Institution: Canterbury Christ Church University

1. Context and mission

1.1. Institutional Context and Mission

Canterbury Christ Church University (CCCU) was established in 1962 as a training college to address a lack of teachers for Church of England schools. From an initial intake of 70 students, it has grown over almost 60 years into a multi-faculty university with ~15,000 students, of which ~3,000 are postgraduates, including ~750 research students. Our vision is *to be recognised as a leader in education, research and enterprise that supports the South East region's growth and economy, building on our heritage as a globally connected, dynamic and innovative University, delivering an excellent and inclusive experience that provides enterprising, professional graduates*.

CCCU has provided 14,000 graduates to the Kent & Medway economy in the last five years, of whom 90% originally came from the region. Another 10,000 graduates joined the national and international workforce. We are a member of Million Plus, of which our Vice-Chancellor is Chair, and the Cathedrals Group, for which our Pro Vice-Chancellor (Research & Enterprise) is Chair of the Research & Enterprise Group. We are in Cluster J (*mid-sized teaching-focused but research active universities*) for the Knowledge Exchange Framework.

Student fees comprise ~80% of income, but we have developed significant ambitions and implemented plans for income diversification across postgraduate provision, CPD, enterprise and business services, knowledge exchange and research. Funding for research and enterprise from all sources comprises ~12% of institutional income.

During the REF2021 period, CCCU comprised four faculties: Arts & Humanities; Education; Health & Wellbeing; Social & Applied Sciences. Supporting our future ambitions, we will re-structure into three faculties from 2020/21: Arts, Humanities and Education; Medicine, Health and Social Care; Science, Engineering and Social Sciences.

1.2. Research Focus and Scope

Institutional growth initially came as subjects featuring in teacher education (e.g. English, History, Music, Art, Physical Education), developed in their own right, followed by expansion into public services (eg, health, policing), then sustained growth across social science, humanities and science, with degree-awarding powers and University College status granted in 1995.

CCCU's first PhD student (in Education) graduated in 1990, our bursary programme began in 1994, and we adopted our DClinPsychol in 1996. An exploratory submission was made to RAE1992 (25.8FTE: 50%+ in Education). This grew to 61.4FTE for RAE1996 as other subjects developed.

However, while research and enterprise has featured in CCCU's portfolio for ~25 years, it was not until the dual stimulus of Research Degree Awarding Powers in 2009 and our first tranche of QR funding following the submission of 76.7FTE to RAE2008, that it was possible to invest to embed and grow research across the institution. Across just twelve years of meaningful investment and strategic development, REF2014 marked an 80% increase in submitted staff to 137FTE, and six years on, this submission to REF2021 totals 205FTE, a further 50% increase. We have therefore

tripled the number of staff with significant responsibility for independent research (**SRIR**) across the last two REF periods, a growth which means that, while teaching-focused, we are now a meaningfully research-active institution able to devote an average of 20% of academic staff time to research and enterprise.

Staff with SRIR comprise 34% of the staff body. We have submitted UoAs to Main Panels A, C & D (with future submissions to Panel B expected); 10 of 12 submitted UoAs are within the faculties of Arts & Humanities and Social & Applied Sciences (3.1). New UoAs in Psychology, Biological Sciences and Law have grown from groups previously submitted to other UoAs. Other areas have either stabilised (Music; Education; Theology; Media), or experienced growth of up to 25% (Allied Health Professions; Sport and Exercise Sciences Leisure and Tourism).   Where there are reductions in numbers (eg, Politics and International Studies), this is because groups previously within these UoAs have reached critical mass and are now submitting to UoAs in their own right.

2. Strategy

2.1. Strategic Goals

Research and Enterprise (**R&E**) is one of three academic pillars in CCCU's Strategic Framework (2015-2022), with a key Strategic Objective to *ensure our research, enterprise and scholarship of practice informs and influences the industries, sectors and communities we serve and in which our students wish to develop careers*.   Informed by this strategic context, our Strategic Plan for Research and Enterprise (**SPRE**) (2018-2023) has three foundations: *a duty and desire to contribute* to the challenges facing society; *a distinctive student experience* in which R&E that shapes disciplines and influences policy and practice is shared and co-created; and R&E as *a core part of our identity* that shapes engagement with our stakeholders and communities. The *foundations* are supported by seven core *features* – that our R&E will be connected, dynamic, collaborative, inspiring, creative, valued and sustainable for our staff, students and stakeholders – and the *futures* to which we aspire, including targets for capacity, quality, income, impact and community. These targets carry forward continuity from our previous strategy, and are expected to remain largely consistent beyond the life of the SPRE. Consequently, they have been extended back to 2014 to illustrate progress during the REF2021 period, and forward to 2026 to illustrate ambitions for the next REF period (table 1).

