

THE AWARDS 2021



The winners

Introduction



The *Times Higher Education Awards* have been recognising outstanding achievements in UK higher education for the best part of two decades, but never before have they shone a light on the level of effort and creativity that was demanded of universities throughout the 2019-20 academic year.

The response required, and delivered, in the face of a global pandemic was unique, and many of the awards submissions reflected those unprecedented circumstances.

Universities' great strength is not just that they respond to circumstances, but that they also

provide a level of constancy at times of uncertainty and change. The award winners profiled in the pages that follow demonstrate that 2019-20 was not just a year of pandemic disruption, it was also a year in which incredible achievements were made in all the areas you would hope and expect: world-changing research, brilliant learning and teaching, international and industrial engagement, and the full gamut of activities that run through universities like words through a stick of rock.

We hope that you will find inspiration reading these stories of excellence, as we did. Many congratulations again to all of our winners, and to all of those shortlisted.

A handwritten signature in black ink that reads "John Gill". The signature is fluid and cursive, with the first letters of "John" and "Gill" being larger and more prominent.

John Gill, editor
Times Higher Education

Judges

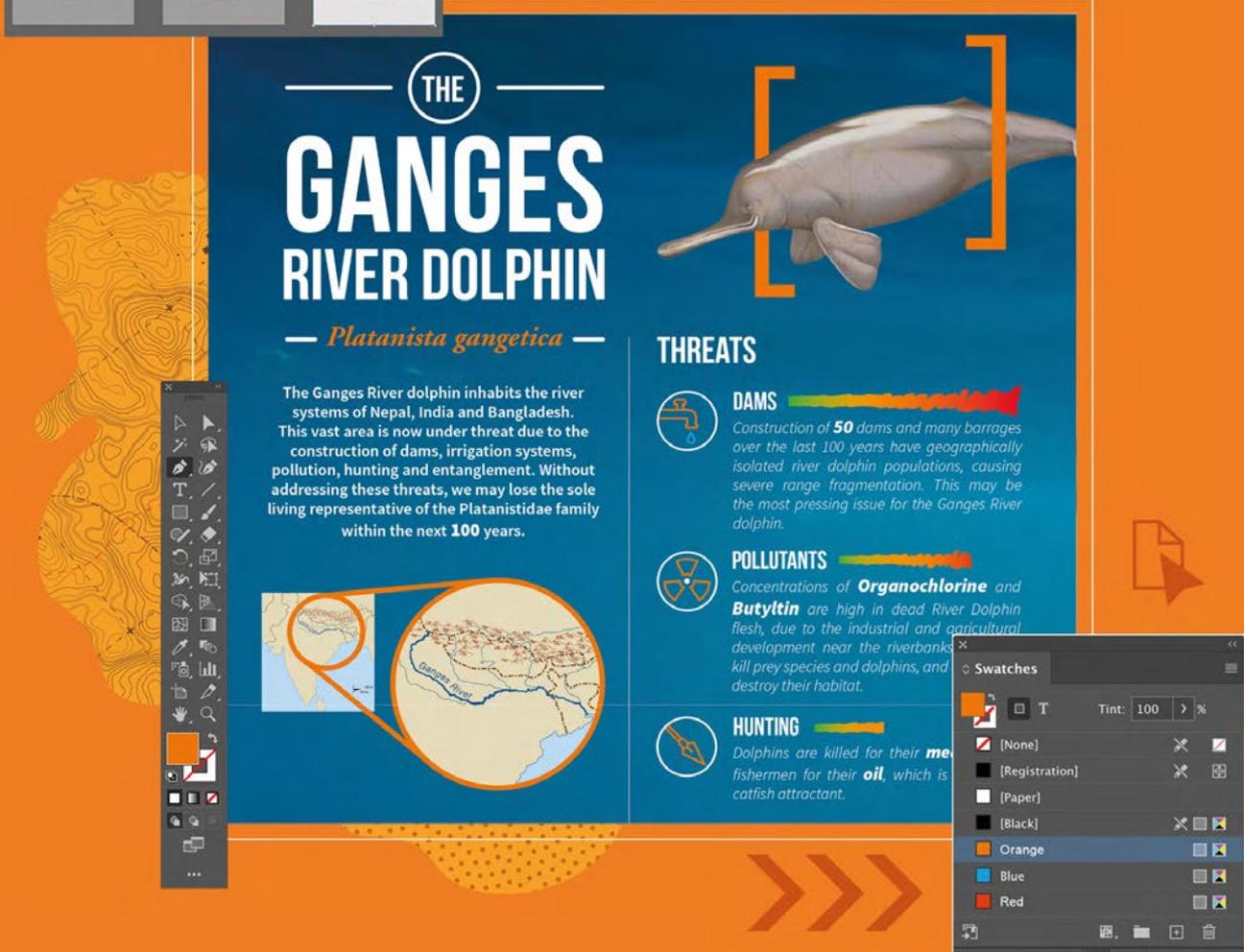
Matthew Andrews	Secretary and registrar, University of Gloucestershire
David Bass	Interim associate director for EDI, Advance HE
Alasdair Cameron	Director, West of Scotland KTP Centre
Mike Clark	Director of campus infrastructure, Trinity College Dublin
Chris Cobb	Chief executive, ABRSM
John Gill	Editor, <i>THE</i>
Sir Deian Hopkin	Former vice-chancellor, London South Bank University
Gill Houston	Former chair, UK Council for Graduate Education
Alistair Jarvis	Chief executive, Universities UK
Alison Johns	Chief executive, Advance HE
Liz Jolly	Chief librarian, British Library
Anne Kiem	Chief executive, Chartered Association of Business Schools
Joanna Newman	Chief executive and secretary general, Association of Commonwealth Universities
Ceri Nursaw	CEO, National Centre for Entrepreneurship in Education (NCEE)
Graeme Reid	Chair of science and research policy, University College London
Rick Rylance	Former dean of the School of Advanced Study, University of London
Kelly Vere	Higher education and Technician Commitment lead, Science Council
John Widdowson	Former principal and chief executive, New College Durham

