

# Encouraging investment in our mission

**As part of our efforts to improve donor stewardship we were keen to identify ways in which we can truly demonstrate to donors and prospects the impact donations make at GCU over and above statistics and written reports.**

The full team has contributed to enhancing our stewardship however Nina has led on really bringing the ideas to life mainly through video footage. She spent time getting to know beneficiaries, building a relationship with them, sensitively asking the right questions that tease out the detail we need to demonstrate how powerful these awards can be. For example, showing that a travel award is more than just going to a new country - it can help build confidence, improve social skills and raise aspirations.

## Who benefits?

Donors and students. This video is a great example of how we can thank a donor, inspire others to give and encourage students to take up a similar opportunity. The video can be viewed on the home page of the Foundation website:- [www.gcu.ac.uk/foundation](http://www.gcu.ac.uk/foundation).

Nina has created video content that can be woven into a narrative that moves donors, inspires others to give and that encourages students to apply for similar awards. Sir Alex and Jason Ferguson both commented on how they have seen a number of these types of video and this was by far the best, extremely well put together.

**Nina Campbell - Donor Stewardship Supported by Craig G Telfer in Communications and Lorna McKenzie, 4th year Multimedia Journalism student to capture the content**





# Providing real-world experience

**To help students to develop 'real-life' employability skills within the safe environment of University and produce industry-ready graduates**

Working with a local SME and large UK and international businesses the team secures industry-focused fashion/lifestyle projects for fashion modules. Last year students worked with TRTL (small travel lifestyle brand), M&Co. and 18 Montrose (luxury UK-based fashion store). This year students are working with Brora (UK-based luxury Scottish brand), Quiz Clothing and Gant (large US-based International clothing brand). Students have also secured visits to large international companies e.g. Cortefiel (3rd largest Spanish retailer behind Zara and Mango) Head Office, TRTL, M&Co.

## Who benefits?

Students benefit as it develops their industry/employability skills and places their theoretical learning and teaching into industry context. Staff benefit too as it keeps them involved and working with industry. GCU benefits as it builds links with external organisations helping to secure funds and assist with research. Industrial partners benefits as they gain access to talented new employees.

The activities of the team who secure these industry projects has made a real difference to students employability skills. Our students have secured graduate-level roles in many of the companies we engage with, or in other companies aligned to the industry projects they worked on while at University. Other students have also gone on to develop their own fashion/lifestyle brands through the UHatch programme to a great extent as a result of the confidence gained from working on the projects this team secures .

**Aileen Stewart, Cara Connell, Louise McBride and Sue Scanlan - Dept. of Business Management, BA(Hons) International Fashion Branding**





# Delivering social enterprise

**Enactus GCU allows students and faculty members to take entrepreneurial action to make a real difference to the lives of disadvantaged groups of people in local communities in Glasgow.**

Enactus GCU students worked with Glasgow City Mission and some of its homeless clients on developing a food production and marketing social enterprise. In the first phase of the project, GSBS students, supported by faculty, worked alongside homeless people to make, brand and sell a range of funky jams that included raspberry and chilli under the “Mission’s Kitchen” label. Current plans are to expand the brand and pilot ideas for sandwich-naming and street food businesses. In addition to this, on the Enactus Work Ready Action Programme, students deliver employability workshops and mentoring skills to raise pupils’ aspiration in Castlemilk.

## Who benefits?

In 2016-17, Enactus GCU activity had a positive impact on the lives of a number of homeless people in Glasgow through its work on developing a social enterprise with Glasgow City Mission; as well as on the aspirations of pupils studying in schools in areas of multiple deprivation.

The work of Enactus GCU in the last year has had a positive impact on the lives of over 150 people in disadvantaged communities in Glasgow.

**Alec Wersun, Karen Fryer, Geoff Whittam, Anne Smith and Declan Jones.**





# Creating Opportunities

To engage with the world's largest winter music festival Celtic Connections, provide real world experience for GCU Audio students and a platform for up-and-coming talent from across the UK.

Patrick liaises with the Celtic Connections organisers to give audio students a unique opportunity to experience a live working environment while still on campus. The concerts gain many positive reviews from the students, performers and audience alike each year. Here are some of their comments: "It's great to see GCU University and students playing such a creative and visible role in the community."; "GCU has rocketed in my estimation and I'm eager to tell my friends what we've enjoyed here"; "Love to hear new talent. Looking forward to next year"; "Thoroughly enjoyed the music this week at GCU. It's great thing that you are all doing and much appreciated by the people who attended"; "The sound was great. Well done to all the students".

## Who benefits?

There are three groups that benefit: 1 - GCU Audio students who gain invaluable real world experience; 2 - performers from colleges, school and Universities across the UK who get to play at the festival; 3 - the general Celtic Connections audience who get to see up and coming talent

The students definitely gain confidence and enhance their skills by being involved in such a real world experience. In a follow up questionnaire, 91% rated the experience as being excellent. Again when asked what "Was the best part of being involved?" their comments reinforce the many positive aspects i.e.: "Having the chance to work in roles you have less experience in."; "The brilliant array of acts were a pleasure to work with. There was a nice, friendly atmosphere throughout."; "operating as the live sound engineer for large folk bands requiring leadership and decisions on mic choices under pressure.".

**Patrick Quinn**

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# Linking students with employers

**Traditional employer presentations have a lukewarm response with students and a new approach was needed. Donna Cooper designed the Career Conversations Series which offers graduate employers the opportunity to host a series of “career conversations” with our students.**

Donna looked at the reasons why students were reluctant to come to presentations and devised a more relaxed format. In this approach students drop in for one-to-one conversations or in small groups and employers can discuss their job opportunities and recruitment practices and explore a range of employability topics, work experience and career options. When recruiters are visibly located in the new Campus Life Lounge with branded display stands, students from all years of study are drawn over to explore. Feedback from employers found that the more flexible and informal arrangement worked very well.

## Who benefits?

All students in all years of study and in particular final year students seeking graduate jobs. Local, national and international employers and organisations across all industry sectors. Academics and professional bodies.

Student attendance at employer campus events has increased by over 150%. Employer campus visits have increased by over 60%. The range of local, national and international opportunities has increased substantially. 99% of employers state that career conversations are an effective way for them to meet their student audience.

**Donna Cooper**





# Embedding Values and Behaviours

**This activity is designed to enhance students' employability, as well as sense of belonging and engagement as part of the Strategy for Learning and aligned to GCU Core Values and Behaviours.**

All approved programmes now explicitly state how students will develop Common Good Attributes, and the Common Good Award pilot has already had significant numbers of students registered. Guidance and resources for staff and a Common Good Attributes website has been developed. The website signposts students to a range of co and extra curricular activities linked to our mission, in addition to information on the Award. A research evaluation of the Common Good Curriculum is also underway.

## Who benefits?

Potentially all GCU students benefit from this activity. The Common Good Curriculum and Common Good Award pilot, embeds the development of the Common Good Attributes within all taught provision at UG and PG level as well as within a wide range of co and extra curricular activities.

This is a cross-university strategic approach to supporting students to develop the attributes they need to make a positive difference to the communities they serve as well as to their employability. In addition to the core team, we have worked closely with Academic Schools, through the School CGC Leads as well as with the Students Association and other professional support departments to develop and implement the Common Good Curriculum. To date 75 students have signed up for the Common Good Award pilot scheme - a great success.