To support delivery of the SPRE, from 2017/18 we established an annual *Research & Enterprise Quality Improvement & Enhancement (REQIE)* process to drive quality improvement and inform resource allocation. REQIE supports the development of *Faculty Research & Enterprise Portfolio Plans (FREPPs)* setting out substantive areas of strength and areas for development, and translating these into priorities for the coming year. FREPPs supplement the institutional SPRE, which did not fix substantive priority research areas, thus allowing these to develop and evolve dynamically in UoAs and faculties.

Table 1: **Outcomes & Targets for Research & Enterprise (2014-2026)**	OUTCOMES			TARGETS	
	Start of REF 2021 period (2014)	*Strategic Plan for R&E period*			End of next REF period? (2026)
		SPRE start (2017)	SPRE mid-point (2020)	SPRE end-point (2023)	
CAPACITY					
All staff will undertake research, enterprise or scholarship of practice activity	VARIABLE	**MAJORITY**	**ALL**	ALL	ALL
Proportion of staff submitted to REF will increase	25% (137 FTE)	n/a	**34% (205 FTE)**	n/a	50%
PG research student population will increase	565	**613**	**745**	800	850
QUALITY					
REF: Will have aspects of activity rated 'world-rating' in all UoAs	10/10 UoAs	n/a	**PENDING (12 UoAs)**	n/a	15/15 UoAs
TEF: Will contain evidence of 'gold' activity in Scholarship, Research & Prof. Practice	n/a	**SILVER**	n/a	GOLD	GOLD
KEF: Will evidence our extensive influence in local & regional economy	n/a	n/a	**narrative evidence provided**	Extensive evidence	Extensive evidence
INCOME					
R&E income from all sources (QR, RDP, HEIF, HEBCI return, PGR) will increase	not comparable	**£11.1m (15/16 data)**	**£16.9m (18/19 data)**	£20m	£25m
HEBCI returned income will increase	£5.7m (13/14 data)	**£5.7m (15/16 data)**	**£9.5m (18/19 data)**	£12m	£15m
REF returned Income per FTE- submitted to REF will increase	£41,795	n/a	**£49,035**	n/a	£60,000
IMPACT					
Proportion of REF impact case studies rated 3*/4* will increase	52% (11/21 cases)	n/a	**PENDING (26 cases)**	n/a	75%
COMMUNITY					
Multiple industry hubs will be embedded with local industry partners	not measured	**1 industry hub**	**2 industry hubs**	5 industry hubs	7 industry hubs
Our R&E community will be inclusive of diversity, and Athena SWAN Silver will be awarded	not measured	**Institution Athena SWAN Bronze**	**5 School Athena SWAN Bronze**	Institution Athena SWAN Silver	Institution Athena SWAN Gold

RED = NOT ACHIEVED | AMBER = PENDING | GREEN = ACHIEVED / ON TARGET

2.2. Impact Strategy

CCCU's dual aim to deliver deep local and regional impact and focused national and international influence is set out in the SPRE, operationalised in FREPPs, and monitored and supported via REQIE.

- *Locally & Regionally, our target area for impact is geographically-defined. We take an integrated approach, seeking to be essential across the breadth of the local and regional community and economy, and influential in its social and economic growth.*
  Our Enterprise and Engagement Team was specifically established to provide support and resources to enable staff to engage across the employment, enterprise, research and knowledge exchange agendas (4.2). Our success in this area was evidenced by the first Knowledge Exchange Framework (KEF1), in which we were in the top 30% of English HEIs for both *Working with the Public and Third Sector* and *Public and Community Engagement*.

- *Nationally & Internationally, our target communities for impact are defined by substantive sector and user groups. We seek to develop and deliver research with impact on policy, practitioners and end users in specific areas of research strength.*
  In addition to support provided to deliver local and regional impact, UoAs are further supported through REQIE to develop bespoke impact strategies in FREPPs appropriate to their disciplines and their defined stakeholders and research users, which are then used to allocate resources and identify specific training, support and development needs. We involve and embed research users throughout the research lifecycle, from conceptualisation and design, to conclusion, outcome and impact. Our success at doing so is evidenced by our listing in the top 10% of English HEIs for *Research Partnerships* in KEF1.

