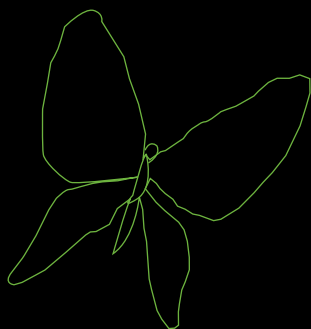
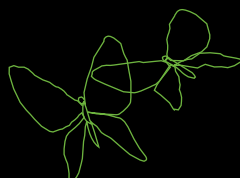
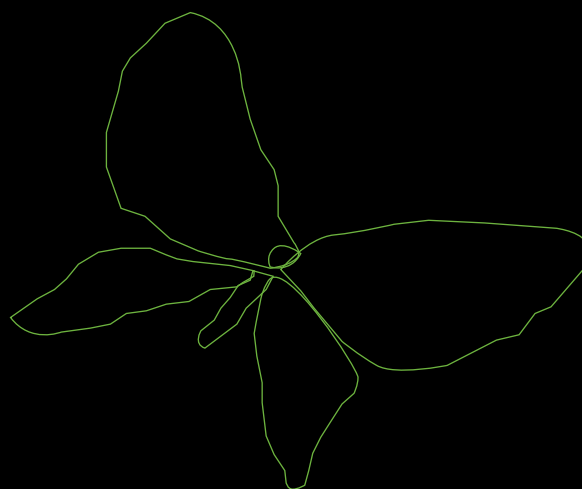


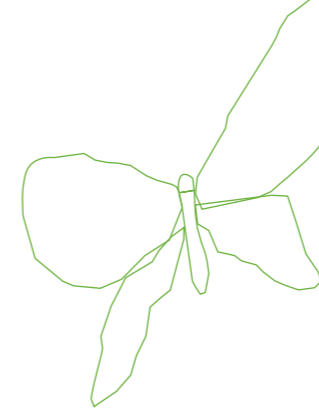
LONDON EDUCATION PARTNERSHIP AWARDS

REWARDING PARTNERSHIPS,
RAISING ASPIRATIONS



WINNERS
2009

LONDON EDUCATION PARTNERSHIP AWARDS WINNERS 2009



The London Education Partnership Awards recognise and celebrate the efforts being made by the capital's innovative education partnerships to enable many more young people and adults who have the potential to succeed to go on to higher education. In 2009, we celebrated a third successful year for the awards, which have gone from strength to strength since their inception.

I was honoured to be invited to chair last year's judging panel and was so impressed by the quality of the partnership work we saw that I had no hesitation in agreeing to chair this year's panel.

When the awards were launched, we were aware of some excellent individual examples of partnership work under way in the capital but there was no overall picture. Three years later, we can see that the concept of partnership is firmly embedded in the way that an increasing number of London's schools, colleges, universities, employers and third sector organisations work. You can find out more about many of these groundbreaking partnerships in *Butterflies for Higher Education Partnerships**, published by the Department for Children, Schools and Families.

To date, we have received applications from approximately 170 different partnerships from across all the London boroughs. One in four of all London secondary schools have applied either directly or as part of a bid submitted by a partner; similarly, over half of the capital's further education colleges have been represented and almost three in four of London's higher education institutions.

In 2008, we noted how many of our finalists were involved in taking the message about the importance of higher education into primary schools. That pattern has continued; in addition, several of this year's finalists have made particular and effective efforts, in communities with little or no tradition of higher education participation, to enthuse and involve parents and carers in partnership activities.

We are also seeing the emergence of education partnerships that are designed to open up the professions to a much broader cross-section of entrants.

Above all, we now have a demonstrable record of the impact that partnerships are having on educational attainment and progression levels. The success of good partnerships provides us with solid and growing evidence.

We must not forget that it is the vision, dedication and commitment of teachers, lecturers and staff who make these programmes possible. They make education exciting and dynamic and they really are changing lives, by lifting the aspirations and achievements of so many young people and adults, especially in some of London's most disadvantaged communities.