**Ruth Whittaker, Karen MacFarlane, Lesley McAleavy (Academic Quality and Development), Frances MacInnes (SHLS/Academic Quality and Development), Julie Adair (Strategy and Planning), Frank Brown, Angela McIntyre, (Careers), Laura Jane Howard (CGC Student Intern) and the Common Good Steering group.**

## The Common Good Attributes

The Common Good Curriculum will support our students to achieve the GCU Common Good Attributes which are underpinned by GCU's core values: Integrity, Creativity, Responsibility and Confidence



### Active and Global Citizenship

Recognising and actively seeking to address global social challenges; participating in the community at a local, national or global level



### Entrepreneurial mind-set

Identifying opportunities for change; creating solutions, and putting these into practice in response to identified real world problems



### Responsible Leadership

Developing solutions that are ethical, visionary, realistic and sustainable; exercising empathy, resilience and professionalism



### Confidence

Challenging yourself and continually learning from experience; believing you can make a positive difference by what you do



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# Innovating for energy efficiency

**Glasgow Caledonian University (GCU) worked with Strathclyde Partnership for Transport (SPT) on a project to turn water in its Subway tunnels into a sustainable heat source for the positive benefit of passengers and environment.**

The work was carried out as part of a Knowledge Transfer Partnership which brings industry need and academic knowledge together to meet core strategic needs, identifying innovative solutions to help business grow.

## Who benefits?

SPT benefit from a financially and environmentally effective method of harvesting heat from the ingress water. GCU benefits as the project has opened a range of possibilities in the area of renewable heat, sustainability and climate change mitigation of use to SEBE in its teaching, research and knowledge transfer activities..

An unsightly and environmentally damaging waste has been turned into a renewable heat resource. New energy-efficient air and water heat-pumps were installed at Bridge Street and St George's Cross Subway stations. The energy efficiency of the system is up to 3.5 times that of the energy input. This is translated into up to 70% energy savings and similar improvements in their carbon footprint. An average heating cost reduction of £2,800 per annum per station is also possible. In addition it also creates a more stable and pleasant environment for the passengers and the properties nearby. The same heating system has been adopted in four more Subway stations during SPT's recent refurbishment with more stations to follow.

**Dr Nicholas Hytiris (Civil Engineering and Environmental Technology) Dr Rohinton Emmanuel (Sustainable Design & Construction) Bjorn Aaen (Civil Engineering and Environmental Technology), SEBE**



# Improving through partnership

**This cross-university team from the Schools, the Graduate School and other central services wanted to develop greater partnership and new improved ways to work between Schools and cross-school services in delivering administrative support in all parts of the research student journey.**

The creation of an informal network of the communities of practice in research degree and researcher development administration has enabled staff to share ideas across structural boundaries and collaborate in a timely and effective manner to resolve individual student matters and improve the research student experience.

## Who benefits?

Research students and supervisors get joined-up support in recruitment, induction, progression monitoring through new School research progression and awards boards, student experience and examinations. Best practice and training of administrators are shared across the network, empowering administrators to lead in their expertise and raise quality standards for all.

The team has improved the running of the monitoring of student progression and assessment through the new Research and Progression Assessment Boards, with wider School staff engagement and closer connection and support given for the research students and supervisors. In the Postgraduate Research Experience Survey 2017, the GCU PGR student satisfaction rating for the theme of progression and assessment was 83%, placing GCU above the median value of the 116 universities that took part. GCU was 1% and 4% above the post-92 and Scotland/UK university benchmarking groups respectively.

**Karen Coyle and Ivana Covic (Graduate School), Carolyn Anderson and Ian MacKay (SEBE), Kay Henderson, Clare McDonald and Gillian McCallum (SHLS), Alison Lockhart and Lorna Waugh (GSBS), Hilary Tennant (cross-school/GSBS), Sunita Malhi (GCUL), Diane Dickie (Registry), Paul Woods (Governance), and Linda Brady (RIE)**

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# Promoting sustainability

**Our aim was to engage with the public and disseminate our work on sustainability in the context of fashion and lifestyles. We promoted student work on fashion sustainability and engaged with external partners, academics and industry.**

Elaine Ritch led an event which as part of Glasgow Science Festival in which staff, postgraduate and undergraduate students presented their work on sustainable fashion. Eight research-active members of staff and postgraduate students provided short presentations on their research, six undergraduate students presented their sustainable fashion collections on mannequins along with their development portfolios and we also streamed videos by marketing students promoting sustainable lifestyles. A number of visitors from schools, other HEIs and the general public attended.

## Who benefits?

It benefits GCU, illustrating the contribution we make through the curriculum and our research in progressing the theme of sustainability in a business context, particularly in the domain of fashion which is currently under represented in responding to concerns for sustainability.

The event was welcomed by Glasgow Science Festival as an important addition to science through highlighting the social science of consumer behaviour, Corporate Social Responsibility (CSR) and brand development, and promoted the programmes focus on sustainability.

**Elaine Ritch**

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Glasgow Science Festival 2017 8th - 18th June

# Sustainable Fashion

**Wednesday 14th June 2017**

**12:00-7:00pm** FREE

Come and discover current research in sustainability, vintage and luxury fashion. Explore student work on sustainable lifestyles marketing, upcycling and fashion production systems. Have you bought sustainable fashion? What do you like about vintage fashion? What does luxury fashion mean to you? Are you part of Glasgow's contribution to sustainable fashion? Join the discussion at this free event, as part of Glasgow Science Festival.

Drop-in exhibition of student upcycled designs and sustainable videos: 12:00-7:00pm.

Talks at 1pm, 4pm and 6pm, with drinks reception at 4pm and 6pm talks.



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# Developing responsible leaders

**In 2012 the Principal committed GCU to implement the United Nations Principles for Responsible Management Education initiative (PRME) with the aim of producing graduates capable of becoming “responsible leaders for the future we all want”. The University’s efforts are spearheaded by GSBS, and Alec Wersun has coordinated these efforts since then on behalf of the School and University.**

GCU is one of 700 higher education institutions that have committed to implement the PRME Principles, integrate ethics, responsibility and sustainability in to the curriculum, research and external engagement, and contribute to achievement of the UN Sustainable Development Goals (SDGs). In recognition of our commitment to these Principles, GCU is one of only 30 HEIs in the world designated to be a “PRME Champion Institution” dedicated to provide thought and action leadership in the global PRME community and associated United Nations networks.

## Who benefits?

By actively engaging in the PRME movement, GCU is reinforcing its commitment to work “for the Common Good”, and helping to realise its strategic goals of: • Transforming lives through education • Enriching cities and communities through research • Innovating for social and economic impact • Engaging globally • Aligning for the Common Good.

The 6th PRME Global Forum in New York, celebrating the first 10 years of the PRME initiative, was held in July 2017. At the event Dr Alec Wersun was honoured with a PRME Pioneer Award for his leadership and commitment to the development of the PRME initiative. Although the Award was presented to Alec, it was a reflection of GCU’s institutional commitment to the values underpinning PRME, and the amazing contributions that GCU academics are making.

**Dr Alec Wersun**

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# Working for a fairer society

**The Scottish Women's Budget Group (SWBG), which is convened by GCU Lecturer Dr Angela O'Hagan, is motivated by a commitment to social justice, accessible democracy and effective, democratic public policy.**

SWGB engages with politicians, civil servants and parliamentarians, responding to emerging government policy with unique gender sensitive economic expertise. SWGB also regularly publishes briefing papers and research reports. No other NGO or university in Scotland has this kind of expertise

## Who benefits?

These activities benefit wider society, particularly women and girls and help to improve the democratic process in Scotland, at the broadest level. In immediate terms SWBG supports MSPs, political parties and NGOs to help them develop economic policy which considers social justice outcomes

Angela O'Hagan is the driving force behind the Scottish Women's Budget Group having provided leadership and sustained commitment since the groups inception in 1999. Central achievements during this time include the establishment of EBAG the Equalities Budget Group: a unique (non-legislative) advisory group convened by the Scottish Government which has helped to institutionalise attention to equalities in Scottish economic policy. This process is unmatched by the rest of the UK. Angela sits on this group as one of only four external members.