In some UoAs, specific Research Centres with varying local, national and international remits have a co-ordinating and convening function with stakeholders and users to leverage collaboration, influence and impact.

2.3. Open Research

Our Open Access Policy has been in place since 2014. We deliver our commitment to open research via 'green' open access (because we do not receive block grants for Article Processing Charges). However, we have signed Transformative Open Access Agreements via JISC with five publishers (BMJ, Cambridge University Press, SAGE, Taylor & Francis, Wiley) with further agreements pending. In 2019 we invested in a new institutional repository as part of *ResearchSpace*, our integrated research management system (4.2), which we also specified to support future expansion to host datasets as well as outputs.

We see REF2021 open access requirements (with which we have achieved 99% compliance) as the minimum standard for open research, with our commitment, approach and ambition reaching significantly beyond this. We make as many other outputs as possible open access, within the constraints of the 'green' open access model and the physical nature of the outputs. As such, our institutional repository contains monographs, novels and practice-based research alongside peer-reviewed journal articles in scope for REF2021. We use Individual Research Plans and appraisals to support staff to make outputs openly available.

Linked to our commitment to deep regional impact and focused national and international influence, the initial dissemination of much research, consultancy and knowledge exchange work

is via reports to the local, regional, national and international agencies that funded them, with peer-reviewed outputs often following. Our presumption is to publish such reports in *ResearchSpace*, and we always negotiate to remove contract clauses that restrict access and/or provide sustained privileged funder access to findings. We highlight findings via the *Expert Comment* blog on our website and corporate and individual social media, with training provided to staff to do so. We encourage staff to use pre-print servers and dissemination and discussion platforms such as ResearchGate. This approach means early insights are placed in the public domain to benefit policy-makers, practitioners and end users, as well as the wider research community.

2.4. Collaboration and Culture

A culture of interdisciplinarity and collaboration is embedded in our infrastructure. Our academic Schools are founded on interdisciplinary grounds. Half of our UoAs draw staff from more than one Faculty and the majority reach across Schools. REQIE provides a fora to explore interdisciplinary opportunities, with FREPPs developing research themes across Schools. The presentation of FREPPs to the University Research and Enterprise Integrity Committee, which has strategic oversight of integrity, quality assurance, and quality improvement and enhancement relating to the conduct of research, supports identification of cross-university collaborative opportunities. Staff-led collaborations include: our professoriate, which has developed protocols for mentoring across schools, faculties and disciplines; an Interdisciplinary Staff Group, led by early- and mid-career researchers. Embedded thematic collaborations on arts and culture and health span UoAs and Main Panels; however, related collaborative income is not always visible in individual UoA's REF4b.

A values-led and integrity-driven culture is embedded in our Church foundation, our Strategic Framework, and our Strategic Plan for Research and Enterprise, which sets out a foundational *values-led duty and desire to contribute* (2.1). These values commit us to our research having a transformative impact at local, regional, national and international levels (evidenced in REF3), and to creating knowledge which makes a real difference to people's lives. This is evidenced in our KEF1 metrics and narratives, in which we committed to formalising our partnership with the local and regional economy in a Civic University Agreement. Such public commitments, together with our practices of governance, hold us to account and ensure that we are living up to the expectations that we, our communities and our stakeholders, have of us.

Externally, our Department of Enterprise, Employability & Research Development (**EE:RD**) (4.2) supports staff to build networks and develop collaborative research funding nationally and internationally through its Research & Innovation Funding Unit (**RIFU**), and collaboration and engagement with the local and regional economy through its Enterprise and Engagement Team. Our Graduate College links this engagement to our offer to postgraduate students, distinguishing our offer as one focused on the issues, skills and research questions relevant to the industries and sectors in which our postgraduate students wish to pursue careers.

As a teaching-led but research-active University in the top 10 for getting graduates into employment, our research benefits from a collaborative circle between stakeholders, staff and both undergraduate and postgraduate students. We collaborate with graduate employers in the public, private and third sectors to embed applied questions and research projects relevant to the industries and sectors our research serves, and in which our students aspire to work, into our curriculum. This delivers research co-created with students and co-produced with stakeholders that, by design, delivers influence and impact.

