CATE 2019 Nominated Team Claim Form

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<tr>
<th>Team leader name:</th>
<th>Professor Bob Gilmour</th>
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<tr>
<td>Team name:</td>
<td>PEETS (Promoting Excellence in Employability and Transversal Skills)</td>
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<tr>
<td>Institution:</td>
<td>Glasgow Caledonian University</td>
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**Section A: Context statement (not scored by reviewers)**

**PEETS - Promoting Excellence in Employability and Transversal Skills** (skills which are readily transferable and flexible) is our international 4-partner collaboration. PEETS comprises Glasgow Caledonian University (GCU), Scotland, Lahti University of Applied Science (LAMK), Finland; The Hague University of Applied Science (THUAS), The Netherlands, and Constructionarium (Scotland) Ltd.

As “new Universities”, with student populations from 5,000 to 25,000, we offer 4-year degrees including Computing, Engineering, Marketing and Business. Supporting widening participation students is a priority (eg GCU recruits 40% from SIMD40 backgrounds). These students are less inclined towards, but have the most to gain, from study abroad. As our industrial partner, provides hands-on learning in civil engineering and construction management.

We built upon successful longstanding relationships:

1) GCU and Constructionarium’s “real-life” managed simulations
2) GCU and LAMK’s interdisciplinary “short-term European Study Trips” and winter schools
3) LAMK and THUAS’s joint winter schools

Team roles and responsibilities are outlined in Figure 1. Wider team support in each institution comes from various departments including careers, student well-being, diversity etc.
In 2016 we were awarded €294,000 for a 3-year Erasmus+ Strategic Partnership that has been used as a stepping stone to develop our self-sustaining PEETS initiative.

Together we create industry informed, multidisciplinary and intercultural learning designs and resources to enhance the professional development of HEIs students and staff.

Word count for Section A (maximum 300 words) 277

Section B: Claim against the CATE Award Criteria
(evidence against each Award Criterion 1 and 2 scored separately by reviewers)

Criterion 1: Excellence in the team’s collaborative approach
Evidence of excellence in the team’s approach to working collaboratively; commensurate with their context and the opportunities afforded by it.

We achieved effective collaboration across all stakeholders as the key to delivering high-level success in PEETS. We developed excellence in our approach across a range of thematic priorities through clear project planning, communication, engagement and review.

1.1 Initial development of concept and team
We wanted to develop an approach to teaching and learning around the concept of “Global Citizenship” using a sustainable development initiative that inspired our students and supported their graduation and employment. Central to this is working across disciplines and borders necessitating students developing transversal skills and engaging in teamwork and
industrial challenge.

This concept arose out of informal networking across our universities with our industry partner, and led to the formation of our multi-disciplinary and international PEETS team (Figure 1). Led by GCU, the University of the Common Good, we created an Erasmus+ bid in 2015. We revised/enhanced this unsuccessful bid and successfully resubmitted in 2016. We operationalized PEETS through the following initial objectives:

1. Develop an online diagnostic tool (ICApp) to:
   a. Establish an understanding of the International Competencies (IC) required of graduates to the European renewables industry
   b. Enable students to diagnose and track their development in these competencies
2. Develop innovative learning approaches and resources to interdisciplinary and multicultural participation in a 'real world' renewable energy project where students could develop transversal skills including communication, team-working and leadership
3. Deliver an industry-informed, 10-day Intensive Study Period (ISP) for 42 multidisciplinary/international students (repeated and enhanced annually)
4. Evaluate the effect of these learning activities on students’ graduate job search strategies and first job after graduation
5. Develop a 5 ECTS credit module (integrated into partner institutions’ curricula)
1.2 Implementation
Anticipating the challenge of managing a project involving partners operating in different institutions/VLEs/countries/time zones/regulations, we structured our activities around an ‘annual collaborative cycle’ (Figure 2). Annual enhancement is incorporated using feedback from students, staff and external evaluators (eg monthly virtual and 3/annum face to face meetings). Successful delivery of the intellectual outputs (eg ICApp; renewable energy reports) culminated in the design of the ISP and achieving our overall objectives.

