

<p>Institution: University of Winchester</p>
<p>Section 1: Context and mission</p> <p>1.1. Context and mission</p> <p>The University of Winchester is committed to a sustainability and social justice agenda. As a values-driven institution, the vision is to shape a better world for people and planet, underpinned by three core values: compassion; individuals matter; and spirituality. The University is an active member of the Cathedrals Group, GuildHE mission groups and Universities UK.</p> <p>The University is a relatively small higher education institution which enrolled 8002 students in 2019-20 (HESA 2021). It has an Anglican foundation, with origins as a teacher training college, established in 1840, and has strategically developed and expanded its curriculum and research offer to reflect its ambitious vision and mission (see 1.2).</p> <p>Throughout this REF period, research was framed in the context of the University Strategic Plan 2015-20, which stated that the mission is to educate, advance knowledge and serve the common good. Research, alongside knowledge exchange, was a fundamental driver of this vision and mission, as further articulated in the outgoing Research and Knowledge Exchange (RKE) Strategy 2015-20.</p> <p>1.2. Portfolio and research foci</p> <p>The current portfolio is focused on arts, humanities and social sciences as well as the long-standing specialism in education and teacher training, demonstrated by our current Ofsted 'Outstanding' status for teacher training. In 2019-20, the University opened its fifth Faculty, Health and Wellbeing, reflecting recent curriculum developments which include new courses in physiotherapy and nursing. In addition, we invested £50 million in the state-of-the-art West Downs Centre, home to our computer, digital-related and business and management programmes as well as an additional library.</p> <p>Given the portfolio, the University attracts a high proportion of staff from practitioner backgrounds, particularly in education, arts, social work and physiotherapy. Hence the University offers colleagues different career pathways. Academic colleagues are assigned to a role profile for either teaching and scholarship, teaching and research or teaching with enhanced responsibility for research. There are opportunities to change profile as appropriate through established processes.</p> <p>Time allocation for research is linked to the role profiles. For example, those on teaching and research role profiles receive 400 hours per year and those with teaching and enhanced responsibility for research receive 500 hours per year, pro rata out of a total of 1575 hours. Staff who are registered as doctoral students have 100 hours allocated to support their studies. Academics can apply for additional research time through internal funding, detailed in section 4.1.</p>
<p>Section 2: Strategy</p> <p>2.1. Research strategy and enabling and actualising impact</p>

The University committed to strategically advance on our REF 2014 entry. The RKE Strategy 2015-20 (pp. 1-3) approached this expansion through developing three key priorities in research, broadly categorised as:

1. Quality – enhanced through various mentoring activities and external peer review (see section 3.4)
2. Impact – enhanced through investment in workshops and software (see section 4.1)
3. Environment – enhanced through development of our PGR community (see section 3.3), facilities (see section 4.2) and income generation (see section 4.3)

Success in these areas, and in developing our REF 2021 entry, are evidenced by an increased number of UoAs being submitted over the past two assessment exercises. In RAE 2008 six were entered. REF 2014 saw a modest increase to eight (33%), with good progress being made since then, with 13 UoAs being entered to REF 2021 (an increase of 63% since 2014 and 117% since 2008). The growth of the research environment is also demonstrated by a substantial increase in the number of staff being entered, with a headcount of 81 in REF 2014 rising to 179 in REF 2021 and FTE of 72.58 in REF 2014 to 163.81 in REF 2021 – increases of 121% and 126% respectively.

The institutional RKE Strategy is underpinned by Faculty RKE Strategies with aligned time frames and aims. Each Unit of Assessment also developed their bespoke UoA Strategy for the REF period.

Moving forward, the new institutional Strategic Vision 2020-2030, published in Autumn 2019, retains its three core values of individuals matter, compassion and spirituality. It situates the University as a Beacon for Educational Excellence, Sustainability and Social Justice. It embeds impact as a central component, in our vision to help shape a better world through everything we do, driven by the ambition, wisdom and impact of our students and staff. The ten-year vision, therefore, focuses on delivering transformative research and innovation that empowers and transforms our staff, students and communities close to home and around the world, affecting positive global change (p. 24).

