



QUEEN'S  
UNIVERSITY  
BELFAST

# SOCIAL CHARTER

SHAPING  
A BETTER  
WORLD  
SINCE 1845



**The Social Charter shines a light on the significant contribution made by our students and staff and the positive impact we have on our society.**





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At Queen's University Belfast, positive contribution, genuine impact and understanding the needs of society form the backbone of who we are and what we do.

Queen's Social Charter has been established to embody these core principles and form the basis of the University's public engagement activity.

This publication gives an overview of the Social Charter as well as its 19 Signature Projects, and provides an insight into both the breadth and depth of activity at Queen's. From local homework clubs to global alliances for leading-edge cancer research, and from ground-breaking research in children's healthcare to developing future leaders, Queen's University's Social Charter reflects how staff and students are making a significant impact both locally and internationally.

The Social Charter showcases the superb work happening at Queen's and encompasses both local partnerships as well as global collaborations. Take time to read this publication and you'll see that

the benefits of our work span the globe. Already we've seen how research conducted by the Centre for Shared Education led to legislation and how the University's unique Pathway Opportunity Programme has provided a route to university for talented young people who require additional support.

As I reflect on these 19 Projects, I feel immensely proud of their calibre as well as the profound contribution that Queen's University is making in a range of contexts. I am also conscious that these Projects are in many ways 'the tip of the iceberg', reflecting the University's wider influence, leading-edge and often ground-breaking research and education. The fact that Queen's University continues to be successful and influential can only be attributed to its people. Our work is excellent because our people are excellent, committed and making a major contribution to society.

**Professor James C. McElnay**  
**Acting President and**  
**Vice-Chancellor**



What is so striking about the Social Charter Signature Projects is their absolute relevance both to individuals and society. Staff and students are genuinely making a positive difference, affecting people's lives for the better, influencing and engaging a diverse range of people and contexts.

Universities are in a unique position to influence all sectors of society: political; community; and business. Ultimately, impact should be embedded in university culture. Queen's University Belfast has a rich heritage of shaping society, a heritage and culture on which we continue to build through our people and our facilities.

Queen's shares a motto with Belfast City: Pro tanto quid retribuamus – 'What shall we give in return for so much?' As you leaf through these pages, the answer is clear. At Queen's, we are trying to give back through our research, our education, and our people.

Queen's Social Charter can very much be viewed as a lens through which we celebrate and showcase our work, our impact, and our relevance.

Each member of staff at Queen's plays a role in ensuring that Queen's continues to thrive and succeed. May I thank you for the vital contribution you make in ensuring that Queen's is, and continues to be, a world-class university, positively shaping and influencing at home and abroad.

**Professor Richard English  
Pro-Vice-Chancellor  
for Internationalisation  
and Engagement**



OUR VISION

## OUR VISION

**A world-class international university that supports outstanding students and staff, working in world-class facilities, conducting leading-edge education and research, focused on the needs of society.**





## OUR VALUES



### **Integrity**

We act honestly, ethically and transparently in all we do.



### **Connected**

We are active collaborators, recognising that we can achieve more together.



### **Ambition**

We are forward-thinking with a strong desire to be the best.



### **Respect**

We trust, value and empower each other.



### **Excellence**

We strive to do our best at all times.

For almost two centuries we have been addressing some of the most pressing global challenges. Today, we are continuing this legacy. Within the University's Corporate Plan, the Social Charter provides the platform for demonstrating the innovation, discovery and creativity of our students and staff, and the regional, national and global impact of their work.

At Queen's we translate ideas, academic teaching, research and professional expertise into action, impacting society at home and across the world in life-changing ways. The Social Charter will ensure that our work is understood and resonates across the community, highlighting the relevance of the University and our ongoing commitment to our Vision and Core Values.