**Angela O'Hagan, Lecturer SSMJ and WiSE; and Diane Elson, annual visiting Professor, WiSE, LEAR**

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# Increasing commercial success

**A lack of in-house radio-frequency and hardware expertise led Stream Technologies to a successful 2 year Knowledge Transfer Partnership with Professor Hadi Larijani.**

Stream Technologies Ltd, a company at the forefront of cellular, satellite and low-power wide-area network innovation lacked RF (radio-frequency) and hardware experience. The KTP significantly improved their knowledge, introducing a range of both new products and services with potential commercial impact for their business. Stream Technologies have developed their knowledge of embedded electronics, RF energy harvesting, low power radio network and sensors for Internet of Things (IoT) applications.

## Who benefits?

The company, the team, students and GCU

The British Commonwealth Council awarded the team a scholarship for a Rwandan academic to pursue his PhD and implement this technology in Rwanda. Honours students and Msc student projects have come out of this KTP, and also several journal publications. This KTP project has had exceptionally good outcomes and has led to a second KTP being awarded to GCU with the same company, this shows that the Knowledge Transfer has fostered into new areas and collaborations. The feedback from the industrial expert assessors have highlighted the high impact of this knowledge transfer. Users in both developed and developing countries benefited, areas of application are smart transport, smart cities, smart Internet of Things (IoT) applications in social housing and care homes.

**Prof Hadi Larijani (Dept of CCIS, School of Engineering and Built Environment)**



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# Tailoring services to student requirements

**To broader students access to the support and advice offered by the Careers Service the Adviser team developed a number of innovative approaches.**

Using research from other careers services, along with knowledge of GCU student needs, the Careers Adviser team developed a range of new services: group advice appointments; an online booking system; one-to-one drop in sessions in the Students Association; and a themed informal groups session. These ideas allow students to access our service in a way that suits them. For example in group guidance students can come along with friends and ask questions that are relevant to them all. This is a less intimidating approach for some people. Our initial aim is to reach more level one and level two students but these sessions can be used for any group of students. The adviser team are being as flexible as possible to accommodate student needs.

## Who benefits?

Students, particularly those who are less confident.

We are seeing students uptake of this service developing.

**The Careers Advisers at GCU Careers Service: Diane Edmonds, June Cunningham, Gail Ferrier, Ellen Gibson and Karen Idesoh.**





# Delivering positive change

**The Caledonian Club Senior Phase works to support S5 and S6 pupils through a challenging period of their lives.**

The Caledonian Club Senior Phase works to support positive change within the lives of pupils from the local community. For S5 and S6 pupils the pressure of school work and exams, social pressures, identifying the right post school destination and navigating application processes can be daunting. The Caledonian Club Senior Phase activity works with pupils and school partners through this period offering support, providing experiences and opportunities. Whether targeting GCU or alternate pathways to Club Senior Phase works to help pupils achieve the right post school destination for them. Pupils get access to a range of activities, including: A zombie themed subject taster day at GCU, over 40 supported study sessions, one-to-one mentoring, the opportunity to shadow a first year class, personal statement guidance, support in finding work experience, associate student status at GCU and access to the resources on campus.

## Who benefits?

S5 and S6 pupils participating in Senior Phase activities across the Caledonian Club's five partner secondary schools. The schools themselves also benefit from the additional support, information and unique opportunities offered to staff and their pupils. Pupils are predominately (+80%) from SIMD 1 & 2.

In 2016/17 the Caledonian Club team:

1. Worked with 84 S6 pupils of which 64% progressed to university and 20% progressed to college. Other destination included apprenticeships, work and remaining at school.
2. Of the 55 S6 pupils attending University 20 (36%) came to GCU.
3. 103 S5 pupils participated in the S5 Taster Project.
4. 102 pupils participated in S6 Shadowing.
5. 55 pupils from S5 and S6 engaged in at least one supported study session.

**Caledonian Club staff: Jill Christie, Deborah Hunter-Mills, and Nathan Tagg**





# Promoting health and wellbeing

**Students have not traditionally engaged with Health Promotion as an academic subject. However including a health promotion project with community partners into course assessment provided students with real-world learning and the opportunity to support local communities.**

Working with community partners has positively changed the engagement of students with health promotion; they now can see how allied health professionals are also health promoters, not just within traditional healthcare settings, but also in our local communities. By working with service users early in the programme, they learn to value the resources of service users and the community organisations they attend.

## Who benefits?

Collaborating with community partners has been a transformative experience for lecturers, students and service users alike

Students experience real-world learning by sharing their growing knowledge and also see the positive change they can make to local communities. Within our Physiotherapy programmes there has been an increased involvement of service users across our programme. We have co-presented our experience at a national conference providing recognition for both the community-partner and GCU. Community partners report an increase in self-belief, ambition and hope in some of the service users as a result of working with University students. In addition GCU students are now volunteering with Waverley Care to provide a physiotherapy assessment service.

**Dr Larissa Kempenaar, Dr Sivaram Shanmugam, Elspeth Donaldson and Douglas Lauchlan (Department of Psychology, Social Work and Allied Health Sciences School of Health and Life Sciences)**

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# Industry Informed Learning

**The aim was to enhance employability by developing a range of industry-informed sustainable learning environments not normally experienced in traditional teaching environments and provide interdisciplinary and multicultural problem-solving opportunities.**

Students from various disciplines from Scotland, the Netherlands and Finland came together for a 10-day intensive study period in Scotland as part of an Erasmus+ funded project. Activities included: individual and team research; preparing a self-introduction video; preparing a starter/desert for an international dinner; industrial visits; construction of a mini windfarm; role play; self-reflection; and the publication and dissemination of key activities and impact. The project will last for two more years and will be enhanced and repeated with different cohorts in Finland in 2018 and the Netherlands in 2019.

## Who benefits?

More than 50 students and staff directly involved in the project and the industrial and academic partners.

Students gained knowledge and experience, and developed common good attributes. It helped the partners deliver on key performance indicators (KPI's) such as student experience, employability, international experience/mobility and publications. It is a successful model, highly rated by students, industry and the British Council, that could be applied across more departments, academic schools and institutions. .

**Dr Bob Gilmour, Dr Caroline Gallagher (C&S, EBE); Jaquie Wilson, (Admin, EBE); Fiona Turner, David McArthur, Joe Mills (LDC, EBE); Jennie Jackson (Dietetics, HLS); Pauline Truscott (Marketing); Katrina Forbes & Diane Edmonds (Careers); Catriona Mowat (Student Wellbeing)**





# Transforming Lives Student Conference

**This event is designed to give-final year students in the School of Health and Life-Sciences a realistic conference forum at which they can present their work, meet and network with employers, and participate in subject-discipline debates and employer-led workshops**

The annual event is topically themed e.g. 2017's event was entitled "The active pursuit of graduate employment starts here - exploring career identities in Life Sciences". Previous events have been closely aligned with QAA Enhancement Themes, such as Graduate Attributes and Student Transitions. The event is free to applicants and is sponsored through Life Science organisations and professional bodies with contributions from both the Department of Life Sciences and the GCU Careers Service. It's creative, topical and now part of the GCU landscape.

## Who benefits?

Final-year undergraduate and postgraduate students, college-articulating students, employers, academics and professional bodies

It provides opportunities for final year GCU students to better understand the Life Sciences sector in Scotland and further afield. The event evaluation is extremely positive from both students and employers. Professional body exposure and recruitment, employability opportunities, student accolades and prize winners are some of the positive outcomes. It aligns with the GCU Common Good Attributes, particularly: developing an entrepreneurial mindset and student confidence in a creative and responsive way. The collaborative approach also enhances partnership working between professional support services and academic staff.