Figure 2 Indicative Annual Collaborative cycle

Key
- Project Management Meeting
- Intellectual Output / Activity
- Learning / Teaching / Training Activities
- Virtual

1.3 Direct engagement with students within or with the team
After student consultation, and to maximize equality of opportunity (eg off-campus students), students are now invited to apply for PEETS around January. Previous students market (prepare videos and talks) to engage future participants. Students submit a letter of motivation - we ask the students to explain how they will contribute to making the initiative a success. With emphasis on equality and motivational factors, applications are ranked and students selected; unsuccessful applicants receive feedback.

Our activities were designed to be inclusive and developed in close liaison with the disability, diversity and wellbeing departments of all HEIs. All the cycles have attracted a diverse range of students (eg disclosed disability; LGBT, widening access/participation background; refugee status).
On selection, we ask students to complete the ICApp to benchmark and again after ISP to measure “distance travelled”. Students complete a range of research/activities eg researching renewable energy in their country, and share new learning with all students online before the ISP.

Our collaboration with students has extended through their engagement in mentoring during subsequent ISPs eg guiding/assisting/supporting students; suggesting/enhancing activities in ISP. This collaboration is maintained through membership of a LinkedIn group that ensures wider dissemination and continued support as the following quotes demonstrate:

“PEETS allowed me to develop my interpersonal skills and gain a greater appreciation for other cultures. … I gained the confidence to look beyond the boundaries of Scotland for future opportunities. Returning to the project for a second year consolidated my knowledge of how to be an effective team member and team leader while being involved as a participant allowed me to gain an understanding of other disciplines and develop my knowledge in areas that were not covered in my degree.”

Jo McKenzie PEETS 2017 student, PEETS 2018 Mentor, Environmental Consultant at Go Contaminated Land Solutions Ltd. 2019

“… It’s one of my favourite study trips so far. I enjoyed myself but most of all learned new things that I would otherwise have not learned.”

Dutch student

“I loved all the small details, decoding, attention to take photo of “business card”, challenges of deadlines, construction, research, unexpected info.”

Finnish student

“I feel I have had the best experience so far, …… now I feel more confident within myself …”

Scottish student

1.4 Wider thematic priorities – internationalization, education for sustainable development, staff development, employability

We designed PEETS to cut across a number of thematic priorities and deliver numerous benefits associated with intercultural learning and education for sustainable development. Staff development (see section 2.4) has also resulted in revising modules to include a greater focus on experiential learning and ensuring internationalisation is incorporated more explicitly into the curriculum.

“Before PEETS, I thought I was a world citizen…. During PEETS I was confronted with unknown customs, norms and values and I had to learn how to deal with them. I realised that the term ‘world citizen’ had a different, deeper meaning: not a casual passer-by, but someone who is able to communicate effectively and behave appropriately in the eyes of others, someone who feels at home anywhere in the world!”

Dutch staff participant

For employability, key priorities addressed include:
• careers expertise input from planning to implementation and review
• developing questionnaires for employers in the training needs assessment and also ISP review of employability skills
• PEETS LinkedIn group - information on jobs and skills development
• access to local Industry (partners arrange site visits and/or presentations) during ISP (eg Scottish Power, ABB [large multinational technology company])
• STARR (Situation, Task, Action, Result, Reflection)vi used as a tool for students for interviews
• further monitoring (LinkedIn and DLHEvii) the effect of PEETS on employment for participants as they leave their HEI

“I doubt that there are few situations where a university programme has achieved so much for career and employability skills, including a transversal dimension.”
Audrey Sullivan, Careers expertviii

1.5 Working collaboratively with a range of stakeholder groups
PEETS provides extensive opportunities for collaboration across a diverse range of stakeholders:
• Students and staff studying over 6 disciplines (environmental civil engineering, environmental management, marketing, business, climate change management, energy management)
• Good representation across widening participation groups (lower income, disability, refugee)
• Up to 14 nationalities simultaneously involved in ISP simultaneously
• Engagement with industry, organisations and local authorities with interests in the renewable energy sector (eg ABB, The City of The Hague)

The variety of contexts provides unique opportunities for learning from different perspectives enabling positive transformation in attitude and development of attributes and skills.