In Summer 2020, the new ten-year RKE Strategy 2020-2030, Re-imagining the World; Creating the Future was approved by the Board of Governors. In line with the Strategic Vision, it places transformative research and knowledge exchange at the centre of our plans to build on our successes. It is founded on new ways of thinking, encouraging staff and student researchers to view the world through different lenses, developing creative and courageous researchers who can respectfully push boundaries in a values-driven research culture (see section 4).

Impactful research and knowledge exchange will be developed in a variety of ways. The University has long fostered the creation and development of Research Centres and supported them financially and by providing convenors with hours in their workload model. In 2018-19, the University revised the policy for Centres. This included revision of the criteria for establishing new centres, reporting procedures and included provision for Centres which are predominantly KE-focussed. The University continues to support Centres, as well as colleagues who sit outside of them, to undertake impactful activities. In addition, Faculties may also convene research groups which are more informal but may in due course apply for Centre status.

In the last two years, the University created a more formal infrastructure for KE, comprising a bespoke KE team in the RKE Centre and a new role of Faculty KE Lead. These colleagues work closely with a range of internal and external partners to develop effective KE. Aligned to our heritage and portfolio, external partners include schools and other education providers, the NHS, small and medium sized businesses, the Enterprise M3 LEP, Hampshire Constabulary, the legal

and heritage sectors, creative industries and a range of charities and trusts. In 2018, we formalised a partnership with Hampshire Hospitals NHS Foundation Trust, agreeing to collaboratively increase research and education opportunities for hospital staff and University academic departments. One example of this work is the HELP Hampshire Stroke Clinic, which enhances the physical and social quality of the lives of people living with stroke through low-cost, flexible, community-based education and exercise clinics.

2.2. Open Access

A key driver of our Open Access (OA) policy is the Winchester University Press. In 2013-14 the Press entered into OA publishing with the development of what became the *Royal Studies Journal*. This strategic move was part of a commitment to making high-quality research freely available worldwide, and led to the development of a further three OA journals: *Journal of Information Rights, Policy & Practice*; *Journal of Perpetrator Research* (in partnership with the University of Utrecht); and *Communication Cultures in Africa* (in partnership with academics in Nigeria).

Significantly, in 2019, the Press published its first OA eBook, a biography of Bishop Morley of Winchester. Developing OA books is a key feature of the Press' future plans, which include adding research-informed textbooks to its portfolio.

In order to develop OA more widely, the University recently invested in a new Current Research Information System, Pure, which also serves as the new repository. Colleagues are encouraged to record all research outputs in Pure, irrespective of whether they are REF-eligible, thereby making them available to the international research community and other stakeholders.

The Open Access Officer hosts training sessions for staff in relation to REF including Open Access days and gives briefings on general OA developments, for example on Plan S and the future of OA for books. The Officer briefs all new academic colleagues at induction and participates in external networks and projects. A key example is a pilot project funded by Jisc on Research Data Shared Services, which evaluated web services that host open access research data sets.

The University acknowledges that Gold Open Access is not an essential criterion for REF entry. However, it recognises that in certain cases, Gold Open Access is a preferred and favourable option, for example when specialist journals require Author Processing Charges. For the first part of the REF cycle, a fund was created and held centrally, to which individuals could apply. The University revised this approach in 2018 to devolve funds to UoAs to empower them in developing longer term OA strategy relevant to their unit.

2.3. Interdisciplinary research

The University supports interdisciplinary work through various means, challenging the existence of academic silos and valuing collaborative working to solve problems through research. In 2017-18 the University offered PhD studentships based on interdisciplinary projects, to create new supervisory teams across departments and faculties.