**Frances MacInnes (School of Health and Life Sciences), Ellen Gibson and Donna Cooper (GCU Careers Service)**





# Working together to support students

**Action was needed to ensure the best possible outcome for students experiencing exceptionally challenging personal circumstances, while adhering to University policies and maintaining a duty of care for the wider university community.**

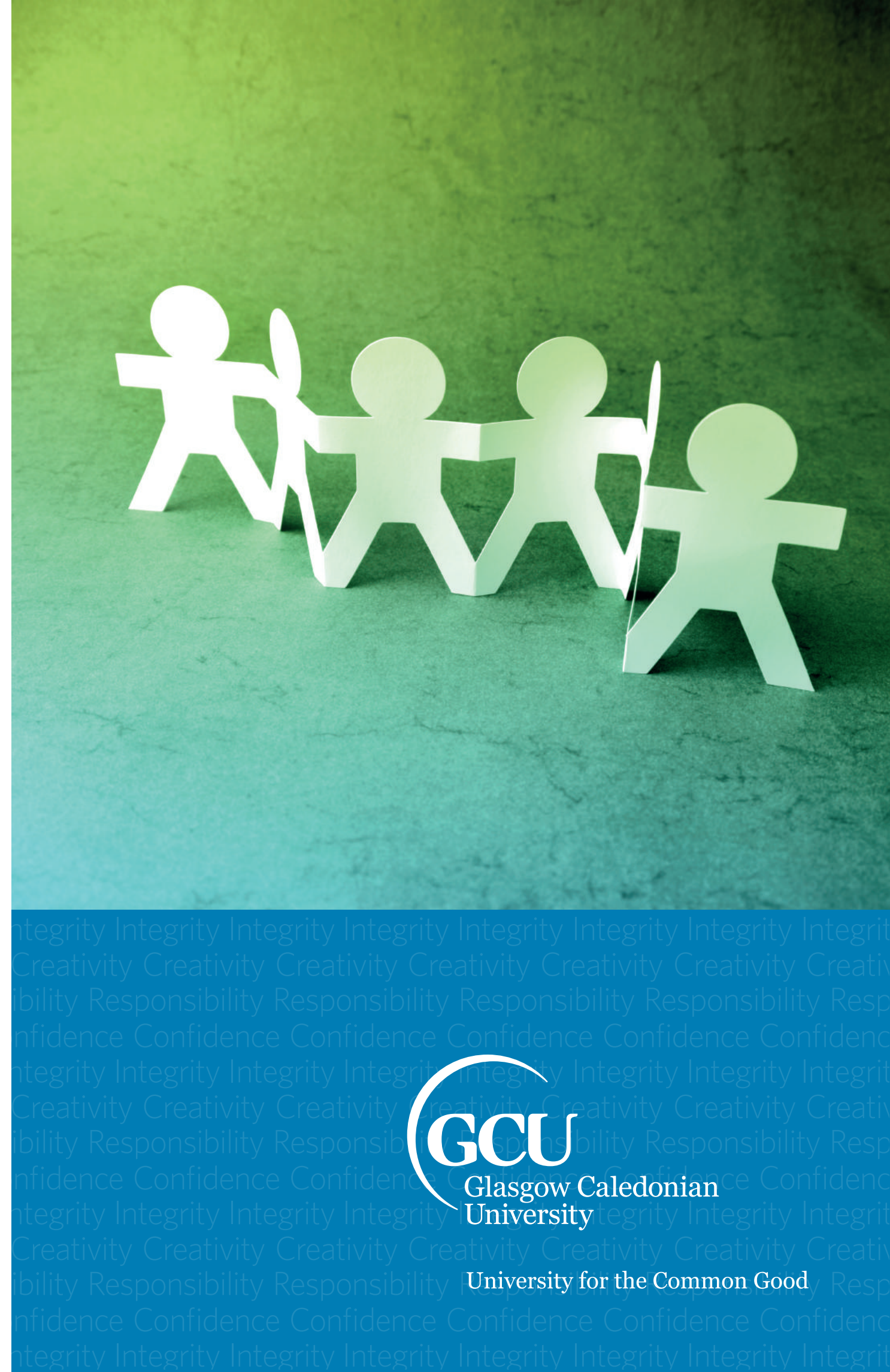
In two cases, the Department of Governance lead multi-disciplinary case conferences to ensure all students involved were supported through very challenging circumstances. These conferences took place regularly and involved close and supportive working between different departments, each leading specific activities as the rapidly changing circumstances dictated, and with external agencies. Both cases had a successful outcome for the students concerned and they were able to resume their studies.

## Who benefits?

This example had a direct and beneficial impact on the students involved as they recieved a high level of support and advice in dealing with very challenging circumstances. The collaborative working and experience gained in dealing with these cases will also assist the University in supporting other students facing challenging circumstances in the future.

The students have since been able to resume their studies, when otherwise this might not have been possible.

**Debbie Donnet and Louise Clark (Department of Governance), Niall French and Avril Williams (Student Wellbeing), Tony Gilroy (INTO) Therese Fraser and William Black (Campus Services), Pete Yetton and Frances McNally (VISA).**





# Enhancing learning

**Simulation is a useful enhancement to traditional teaching methods. Liz, Wendy, Sharon and Hannah have been truly creative in the cross-disciplinary way they have developed and used simulation in the School of Life Sciences.**

These staff activities have greatly enhanced the teaching syllabus across a range of programmes and engaged students and staff in valuable and exciting learning experiences. They have also been able to develop a dramatic way to showcase these at recruitment days, making it an enjoyable and worthwhile event with amazing feedback. Each of the nominated individuals go out their way to support others and put extra effort into their work for the greater good of the students.

## Who benefits?

This work benefits current students by enhancing their learning e.g. creating a theatre environment for final-year Diagnostic Imaging students and by boosting their confidence. It also helps prospective students and their families by aiding their choice and GCU by showcasing our facilities. The staff involved with simulation in the School of Health and Life Sciences are interested in interprofessional learning and keen to get everyone involved. This benefits anyone who has an idea for simulation as the team will work with them to build exciting scenarios

Simulation is now woven into many of the healthcare programmes. Our Open Days have been transformed and are very successful. We recently developed an Interprofessional Simulation Centre Strategy which has been approved.

**Liz Simpson (Nursing) Wendy Smith (Podiatry), Sharon Stewart (Diagnostic Imaging) and Hannah Dockery (Marketing)**





# Understanding other perspectives

**Pre-registration nursing students (all fields) need to understand the perspective of carers and patient narratives which influence the delivery of safe, effective and high-quality nursing care.**

This activity involved inviting two renowned guest speakers to present to nursing students. Both speakers have been instrumental in shaping Scottish Government policy to enhance high-quality nursing care. This was the first time both speakers had presented jointly and the first time one of the speakers had presented to a Scottish university after a world-wide series of presentations. A representative of the Scottish Government professor Craig White also attended. The Chief Nursing Officer, Professor Fiona McQueen asked one of the guest speakers, Tommy Whitelaw to deliver a message to all the students.

## Who benefits?

This benefited more than 500 pre-registration nursing students from all fields to support their enhancement of care interventions. It recognises the importance of carer/patient involvement (patient narratives) in developing nursing practice as a collaborative person-centred ethos which views the patient as an expert in their own care needs.

This activity has made a positive difference to students understanding of the lived experience and how this will impact positively on their enhanced care delivery.