**QUEEN'S  
UNIVERSITY  
BELFAST**

**SOCIAL  
CHARTER**

**We are committed to providing  
leadership locally and globally.**

**We are committed to promoting  
a positive impact on society through  
our research and education.**

**We are committed to equality  
and social justice.**

## The University will realise these principles through:



Research with impact



Equality and excellence



Education with social purpose



Sustainability



Breaking boundaries to  
produce new knowledge



Recognising and rewarding  
contributions from students and staff



Civic culture and intercultural dialogue

## HOW WE MAKE AN IMPACT



We are a catalyst for growth, contributing £1 billion to the local economy and supporting over 9,250 full-time jobs. We are in the top 1% of global universities.



32% of our young first-degree entrants are from lower socio-economic groups, which places us first amongst the UK's leading universities for widening access.



Queen's has 2,100 international students from some 59 countries; and 589 international staff from 73 countries.



Each year we produce 6,500 highly skilled graduates.



11,500 of our students are involved in volunteering, clubs and societies, giving their time for others and acting as role models and mentors.



Each year we train 1,000 health professionals.



£100m secured in research grants and contracts during 2016-17.



Queen's has a £10m investment programme targeted on reducing its carbon emissions by 10,000 tonnes by 2020.



The Social Charter shines a light on the significant contribution made by our students and staff and the positive impact we have. The Charter reaffirms our commitment to engaging with society and celebrates the many ways our students and staff contribute to our place.

The University's Corporate Plan acknowledges and celebrates the Social Charter through the identification of Signature Projects.

The 19 Social Charter Signature Projects featured in this brochure have been chosen in order to bring the Charter to life. They encapsulate the breadth of activity that Queen's students and staff carry out on a daily basis, as well as representing the principles and themes contained within the Charter.



# RESEARCH WITH IMPACT

Advancing knowledge,  
informing debate, shaping  
policy, transforming lives



# TRANSFORMING CANCER CARE

## Addressing Cancer Inequalities in Europe

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Currently three people succumb to cancer every minute throughout Europe. The 70:35 Vision (70 per cent long-term survival for cancer patients by 2035) is being recognised as a blueprint for cancer policy across European nations.

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The research, led by Professor Mark Lawler, has found significant inequalities in access to appropriate cancer care across Europe.

Queen's University partnered with European cancer research organisations as well as local and international charities, leading to the development of a European Cancer Patient's Bill of Rights, which was launched in the European Parliament in Strasbourg on World Cancer Day 2014.

This unique partnership between patients and health professionals has supported significant uptake of the Bill of Rights across Europe. The three guiding principles of the Bill address the right to accurate information; access to appropriate specialised care; and healthcare systems that will achieve improved patient-focused outcomes.

“I praise the very first Right that the European Cancer Patient's Bill of Rights defends, the right for the patient to receive accurate information and be proactively involved in their care”

**Tonio Borg**  
**European Commissioner for Health**



RESEARCH WITH IMPACT

# EDUCATIONAL COLLABORATION

## Shared Education

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Shared Education is addressing divisions, informing current legislation in Northern Ireland, and having an impact internationally.

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In 2007, an innovative approach to facilitating reconciliation through schools separated on ethnic or religious lines was developed in Northern Ireland.

Between 2007 and 2013, over 140 schools participated in 23 collaborative partnerships. At the programme's peak over 5,000 pupils participated in shared classes and hundreds of teachers were involved in delivering these classes or engaging in partnership-related work between the schools.

In 2012, the Centre for Shared Education was established at Queen's to promote the model both nationally and internationally. The Centre supports an ambitious programme of research, advocacy and interventions. Centre objectives are consistent with UNESCO goals for addressing ethnic divisions through education, and in 2015 the Centre Director, Professor Joanne Hughes, was awarded a UNESCO Chair.

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The model of curriculum-focused school collaboration has now been mainstreamed in the Northern Ireland education system, with the Shared Education Act (2016) mandating the Department of Education and the Education Authority to 'encourage, facilitate and promote' shared education.

“Our colleagues from Queen's helped us to develop shared work in education with more than 100 schools across Israel and our program continues to expand, contributing to closer relations between Jews and Arabs and improving education. Our Shared Education colleagues in Queen's have organised important study tours in Northern Ireland Schools for Israeli Educators: these visits have created a genuine commitment among education decision makers and school leaders.”