The Research Funding Managers encourage colleagues who are writing external bids, where appropriate, to develop collaborations with others to create interdisciplinary teams for bidding. In addition, the revised policy for Centres clarified an expectation of interdisciplinarity wherever appropriate; The Centre for Animal Welfare is one such example. Set up in 2015, its work crosses science and social science boundaries. Moving forwards, interdisciplinary research will

be particularly encouraged as we work towards the University Vision 2030 of contributing to the relevant UN Sustainable Development Goals.

2.4. Research ethics and integrity

The University Research Ethics Committee leads on the University's policy on ethics and integrity, thereby supporting compliance with the Concordat to Support Research Integrity. During this REF period, the constitution was expanded to include a more diverse range of staff from different disciplines in addition to a member of professional services staff.

The Research Ethics policy is subject to regular review and updating. Substantial revisions were made following two major reviews in this REF cycle (2014-2015 and 2018-19). The most recent policy was introduced in 2019-20 with accompanying new initiatives to enhance training and education in this area. These include new, regular virtual open meetings for all staff and students to explore any issues in this area and increased training for postgraduate research students throughout their period of registration.

Section 3: People

3.1. Institutional staffing strategy

The University's commitment to equality and diversity is recognised in engagement with the following external schemes:

- Stonewall Champion
- Athena Swan Bronze Award
- Disability Confident Employer

All staff are required to undertake online training in Equality and Diversity. The University offers a Flexible Working Policy which seeks to accommodate the various needs of colleagues as and when they arise.

In line with the University's core value of 'individuals matter', the HR team offer a range of services. These include a confidential employee helpline and website, counselling and benefits and discounts. A wide-ranging series of wellbeing workshops run throughout the year. Sessions include health checks, financial wellbeing, Tai-Chi, meditation, mindfulness, yoga and football. A Staff Survey regularly gathers views from staff, including gauging levels of wellbeing, and action plans are created arising from the results.

For researchers in particular, Faculty RKE Committees raise issues for consideration at Senate RKE Committee which in turn reports to Senate.

3.2. Equality and diversity for REF

The institutional policies underpinning the entry to REF 2021, alongside the Code of Practice for REF 2021 are:

- Staff Equality, Diversity and Inclusion Strategy 2016-2020
- Equality and Diversity Policy
- Gender Identity and Reassignment Policy
- Dignity at Work Policy

As part of the wider culture of the institution, the groups listed below are also active. Representatives from those groups will be involved in consultations on the Equality Impact Assessments (EIAs) for REF:

- Carers and Parents
- Spectrum LGBTQ+
- Race and Ethnic Diversity
- Disability Equality

The EIA produced for REF 2014 showed a gender discrepancy in favour of males being submitted. The EIA for REF 2021 demonstrates good progress towards equity by gender:

	Submitted staff REF 2014 (headcount)	Submitted staff REF 2021 (headcount)
Male	48 (59.3%)	92 (51.4%)
Female	33 (40.7%)	87 (48.6%)
Total	81 (100%)	179 (100%)

Given the small size of our university and its submission, reporting on EIAs requires caution, given that staff with protected characteristics can be identified. However, the EIAs have indicated areas in which the University will be focusing on in the future, details of which will be published in the final EIA.

3.3. Development for Post Graduate Research (PGR) Students

The University upholds the principles of the Concordat for Career Development of Researchers, irrespective of their level of experience. Success is evidenced by our HR Excellence in Research Award in 2016 and its subsequent successful reviews in 2018 and 2020. PGR students are a central feature of our Concordat activities and targets for developing the environment for PGR students are included in the plan, which is monitored by Senate RKE Committee.

The University achieved Research Degree Awarding Powers in 2008. Against this background of a relatively young PGR environment, the University has made strong progress in this area. In REF 2014 we returned 59 completions. In this current cycle we are returning 121 – an increase of 105%.