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- ◆ Business School of the Year
- ◆ Most Innovative Teacher of the Year



Kevin C. Mathew
University of Aberdeen, studying Science, reimagined his assignment with help from a number of Adobe Creative Cloud apps including Photoshop, Illustrator, InDesign and Lightroom.



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University of the Year

Cardiff Metropolitan University

In a year dominated by Covid-19, Cardiff Metropolitan University exemplified the calm, consistent response required in times of crisis.

By acting early, and by working collectively to support and sustain the entire university community, Cardiff Met's leadership set a tone and standard that typified the whole institution's response.

What's more, 2020 was a key point in a five-year strategic plan that delivered a remarkable turnaround for an institution that had previously faced the threat of a merger.

Its response to Covid began in January 2020, with the formation of a working group focused on what was then an uncertain threat. This alacrity and foresight facilitated a comprehensive response, with the result that the proportion of staff who felt positive about both their workplace and their leadership team, and who also felt valued in their work, increased significantly.

Cardiff Met's strategic plan, which responded to a period of turbulence that had threatened the university's future, included the creation of the Cardiff School of Technologies, the development of 40 new degree programmes, growth in both student numbers and student satisfaction, increased research volume and quality, and a move to strong financial sustainability.

Among other notable achievements were the early delivery of its doctoral academy and a commitment to its role as a "University of Sanctuary", taking in persecuted scholars from overseas.

The judges said: "In the most testing of years, Cardiff Met never lost sight of the journey it was on before Covid, and it made sure that its plan for growth and rejuvenation was followed through. It did so with skill, commitment and courage, judiciously balancing risk throughout."

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THE Outstanding Achievement Award

**Dame Sarah Gilbert,
Saïd professor of vaccinology, University of Oxford**

The Covid-19 pandemic presented the world with an unprecedented challenge. The emergence of a novel coronavirus with the potential to cause millions of deaths and to paralyse our way of life demanded an equally unparalleled response from science in general, and vaccinologists in particular.

Dame Sarah Gilbert, Saïd professor of vaccinology at the University of Oxford, was at the forefront of that response, recognising at the earliest stages of the outbreak how huge the impact could be, and mobilising before many people had even realised the enormity of the crisis at hand.

What was to follow was the implementation – at warp speed – of decades of experience in the lab, resulting in the creation of a vaccine with a high level of efficacy in a fraction of the time normally required.

Of course, this dramatically accelerated process was possible because of the work of a huge

number of individuals and organisations and a monumental team effort. But equally, it owed an immeasurable amount to the expertise Professor Gilbert had built up over 25 years in the lab.