3. People

3.1. Staffing Strategy

Virtually all academic staff at CCCU are employed on Teaching and Research contracts, with only a very small proportion (6%) on Research Only contracts, and no staff on Teaching Only contracts. Part-time staff (38%) include many practitioners (particularly in health and education) who retain a link with their professions and bring this into the University through their Scholarship of Practice (**SoP**) and to enhance the curriculum. All staff are allocated time for Research, Enterprise and/or SoP in their Academic Workload Profiles (**AWLP**). Staff with Significant Responsibility for Independent Research (**SRIR**) comprise 73% of our Faculty of Arts & Humanities, and 49% of our Faculty of Social & Applied Sciences. In our Faculties of Education and Health & Wellbeing, SoP dominates, consequently less than 10% of staff in these faculties have SRIR.

We have recently formalised our support for staff applying for academic progression in a cohort-based preparation for promotion programme, *FutureSpace*. This provides support, mentoring, development, and capacity-building in the 12-18 months before staff apply for promotion. Study leaves are encouraged and enabled, but decisions on if, how and when they take place are locally-devolved with funding (see 4.2).

The University has policies to support an optimal work-life balance, particularly for staff with parental, caring or other responsibilities. In addition to policies to support maternity, parental, shared parental, compassionate and dependents leave, our flexible-working policy, which allows staff to formally request changes to working patterns, hours, home-working or job share, has been in place since 2014.

Our Mental Health and Wellbeing Framework has developed as a whole-University partnership (including staff, Student Union, Chaplaincy, HR&OD) that takes an integrated approach to enabling both staff and students to realise their potential in a positive environment, and take a pro-active approach towards enhancing their own health and wellbeing. It is supported by an ongoing programme of activities, including wellbeing weeks, staff and student support groups, sport and active health, and a cycle-to-work scheme. An externally-provided employee assistance programme provides telephone, face-to-face and online support or counselling for staff on legal, financial, health and wellbeing issues, alongside a digital wellbeing support service.

3.2. Early Career Researchers & Concordat to Support Career Development of Researchers

We are a signatory to the Concordat to Support Career Development of Researchers. However, to make this meaningful for our staff profile (3.1), we have committed to extend the Concordat principles to all staff on T&R contracts, continuing our long-standing commitment to developing 'home-grown' researchers, including former practitioners.

Our AWLPs include support for 'Developing Researchers' in the pre-ECR stage of their career, often specifically recruited from practice or from industry, many of whom are supported to undertake a PhD. We also explicitly seek to recruit staff who are either new ECRs, or on the cusp of becoming so, and to enable progression from Developing Researcher or ECR on to established researcher.

In supporting staff to develop research-active careers, we combine an individual and cohort-based approach. Both Developing Researchers and those with SRIR (including ECRs) design individual

research plans, including training needs, which become part of their AWLP. Since 2016 we have delivered a cohort-based Supporting Progression in Academic Research Careers (**SPARC**) programme, comprising focussed workshops and mentoring, to annual cohorts of ~30 ECRs and developing researchers aspiring to their first independent grant application, peer-reviewed article or other major project. 71 staff have completed SPARC, and from 2021/22 we will deliver SPARC as an Academic Professional Apprenticeship (Research) – we are one of the only HEIs developing the research route of this standard. In addition, EE:RD and the Graduate College jointly deliver shorter cohort-based 'bootcamps' focused on specific bidding or writing outcomes. A new 'future Principal Investigators' package, identified as a training need in REQIE to target major income generators of the future, is under development.

3.3. Research Students

Postgraduate growth was identified as both an educational and research objective at the start of the REF2021 period (2.1). In 2018, to build growth capacity and enhance the postgraduate experience, we transformed our Graduate School into a new Graduate College, creating a physical and digital community of over 3,000 students, a quarter of whom are research students. The Graduate College occupies a physical space at the heart of campus and supports our student-led Postgraduate Research Association, including an annual student-led research conference and three-minute thesis (**3MT**) competition. The College also specifies our innovative bursary packages, including traditional full-time bursaries, 'half-time' 'instructor' bursaries that supplement 0.5FTE instructor/demonstrator duties, 'top-up' bursaries to Doctoral Loans, and part-time fee-waivers (including for staff undertaking a PGR degree).