This year's finalists represent some of London's most exciting developments in education. We have no doubt that you will be as impressed by all that they are doing as we are.

Mike Tomlinson

Sir Mike Tomlinson



CROSS-ORGANISATIONAL PARTNERSHIP AND IMPACT

SPONSOR: MAYOR OF LONDON

The Aspire Initiative partners include Uxbridge College, London West Aimhigher, Hillingdon Improvement Partnership and Aimhigher, the University of Westminster, Thames Valley University, Brunel University and over 20 schools. It is dedicated to raising expectations and changing attitudes to education, in particular to higher education. Aimhigher research shows that young people decide about higher education before Year 7 so, since 2007, the initiative has targeted Year 6 pupils, especially from families and communities with little or no history of higher education progression, and continues when they move on to secondary school. This will be the first cohort to go through to Year 12 when the staying-on age is raised in 2013.

The focus is a programme of nine workshops, hosted by partners, that pupils can attend over two days. The 2008 event included sport, health, media, music, engineering, art and British Sign Language activities. The workshops aim to increase motivation to study, to enhance self-development and to enable young people to explore potential careers.

Participant feedback has been positive and encouraging. Pupils have enjoyed what they have learned and their teachers are clear about the benefits. A rising percentage of pupils indicate that they are now thinking about going to college or university (65 per cent in 2007 and 82 per cent in 2008).



ASPIRE INITIATIVE
UXBRIDGE COLLEGE

ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'All the partners involved in the successful Aspire project at Uxbridge College are thrilled to have been recognised with this award. The earlier children consider further and higher education, the more likely they are to participate – and Aspire is a great way to get 10 and 11 year-olds started.'

Mark Nettle,
Director of Student Services,
Uxbridge College

INDIVIDUAL ORGANISATIONAL IMPACT

SPONSOR: KPMG

Birkbeck has been providing education for non-traditional students since it was founded in 1823 and, in 2006, brought its unique offer to East London. Birkbeck Stratford is aimed at 'hard to reach' communities, taking educational opportunities from a world-class, research-intensive university to people in some of the UK's most disadvantaged areas. Activities and courses take place in local premises at convenient times. Partners include the University of East London, East Thames Housing Association, Children and Sure Start Centres, the Creative Way Lifelong Learning Network, Theatre Royal Stratford East, Newham Sixth Form College, Nextstep, the Open University, and Tower Hamlets College.

The project offers a comprehensive programme of student support including 'Demystifying HE' talks and a curriculum that encourages students into learning, including a Higher Education Introductory Studies course. These are complemented by its 3Ts (talks, tours and tasters) programme for groups.

Birkbeck Stratford has had an immediate impact; in its second year, local student enrolments were up by 61 per cent. Module enrolments, enquiries and open evening registrations also rose dramatically. Employers sponsor 25 per cent of the project's students in the Stratford area.

BIRKBECK UNIVERSITY OF LONDON

ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'The staff and students of Birkbeck are incredibly proud and delighted to receive this award – it is the kind of peer recognition everyone hopes to achieve. The award celebrated an area and method of working which can sometimes be overlooked and for that we are even more proud. Our work in Stratford remains at the heart of Birkbeck's widening participation commitment to increase higher education involvement amongst some of east London's least engaged groups and this award only spurs us on more to keep doing what we do best and make a difference.'

Caroline McDonald,
Head of Outreach and
Widening Participation,
Birkbeck, University of London

LONDON EDUCATION PARTNERSHIP AWARDS 2009



EXCELLENT PROFESSIONAL PRACTICE IN CURRICULUM AND STUDENT SUPPORT

SPONSOR: SPECIALIST SCHOOLS AND ACADEMIES TRUST

When Louise Andronicou took over her faculty role in 2005, FAHS was struggling to recruit students and was heavily reliant on clearing. Since then the faculty has devised and implemented many partnership-based initiatives designed to create aspirations in students, provide them with information about and experience of higher education and to equip them with the study skills that higher education requires.