**Myriam Darmoni Charbit,**  
**Director of Civics and Shared Life Education,**  
**Center for Educational Technology, Tel Aviv, Israel**





# UNDERSTANDING MOVEMENT AND MOBILITY

## Movement Innovation Lab

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Research meets virtual reality to develop better understanding of movement and mobility.

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Researchers in the Movement Innovation Lab are using immersive technologies, such as virtual reality, to understand how the brain makes split-second decisions about bodily action, and to develop new ways to improve such decision-making.

The research focuses on how the information we pick up through our senses, along with our own individual abilities to make certain movements, influences the thousands of action-based decisions we make every day. By working alongside elite sporting organisations, the team will use their technological platform to gain a unique insight into player performance.

The team's research also extends into the world of health, with the power of immersive technology being used to help those with impaired movement and mobility.

“Our collaboration with Queen’s has the potential to make a huge difference to the lives of children living with sight loss, right from birth. The data that the research provides will be used to inform our work with children and young people, helping us to provide more targeted support for children with sight loss and their families.”

**Fiona Brown**  
**Head of Mobility Services at Guide Dogs NI**



# EDUCATION WITH SOCIAL PURPOSE

Fostering the next  
generation of leaders



# TRANSFORMING THE BUILT ENVIRONMENT

## Street Society

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A unique collaboration involving Queen's architecture students and staff; government; and the community, providing a platform for dialogue on the built environment.

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Street Society is a week-long design event facilitated by architecture staff from the School of Natural and Built Environment. As an annual outreach project, it brings clients from not-for-profit community and voluntary organisations together with 100 talented students of architecture to produce something remarkable.

Street Society supports shared learning, where students learn from one another and from the community clients, and members of the community gain insight into the process of design and the value of their immediate built environment.

Street Society commenced in 2009. Since 2015 the programme has attracted support from the Department for Communities with funding under the Northern Ireland Executive's Urban Villages Initiative, and this year it has evolved into the Street Studio Project.

This support allowed Street Society to develop briefs in each of the areas providing the focal points of the Urban Villages Initiative across Northern Ireland. Teams of architecture students responded by, researching best practice, carrying out historical and contemporary analysis, mapping, constructing and proposing designs.

“The Street Society students brought energy and skills that cannot be underestimated in their ability to impact the community clients.”

**Linsey Farrell**  
Programme Director,  
Urban Villages Initiative



EDUCATION WITH  
SOCIAL PURPOSE

# SUPPORTING EDUCATIONAL ATTAINMENT

## Homework Clubs

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Queen's University student volunteers supporting children living in inner-city Belfast through homework clubs.

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Volunteer SU (the volunteering department of Queen's Students' Union) co-ordinates the Homework Clubs initiative, which works to improve the educational attainment and raise the aspirations of children and young people living in inner-city Belfast. The initiative also involves members of the refugee and asylum-seeker community.

Partnering with youth centres, community groups and schools across Belfast, Volunteer SU recruits and trains student volunteers to provide homework and study support to children and young people participating in their local homework club.

In the 2016-17 academic year, 17 homework clubs across Belfast were supported by some 160 volunteers, making a real difference to the children's education by enriching and nurturing the skills and abilities of each young person. The peer-mentor approach creates a safe and enjoyable environment where all children can access free study help in core curriculum areas in addition to personal development and recreational activities.

“To sit for one hour each week with a Queen's student who is only interested in what the child can do, to their own level of ability, and to see improvement on that – our children can't wait for next week until they see the student again, it is very valuable work.”

**Breege O'Kane**  
**Parent Support Officer, Christ the Redeemer PS**





# BREAKING BOUNDARIES TO PRODUCE NEW KNOWLEDGE



Developing transformative  
solutions to global challenges





# RAPID IDENTIFICATION OF INFECTIONS IN CHILDREN

## Point of Care Diagnostic Tests

A research project that has led to an innovative and effective new point of care test to allow rapid, accurate diagnosis of serious bacterial infections in children.