Our PGR community is focused on the applied questions that matter to the industries, professions and communities we serve, and upon which our research students wish to impact or develop their careers. Our 700+ PGR community includes ~150 DClinPsychol, ~100 EdD, and ~100 Masters by Research students, many of whom number among our ~500 part-time students, and all of whom are researching questions relevant to the areas in which they are, or aspire to be, employed. Provision also includes PhD by portfolio, by publication, and a soon-to-be-validated DBA, each of which support our PGR community to undertake and gain credit for research undertaken in settings that most support their careers. Regardless of programme, each PGR student is supported by a Chair of Studies and one or two Supervisors, at least one of whom must have experience of supervision to completion, and all of whom must annually participate in the Graduate College's Supervisor Training Programme.

Supporting this diverse community, our entire PGR research training programme (organised around the four domains of the Vitae Researcher Development Framework), as well as 'wrap-around' provision including writing boot-camps, is available online, as is Research Degrees Manager (part of *ResearchSpace*; 4.2) which enables and quality assures PGR supervision and progression. This ensures equality of opportunity and engagement for our part-time and professional students. From 2021/22, we will offer PGR students the opportunity to undertake formal assessment of their researcher training to gain a postgraduate certificate, diploma or even Masters in research methods alongside their substantive PGR degree.

3.4. Equality and Diversity

CCCU is a Disability Confident Employer, a Stonewall Diversity Champion, and signatory to the Armed Forces Covenant and Race Equality Charter. We hold Institutional Athena SWAN Bronze,

five School-level Bronze Awards, and have set an ambition to achieve Institutional Silver by 2023 (2.1). Our mean gender pay gap is +9.4% (Male:Female) and our mean ethnicity pay gap is +6.3% (BAME:White). Our Strategic Plan for Research and Enterprise commits that our research community will be inclusive and welcoming of diversity (2.1), and our institutional equality objectives, monitored annually, commit to increasing, supporting and celebrating the diversity of our workforce, and to deploying an inclusive lens to ensure staff, students and stakeholders can reflect on and improve the equality impact of their activities. We support various staff-led groups, including a women's network and a BAME network, which feed into our Equality, Diversion and Inclusion Committee, reporting directly to the Governing Body.

Our Code of Practice determined eligibility for submission to REF2021 according to SRIR in 2019/20, allowing us to present a Stage 1 Equality Impact Assessment of our submission. The gender balance of staff submitted (54%male:46%female) has improved since REF2014 (58%male:42%female). In the two faculties comprising 79% of our submission (Arts & Humanities; Social & Applied Sciences), the gender balance of staff (56%male:44%female) differed by only four percentage points from the population (52%male:48%female). In the professional faculties (Education; Health & Wellbeing), the difference between the included cohort (45%male:55%female) and the population (31%male:69%female) was more significant. Initial analysis suggests more female staff in these faculties are recruited as former practitioners, and more male staff are recruited with an existing academic background. Other insights are a greater rate of inclusion among BAME staff, those aged 31-50, and full-time staff, although the numbers of part-time staff submitted, and the average age of staff submitted, have both increased since REF2014. Although there is work still to do, this analysis shows the profile of staff submitted is closer to that of the staff population, and more inclusive of diversity, than for REF2014. Post-submission, the analysis will be completed to include analysis of outputs inclusion.

4. Income, infrastructure and facilities

4.1. Research Income

Annual combined income for Research Grants & Contracts (**RG&C**) and KE & Consultancy was consistent at around £2.5million (+/-£200k) from 2012/13–2016/17. However, 2017/18 saw a step change increase to £3.7m, increasing further to £3.9m in 2018/19. Despite an inevitable COVID-19-driven fall in 2019/20 (due to loss of virtually all KE income from March 2020), outturn remained above the previous 'baseline' at £2.9m. Contracted income of £3.4m for 2020/21 as of December 2020 already significantly exceeds the COVID-affected 2019/20 outturn, and further in-year income successes are likely to deliver recovery to income exceeding our 2018/19 peak.

Within the total, RG&C have grown in absolute terms, and as a proportion, and also held up well in the COVID-affected year. RG&C grew from £1.1m in 2016/17 to £1.7m (+/-£50k) across 2017/18–2019/20, and are already contracted at £2.4m for 2020/21. The sum of our REF4b submissions exceeds £10million, and represents 439 individual awards of which six are over £500k.