**Margaret Caldwell**





# Raising awareness of Dementia

**To increase awareness and understanding of dementia among staff and students through the use of the Virtual Dementia Tour.**

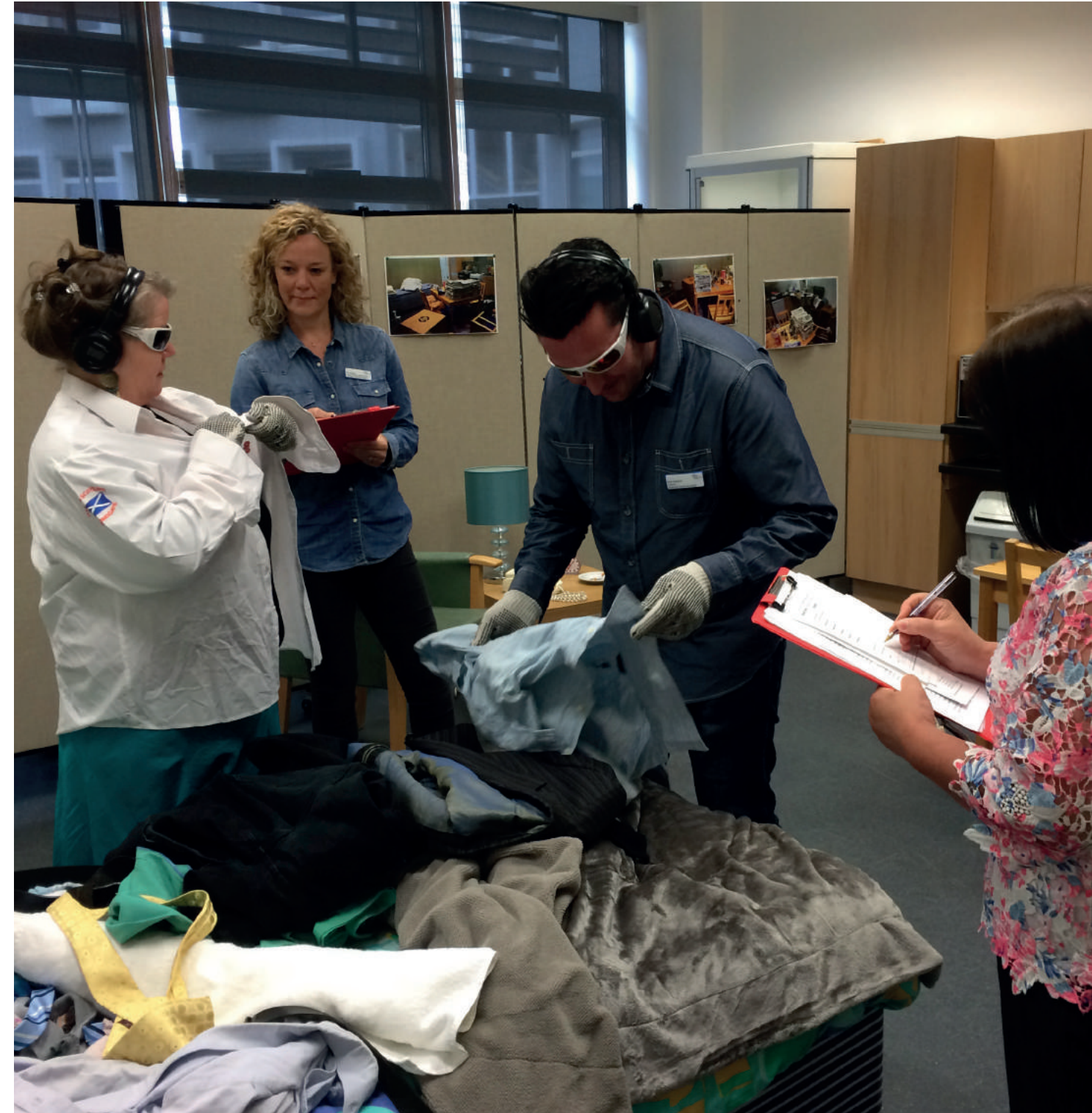
The Virtual Dementia Tour gives people with a healthy brain the opportunity to experience what it might be like to live with dementia. The Tour lasts for eight minutes and gives participants the opportunity to experience the disorientation and confusion associated with this condition, as well as some of the physical health problems associated with ageing, such as mobility problems, arthritis, peripheral neuropathy and visual impairment. This Tour will be of interest to anyone who wants to increase their knowledge and understanding of dementia and how to best support someone with this diagnosis.

## Who benefits?

Undergraduate and post-registration nursing students and academic and support staff across all departments within the School of Health and Life Sciences. During Dementia Awareness Week we also offered this experience out to several charity organisations and local care home staff.

Participants who undertake the Tour are asked to evaluate their experience. Over 200 people have now undertaken this and feedback is overwhelmingly positive. Comments include “this has been such a powerful experience and will stick with me for a long time” “It has really made me think about my nursing practice and to look for ways to reduce stress and distress” “This was a frightening experience but one that I think everyone should have as it has really helped me understand dementia so much more than learning about it in a book or lecture”.

**Val Howatson, Bill McDonald, Margaret Caldwell, Gayle Mackie, Kenny Munro, Ingrid Rutherford, Liz Simpson and Mark Gallagher (SHLS, Nursing)**





# Improving rehabilitation

**Approximately 17 million people worldwide acquire their first stroke every year; 150,000 in the UK. Nurses and allied health professionals provide vital rehabilitation to support survivor's return to life after stroke. The Stroke Rehabilitation Research Team work aims to optimise the quality and effectiveness of rehabilitation in Scotland and beyond.**

Collaborative working is key - with stroke survivors and their families, third-sector partners and healthcare professionals. • Our team includes expertise from audiology, anthropology, neurosciences, nursing, occupational therapy, ophthalmology, physiotherapy, psychology, speech and language therapy researchers. • We have established stroke rehabilitation research networks involving 36 countries. • We facilitate sharing of pre-existing datasets from 200 research studies • We conduct high-quality, clinically-relevant research which is highly accessed and internationally influential. • Life After Stroke Research Open Days also support exchange of information with those most affected by stroke.

## Who benefits?

Stroke survivors and their families, healthcare professionals and third-sector partners. Our work informs clinical guidelines in Australia, Canada, Netherlands, New Zealand, Norway, Sweden and the UK.

The team has secured £7million in research funding over the last four years; • is seen as a centre for excellence for systematic reviews in the area producing the top three highest accessed reviews on stroke in 2016; • is enhancing understanding of aphasia through its database of >170 research studies and 5500 participants with aphasia; • piloted a new clinical service for people with visual problems with colleagues in Vision Sciences; • contributed to a number of national and international stroke research policy initiatives, including the Scottish Government Cross Party Working Groups on Stroke and Heart Disease and Vision after Stroke, and the international Stroke Rehabilitation Research Round table.

**Dr Myzoon Ali, Dr Christine Hazelton, Dr Lesley Scobbie, Dr Louise Williams, Dr Alex Pollock, Dr Pauline Campbell, Dr, Katie Thomson, Dr Heather Gray, Brenda Bain, Bridget Davies, Julie Duncan Millar, Kathryn Vandenberg, Kris McGill, Avril Nicol, Sylvia Dickson, Eleanor Brown & Andrew Elders (Nursing, Midwifery and Allied Health Professions Research Unit, School of Health and Life Sciences)**

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# Creating great learning experiences

**Our aim is to give our students the best possible experience during their studies in Human Nutrition and Dietetics at GCU. We want their learning to be pertinent to their future careers, to produce independent practitioners who can think for themselves, and who will push forward the profession of dietetics.**

The BSc Human Nutrition and Dietetics programme has had consistently excellent ratings in the National Student Survey. For at least the last four years, 100% of our final year dietetics students are, overall, satisfied with the quality of our course. We have achieved 100% satisfaction on previous occasions, and continuously since at least 2012. The particular points that students identify are: that we make the subject interesting, and that we are good at explaining things. We are responsive to feedback and continually act on this to make sure our students are well prepared for their future careers.