“Nice to see all the different dynamics and how to work with people with different backgrounds. The working under pressure was hard, but interesting.”
Dutch student

1.6 Embedding practices
The practices and intellectual outputs arising from PEETS are being shared as open education resources and embedded across programmes, disciplines, campuses and institutions.
• Developing and enhancing intercultural awareness of staff and students is central to PEETS. Students from different departments and the Glasgow School of Business and Society (GCU) use the ICApp before and after international study trips to assess and reflect on their ‘distance travelled’ – it is intended to extend across all departments for international study trips for students and staff
• Wind turbines funded by PEETS have been used by >200 civil engineering students from over 6 universities and colleges in Scotland at Constructionarium’s own facility
since 2018
- STARR incorporated into careers initiatives across HEIs
- self-funded ISPs running in Finland 2020, the Netherlands 2021 and Scotland 2022 with the cycle continuing after that
- Discussions with BUSINET (network of HEI) to run an annual version of PEETS for their network

“The team have presented the project at both staff and student conferences of the Businet network and the work of the project and results were exceptionally well received. I also visited the Scottish ISP leading to discussions on how to utilize PEETS outputs for future Businet activities.”

David Taylor, General Manager, Businet

1.7 Being flexible and creative
International collaborative initiatives require clear planning. The range of lecture programmes, trimester dates, exam timetables and holidays meant we had to be flexible not only in the timings of communication and management meetings but more importantly in the ISP. We had to adapt and reschedule. For instance, the best time for the ISP for LAMK and THUAS was found to clash with exam boards in Glasgow necessitating “representation by substitute” at the boards plus “virtual availability” supported through Skype.

Research highlights that flexibility and creativity are amongst the most important attributes sought by industry. Consequently, challenges were introduced into the ISP for the students to develop adaptable and creative skills to solving problems. For instance last minute time reductions for Business Case submissions (ISP2) and reorganization of 3 teams into 1.

“Thursday was a challenging day, but that made the project so meaningful, the moment that we had to combine all the groups was a great opportunity to stand up as a student and say that you want to solve this challenge and show your excellence!”

Dutch Student

1.8 Processes in place to measure impact/outcomes of collaborative work
Our monitoring processes include analysis of data from:
- ICApp results (20 questions pre+post questionnaires)
- Students’ pre+post ISP online questionnaires (100 questions)
- Staff feedback on all activities
- Independent external evaluation of annual activities
- Students/staff ISP attendance
- Numbers of hits - website, LinkedIn and Facebook pages
- Student grades pre+post PEETS
- Graduates’ employability and first job destination tracking (LinkedIn, DLHE)

“The project’s quality monitoring and checking is following the process and activities as written on the [Erasmus] application. … The project partners are genuinely aiming at improving the project aims and activities, performance, from year to year. The PEETS project is proceeding
well and the ISP2 has been very well delivered with high student satisfaction.”
Elisa Hassinen, Hame University of Applied Sciences, Finland (Independent evaluation 2018)\textsuperscript{xii}

Over 5 years we have moved from a working group to a high-performance team \textsuperscript{xii xiii} producing a self-perpetuating initiative with high impact.

\section*{Criterion 2: Excellence in the impact of collaborative working}
Evidence of the team having a demonstrable impact on teaching and learning, including beyond their immediate academic or professional area.