Our Department of Enterprise, Employability & Research Development (EE:RD), created in 2017 (4.2), includes a Research & Innovation Funding Unit (RIFU) and an Enterprise and Engagement (E&E) Team. Together with establishing REQIE to develop and scrutinise FREPPs (2.1), which includes working with RIFU to explicitly identify priorities for securing external income, this represented a shift away from a responsive approach to bidding, towards a pro-active strategic

approach supported by a dedicated team who both support bids and inform strategy. E&E also supports income generation by promoting our research, evaluation and knowledge exchange services and priorities to stakeholders in the local and regional economy.

Our 10-step process for bidding includes a comprehensive early consideration of strategic fit, detailed review and quality assurance, as well as budget scrutiny and institutional sign-off. Since 2017, as well as income increases described above, our average bidding success rates exceed 40%. For 2018/19 (the last full year unaffected by COVID-19) our bidding effectiveness (average income per successful bid) increased to £102,000, and bidding efficiency (average income per submitted bid) to £51,000. We have also increased collaborative bids and successes with other HEIs and stakeholders, which total more than £32million, and had breakthrough and repeat successes with funders such as Leverhulme Trust and European Union.

4.2. Infrastructure & Specialist Faciltiies

Supporting infrastructure for research comprises the strategic deployment of services, systems and funding streams, and significant investment in specialist campus facilities and local and regional industry hubs.

In 2017, we doubled the size of our research and enterprise support service, creating a new Department of Enterprise, Employability and Research Development (EE:RD) linking employer engagement with wider enterprise, knowledge exchange and research impact, quality, income and integrity activity. In addition to RIFU and E&E (4.1), and a Careers & Enterprise Hub, EE:RD includes our Research & Enterprise Integrity & Development Office (REIDO), supporting our commitment to the two key areas of the *Concordat to Support Research Integrity* - integrity and rigour (quality) – through our Research & Enterprise Integrity Framework and REQIE (2.1). EE:RD also collaborates with the Graduate College (3.2) on researcher development.

We have integrated QR, HEIF and institutional PhD bursary funding into a single Research & Enterprise Support Funding (**RESF**) stream, with priorities for spending devolved to faculties and UoAs to deliver FREPPs following development and scrutiny through REQIE (2.1). Initiatives such as study leaves or PGR bursary types are therefore deployed as appropriate to UoA priorities, rather than determined by a one-size-fits-all central policy.

In 2018 we invested in *ResearchSpace,* a comprehensive research management system, integrating ethical approval with research degree supervision, training, quality assurance and management, our institutional repository for open research, and the identification, development, approval and delivery of external funding. *ResearchSpace* also provides management information to inform REQIE and other aspects of quality assurance and a self-service individual researcher dashboard. It feeds key parts of our website, such as staff profiles, PGR information, and research pages, ensuring information provided to stakeholders and students is up-to-date.

Building on the £35million development of our award-winning, technology-rich and digitally enabled Augustine House Library during REF2014, and complementing the £5.4m investment in the Lucy Fildes Building in Tunbridge Wells in 2017, in 2014 we increased the size of our Canterbury campus by 50% by purchasing the adjacent former HM Prison. We will invest £150m over 15 years to develop a state-of-the-art modern campus on our UNESCO World Heritage Site in the heart of the city. Our £13m Daphne Oram Building for the Creative Arts opened in 2019, comprising cutting-edge production and performance spaces for staff, students and the local

community. In March 2021 we opened our £65m Verena Holmes Building, housing specialist STEM and related facilities, including our Engineering Design, Growth & Enterprise (**EDGE**) Hub and the Kent and Medway Medical School (**KMMS**), plus laboratories, simulation suites, forensic simulation, sport and exercise sciences, hydra suites, and courtroom and mediation facilities. Our Canterbury campus is supported by our expanding local and regional industry hubs for life sciences, medical technologies, health innovation, clinical psychology and digital technology in Sandwich, Medway, Ebbsfleet, Tunbridge Wells, Folkestone and Maidstone.

The regional economic importance of this expanding provision was recognised by £12m funding from the Local Growth Fund. Its social and educational importance, and specifically its explicit focus on EDI outcomes, seeking to encourage women and minorities into STEM careers, innovation and research, was recognised by £7m HEFCE funding and £7m in charitable and philanthropic donations.