The RKE Strategy in place during the first part of the REF cycle set a target to increase the number of PGR students from 160 to 225 by 2020. This was exceeded a year earlier, with 267 registered across the PhD programme and a suite of professional doctorates which reflect our portfolio and heritage.

We provide a strong research environment to ensure a high-quality student experience throughout the doctoral journey and in preparation for careers in academia and beyond. The latter is embedded in the Postgraduate Certificate in Research Skills which MPhil/PhD students undertake.

It consists of three modules:

1. Introduction to Research
2. Research and Knowledge Exchange

3. Research for Professional &/or Personal Development

The RKE Centre provides training programmes for both PGR students and supervisors. The student programme covers a wide range of topics and is reviewed each year. For example, in 2019-20 these included skills in different research methods, writing retreats, writing for publication, presentation skills, use of social media and preparation for upgrade and viva. In addition, students can study for the Post Graduate Certificate in Learning and Teaching in HE.

To further enhance provision, the University subscribes to the University of East Anglia's PGR online training programme which students can access. They can also apply for up to £500 per annum (pro rata for part-time students) to use for development purposes, agreed in discussion with their supervisors. The University also supports a small number of students in attending the annual GuildHE summer school, where they can network with students from other HEIs and engage in workshops focused on career development.

Research Centres are expected to involve students in their membership and the institution also supports Faculty-wide initiatives, e.g. the 'Doctoral Round Tables'. Implemented in 2015, these enable learning from others' experiences in a supportive environment. In addition, during this REF cycle, we also upgraded the PGR student facilities, providing a new bespoke study space in the main library. Students have representation on the Research Degrees Quality Committee and organise University-wide PGR symposia.

The University also supports PGR students post-graduation. They can apply for a two-year position as a Visiting Fellow (ECR) to commence from completion of their doctorate. They are supported by an academic member of staff to undertake a range of mutually agreed research-focused activities which will benefit the ECR's career progression. They retain full access to the University's library facilities throughout the term.

Moving forward, the RKE Strategy 2020-2030 situates PGR as one of five key focus areas, aiming to have a growing and thriving community, increasing numbers by 50% by 2030. Key to achieving this is an institution-wide review of PGR policy and process, including reflection on how Covid has and will continue to reshape doctoral activity. Foci will include: identifying sustainable models for PGR recruitment and PGR models of delivery; enhancing student wellbeing; developing transferable skills; and widening participation in doctoral admissions.

3.4. Development for all researchers

Development of all researchers is key, commencing with early-career and mid-career researchers, detailed in 3.5. Development is situated in the context of career progression which is available through a clearly defined framework with three different routes through:

- Reader (research) or the equivalent Senior Fellow (knowledge exchange or teaching and learning), to
- Professor (research or knowledge exchange or teaching and learning).

The application process is opened each year and its details are published in the Professors, Readers and Senior Fellows Policy which is updated annually, ratified by Senate. Colleagues considering making an application are required to meet with their line manager and the relevant Director (of either RKE or Teaching and Learning) prior to application. The meeting with the Director serves as a mentoring session, discussing the candidate's CV against the criteria and offering formative advice.

Staff who apply but are unsuccessful are offered a one-to-one meeting with the Chair of the panel, the Vice Chancellor, for summative and further formative advice.

Mentoring around research career development – underpinning the promotion routes – is widely available for staff and takes different forms. For example, all Readers and Professors who are in the workload model have 50 or 75 hours respectively per year, pro rata, allocated to them for mentoring. There is flexibility in how these hours are used. For example, Research Centres are expected to offer mentoring to its members; some colleagues mentor through informal advice; others include less experienced colleagues as collaborators on outputs. In addition, some faculties offer localised mentoring schemes, such as that provided by the Psychology department.

In the first part of the REF cycle, the University launched an institutional 1:1 mentoring scheme which was well received but demand outstripped supply. Senate RKE Committee has approved a new scheme, due to launch in 2021-2022, which mitigates the potential lack of mentors, in the first instance by providing small group mentoring shaped by shared areas of interest. It will also, for the first time, be available to staff on research-only contracts and staff on professional services contracts who are interested in developing research skills.