Our collaborative working has grown from a single HEI/industry project at GCU into an international 3-HEI and industry-partner initiative impacting on over 50,000 people in 10 countries across 3 continents. PEETS initial impact was on our 150 students and staff participating in the ISPs to gain transformational learning experiences as developing global citizens. Currently all partner institutions use the outputs/student learning resources across additional disciplines and we will open out the ISPs to students from other European HEIs each year from 2020.

This section outlines the excellence in the range and reach of our outputs, outcomes and impact.

\subsection*{2.1 Wider value and impacts of PEETS}
We are delighted with the range of impacts (Figure 3), through a number of shared thematic priorities:
- Student experience and performance
- Staff expertise and professionalism
- Institutional impact
- Transferable learning outputs
2.2 The wider value that has resulted from working as a team
Our diversity brings significant added value including:

- Access to wider (new) resources to enable and enhance dissemination of findings by all team members
- Strengthened power of self-reflection by taking account of multiple perspectives to consider intercultural influences including diversity, ethics, social, and political (e.g., how we can adapt to modify approaches to communication, tasks, problem-solving)
- Exposure to new networks and creation of additional cross-school/university/European projects

"PEETS has been the inspiration for the Strategic Partnership application for the Glasgow School of Business and Society. The collaboration between the schools and having an active Mentor from PEETS has been invaluable."
Dr Lindsey Carey, GCU

2.3 Reach of the team’s work (value beyond initial context)
Our dissemination plan communicated:

1. Target audience (students, staff, institutions, industry and/or the public in the EU)
2. Objectives (inform, share or engage)
3. Type of media/dissemination (e.g., intranet, websites, social media, conferences, publications)

This has enabled us to share the outputs/outcomes so far:

- At our HEIs through intranet, annual presentations, websites etc
- At conferences across 3 continents in over 10 countries
• Through our continuously updated Facebook page, LinkedIn group, PEETS website (approx. 2000 hits/month)

We conservatively estimate that PEETS has reached over 50,000 people encouraging a mixture of interest in interdisciplinary learning, reflection, requests for further details eg how to become involved (Stenden University). This impact will grow through take-up of the ICAp and module across HEIs and as participants mature and actively reflect on their own experience.

“I had the pleasure of being PEETS’ assessor in the EAIE (Geneva 2018) Conference. … I saw immediately the value of such a collaboration among three European Universities and a representative of the industry. These kinds of projects increase the employability of students by exposing them to working in cross-cultural teams, experiential learning and situations in which they improve their transversal skills. I have been inspired through PEETS to create a project that takes as a role model the principles they work on, and hopefully will be able to use some of the tools PEETS created to measure the level of cross cultural awareness students are at.”
Julia Huisman, Internationalisation Coordinator, Stenden University AS, Netherlands

2.4 The impact of supporting colleagues
PEETS brings together staff at different stages in their careers ranging from 15-32 years in HEI or Industry. We have all developed and improved as learners, teachers and learning facilitators. The involvement of students as co-creators adds different dimensions/perspectives in developing the team with student mentors supporting, leading or guiding learning activities (eg home city survival guide). These positive developments are already influencing support for student learning for the future.

“PEETS has been a defining journey in my career. The opportunities of mentoring, leadership, collaboration and dissemination have undoubtedly directly contributed to my promotion to Professor, my developing approach to learning and teaching and my desire to become PFHEA.”
Prof Bob Gilmour, GCU

“……….. I have improved my collaboration skills with professionals across borders and cultures, across academia and industry. I have learned to design and deliver an international, intercultural and interdisciplinary student project. I have worked with students from many different countries, cultures and disciplines and had to acquaint myself with their specific needs and properties. This has made me a more complete lecturer. … PEETS has made me grow as a professional”
Tim Hoppen, THUAS

“The PEETS project has allowed me to develop my own intercultural capabilities and as the representative of the industry Partner it has given me a greater understanding of the issues that present themselves to academia. Working in close collaboration within a multi-national group has allowed me to further develop my own coaching and teaching approaches to such an extent that I have now been able to expand my own business interests delivering experiential learning activities across European Universities, Colleges and schools through Erasmus+ funding.”
Dale Lyon, Constructionarium Scotland Ltd
2.5 The impact on student learning or outcomes

Analysis of the student self-reflective data (pre+post questionnaire evaluations, ICAp) and student evaluations 2018 indicates a high level of satisfaction particularly around the development of transversal skills - eg teamwork, communication and negotiation.

