

**RE-P-2020-03-Annex B**

# **St Mary's University, Twickenham**

## **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.*

### Priority Objectives

Our Knowledge Exchange Strategy was drafted in 2017, to underpin delivery of the University's Vision 2025. The Vision and underpinning strategies are available on our [website](#). In light of the vastly changed context in which we are operating, the University is currently in the process of consulting on a revised vision, Vision 2030, and the underpinning strategies, including Knowledge Exchange. The strands of this new strategy will be expanding the offer and reach of our short courses and CPD; extending the impact of our research; creating more opportunities for our students to participate in Knowledge Exchange; and making better use of our world class facilities and equipment. The aim of our activity will be to contribute to our local community, improve the opportunities for our students and translate our research into impact.

We have invested significantly and strategically in the Enterprise and Innovation team over recent years, and have created incentives to support academic staff involvement in Knowledge Exchange activity, which has increased levels of activity and the profile of KE within the University. A priority for the next five years will be to increase opportunities for students to engage in KE and ensure both staff and students have the skills necessary to

do so, while making sure that our dedicated KE staff have the appropriate skills and capacity to support our academic colleagues.

Our KE priorities for the next period are:

### **1 Short Courses and Continuing Professional Development**

We will expand our Short Courses and CPD programme, developing courses in new subjects, with a focus on accredited courses. We will expand access to appropriate Undergraduate and Postgraduate modules, which will enable students to develop new skills, bring in more students, and extend the reach of the University into new communities. We will also explore the introduction of apprenticeships, focusing on niche areas where there are skills shortages and we have specific expertise, including School Chaplaincy and Allied Health.

We plan to expand our offer of appropriate modules as professional CPD, particularly in the field of allied health and in the social sciences. We will make it easier for health professionals to upskill regularly and remain up to date with cutting edge research to inform their professional practice. In parallel, we are developing a suite of programmes for frontline professionals in a range of areas, closely linked to our research: this will include training on stalking for those working in education settings, and for police and social workers on supporting victims of trafficking. This will enable academic staff to translate their research into practical support and influence policy and practice in frontline services.

We will increase short course provision linked to our degree programmes, through a programme of continuing education, to provide a route into study for non-typical students and enable us to reach more students who currently do not attend university. This continuing education and short course activity will play a crucial part in our efforts to help our local community to recover after Covid, enabling those who need to change their employment to retrain and have new options available to them.

### **2. Research Impact and Public Engagement**

Over the last 12 months, we have made great use of the opportunity to engage with a wider audience by offering webinars and other online engagement. As a result, we have reached far more people than we could face to face. We will continue to reach audiences with a mix of public lectures, webinars and other routes, using both our main campus and the University's arts venue, [The Exchange](#). We engage in public debate on key social issues through our Catholic Social Thought [blog](#), with topics as diverse as prison reform, healthcare, economics and ecology. A number of our academics have provided evidence to Select Committee and All Party Parliamentary Groups, shaping and informing decision-making, and we will continue to develop this work in line with our new research strategy, which is being developed in parallel with our new Vision 2030.

We will expand our consultancy and contract research, contributing to the profitability of our partner businesses. We have seen a large increase in this type of academic activity in recent years, and we are keen to play a larger role in our local economy by expanding this activity over the period, as well as introducing Knowledge Transfer Partnerships for

the first time at St Mary's, as the economy starts to recover after the pandemic. In partnership with our local council, we will contribute to the South London Knowledge Exchange Partnership, helping local SMEs to rebuild after the pandemic, and continue to work with the South London and Maudsley NHS Trust on mental health programmes, particularly focused on teachers and schools.

St Mary's has a specialism in the Creative Industries, including in Acting, Technical Theatre, Playwriting and Creative Writing. Academic staff teaching on these programmes are involved in cross-disciplinary research and public engagement, including the use of drama therapy and the interaction of humanities, the arts and music. We will continue this strand of engagement and research, making use of The Exchange, the University's arts venue, to reach out into new communities, and create new audiences, as well as giving opportunities for more young people to express themselves through the arts.

### **3. Opportunities for Students**

We provide a number of opportunities for students to engage with knowledge exchange at St Mary's, ranging from providing sports coaching to [school children](#), running physiotherapy clinics and providing consultancy to local SMEs. However, we plan to expand this activity to create more opportunities for students to engage and develop new skills across the University. The introduction of KTPs at St Mary's will contribute to graduate employability and we will ensure KE opportunities for students contribute to the essential objective of preparing our students for work to give them the best chance at the start of their working lives.

### **4. Facilities and Equipment**

St Mary's has cutting edge facilities and equipment, ranging from sports facilities and specialised equipment to theatres and recording studios. We also manage The Exchange arts venue, which provides specialist theatre and rehearsal space and is much used by local arts, drama, music and dance organisations. We have made better use of some of our [specialist facilities](#) over the last four years, particularly our Performance Education Centre, Human Performance Lab and Altitude Chamber, and have worked with a number of national and international businesses and voluntary organisations, so they can benefit from the specialist equipment alongside the expertise of our academics. We will be identifying further services we could offer to partners using our facilities and equipment, for both academic and community purposes.