Her research group had previously investigated the practicability of a universal flu vaccine, and in 2014 she led the first trial of an Ebola vaccine. She had also gained highly relevant experience while attempting to develop a vaccine for another coronavirus responsible for Middle East Respiratory Syndrome (MERS).

When that expertise was married to phenomenal foresight, perseverance and sheer hard work, it delivered what is now the Oxford/AstraZeneca vaccine, responsible already for saving countless lives worldwide.

This citation needs no more explanation: we are all in Professor Gilbert's debt.

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Outstanding Contribution to the Local Community

University of Nottingham and Nottingham Trent University

A collaboration between researchers at Nottingham's two universities, taking an evidence-based approach to addressing violence, abuse and harassment directed at women and girls, put Nottinghamshire at the forefront of national change and earned the Outstanding Contribution to the Local Community award.

The unique research project by University of Nottingham linguist Louise Mullany and Nottingham Trent University criminologist Loretta Trickett studied the impact of Nottinghamshire Police's policy of treating misogyny as a hate crime – said to be the first of its kind in the world – on members of the public, victims and police officers. This work has improved the safety of women and girls in public spaces in Nottinghamshire and in other communities across the UK, and has empowered them to report such crimes.

A retired chief constable of Nottinghamshire police said other police forces have now implemented similar policies and “the evidence base that this research provides has been compelling in making the difference”.

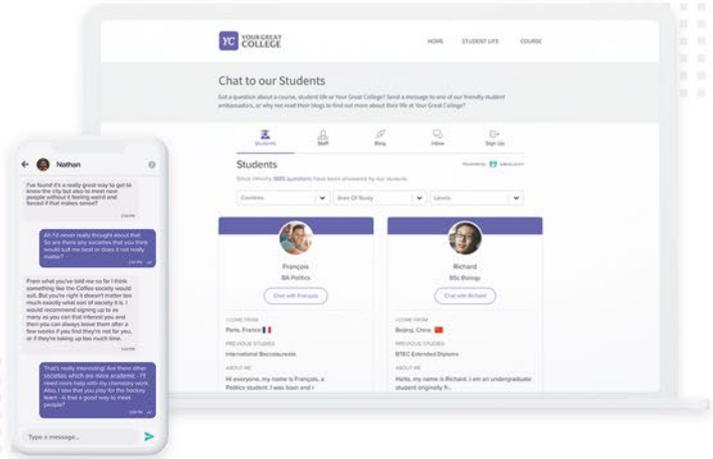
Having reached an audience of more than 90 million people worldwide via online media, radio and TV, the research struck a chord not just in Nottingham's local community but far beyond.

The judges said this “timely and successful inter-university collaboration between a linguist and a criminologist” had not only “encouraged greater reporting by victims” but had also become “the ‘go-to’ resource in law and policing”, been “rolled out across communities and educational institutions” and “led to the establishment from September 2021 of a national register of police records of gender/sex hate crimes”.

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Outstanding Marketing/ Communications Team

University of Oxford

In early 2020, researchers at the University of Oxford met to discuss the emerging novel coronavirus. By the time the World Health Organisation declared a pandemic, Oxford's research was already world-leading and the public affairs directorate was working to ensure that its impact was properly noted.

The directorate's global Covid-19 campaign strategy focused on ensuring that audiences saw the vital role the university was playing, making Oxford a go-to source of information for media and policymakers and contributing to fundraising.

Academics across the disciplines were brought in, among them more than 150 senior academics and hundreds more researchers, from experts in vaccine communication to behavioural psychology. Throughout, the public affairs team kept the emphasis on a people-focused approach to scientific storytelling and worked to combat disinformation.

The university was established as a leader in Covid-19 research and in science and medicine more broadly. Its work was regularly cited in the media, in prime minister Boris Johnson's press conferences, and by other world leaders. The university had an impact on policies such as the vaccine roll-out and the wearing of face masks. The public affairs team supported a fundraising drive that raised more than £187 million for crucial projects.

The judges for this award said the department "designed and delivered a superb, high-impact campaign to communicate the university's vaccine development success to a global audience. Their approach was a highly collaborative effort between academic researchers, communications professionals, public engagement experts, science communicators and those with digital skills. The results were hugely impressive – academics became household names; there was widespread and sustained international media coverage; and they achieved fundraising success."

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Outstanding Estates Team

Newcastle University

As the pandemic pushed everyone away from campus, university estates teams faced some unique challenges. Our judges agreed that the team at Newcastle University stepped up, with exceptional efforts that went beyond infrastructure improvements.