In the early stages, serious bacterial infection (SBI) can be difficult to diagnose in children. The research team, including Belfast HSC Trust and Queen's University, have developed and tested a point of care test called LAMP that allows the rapid, accurate diagnosis of meningococcal disease (MD). The LAMP-MD is in use in the laboratory and is commercially available for point of care testing in Hospital Emergency Departments.

The team has further developed the test for group B streptococcus (GBS), the most common cause of meningitis in newborns, and for Pneumococcus. LAMP-GBS is now available, making it possible to test for GBS in pregnant women during labour, in order to treat only those who require it.

The LAMP technology is inexpensive and simple to use and has clear benefits for diagnosing SBI in developing countries that cannot afford microbiology laboratories. Currently, the McClay Foundation is supporting the field testing of LAMP-GBS in Malawi.

“The LAMP test enables doctors to efficiently diagnose meningococcal disease within an hour. The test saves lives as well as saving precious time for hospital staff.”

**Dr James McKenna**  
**Belfast Health and Social Care Trust**



BREAKING BOUNDARIES TO  
PRODUCE NEW KNOWLEDGE

# FOOD SAFETY

## Inorganic Arsenic in Rice

Following ground-breaking research regarding the levels of inorganic arsenic in rice, this project now aims to develop effective mitigation.

Having first characterised the concern regarding inorganic arsenic, a carcinogen which is highly elevated in rice, Professor Andy Meharg and his Global Food Security team have turned their attention to mitigation.

Strategies include changes in rice farming, preparation and cooking. Through these approaches, up to 80 per cent of inorganic arsenic can be removed from the rice, making it much safer to consume, particularly for young children who are the most at risk.

As part of the project, the team has worked closely with Bangladesh Agricultural University and the Chinese Academy of Sciences.

“The programme of work greatly reduces the concentrations of a carcinogen in the diet, particularly the diet of young children. This work has led to new regulations from the EU and the World Health Organisation, setting guidance standards, and it’s changing US laws.”

**Professor Andy Meharg**  
**Institute for Global Food Security**





# INTERNATIONAL SUSTAINABLE DEVELOPMENT AND PEACEBUILDING

## National Institute for Health Research (NIHR) Global Health Research Group on Early Childhood Development for Peacebuilding and Sustainable Development

This project is building an international evidence base to inform work that will reduce the impact of violence on young children and help promote peacebuilding and social cohesion in low and middle income countries (LMICs).

Led by Queen's University, this NIHR Group involves a strategic partnership with UNICEF and collaborations with Yale, Harvard and New York University.

The Group includes an international network of researchers from several LMICs that have been affected by ethnic divisions and political violence.

The network builds research capacity in those countries and supports the development and robust evaluation of Early Childhood Development (ECD) services, thus contributing to the international evidence base on what works in these settings.

“We are delighted to be working in partnership with Queen’s University, Yale, Harvard and NYU to help support the development and evaluation of ECD services in low and middle income countries. Peacebuilding is inevitably multifaceted and includes the need to deal with security issues and wider political processes. However, there is already strong and compelling evidence to suggest that it also needs to include investment in children, families and communities.”

**Dr Rima Salah**  
**Deputy Executive Director, UNICEF**





BREAKING BOUNDARIES TO  
PRODUCE NEW KNOWLEDGE

# BUILDING INTERNATIONAL PARTNERSHIPS

## UK-China Consortium on Engineering Education and Research

Building higher education links and helping to improve the quality of engineering research and teaching in China.

The consortium, headed by Queen's, is the first of its kind to partner the E9 Chinese Excellence League – the top ten engineering institutions in China.

The project, focuses on energy and intelligent manufacturing in support of both countries' manufacturing ambitions, promoting and facilitating strategic engagement and bilateral cooperation between the UK and China partners.

This partnership develops institutional and professional collaborations in materials development and platforms for the 'Internet of Things', producing solutions that work across international and technical boundaries.

In the UK, Queen's University works in partnership with Birmingham, Cardiff, Nottingham, UCL and Warwick universities.

Our China partners are Southeast University, Beijing Institute of Technology, Chongqing University, Dalian University of Technology, Harbin Institute of Technology, Northwestern Polytechnical University, South China University of Technology, Tianjin University and Tongji University.