## Who benefits?

Human Nutrition & Dietetics students. SHLS and GCU as 100% student satisfaction in the NSS reflects favourably on the school and on the university, and continues to attract the best applicants.

The 100% student satisfaction rating means that this programme stands out from other similar dietetics programmes. Of the 14 institutions offering undergraduate dietetics programmes, only GCU and Hertfordshire achieved 100% satisfaction in 2016, with the others achieving between 60% and 97%.

**Life Sciences Nutrition and Dietetics teaching team: Pam Smith, Emma Kinrade, Christine Monaghan, Yvonne Brogan, Julie Armstrong, Jennie Jackson, Fiona Andersen, and all staff involved in teaching students on the BSc Human Nutrition and Dietetics (SHLS)**

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# Growing our Research Income

**On the back of a record year for research income our distributed support team have been able to facilitate continued growth in times of ever-growing demands on their time. This covers more localised support in Schools and Centres to more central support, working from grant preparation through to post-award management.**

When viewing winning research awards, it is often hard to see, never mind acknowledge, the effort that goes into guiding research grant applications through our processes and ensuring such applications comply with a funders' criteria. Even harder to see is the effort applied to non-successful applications which demand equal amounts of time. This team provides critical support to all researchers. In addition to submission support they monitor grant expenditures and advise investigators with respect to this. The team provide benchmarking data against other Universities and help us to ensure that we make the best representation we can in the next Research Excellence Framework.

## Who benefits?

Our community of researchers and ultimately our institution.

GCU's research income is now at a record level, having broken the £6m per-annum barrier last academic year (2016-17). This requires professional and specialist support and knowledge with respect to research support, from awareness of research competitions through pre-award and post-award management of bids and awards

**This excellent team comprises: Alison Lockhart (GSBS); Ian MacKay and Carolyn Anderson (SEBE); Kay Henderson, Michelle Ierna, Gillian McCallum, Claire McDonald and Alexis Henderson (SHLS); Kayleigh Bowie, Paul McFadden, Jean Paterson and Stacey Taylor (FNO) RIE: Susan Armstrong, Linda Brady, Yasmin Glover, Jacqueline Grey and Janette Wark (RIE); Karen McDairmant and Margaret Munro (Yunus Centre).**





# Aiming Higher

**The Advanced Higher Hub teachers and our administrator, Heather Thomson, work incredibly hard to ensure that young people are engaged, challenged and have a brilliant bridging experience at GCU. Through this team Hubbers access excellent learning and teaching and the support needed to fulfil their potential.**

The Advanced Higher Hub offers pupils an unique year-long bridging programme that supports to them to move on to university confident in their ability to cope academically, socially and emotionally with their degree studies. The Hub supports pupils to apply to those high-tariff courses such as medicine, veterinary medicine and dentistry, that require AH studies as part of entry requirements. Hubbers move on to undergraduate studies at universities in Scotland and beyond: the hub benefits HEIs nationally regarding widening participation for young people.

## Who benefits?

The Advanced Higher Hub provides benefits first and foremost to young people from under represented communities in Glasgow. They gain access to AH studies and participate in a genuine year-long bridging experience that prepares them for the academic rigour, social and personal changes that come with university studies.

The Advanced Higher hub Team works with 17 core partner schools and where there is class availability, widens participation across Glasgow. Last session, 28 partner schools worked with the Hub to complement and supplement AH provision. Nearly 70% of Hub pupils came from Scottish Index of Multiple Deprivation (SIMD) 20/40 postcodes. The Hub retention rate in 2017 was 90% and the SQA pass rate was 92%, well above the national pass rate of 79% for the eight AH delivered at the Hub.

**Heather Thomson (Hub Administrator) and Teachers: Gabriella Rodolico Gibson (Biology), Archie MacLellan (Business Management), Des Colgan and Alan Monaghan (Chemistry), Sharon Loder (English and Depute Head of Hub), May Sharp (History), Denis Murphy and Gerry Devlin (Mathematics), John McTaggart (Modern Studies), Fearful Dalton (Physics)**

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# Tackling Gender-Based Violence

**At GCU we believe that all students and staff have the right to study and work without experiencing any form of gender-based violence (GBV) or harassment. Staff and students came together to develop awareness raising activities, and to ensure there is a consistent, caring and timely response to GBV.**

Our team developed a new GCU policy statement for gender-based violence prevention and response, developed a first-responder scheme and are delivering a peer-to-peer intervention programme for students. Embracing a whole-institution approach, our group is a good example of what can be achieved by working collaboratively: staff from across the University used their collective expertise becoming peer-educators to deliver training to the wider student population.

## Who benefits?

All students and staff benefit and as universities do not exist separately from society, our work will have a cascade effect into wider society.

We have 33 staff trained as First Responders, covering academic staff, governance, security and professional support staff. Rape Crisis Scotland helped us train 15 GCU students (two full-time officers from GCUSA), and they are on track to train around 50 students in Trimester A. The training will continue in Trimester B through the Student Leaders Programme. The group is also feeding in to an EU-funded project across five European countries, producing and disseminating materials on sexual violence and harassment, and providing opportunities to share models of good practice. We also achieved local (e.g. Evening Times) and national (e.g. BBC) media coverage of our work, which contributes to the sharing of GCU's values.

**Jackie Main (Director Student Life), Nicole Jackson and Avril Williams (Student Wellbeing), Lesley McMillan and Katy Proctor (GSBS), Karen Lorimer and Scott Grant (SHLS), Adrian Lui and Melanie Armstrong (People Services), Deborah Donnet (Governance) Therese Fraser (Campus Services) Rachel Simpson (Student Association Vice President GSBS)**



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# Supporting every student

**There is always room for improvement whatever level you start out at. On this basis, the GSBS LDC team provides support for all students across the school, builing overall performance, progression and confidence in their academic ability.**

The GSBS Learning Development Centre supports all students and staff across the school, through timetabled classes, workshops, web resources and face-to-face appointments. They offer activities within modules as well as drop-in sessions throughout the year. Their open-door approach means they are highly valued by staff and students across the school.

## Who benefits?

All students throughout their programme of study

Each year, the GSBS LDC team work with programme leaders, module leaders and directly with students to raise progression. In addition to the timetabled classes, drop-in sessions and workshops, they provide more than 2,500 one-to-one appointments with students each year, providing individualised and contextualised support. As students commented in NSS 2016/17: "The learning development centre is extremely helpful and the extra classes they provide really make a difference"; "There is a great deal of support on hand for students who need assistance with academic writing, etc., and this has greatly improved my understanding of what is required."; "The staff are very friendly and easy to approach. I particularly thought it was great that they often stayed when classes and lectures finished to answer any students' questions or clarify any areas."

**GSBS Learning Development Centre: Cherlene Brand, Claire Brown, Margaret Brown, Marjory Jones, Morna Lawson, Chris McAllister and Eddie McKean.**





# Leading by Example

**Adele led the development of the first taught health-psychology doctorate in Scotland. The graduating students will improve the health and well-being of communities all over Scotland.**

Adele inspired her team with her own attitude and her creativity, confidence, kindness and discipline led the team through successful validation.

## Who benefits?

Students in GCU and across the world now have an opportunity to train as a health psychologist in Scotland. The course generates income for GCU and will, in time, create jobs within the University and within communities throughout the country.

The benefits from inspirational leadership, leading from the front, are not easy to quantify but they form one of the core components of staff engagement. People are more willing to go the extra mile for those whose values and behaviour they respect. Adele was nominated by one of her team who said: "Every now and then someone persuades you to think differently, act courageously and, most of all to give everything."