Despite the disruption of Covid-19, the team oversaw the completion of a major campus facility, the Dame Margaret Barbour Building, in September 2020. The design and construction teams worked closely with stakeholders to take the project from approval to starting on site in just five months.

Construction of the building was delayed when the main contractor went into administration, but another company was able to pick up the work, thanks in part to the estates department's involvement in a purchasing consortium coalition for construction involving five regional universities.

The building has been popular even though its use has been limited so far because of Covid restrictions.

That project followed the completion of the Catalyst Building in November 2019, which was delivered six weeks early and £5 million under budget. Housing two national innovation centres, it was awarded the BREEAM “outstanding” mark, an internationally recognised certification of a building's sustainability credentials, and it has garnered other sustainability awards as well.

The estates team also worked innovatively to tackle other problems caused by the pandemic. When catering and conferencing activities were curtailed, it joined forces with other university departments and trade unions to redeploy 17 catering staff into different roles, affording them increased job security and new career opportunities.

Praising the team's wide-ranging works, the judging panel noted that Newcastle's purchasing consortium initiative was an excellent means of maximising buying power, adding that they would not be surprised to see others emulate it as the impact of Brexit and the pandemic play out over the next few years.

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Research Project of the Year: Arts, Humanities and Social Sciences

University of Nottingham

There is a common stereotype of anorexia nervosa as an illness of young white women. Yet the NHS reports sharply rising numbers of eating disorders among men and boys, many of whom are reluctant to seek help for a condition they perceive as “unmanly”. Medical practitioners are also often unaware of the more “male-oriented” signs and symptoms to look out for.

Interdisciplinary research by Heike Bartel, associate professor in German studies at the University of Nottingham, on patient-centred narratives of eating disorders in literature and other media has transformed understanding of this complex illness. The “Hungry for Words” project, funded by the Arts and Humanities Research Council and the Wellcome Trust, brought together a team of international humanities scholars, medical experts, charities and carers to unlock new sociocultural, medical, psychological, gendered, artistic and literary approaches to eating disorders in males. Its central goals were to raise public

awareness, guide practitioners, empower sufferers and encourage their families and carers.

The research has already had a direct impact on the medical front line. Dr Bartel’s animated training tool, “Consider Eating Disorders in Men”, was accredited by the Royal College of General Practitioners in 2020 and is now recommended to its 50,000-plus members. It has also been endorsed by the Royal College of Nursing and the Royal College of Psychiatrists. Since its launch, it has dramatically increased awareness and knowledge among GPs, nurses, mental health professionals and healthcare students, leading to a direct improvement in the quality of care offered to males with eating disorders.

The judges described this as “a strong, coherent project already enjoying considerable impact in terms of awareness, stigma challenge, therapeutic attention and organisational recognition and benefit”.

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Widening Participation or Outreach Initiative of the Year

Manchester Metropolitan University

A £4 million Manchester Metropolitan University programme helping local students who are the first in their family to enter higher education to access and transition to university earned this award.

The university's First Generation Scholarship Programme provides participants with an opportunity to be part of an understanding and welcoming community, offering a "complete journey of support" for young people from Greater Manchester whose parents have no direct experience of higher education.

The scheme, currently supporting just under 600 students, delivers practical support and application guidance to Year 12 and Year 13 students to help them apply to and prepare for university. In addition to providing a support network, mentorship and connections, the programme aims to give students the self-belief to see university as a place where they will be accepted, thrive and find the confidence to follow their ambitions – developing a "celebratory discourse around being first-in-family".

Donations raised through a fundraising campaign cover the £2,000 cost per place of scholarships, with the university covering other costs.

First Generation students are outperforming all other students at Manchester Met in terms of progression rates, with 90 per cent of entrants successfully progressing into their second year, against 85 per cent for the university as a whole.

Among students on the scheme, 76 per cent are from ethnic minorities.

The judges said the First Generation programme "gave a clear example of what works. The project provided real evidence of the impact on first-generation students with little or no family background or awareness of higher education, particularly from BAME communities. It is clear that the initiative will be sustained and developed in the future across the university."

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Outstanding Entrepreneurial University

Sheffield Hallam University

Sheffield Hallam University's sustained investment in entrepreneurship stepped up a gear in 2019-20 with a strategic programme that embedded entrepreneurial principles throughout the whole university, including its curricula, regional partnerships and research programmes, aided by the appointment of a new pro vice-chancellor for business and enterprise.