“With 270 joint programmes, institutes, and campuses, the UK and China are already world-leading partners when it comes to transnational education. But if we want to take forward our shared ambitions we need to look beyond institution-to-institution partnerships. We have made this alliance a reality, and in doing so we have placed another milestone on the path of UK-China education collaboration.”

**Jazreel Goh**  
**Director of Education,**  
**Marketing and Sport, British Council China**



# EQUIPPING FUTURE ENTREPRENEURS

## Enterprise SU

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Encouraging students to embrace social entrepreneurship and equipping them with the necessary skills and knowledge to create new businesses.

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Enterprise SU provides a wide range of networks and collaborations with businesses across Northern Ireland that participants engage with, providing ‘real world’ experience

The Students’ Union has commissioned an Entrepreneur in Residence to provide ongoing support to students. In addition to this, students also have the opportunity to take up a place in ‘The Hatch Student Incubation Space’, which provides free office space for a year and access to expert advice. Both undergraduates and postgraduates are supported during their studies and for two years after graduating.

“Enterprise SU empowers students, providing them with the skills and knowledge to equip them for the world of business. This initiative contributes positively to Northern Ireland’s business community, providing graduates from a wide range of degree pathways with business and enterprise skills.”

**Kat Maguire**  
**Enterprise and Development Support Officer,**  
**Queen’s University Students’ Union**



# CIVIC CULTURE AND INTERCULTURAL DIALOGUE

Fostering civic  
responsibility through  
engagement  
and dialogue



# DELIVERING EFFECTIVE HEALTHCARE

## Students Working Overseas Trust (SWOT)

A student-led charitable medical society which provides medical equipment each year for developing countries.

SWOT is a charitable medical society at Queen's University. The society raises over £50,000 every year through fundraising events such as the ever-popular SWOT Fashion Show, which annually raises £30,000. Each year, this funding supports the purchasing of essential medical equipment and medicines as well as promoting health care education in developing countries.

The society works with other organisations in the University including the Belfast Medical Students' Association, Belfast Marrow, and the Law Society.

SWOT is built on the enthusiasm of Queen's University medical students and their determination to help those who need it most. Being a volunteer for SWOT has proven to be highly rewarding and also provides opportunities to practice clinical skills both at home and overseas. At the end of the fourth year of medical studies, students are encouraged to take a six-week elective module abroad in order to gain invaluable experience prior to starting their careers as junior doctors.

“SWOT fundraising provides hospital equipment and medications to developing countries; in addition to this, SWOT students spend time in these countries supporting the delivery of more effective healthcare. In essence, SWOT saves lives.”

**Niamh Murphy**  
President, SWOT



# EQUALITY AND EXCELLENCE

Embracing diversity,  
raising aspirations



# USING EVIDENCE TO SHAPE PUBLIC POLICY

## Centre for Evidence and Social Innovation (CESI) Zones

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Many of the key challenges facing society such as educational underachievement or poor physical and mental health are complex and multi-faceted. In seeking to identify and develop new and innovative ways of tackling these we need to think differently and creatively.

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CESI works in sustained partnership with communities in Belfast and the professional and community organisations that support them.

The Zones are spaces where existing assumptions and practices, can be questioned, and innovative ways of working can be created by drawing together and harnessing the considerable expertise that exists within local communities, the professions and the academic world.

Over the coming years CESI is committed to investing in the development of two long-term and sustained partnerships locally in West Belfast: Greater Shankill and Colin.

“Queen’s are working with us through the Centre for Evidence and Social Innovation to examine and evaluate what we are doing but also to guide what we are doing and to bring best practice and what works to bear. We are absolutely delighted we are on this journey with Queen’s University – the Shankill and Queen’s working together on a programme of transformation for children and young people.”

**Dr Jackie Redpath MBE**  
**Chief Executive,**  
**Greater Shankill Partnership**



EQUALITY AND  
EXCELLENCE

# ENHANCING COMPUTER SCIENCE SKILLS FOR TEACHERS AND PUPILS

## :develop

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The :develop project improves the life chances and outcomes for a broad range of learners by widening access to university computing education.

