a series of events within | Termly reports to the IKEE panel will be provided by the lead in each funded program. | It is too early to have gathered lesson learned and to have applied |

	through a variety of different media (including digital media) to reach all communities rather than the traditional stakeholders, and influence policy and publics at all levels. Through a robust Public and Community Engagement strategy, we will strengthen the collaboration between professional and academic services, for example through the co-design and co-delivery of activities 1-4, sharing expertise to achieve our goals.	and constituencies across the UK, including outside of London, through: proactive proposals of collaborative research, outreach, interactive public engagement (for example performing arts, children's activities and festival stalls) and capacity building/workshops.	the campus taking advantage of the Brunei Gallery, the newly extended Wolfson Gallery and other spaces to respond to and connect our public with research for non-academic audiences. Research assistants will develop policy for the school to maximise the effectiveness of the engagement with government at local and national levels with the research that SOAS produces.	Participants' feedback will be captured after events to inform subsequent activities and focus. Social media monitoring tools currently in use by the Marketing and Comms sections will be grown to inform the impact by KE activities. Termly reports to the IKEE panel will be provided by the lead in each funded program.	them, but a feedback process will be used, along with a range of metrics where applicable relating to audience participation (e.g. visitor/audience numbers) as well as qualitative date
6	Student enterprise services will be developed beyond the seed funding provided by external Santander University grants	Student targeted events and workshop series will be commissioned to external partners. Delivery and payments will be clear and invoiced to find value for money. Students and academics staff will be used to manage some activities. Their contribution will be remunerated at hourly rate or part of work allocation model.	Seek opportunities to increase the volume of external funding to support the successful student enterprise programme.	At the end of each award cycle the awardees will be interviewed to gain insights into what went well, what they learned, and how they might and develop and grow their enterprise.	This programme is in its first round in this guise and lessons learned through the evaluation process will be used to develop this strand as a major ongoing activity.

7	Progress will be realised and evidenced in academic staff's understanding of the KE and enterprise considerations when defining a project. There will be a marked growth in the revenue originating from research IP and commercial contracts.	External advisors will be commissioned following procurement standards. Deliverables such as final reports and drafted policy documents will be reviewed before final payments are released.	Deliver an updated External Activity Policy and Enterprise Charter that realises the benefit of commercial partnerships for the School We will look to developing a framework for staff around Partnerships Development, that helps staff with any external engagement remit to make the connection between SOAS strategy and vision to their day-to-day role and KPIs/objectives	The delivery and implementation of new and updated policies will be reviewed via the School's governance processes and through the newly revised Knowledge Exchange and Enterprise Board. Governance evaluation will include not just policy and practice review but financial measures also.	We expect this to be an iterative process through the newly revised formal governance channels.
8	Innovation and KE funding calls are made three times per academic year at a regular and predictable interval to enable all SOAS staff to plan and engage with this activity. IKEE panel receives updates and reports outcomes on a termly basis to REC. As this practice establishes in year +2, a growth in student involvement/partnership is expected following our goal to increase student employability	The fund will be managed through an application process over-seen by the Pro-Director for Research and managed by the members of the IKEE panel	Increased in number of valued and complex applications triggers us to grow the available funding from £60,000 to £75,000 per annum. Internal proposals are underway to cross-fund some of this activity from revenue from enterprise initiatives.	The proportion of funded grants that deliver a complete impact statement by the agreed timeline will be taken as a proxy measure for success. Another measure could include the percentage of SOAS research staff supported to develop new, successful propositions	Lessons learned already from the implementation of the seedcorn funding model is that it is extremely welcome and could support more than it already does. We would keep the rate of uplift under review. The plan to put the fund on a rolling programme of application and review will help with this also.