The approach was further enhanced during the Covid-19 pandemic as the institution pivoted its business offer to support the local economy and communities most in need.

The strategy focused on positioning Sheffield Hallam as a driver of economic growth through raising productivity; narrowing skills gaps; supporting business, innovation and enterprise; and attracting investment.

Key to the initiative was weaving enterprise and entrepreneurship into the fabric of the university's educational offer: 350 undergraduate programmes have been transformed to include enterprise principles and real-world learning at every level, including mandatory work experience and placements for every student.

A new professional diploma has been created to enable every sandwich placement student to achieve an additional qualification, while employer advisory boards were established in all 17 academic departments to work with industry partners on future-proofing the curriculum, securing work experience and enriching learning.

Meanwhile, Hallam i-Lab, a 150-business incubator for students and graduates, counted 2,730 student enterprise interactions in 2019-20, including 133 workshops, 485 one-to-one appointments and 56 new trading businesses.

Overall, the university delivered £18 million of funded business support projects in 2019-20.

The judges praised the university for its "comprehensive approach" to embedding entrepreneurship.

"Sheffield Hallam demonstrated how it had pivoted from a series of initiatives to a strategic approach that impacted every part of the university," they said.

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Technological or Digital Innovation of the Year

King's College London

Simulations have long been used in training, and when the pandemic struck they became critical to the continuation of many courses – especially those requiring practical application, such as dentistry.

But rather than simply leaning on simulations as an emergency response measure, King's College London's Faculty of Dentistry, Oral and Craniofacial Sciences invested £3 million in technologies that would support improved learning in the long term. Using advanced "phantom-head" dental simulators and virtual haptic machines that simulate physical touch, King's dental school became the first in the world to integrate clinical digital learning across all its facilities. This enabled King's to graduate fully qualified dentists when other UK dental schools had to repeat the academic year.

The university connected dental operating chairs at Guy's Hospital with its simulation facilities, blending virtual reality with training on real human

teeth. More than 850 dentistry students have already benefited from the digital clinical workflow, practising Covid-secure dental surgery using the simulators, with the resulting scans carefully analysed before they practise on real patients.

These innovations have enabled King's and its partner NHS trusts to continue providing essential oral care across south London throughout the pandemic, and have future-proofed its training of oral care clinicians. The initiative is informing practice at other dental training institutions and trusts.

The judges said King's was a standout winner "because of the breadth and nature of the innovation it has introduced to teaching and research in dentistry". They praised the speed with which such a wide range of technologies had been deployed to continue teaching safely during the pandemic.

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Outstanding Support for Students

De Montfort University

At a time when student employability is getting more attention than ever and when outcomes for ethnic minority students are in the spotlight, De Montfort University in Leicester created a high-impact project that spans both of these crucial realms.

As part of its “Leicester’s Future Leaders” programme, which aims to increase the number of ethnic minority graduates who progress into high-skilled work in Leicester, in February 2020 the university developed a four-day residential conference titled “Make Diversity Your Business”.

The conference brought together 30 ethnic minority students and 30 local employers as equal delegates. The primary aim was to build the framework for an inclusive recruitment toolkit for Leicester employers, informed directly by the student and business voice, but the event also included training sessions in areas such as commercial awareness for the

students and unconscious bias and strengths-based interviewing for the business delegates. The students’ experience inspired them to create a student-facing toolkit to share their learning with the wider student community.

The event had a lasting impact on students’ career plans, with the percentage wanting to start their graduate career in Leicester rising from 67 per cent to 87 per cent.

The judges said: “While much attention and effort in the sector has been focused on removing the awarding gap for black and other minority ethnic students – and quite rightly so – less attention has been given to the professional employment gap that affects the same group of students. This innovative and student-led initiative tackled this issue and supported the university’s role in demonstrating relevance as a civic partner and providing support for local employers.”

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Outstanding Technician of the Year

**Andrew Filby,
Newcastle University**

Technicians bring unique skills and knowledge to a wide range of disciplines across universities. And while technicians remain the backbone of the 21st-century laboratory, their role continues to evolve, demanding that they be not only technologies experts but also partners to research scientists – a key source of information on the ways in which laboratories can serve researchers.