**Dr Adele Dickson**





# Saving lives

**Every year around 3500 people suffer a sudden out of hospital cardiac arrest in Scotland and only 5% survive. It can happen to any one, at any age, at any time. We wanted to promote National Restart a Heart Day at GCU to teach CPR skills. Simple skills save lives**

The day brought together staff and student volunteers from nursing and paramedic science to work with external and voluntary agencies to learn CPR. The success of the day in 2016 meant that a number of volunteers were willing to support the day again and our example has been used by Save a Life for Scotland (SALFS) for other institutions. Our students have continued to volunteer with SALFS across Scotland and some are now working towards a Common Good award as a consequence.

## Who benefits?

Members of the public, staff and students were taught how to recognise cardiac arrest, start CPR and use a defibrillator. This has given these people the confidence to say “I’ll do it” should the need arise and, hopefully, save the life of any victim of cardiac arrest.

More than 400 participants were trained on campus in October 2017 and over 600 in October 2016. This means that as a result of the work in GCU alone, over 1000 people a skill that could save a life. In 2017, across Scotland, 2117 people were trained and GCU significantly contributed to that figure.

**Staff: Liz Simpson, Sam Paterson, Kenny Munro, Julie Clayton, Trish Gallagher, Deborah Rickards-Hill, Fiona Macleod.**

**Students: Angela Rendall, Miriam Ali, Courtney Beattie, Caitlin Blount, Jennifer Craig, Hilary Dalgleish, Sandra Eadie, Greg Gibson, Tiarnan Haddock, Andrew Hillcoat, Patrycja Jankiewicz, Greg MacLeod, Daniel Marsh, Aline Mataboro, John McCourt, Dean McIlear, Iona McQueen, Mandy Mhlongo, Jennifer Scott, Esther Smith, Craig Smith, Emma Jane Swan.**



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# Innovating in library management

**We introduced a new Library Management Platform to improve the discoverability of library resources, offer a better user experience, develop new services, improve workflows, reduce systems management burden and make financial savings.**

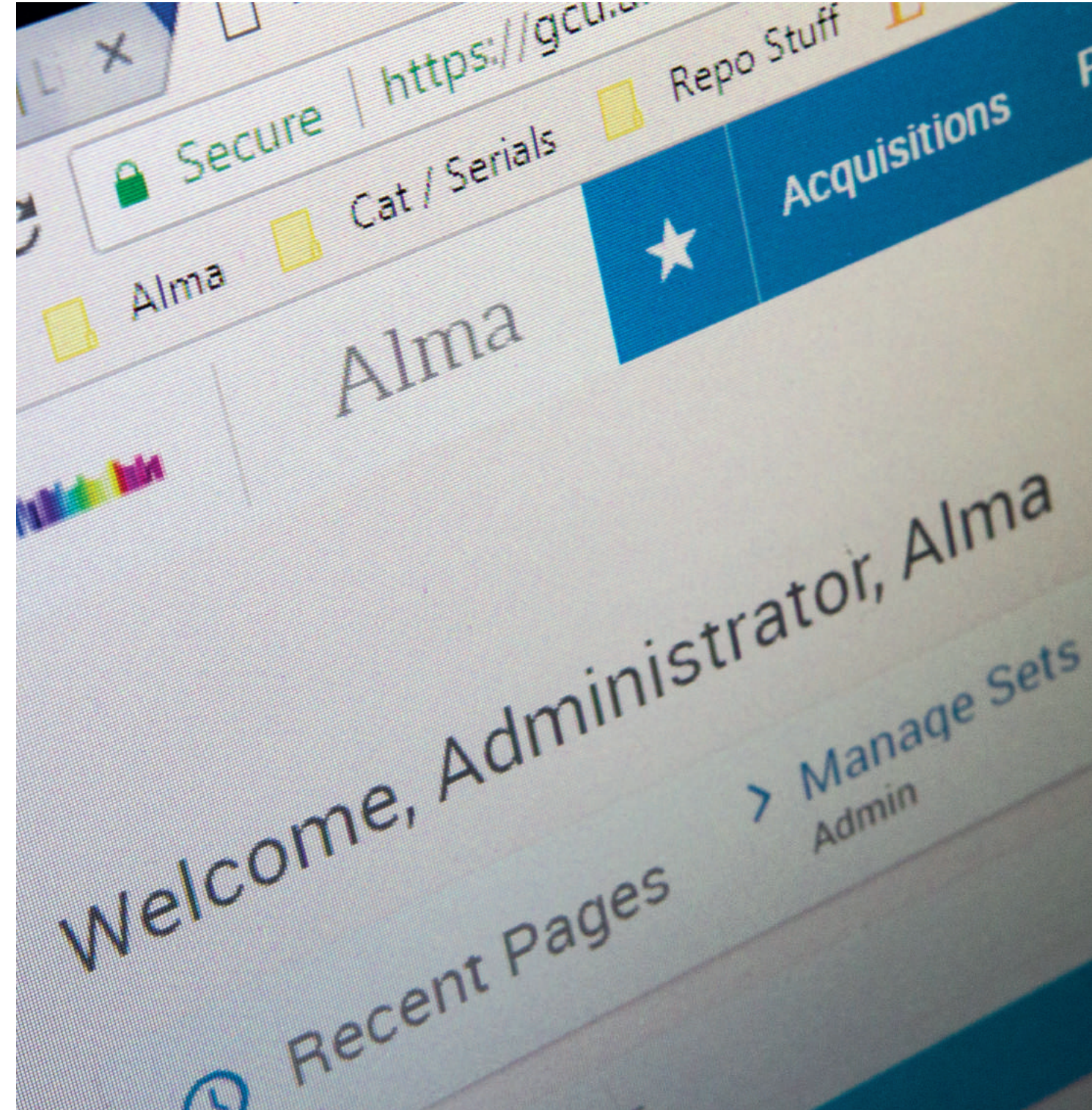
This massive change project for the library was delivered on time and on budget with minimal disruption to users. The project team included a wide range of stakeholders across the University. The team mapped all processes and created improved workflows. Communication was very effective and included video updates available to all staff involved. We were able to introduce a single search box to all library resources, reduce the number of systems we support from 10 to three and bring in a new reading list management system which integrates with GCULearn and will be fully launched next academic session.

## Who benefits?

All GCU students and staff, all library users and all library staff.

Library staff have benefited from an increased variety of work and the ability to develop new services. Users have benefited from single sign-on to their library account and a single search box leading to all library resources. This makes it far easier to find resources and manage their account. Users will further benefit as we roll out additional services and service improvements such as the new reading-list management capability. The University will benefit from a cost saving of £100k or 28% over the life of the contract with our new supplier.

**Gary Steele, Toby Hanning and Nicky Stewart (Library)**





# Managing change with Integrity

**Staff restructuring exercises are always challenging but Ruth Cawthorne's open and honest attitude and people-focused approach made the process a lot easier for those involved. She approached this difficult and uncomfortable task in a very professional manner but it was her personal approach that made the difference to those affected.**

Ruth's tone and gravitas elicited honest conversation about the proposed changes to structure and invited realistic solutions.

## Who benefits?

GCU staff: from effective and efficient resolutions, clear decisions and informed meetings. GCU London: by moving through the procedure as quickly and painlessly as possible, while retaining due diligence. GCU: by ensuring that its London campus aligned in good time.

Ruth's integrity ensured a fast, yet thorough approach to the GCU London restructure. This saved time, prevented resentment through open communication and updates and has placed GCU London in a stronger position. She is a key player, an asset and has lots of positive motivation and determination which she gives to the campus, staff and the university.

