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| Promotion of the competition raised awareness of GBV for staff and students | Engagement with the project prompted discussion and highlighted the available resources | Strengthened links with external partners | Created a legacy of creative media resources | Increased engagement with existing GBV resources, including the student e-module Student Creative Call Out – 16 Days of ActionExecutive Office W | **Goal:** To encourage students to learn about GBV (Gender Based Violence) and gender equality, and produce creative media which could be used to raise public awareness, for promotion, and in training materials.  **Submitted by:** Hollie Drever **Project:** To work with colleagues to create a competition for students which linked in with the 16 Days of Action national campaign. **Benefit to:** Students, staff, and external partners.   |  |  | | --- | --- | | ****Key message: Raise awareness and contribute to a change in culture**** | | | Aimed to engage students in awareness of GBV | | | Produce a bank of creative media pieces related to GBV and gender equality | | | Materials would be available to UHI and associated Violence Against Women Partnerships | | | Tangible resources ensure the sustainability of key messages | | | Links in a visible way with the national 16 Days of Action project | | | **Project delivery** |  | | The project was developed by the Student Support Officer: Gender Based Violence with a £100 cash prize funded by the Highland VAWP | | | Cultural and Creative Industries staff were instrumental in supporting the project | | | A Student Creative Pack included inspiration from HVAWP and lecturers, and contained information about GBV | | | The competition was promoted across UHI and its partners | | | The Panel who judged the entries included UHI staff and representatives from HighLife Highland and RASASH | |   **Impact:**  The partnership working on the development and implementation of the project resulted in improved staff awareness of GBV. The Creative Pack was downloaded over 70 times, with increased views of the associated GBV webpages and resources as well during the competition. The student e-module also saw increased uptake during this period. |