Andrew Filby embodies this ideal. He has gone above and beyond in his job managing Newcastle University's Flow Cytometry Core Facility, which supports more than 250 researchers.

Over the past year, Dr Filby has used his expertise to develop techniques to explore the immunology of Covid-19. He also served as co-investigator on a multi-centre bid to UK Research and Innovation's Covid Immunology Consortium to study post-mortem lung tissues, where he stood out as the only technician applicant.

Dr Filby's technical expertise is matched by his willingness to go out of his way to help his colleagues and PhD students.

One colleague credited Dr Filby with spurring a “paradigm shift” at his lab, getting technicians deeply involved in solving research problems. Another recalled that Dr Filby often came in after hours and on weekends to tend to samples. Last year, he stepped in to co-supervise a student whose project was floundering; the student was later nominated for the faculty thesis award.

The judges praised Dr Filby for “blazing a trail for technicians at Newcastle University and beyond”, conducting “essential research” on Covid-19 and “breaking down barriers and challenging stereotypes”.

“A world-renowned expert in cytometry and single-cell technologies, he is a fantastic example of how technical colleagues enable research and innovate solutions,” they said.

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Research Project of the Year: STEM

University of Oxford, Nuffield Department of Population Health

When the World Health Organisation declared Covid-19 a pandemic in March 2020, there were no known treatments for the disease. Scientists around the globe raced to find solutions, but their efforts were scattered across the globe and often small in scale. Some were generating conflicting results.

It was this problem that the University of Oxford set out to tackle with its Randomised Evaluation of Covid-19 Therapy trial – known as the Recovery trial. The team aimed to rapidly generate robust, reliable evidence about whether any treatments could be effective against Covid-19.

Their effort spanned 175 UK hospitals, including more than 40,000 study participants and their families, thousands of clinicians and a large team of epidemiologists and data scientists. It required incredible planning and organisation, but also immense dedication. For

those who have been deeply involved in the trial, including its principal investigators, it has dominated their lives over the past year.

Through hard work, this trial team has shown that it is possible to conduct large-scale, high-quality clinical trials quickly. It has also pioneered a data-driven, streamlined approach that could benefit all clinical research. The Recovery trial is remarkable for its spectacular speed, efficiency and pragmatism, but also for shaping how future trials will be conducted.

The judges praised the Oxford researchers for their rapid development of treatments for hospital patients whose lives were threatened by Covid-19.

“The treatments pioneered at the university’s Nuffield department of population health went on to save countless thousands of lives across the UK and overseas,” the panel said.

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Outstanding Library Team

University of the Arts London

The University of the Arts London holds a number of unique and globally significant special collections to support teaching. These include many objects and artworks that students use to develop critical evaluation and research skills.

During Covid lockdowns, the special collections team focused on enabling meaningful interactions despite the lack of physical access. This meant not just keeping collections available to the UAL community online but also ensuring that they could actively engage with them.

By drawing on emerging technology, UAL has been able to create virtual teaching rooms and interactive online workshops to showcase resources and host a series of innovative events. Blogs and online guides provide visual access and contextual discussion for digitised content. The Zines blog, for example, brings together much information but also acts as a link to many of

the 4,000 fanzines held by UAL in the London College of Communication's major Zine Collection.

Virtual teaching rooms enabled new styles of learning as students brought in everyday items they had at home as a basis for shared activities, whether that involved "making" in materials workshops or engaging in creative object-based learning. More generally, UAL's bold response to the challenges of lockdown has pushed the institution to think beyond traditional ideas about digitisation of text and to further embed special collections and objects in the digital learning landscape.

The judges praised UAL's submission for "a clarity of approach, underpinned by pedagogical practice, that has been sustainable after the end of the Covid period and would be scalable to other parts of the sector".

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Knowledge Exchange/Transfer Initiative of the Year

University of Glasgow (Lighthouse Laboratory)

In March 2020, the University of Glasgow responded to the unfurling Covid-19 crisis by establishing the UK's biggest coronavirus testing centre. To date, its Lighthouse Laboratory – created in the university's Clinical Innovation Zone – has conducted more than 13 million tests, at its peak handling 85,000 a day.

To develop the facility, Glasgow worked with the drug discovery service company BioAscent and the University of Dundee's Drug Discovery Unit, whose experience of high-throughput compound screening was translated to develop high-throughput clinical testing.