## 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><i><b>Example response – delete from your completed return</b></i></p> <p><i>Programme to support SMEs in our region to boost their productivity through access to consultancy equipment and students. Target to engage 200 over 3 years.</i></p>	<p><i>e.g. x1 business development post 50% HEIF funded</i></p>	<p><i>e.g. “supports ‘ideas’ pillar of IS, by enabling SME business growth” and “RE/OfS objective for students to benefit, anticipate circa 200 students will be directly involved”...</i></p>	<p><i>e.g. “Objective 3: work with regional business to boost productivity and prosperity in our region”.</i></p> <p><i>Objective 4: graduate employability</i></p>	<p><i>e.g. ...</i></p> <p><i>2019-20 onwards</i></p>
<p>Introduction of Continuing Education programme to make UG and PG modules available to a wider audience</p>	<p>0.4 FTE Short Courses Officer post funded 50% by HEIF</p>	<p>Skills element of Build Back Better to enable lifelong learning</p>	<p>KE objective 1 – Skills development</p>	<p>Introduced in 2021-22</p>
<p>Development of new programmes for frontline professionals</p>	<p>0.4 FTE Short Courses Officer post funded by 50% HEIF, buyout of academic time to develop courses</p>	<p>Skills element of Build Back Better to align with employer demand</p>	<p>KE objective 1 – Skills development</p>	<p>2020-21 onwards</p>
<p>Development of new short courses in partnership with awarding body partner</p>	<p>Head of Short Courses post 15% funded by HEIF to work with external partners</p>	<p>Skills element of Build Back Better to support upskilling</p>	<p>KE objective 1 – Skills development</p>	<p>Introduced in 2021-22</p>
<p>Provision of new accredited courses through Short Course team</p>	<p>Head of Short Courses post 15% and Short Courses Officer 50% funded by HEIF</p>	<p>Skills element of Build Back Better to support upskilling</p>	<p>KE objective 1 – Skills development</p>	<p>2020-21 onwards</p>

Expansion of modules offered for professional CPD, with emphasis on allied health	0.4 FTE Short Courses Officer post funded by 50% HEIF, buyout of academic time to develop programme	Skills element of Build Back Better to support upskilling	KE objective 1 – Skills development	2020-21 onwards
Explore introduction of apprenticeships in niche areas with skills shortages, including School Chaplaincy and Allied Health	Dedicated KE staff funded 50% by HEIF	Skills element of Build Back Better to support upskilling	KE objective 1 – Skills development	Introduced in 2021-22
Introduction of Newman Lecture series at St Mary's University	Buyout of academic staff time to develop and run lecture series	Skills element of Build Back Better to enable lifelong learning	KE objective 2 – Public engagement	Introduced in 2020-21
Engagement with social issues through Catholic Social Thought blog and engagement with Government and Parliamentary debate	Buyout of academic time to draft articles and contribute to debates	Innovation element of Build Back Better informing approaches to regulatory reform	KE objective 2 – Public engagement	2020-21 onwards
Provision of range of public lectures at The Exchange, target of 10 lectures in 2021-22	Venue Manager 25% funded by HEIF for outreach activity, buyout of academic time	Skills element of Build Back Better to enable lifelong learning	KE objective 2 – Public engagement	2020-21 onwards
Expansion of consultancy and contract research, with an increase of 40% on current levels over 4 years	Enterprise Officers 50% funded by HEIF to deliver a range of activity, buyout of academic time to develop	Innovation element of Build Back Better helping SMEs to grow	KE objective 2 – Research Impact and Public Engagement	2020-21 onwards
Introduction of KTPs at St Mary's, with 1 in 2021-22 and 3 by 2024-5	Research Commercialisation Manager 50% funded by HEIF, buyout of academic time to develop	Innovation element of Build Back Better helping SMEs to grow	KE objective 2 – Research Impact	2021-22 onwards
Work with South London Knowledge Exchange Partnership to deliver consultancy support to local SMEs, creating opportunities for students	Research Commercialisation Manager 50% funded by HEIF, buyout of academic time to develop programme	Innovation element of Build Back Better helping SMEs to grow	KE objective 2 – Research Impact	2021-22 onwards