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:develop has two overarching objectives: firstly, to inspire pupils, particularly those from disadvantaged areas, to study computing through a range of school outreach programmes designed to improve their analytical and problem-solving skills and enable them to make informed subject choices.

Secondly, to provide sustained support for, and to upskill teachers in, the delivery of a curriculum leading to high-quality computing qualifications for students.

Moreover, :develop aims to open routes into higher education, supporting adult learners through continuing education.

The programme enhances the local knowledge economy by fostering a high degree of computer literacy in a fast-growing sector that is quickly becoming a key aspect of Northern Ireland's developing economy.

“The :develop project works in schools in areas of disadvantage to provide wider access to higher education in computer science and software engineering. Moreover, it equips local teachers with the skills to deliver the curriculum and to provide the training to their peers.”

**Dr Neil Anderson**  
**School of Electronics, Electrical Engineering**  
**and Computer Science**





# WIDENING ACCESS TO HIGHER EDUCATION AT QUEEN'S

## Pathway Opportunity Programme

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A unique programme which provides a route for talented young people from Northern Ireland who have the ability to study at Queen's University but may require additional support and encouragement to reach their full potential.

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The Pathway Opportunity Programme provides support for students to access their higher education at Queen's University. The Programme is open to Year 13 students throughout Northern Ireland.

The Programme provides a route for talented young people from Northern Ireland who have the ability to study at Queen's University but may require additional support and encouragement to reach their full potential.

Throughout Years 13 and 14, participants benefit from a structured series of events designed to aid progression to Queen's University, including receiving admissions guidance and support.

Those who successfully complete the Programme will benefit from receiving a reduced admissions offer for a programme of study at Queen's University, which may be up to two A-level grades (or equivalent) lower than the standard offer. They will also benefit from tailored transition events and support throughout their first year.

“The programme has given our pupils the chance to experience student life at Queen's University as well as a choice about their future career pathways. They can now choose to go to Queen's University, whereas it may have been only a dream before this programme. It is a wonderful opportunity for our pupils to aspire, endeavour and achieve.”

**Mrs Martine Mulhern**  
Principal, St Cecilia's College, Derry



EQUALITY AND  
EXCELLENCE

# A UNIVERSITY FOR ALL

## Equality, Diversity and Inclusion at Queen's

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The project embodies a commitment to equality of opportunity, and to building a diverse and inclusive working environment.

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As part of an ongoing commitment to equality of opportunity and creating a diverse workplace, Queen's delivers a range of positive action and outreach measures to engage with various communities in the Greater Belfast Area.

This project, led by staff from the University's Diversity and Inclusion Unit, seeks to increase awareness about Queen's University as a potential employer by building meaningful relationships both internally and with external stakeholders.

Initiatives such as Behind the Scenes at Queen's give those who may never have thought of working at the University a chance to explore the campus and meet members of staff in an informal and relaxed setting.

This project aims to build upon the excellent work already being delivered through various equality, diversity and inclusion activities.

This is a collaborative project, engaging staff and external stakeholders in developing opportunities for careers at Queen's, with a particular focus on reaching out to underrepresented groups within the Greater Belfast Area.

“Equality, Diversity and Inclusion at Queen's ensures the University creates an environment where all our students and staff can enjoy being part of an open and diverse Queen's community”

**Conor Curran**  
**Diversity and Inclusion,**  
**Queen's University**





# SUSTAINABILITY



Making the transition  
to a sustainable future



# SUPPORTING THE TRANSITION TO A SUSTAINABLE FUTURE

## Centre for Advanced Sustainable Energy

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The Centre for Advanced Sustainable Energy (CASE) is an industry-led sustainable energy research centre at Queen's which bridges the gap between industry research needs and academic research.

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CASE supports collaborative research in marine renewable energy, bio-energy and intelligent energy systems.

The Centre's research focuses on optimising the efficiency of processes deriving energy from biomass; improving wind and tidal turbines; and developing intelligent energy systems to help achieve the UK's renewable energy commitments.