To further provide career development, academics complete research planning forms each year. Progress against plans is reviewed at the end of the academic year with their line manager through a formal process (initially termed the Staff Development Review, now termed the Individual Review and Development Scheme). When appointed, academics also discuss research plans during scheduled meetings as part of the probationary scheme.

Money available through internal funding streams (section 4.1) further enables staff to request bespoke staff development opportunities or mentoring from external sources, and buy-out from teaching to achieve specific research aims.

Additionally, further changes were made during this REF cycle to strengthen the research infrastructure for staff. These included separating the roles of Head of Department and UoA Lead, which enabled more focused development for the latter's research career development through the opportunity to specialise in research leadership. This move was accompanied by a doubling of workloaded hours for the role.

The University also recognises the value of external collaborations and makes provisions for Visiting Professors, Researchers and Fellows to be appointed, who can provide informal mentoring, as adopted by UoA24 Sport and UoA19 Politics.

3.5. Development for Early Career Researchers (ECRs)

In line with the Concordat to Support the Development of Researchers, ECRs have the full support of the University. Importantly, the University is inclusive in its definition of ECRs, recognising different categories beyond the traditional young person who has recently earned a doctorate. We also include practitioners commencing their first academic post, some staff on research-only contracts, and those on professional services contracts.

In addition to routine internal funding (as detailed in 4.1), we provide an annual round of awards specifically for ECRs. In the first part of this REF cycle, we offered one competitive award of £10,000 per annum for an ECR to complete a substantial research project with impactful outcomes. The scheme was revised in 2019 to create additional opportunities. Moving forward, we will offer up to four awards of £5000 each per annum through an open call.

With regards to developing the career prospects of staff on research-only contracts, the University, in consultation with the Trade Unions, formalised a clearer route for career progression in the form of new grade descriptors. Three descriptors (pay grades 6, 7 and 8) were implemented in 2020, providing staff with detailed, transparent indicators of expectations for each pay grade.

Since 2017-2018, the University has also made significant progress in developing inclusivity for staff on research-only contracts as well as staff on professional services contracts who are active, or seeking to be active, in research. The University introduced access to internal funding and support through various means including:

1. Staff on research-only contracts meeting the criteria for independent researcher status are now able to access UoA funding
2. Staff on research-only contracts are now eligible to apply for the aforementioned ECR Awards
3. An existing Winchester Research Apprenticeship Scheme (WRAP), through which undergraduate students are employed as a Research Assistant, was extended to professional services staff
4. Staff on research-only and professional services contracts will be eligible to join the new RKE Mentoring Scheme commencing in 2021-2022

4. Income, infrastructure and facilities

4.1. Institutional-level infrastructure

The RKE Centre lies at the heart of the infrastructure, with its Director reporting to the Deputy Vice-Chancellor. It is home to the central PGR, external funding and knowledge exchange teams and also oversees Open Access, Research Ethics and Integrity and all strategy and administration for internal and external research policy.

The Director works closely with each Faculty's Head of RKE who in turn liaise closely with their UoA Leads and Deans to meet the University's and Faculties' strategic aims for research. Each Faculty also has a PGR Student Lead who works with the central Director of PGR, in addition to the aforementioned Faculty KE Lead who in turns works closely with the central KE Manager.

The Director of RKE chairs both the REF Management Group and the REF Working Group. The latter, comprising UoA Leads and Faculty Heads of RKE, feeds into discussions about research strategy more broadly in addition to its specialisation in REF.

Internal funding is a key means of supporting research. Colleagues who were entered into REF2014 were allocated £3000 per annum until the end of academic year 2019-20 to spend on research-related activities to help achieve their personal goals in line with University strategy. We also enabled UoAs to pool these £3000 allocations to facilitate increased autonomy where UoAs deemed this a more strategic use of funds.