In a matter of months, multiple laboratories, advanced robotic systems and support for the sequencing of Covid variants was up and running, creating employment for some 650 people.

Judges were impressed by how the university had worked alongside the public and private sectors to create the Lighthouse Lab, commenting that it quickly became a “crucial resource in the UK's response to the Covid-19 pandemic.”

“Each of the partners brought specific expertise and knowledge that allowed the rapid scaling of testing capabilities,” they said, adding that they also recognised the “important role that the Lighthouse Lab played in providing employment and opportunities for reskilling to a local workforce heavily impacted by the pandemic”.

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Research Supervisor of the Year

Richard Godwin,
Harper Adams University

Richard Godwin's research and teaching has helped farmers grow crops more efficiently and sustainably across the world and win agricultural engineering's top awards, but equally impressive is his extraordinary commitment to PhD students.

In his career, he has supervised more than 60 PhD candidates to successful completion, accepting a number of visiting professorships in the UK and Europe in retirement to continue his dedicated support for doctoral students who clearly regard him as a legend in his field.

"He is totally unstoppable even at his age," remarked one US-based postdoc, who said it would have been "impossible" for him to complete his PhD without Professor Godwin's guidance and knowledge.

"The man is ruthless in his pursuit of excellence, has the patience of Job and truly cares about the intellectual growth of his students," added another former colleague.

Our judges said there was "unanimous agreement" that Professor Godwin, currently a visiting professor at Harper Adams University and Cranfield University, deserved this year's research supervisor award.

"The evident lifelong dedication to nurturing, developing and promoting doctoral researchers from diverse backgrounds, in someone who is still doing so, meant he was the clear winner," explained our judges, who added that Professor Godwin had "enabled countless candidates and postdocs to access his extensive network of international contacts, giving them both academic and employment advantages".

"Richard is well known among his supervisees for his openness to new ideas and for listening to and appreciating different opinions; yet just as impressive, if not more so, is the warmth and sincerity of tributes to Richard provided by his supervisees at all stages of their careers," they added.

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THE DataPoints Merit Award

Bournemouth University

With the world's attention firmly fixed on the landmark COP26 climate summit earlier this month, we delved into *Times Higher Education's* Impact Rankings data to assess which UK universities were scoring highest for their own actions to help in the race to net zero.

To do this, we concentrated on the four Sustainable Development Goals with Impact metrics that can be linked to institutional efforts on climate change and the environment: SDG 7 (access to affordable and clean energy), SDG 11 (sustainable cities and communities), SDG 12 (responsible consumption and production) and, most relevantly, SDG 13 (climate action).

By assessing universities' own actions on areas such as energy efficiency and sustainability, environmental education and net zero carbon

commitments, we were able to single out some of those going the extra mile on the issue, especially beyond their research capabilities, which are arguably well established as the sector's key contribution.

The shortlist was an eclectic mix of institutions, from large urban research-intensives to smaller universities with a well-known regional and environmental focus.

Bournemouth University emerged with the highest mark on the criteria used. The south-coast institution, which achieved an Impact Ranking of 15th in the world for SDG 13, performed strongly across the metrics, but particularly in relation to environmental education, net zero commitments and low-carbon energy use.

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International Collaboration of the Year

Liverpool School of Tropical Medicine

The partnership that is the focus of the winning entry in this category – Respond-Africa – started its journey as a bid to address the question of how health systems in sub-Saharan Africa should be reorganised to tackle non-communicable conditions such as diabetes and hypertension.

According to the Liverpool School of Tropical Medicine, health services for these diseases have been fragmented in Africa. The leaders of the project wanted to engage with healthcare workers and policymakers on the ground about how best to redesign services for maximum impact.

They went on to establish a partnership between researchers in the UK, Tanzania and Uganda through seed funding of £2 million that supported initial research. By 2020, four major grants worth more than £12 million from different funders had been secured.

Today, the partnership involves 14 main research partners (four in the UK, three

in Europe and seven in Africa), five civil society organisations, and policymakers and patient groups in three African countries.

The research has influenced health policies and changed disease control practices. In Uganda, reorganisation of healthcare started in late 2020; Tanzania is in the final stages of drawing up a similar strategy; and discussions have started in Cameroon, the newest African partner.

“LSTM’s entry stood out for creating a series of partnerships...that have resulted in a step change in research and policy,” said the judges.