## Ruth Cawthorne (GCU London)





# Creating development opportunities

**New competencies are required to help public service managers balance service provision and budgets. To support the development of these skills, the MSc Applied Leadership and Management (Public Service) programme implemented a work-based assignment for students from council departments.**

The assignment required students to conduct a small-scale piece of exploratory research focused around service innovation and enhancement in their own employment area. Teaching used Open Source resources (Business Model Canvas; Value Proposition Design; Design Thinking from Stanford) so allowing more focus on individual student support. Such concepts were reinforced by guest speakers who demonstrated how these concepts had been used within the public sector. Projects were undertaken in social work, accounting, housing, education and environmental services.

## Who benefits?

Students benefited from the structured inquiry approach by developing new skills and finding evidence-based creative solutions to current and emerging policy changes in their practice area. By extension, both the council and service users benefit from council employees with an ability to balance user needs against budget pressures.

It helps students see how innovation and creativity can connect policy to their practice area. 100% first-diet pass rate (it is the first time that this has happened) with some outstanding results (average grade was 70%). Students have made the transition to Masters dissertation more readily and are building on these skills. An external examiner felt that this embodied work-based professional education: "A highly relevant module with clear learning tasks and outcomes that will help grow the middle and senior leaders the public and private sectors in Scotland need".

**Christopher Smith, Programme Leader, MSc Applied Leadership and Management: Public Services, Constantinios Choromides and Brian Smith (SWBE)**





# Opening new pathways to success

**SWBE has worked to create parity of access to HE for Transnet Freight Rail employees post-apartheid through the design and delivery of flexible, work-based railway specific qualifications.**

In 2016-17 SWBE secured a contract from the South African National Treasury worth £3.1 million to GCU. This allows SWBE to add Honours and the first MSc qualification in Railway Operations Management to its UG offerings. The award is a result of SWBE's unstinting commitment to collaborate with employers to fix broken career pathways and create opportunity and build upon the success of its UK partnerships with the Institution of Railway Operators and the UK BSc Railway Operations Management. In South Africa, the drive is to share, grow and protect railway specific knowledge as a company asset and as a country economic driver.

## Who benefits?

TFR employees: improve their professional standing and social and economic prospects through attainment of a portable qualification. TFR: gains loyal staff who are more productive and successful. GCU: gain teaching and learning knowledge and awareness of African and industrial challenges in addition to a sustainable five year income.

GCU contract worth £3.1 million income from 2017-2021; 1445 students will pass through our courses between 2017-2025. TFR is the biggest freight rail company in Africa and the fifth largest in the world. We have already achieved our target of working at the middle of the organisation and have progressed into the development of Executive and General Managers.

**Fiona Stewart-Knight, Marty Wright, Helen Martin, Pat Lang, Chris Smith, Caroline Tuff, Ciara Fisher, Jackie Duff and Brian Smith (School for Work Based Education)**





# Leading the way in work-based education

**Swift action was needed to protect GCU's strengths in Work Based Learning following the introduction of the employer levy and Graduate Level Apprenticeship. SWBE, under the leadership of DVC Academic, developed Guiding Principles for our GLA programmes, established a strategic partnership with Skills Development Scotland and ensured our place in the development of future GA architecture and standards.**

GCU's recent work-based education initiatives have been ahead of the curve. The combination of SWBE's strategy and activity for U2B education and EBE's successful part-time programme portfolio are greatly valued by employers. Our forward thinking, track record and internal e.g GLA Guiding Principles for the Quality Enhancement Handbook helped to secure a strategic partnership with Skills Development Scotland. This has led to strategic roundtable discussions and a secondment agreement for a senior academic to collaborate in the development of future architecture and standards of GLAs in Scotland.

## Who benefits?

This has been an excellent opportunity for cross-school collaboration and has given us the chance to leverage the potential of GLAs as an emerging funding stream. It benefits the academic and quality communities, and, ultimately, employers and students.

Raised the profile of GCU SDS decision makers; demonstrated the applied and practical experience of GCU over many years to: SCQF, SQA, QAA, universities, CBI and colleges. Involved 35+ GCU academic colleagues in development of GCU GLA Principles. Led to the development of important academic framework in form of the GLA guidance for the academic quality handbook.

**Valerie Webster (DVC Academic), Fiona Stewart-Knight, Marty Wright, Claire Young (SWBE); Nicky Andrew and Ruth Whittaker (Academic Quality and Development) in consultation with academic programme leaders and heads of LTQ in all academic schools.**





# Balancing the gender books

**The project was set up to address some of the issues identified by government in relation to gender imbalance in the finance sector. The mentor-based activity was designed to develop confidence, self-belief and ambition in final year female students and help them to carve out successful careers in the sector.**

This is a structured mentoring project creating 30 1-1 mentoring relationships between final year female students studying finance-related subjects and 30 senior women working in the financial services sector. Claire MacRae and Patrick Ring developed a six month structured mentoring approach, and gained buy-in to this approach from Morgan Stanley and Barclays to enable the recruitment of 30 female mentors from those two organisations. The scheme was launched in October this year with an event for both mentors and mentees. Over a 6 month period the female students will receive mentoring in relation to personal development, industry-related goals, and the challenges they are likely to face in the workplace. Data will be collected to assess the success of the project.

## Who benefits?

Most directly, a cohort of 30 female final students studying on the Finance Investment and Risk, Risk Management, and Accounting programmes. It also contributes to GCU's Equality and Diversity Agenda as well as addressing and affecting a key sector of the Scottish and UK economies.

Although in its early stages, the enthusiasm of students and mentors for the project is already apparent. At the launch event in October it was clear that an introduction to 30 successful female role models working in the finance sector was a real boost for the mentees. This project also shows how GSBS can fulfil GCU's mission by speaking both to the economic and social fabric of our community through addressing gender and diversity issues in an area of key economic importance.

**Claire MacRae and Patrick Ring (GSBS, Finance, Law & Risk)**





# Leading Success in Europe

**Mark has had stellar success in winning EU projects for GCU. Those who bid for and manage these projects find his knowledge, advice and enthusiasm to be a tremendous support and his expertise and integrity has now been recognised at national level in wider discussions about EU projects and HE post Brexit.**

Mark provides information about EU funding and support for future bids. His skills lie behind some of the great Common Good projects currently running.

## Who benefits?

GCU staff and students through successful applications. GCU staff from the support for projects. GCU generally from the income secured. HEIs globally and communities around the world through the social innovation projects he leads. Countries around the world as a great many of them have been touched by European projects coming from GCU.

Through Mark and his team, we run - or are partners in - the highest number of project of any university in the UK. With new project successes in 2016, we are involved in 11 Capacity building in Higher Education Projects (four as coordinator) and five Strategic Partnerships (three as coordinator). We are the top performing university in UK and the third highest performing university in Europe.

## Mark Anderson (Europe Office)





# Building a better environment

To transform a 1960's style concrete mass building in to a modern looking carbon efficient building. The overcladding of the Hamish Wood building has utilised the latest construction systems and methods to rejuvenate one of the most dated and inefficient buildings on campus. With its new highly insulated envelope and connection to the CHP network, the building is now contributing to significant energy and carbon savings across the campus as a part of GCU's award winning sustainability programme..

The transformation of the Hamish Wood building through its new cladding system and windows has made it a more comfortable environment for students to study in and staff to work in.

## Who benefits?

GCU staff and students through improved working, learning and teaching conditions.

- \* Delivered on a small budget of £3.5 million.
- \* The project took just 11 months to complete on site
- \* Staff and students were put to minimal disruption as the replacement windows were fitted out of hours.
- \* As part of the Campus Futures Initiative the team working on the project were shortlisted for a Times Higher Education Leadership & Management Award under the category of Outstanding Estates Strategy

**Facilities Management Team including Estates, Campus Services & Stores**



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