Increased number of students delivering services to the public through our physiotherapy and rehabilitation clinics and Social Prescription and GP referral schemes	Sports Science Co-ordinator 50% funded by HEIF, buyout of academic time to support students delivering service	Skills element of Build Back Better to support upskilling	KE objective 3 - Student opportunities It also contributes to the institutional KPI on student employability	2020-21 onwards
Increased number of business and marketing students providing consultancy to local businesses	Enterprise Officers 50% funded by HEIF to provide training when needed, buyout of academic time to support programme	Innovation element of Build Back Better helping SMEs to grow	KE objective 3 - Student opportunities It also contributes to the institutional KPI on student employability	2020-21 onwards
Opportunities for students to gain sports coaching qualifications and experience working with children as part of Sports St Mary's through SIMMSport	Assistant Head of Sport 35% funded by HEIF for community outreach and youth sports	Skills element of Build Back Better to support upskilling	KE objective 3 - Student opportunities It also contributes to institutional KPI on student employability	2020-21 onwards
Expand Researcher Development Programme and staff KE training on offer	Research Commercialisation Manager 50% funded by HEIF	Innovation element of Build Back Better, developing skills to enable researchers to innovate	KE objective 3 - Student opportunities	2021-22 onwards
Develop and provide training for staff and students engaged in KE activity	Dedicated KE staff 50% funded by HEIF, buyout of academic time to enable and deliver training	Innovation element of Build Back Better	KE objective 3 - Student opportunities It also contributes to institutional KPI on student employability	2021-22 onwards
Expand community use of space in The Exchange, engaging with more local businesses and organisations, providing sought-after specialist facilities	Venue Manager 25% funded by HEIF for community outreach	Infrastructure element of Build Back Better, providing in demand facilities for SMEs	KE objective 4 – Facilities and Equipment	2021-22 onwards



Expand use of facilities and specialist equipment by businesses and local organisations	Sports Operations Supervisor 25% funded by HEIF for outreach activity, buyout of academic time to develop services, KE staff 50% funded by HEIF	Innovation element of Build Back Better helping SMEs to grow	KE objective 4 – Facilities and Equipment	2020-21 onwards
Explore programme of outreach leveraging our creative industries courses and The Exchange venue	Venue Manager 25% funded by HEIF for community outreach and buyout of academic time	Skills element of Build Back Better to support upskilling	KE objective 4 – Facilities and Equipment	2021-22 onwards
Develop opportunities for students to engage with Creative Industries, for example “Being Human Festival” and Humanities and Creative Industries departments working with The Exchange	Buyout of academic time, Conferences staff 10% funded by HEIF to organise academic events, Venue Manager 25% funded by HEIF for community outreach	Innovation element of Build Back Better contributing to success of creative industries	KE Objective 2 – Public engagement KE objective 4 – Facilities and Equipment	2020-21 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)

The Enterprise and Innovation department, working closely with Finance and the Research office, oversee HEIF expenditure. Records are kept within the Enterprise team of activity and staff time associated with different activities, which are used to provide detail for the annual monitoring process and are tied to data collection for the University's Higher Education - Business and Community Interaction Survey. The team works with Finance to reconcile the cost of staff time with the HEIF income for the annual monitoring submission.

The Knowledge Exchange and HEIF strategies are owned by the Director of Enterprise and Innovation, with SLT oversight by the CFO and Provost, and governance oversight by the Finance and Resources Committee of the Board of Governors. The strategies are explicitly linked to the University's overall strategy and contribute to institutional KPIs, progress against which is reported regularly to the University's Executive Committee and Board of Governors.

At an operational level, the University's Enterprise Board, attended by the VC, most of the SLT and key Directors, meets monthly to monitor progress against Knowledge Exchange, Development and Enterprise objectives, ensure co-ordination across the institution and resolve strategic and tactical decisions. The Enterprise Board monitors the activity of the central Enterprise team as well as KE activity within the faculty and institutes, ensuring central co-ordination of activity and progress, which is essential for

monitoring institutional performance and ensuring lessons are learned across the University. The Board also plays a crucial role in collation of the University's KEF and KE Concordat submissions, ensuring key academic input throughout the process. The Enterprise Board measures progress against a number of different metrics, including income generated, pipeline of projects being developed, areas of key KE activity and areas of development to be tackled both locally in departments and at an institutional level.

The University has traditionally monitored and evaluated project success on an informal basis, and in a different way in each part of the University. For example, every Short Course and CPD is evaluated individually, with feedback used to shape the next iteration of the programme, including tutor performance, curriculum design and delivery. Data is gathered centrally, used to assess overall performance and used to inform the planning process. With large scale KE projects, evaluation is usually built into the project design, for example, our contract with the Royal Ballet is a combination of delivery of strength and conditioning training and research, with ongoing evaluation of the success of different methods of engagement and intervention. This evaluation is a fundamental part of the programme and is monitored regularly and fed into ongoing programme review.

However, as part of undertaking the KEF and REF evaluations, we have identified that as a University we could strengthen our cross-institutional learning from project evaluations and also that we would benefit from a more standardised evaluation process, to ensure lessons are learned and shared across the board. As a result, as part of the new Vision 2030 and the underpinning strategies, monitoring and evaluation will be more formalised and embedded into practice, with processes designed over the next 6 months. We would expect project evaluation and lessons learned to be reported on a regular basis to the Enterprise Board to ensure institutional oversight and ensure processes are embedded