“The range of partnerships including universities, civil society, policymakers and patient groups was impressive, as was the training and collaborative and inclusive nature of the partnerships, making a huge difference to people’s lives and leaving a tangible and adoptable model for other countries to consider.”

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Outstanding Contribution to Equality, Diversity and Inclusion

Edinburgh Napier University

Bleedin' Saor – a student-staff collective launched at Edinburgh Napier University in response to the Scottish government's pledge to provide access to free menstrual products for all higher education students – sought to tackle period poverty and to “create an inclusive environment where menstruation can be discussed without shame or stigma”.

Its activities comprised a documentary film, educational resources and accessible dispensers for schools, colleges and universities – as well as Napier's first “Bloody Big Brunch”.

This event – attended by 450 staff and students – yielded more than 400 period product donations for local food banks and was helped along by period-themed food and drinks, live music, support from Edinburgh's drag community, and demonstrations of period products by Hey Girls, a “buy-one, give-one” social enterprise.

Bleedin' Saor worked with Hey Girls to design a dispenser unit for period products that has been installed in schools, colleges and universities across the country.

The collective then created *Bleeding Free*, a documentary that tracks the group's progress and a visit that it made to Uganda to meet organisations promoting gender equality and menstrual health. The film also explores the role men must play in banishing the stigma around periods.

Bleeding Free premiered to staff and students earlier this year and will now be screened in secondary schools across Scotland and internationally. The collective has also created an educational booklet to accompany the film.

The judges commended Bleedin' Saor's “innovative and robust approach” to tackle an issue “that needs much more recognition and focus across the sector”.

Praising the “university-wide commitment” to the project, the panel “saw an explicitly sustainable approach in using the Bleedin' Saor initiative to invest in and enable a long-term addition to the university's equality programme, to the benefit and inclusion of students and staff”.

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Business School of the Year

School of Management, University of Bradford

The University of Bradford's School of Management has focused on becoming an engine of economic and social regeneration. During the pandemic, the school focused its initiatives on helping graduates from disadvantaged backgrounds navigate the disrupted jobs market and on providing support for local businesses dealing with crisis trading conditions.

This included launching new programmes in artificial intelligence and fintech for ethnic minority students from socio-economically disadvantaged backgrounds, with funding from the Office for Students and in partnership with Barclays, SAS and Amazon. The school also developed a pilot scheme to train and reskill recent graduates, who had become unemployed, to pursue careers in data analytics. This scheme was launched in December 2019 and then rolled out nationally to support workers hit by the pandemic. The school

also conducted research to better understand the effects of the pandemic on the region's small and medium-sized enterprises, running Covid-19 resilience and recovery guidance events that were tailored for SMEs in Bradford and West Yorkshire.

Bradford's School of Management also supported local schools and colleges with an innovative "mini-MBA" virtual programme to help Year 12 and Year 13 students supplement their learning during the Covid-19 lockdown period.

The judges commended Bradford's "inspiring" support for students, alumni, schools and local businesses.

"This was an impressive entry, showing a very clear strategy, well executed, and a business school that is an integral part of the local community," the panel said.

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Most Innovative Teacher of the Year

Liam Jarvis, *University of Essex*

A teacher with a track record of innovation who put his skills to the test when the pandemic hit is the winner of this year's Most Innovative Teacher of the Year award.

Liam Jarvis, senior lecturer in theatre and co-director of the Centre for Theatre Research at the University of Essex, moved quickly to provide his students the opportunity of a lifetime: the chance to work with actor and director Mella Faye, playing the chorus in her reinvention of *Oedipus*.

By redirecting departmental funding for cancelled conferences and research trips and negotiating a deal with theatre-streaming service LIVR, Dr Jarvis sent 25 virtual reality headsets around the world and delivered a unique learning experience for the students, who watched performances, took part in storytelling workshops and pitched a reinvention of the Greek myth, from wherever they were in the world.

It was a demonstration of Dr Jarvis' talent for providing students with a unique experience. In the past, this has included developing a digital performance workshop that allowed students to explore how computing and interactive technologies could inform performance practices; as well as having students take part in "The Money", an experiment in which they are presented with £40 of his own money and given 30 minutes to decide democratically how it should be spent.

The judges said Dr Jarvis "stood out for how he made the rapid pivot from planned face-to-face practice to offer students impactful remote virtual experiences in theatre and drama. This enabled learning communities to be built across the world, inspiring new creations by students which modelled new forms of theatre."

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