“I feel this was a great learning experience and I have really developed my skills. I have put myself in new situations that I would not have done before and have enjoyed being in this new environment....”
Scottish student

“I have learnt a lot in this course. I have more knowledge about solar energy, the importance to use solar energy and recycling, categorize waste and teamwork. ……… taught many invaluable lessons. I'll remember them all in my life.”
Finnish student

Only one cohort has graduated to date and we cannot claim direct causation with outcomes. However, there is growing evidence of significant correlation between graduation success and participation in PEETS:

- >80% of PEETS graduates gain 2.1 or 1st class honours (or equivalent) (compared to >70%)
- >95% of PEETS graduates are in appropriate high level jobs or studying for PG (several students now outside their home country)

“The project is an excellent way of developing students in terms of understanding global skills and knowledge, through real life experiences. The students are developing excellent employability skills through their innovative experiences of working with industry.”
Prof M Bramhall, Sheffield Hallam University (independent evaluator 2017)

2.6 The impact of outcomes/outputs of collaborative work

PEETS' key outputs/outcomes (including the new module, the ISP model and the ICAp) are having a positive impact on improving student and staff learning, performance and expertise as well as enhancing institutional and industry partner facilities and reputation.

“PEETS has been very valuable to LAMK. Intensive weeks organized by project partners in turns has given our students and teachers an excellent opportunity to learn about employability and transversal skills. Good practices like pre and post-tests developed in the project will be applied in our operations which makes outputs of the project sustainable.”
Dr Silja Kostia, Dean of Faculty of Technology, LAMK

“For our students the most remarkable cross curricular experience and for our lecturers an indelible experience how to work together crossing border and disciplines.”
Simone Fredriksz, Dean of Faculty of Business, Finance and Marketing, THUAS

“Being involved in the PEETS management group allowed us to learn from our academic partners from diverse faculties and has enhanced the delivery of our own Constructionarium Scotland projects through a better understanding of how students are challenged more and more to self-reflect on their experience during and after learning activities.”
Constructionarium Scotland Ltd.
The outputs and impacts have been recognized widely at national and international level:

- PEETS has been selected from 300 submissions to be presented at Going Global 2019 in Berlin (1 of only 2 universities in Scotland). Marketed as “The conference for leaders of International Education”, this provides exposure to key decision makers in HEIs, funders and policy makers
- Scottish Green Energy Awards for both 2017 and 2018 – only University shortlisted for the finals in the Category “Champion of Renewables” - Industry recognition of the value and impact of PEETS for the sector

Conclusion

Our collaboration has developed from:

- One HEI/industrial project, to a growing number of like-minded spirits collaborating internationally who are collectively:
  - building further collaboration through additional partners and co-operation on Erasmus bids,
  - establishing and improving the initiative with funding support across 3 HEIs through the management plan - cycle of collaboration - and responding to independent external evaluation
  - embedding the initiative as self-funded with an established team led by GCU and with shared responsibility

Section C: Reference List (not scored by reviewers)

Section A:


Section B:


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<th>Team Leader signature*:</th>
<th><em>(electronic signatures are accepted)</em></th>
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<td><strong>Date:</strong></td>
<td>25 March 2019</td>
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By signing this document I confirm that:

- I have read, understood and agreed to the [Advance HE Privacy Notice](#)
- This claim is solely the work of the nominated CATE team

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