CASE is a recognised Competence Centre, offering companies an opportunity to develop innovative technologies for the sustainable energy sector before bringing them to market.

To date, CASE has funded 18 collaborative research projects with a value of £4.3m and involving over 50 companies.

“Our rationale is to support companies to compete in the global sustainable energy market by academic research and innovation in strategic renewable energy fields such as marine renewables, energy systems and bio-energy. CASE will be the conduit that drives industry research, providing access to world class researchers and facilities.”

**Ms Sam McCloskey**  
**CASE**



# REDUCING CARBON IN CITIES

## CityZEN

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The CityZEN Project is a European Union Smart Cities Programme that aims to kick-start carbon descent in cities through direct design action. The project consists of a week-long participatory ‘Roadshow’ event that develops a carbon descent roadmap for a city on a neighbourhood scale.

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Working closely with local government agencies and stakeholders, the project aims to be inspirational and challenging to the city, whilst developing realistic but achievable change. The short timescale allows the cities involved to engage in a new way and allows them to be more imaginative and free thinking.

The project has included collaborations with TU Delft, the Netherlands; University of Sienna, Italy; VITO, Brussels; Think-E, Belgium; as well as the cities of Amsterdam, Grenoble, Belfast, Izmir, Dubrovnik and Seville. It has been recognised by the European Union as exemplary in its engagement with citizens.

“Working with cities across Europe, this project aims to make rapid change to energy use by visualising a future that is sustainable, and co-designing a series of carbon descent interventions.”

**Professor Greg Keeffe**  
**School of Natural and Built Environment**





# RECOGNISING AND REWARDING CONTRIBUTIONS FROM STUDENTS AND STAFF

Celebrating individual  
achievements across  
the University





# CELEBRATING OUR STUDENTS

## Students' Union Awards

Showcasing and celebrating the achievements of the Students' Union clubs and societies.

The SU Awards presentation event highlights the achievements of clubs and societies whilst also recognising student success and participation in entrepreneurship and volunteering.

Many of the clubs, societies and students are making a significant, positive impact on local, national and international communities. These awards provide an ideal platform for the Students' Union to showcase and celebrate this work.

“The SU Awards is an annual celebration event acknowledging the amazing achievements of Queen’s students and the impact they have on society through over 200 clubs and societies, entrepreneurship projects and volunteering. Much of this activity has a significant impact on local, national and international communities. Employers like us also value the transferable skills that students develop such as teamwork, innovative thinking, communication and relationship building.”

**Patrick Sally**  
Associate Consultant, PwC



RECOGNISING AND REWARDING  
CONTRIBUTIONS FROM  
STUDENTS AND STAFF

# ENHANCING LEADERSHIP SKILLS

## Inspiring Leaders

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Equipping students and strengthening their understanding and practice of leadership skills.

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Inspiring Leaders is an initiative coordinated by Volunteer SU (Queen's University Students' Union) and facilitated by The William J Clinton Leadership Institute and Careers, Employability and Skills at Queen's University. The programme targets students volunteering in positions of leadership with the aim being to strengthen their understanding and practice of leadership skills, and enabling the participants to translate their volunteering experiences into tangible employability skills.

The programme involves a 'Meet the Leaders' initiative where students have the opportunity to network with leaders from a range of backgrounds, including political, academic, business and the charitable and voluntary sectors.

“The skills that students will develop through this programme, such as leadership, relationship building, working under pressure and innovation are what we and other employers value highly. As one of the largest graduate employers in the region, we see this sponsorship as a commitment to help strengthen the future talent pool. Building on the great work by Queen's Careers, Employability and Skills in conjunction with The William J. Clinton Leadership Institute, PwC are looking forward to driving this initiative forward.”

**Keith Hassard**  
Student Recruitment Manager,  
PwC





**QUEEN'S  
UNIVERSITY  
BELFAST**

**PUBLIC ENGAGEMENT AT  
QUEEN'S UNIVERSITY BELFAST**

Our aim is to promote the message, teaching, research and values of Queen's University across the entire political and civic sphere in order to promote global thinking locally.

For further information, please contact:

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and Internationalisation Directorate  
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