Part way through this current REF cycle, University policy on devolved internal funding was changed to enhance achievement of the three research-related aims of the RKE Strategy 2015-20, to increase the quality of research (including outputs), impact and environment (pp. 1-3). There are two routes, described in table 1. Changes to route 2 were designed to enable UoA Working Groups to strategise more effectively with a given sum of money, and to ensure greater equity for individuals in securing funds.

Table 1. Routes to internal funding for research

Pre-2018	2018-19 onwards
Route 1: Fast-Track fund: a devolved amount of money, shared equally between faculties. Available for research activities to a maximum of £750, signed off by the Faculty Head of RKE	Route 1: Fast-Track fund: retained, but money devolved proportionately by the number of staff on eligible research role profiles
Route 2: Applications to Internal Grants Committee: individuals could apply to the committee for larger amounts to cover a wide range of research activities including, but not limited to: research leave, research assistance, generating or supporting impact, workshops, overseas conference attendance, use of consultants and Research Centre activities such as seminar series	Route 2: Applications to Internal Grants Committee: Funds are now allocated to each UoA according to their size. UoA Working Groups propose how best to allocate the funds in collaboration with the Faculty Head of RKE and Faculty RKE Committee. Applications need to align with outputs, impact or environment and are submitted to Internal Grants Committee for consideration

In addition, the University supports and enables impact through targeting spending on understanding, planning, recording and developing impact. Examples include:

- University provision for further consultancy support to guide colleagues in developing impact
- University-wide subscription to Vertigo Ventures Impact Tracker software, since 2016, for which staff can request a licence and use the software to track their own impact and record underpinning evidence
- University-wide subscription to Altmetrics from 2020 to enable all staff to identify how their research is being used online, monitor and track engagement and demonstrate influence

The RKE Centre and the University also commit a proportion of funds each year to PhD Studentships and fee waivers. Furthermore, there are open calls to rounds of competitive internal funding for various initiatives. These include distribution of Strategic Priorities Funding, for projects to develop policy-related impacts. QR GCRF is administered internally to groups working with countries in receipt of Official Development Assistance.

4.2. Institutional-level facilities

The University invests in facilities to ensure that staff and students have the highest quality spaces for teaching and research. Examples include:

- Increased Archaeology laboratory space for teaching and research with high specification equipment such as microscopes and analytical apparatus
- The refurbishment of Psychology laboratories, including an EEG and neurostimulation laboratory; an infant and child observation suite; and a virtual reality laboratory
- The aforementioned £50 million West Downs Centre, offering facilities for learning and teaching, a new library and providing space for related research opportunities

- The aforementioned upgraded PGR study space in the main library

4.3. Supporting the generation of income

Complementing the University's RKE strategy to develop our research portfolio, the institution supports colleagues in developing expertise in securing external research grants in a number of ways. During this REF period, the University increased its central support by employing an additional part-time Research Funding Manager to work alongside the permanent manager for a fixed period. In 2016, as a result of two successful Leverhulme awards, the University employed a Post Awards Officer to work more closely with Faculties.

The University also funds developmental activities such as:

- Internal Grants Academy workshops, with internal and external speakers, on a range of subjects
- Participation in the Cathedrals Group annual Research Sandpits
- External Funding Incentive Fund – a scheme operating in the first part of the REF period to incentivise external applications, since replaced by providing additional external reviewers/mentoring for large bids
- Supporting applications through the Internal Grants Committee for bespoke bid writing sessions
- Making provision through Internal Grants Committee for staff to request teaching buy-out to write a bid

Across this REF period, we more than doubled our research income from £1.7million in the previous period, to £3.6million. Over the next five years, as embodied in the new RKE Strategy 2020-2030, we aim to increase income further through additional initiatives, such as the new group mentoring scheme and increased workshops and training.