Special projects include a Level 4 law unit for school sixth forms and a parallel programme in tourism and hospitality. Three of the schools involved are in boroughs that operate a selective system at 11; their students had 'failed' the 11+ exam and consequently did not think that university was for them. Other partnership activities include progression accords with four London boroughs, Access and Youth Access courses at Crossways Academy, NewVic and Southwark College. FAHS academics and student ambassadors provide valuable advice; for example, on subject areas and careers.

Over 50 per cent of the FAHS's applications now come from non-traditional students and undergraduate home student targets and numbers have risen dramatically; it is now LSBU's best recruiting faculty. For example, in 2004, its Social and Policy Studies Department was 30 per cent under-recruited; it is now 55 per cent over-recruited.



FACULTY OF ARTS AND HUMAN SCIENCES (FAHS)
LONDON SOUTH BANK UNIVERSITY (LSBU)

ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'My faculty is immensely proud of winning this award. More important, the students who have benefited from our educational partnerships and who participated by talking to the judges, about how they have benefited from our partnership work, are elated.'

Through our innovative widening participation approach to recruitment, which we implement through forming educational partnerships with schools, colleges and local authorities, we have succeeded in breaking down the barriers which have prevented many young people from progressing to higher education. As a result, we have seen a huge increase in applications from hard to reach groups to courses in our faculty. The award has given us formal recognition for this time consuming but incredibly worthwhile work.'

Louise Andronicou,
Director of Recruitment & Marketing/
Principal Lecturer in Law,
Faculty of Arts and Human Sciences

EXCELLENT PROFESSIONAL PRACTICE IN CURRICULUM AND STUDENT SUPPORT IN SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)

SPONSOR: ROYAL SOCIETY OF CHEMISTRY

Media Space is a summer school that gives Tower Hamlets school students the opportunity to work with leading academics, scientists, and science communicators to develop creative thinking and an understanding of science and technology within the context of space. It uses the Cassini Mission as a source of inspiration for projects that involve science, engineering, mathematics and media studies to help students understand the ways in which scientists and engineers make discoveries, and the importance of images in creating new knowledge. Partners include the local authority, the Ideas Foundation, the Royal Observatory and the Science and Technology Facilities Council.

Since its 2007 pilot programme, the project has been open to Year 10 students from Morpeth School. The aim is to encourage more pupils to continue their STEM subjects to A-level and beyond. In 2008, students worked on media projects such as writing articles, film editing and photography, combined with science-based work in subjects that included astronomy, engineering and materials science. They produced PowerPoint presentations, short films and articles for Metro.

The school, which is located in England's third most deprived local authority area, has seen an improvement in GCSE grades and students cite Media Space as having helped them to gain entry to some of the more competitive sixth forms.



MEDIA SPACE
QUEEN MARY UNIVERSITY OF LONDON

ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'The partners involved in Media Space were delighted to win this award, and to gain recognition for the project and the inspiring young people who have taken part in it. Queen Mary is passionate about widening participation, and this award proves what can be done when there is a strong partnership between the college, local schools such as Morpeth and highly committed external partners such as the Ideas Foundation. We hope that Media Space will help inspire the next generation of space scientists, and we are very grateful to the London Education Partnership Awards for recognising and publicising our work.'

Anne Setright,
Head of Outreach and
Widening Participation,
Queen Mary, University of London

EXCELLENT PROFESSIONAL PRACTICE IN CURRICULUM AND STUDENT SUPPORT IN ARTS, DESIGN AND COMMUNICATION

SPONSOR: UNIVERSITY OF THE ARTS LONDON

St Saviour's art department believes in taking risks with its curriculum – to develop students as independent learners, who have the confidence to explore creativity, to develop ideas, work autonomously in a supportive environment and take risks themselves. The department has forged partnerships with artists, galleries, businesses, other schools and the wider community to create diverse, exciting and inspiring learning opportunities for students, most of whose parents have not attended university.

The Double Take project, run with the South London Gallery brings contemporary art works into the school. Lessons with the department's artists in residence give students the experience of studying alongside working artists. A visit by 500 students to Robert Hiorn's *Seizure* exhibition became a stimulus for cross-curriculum learning in art, science and English. This approach typifies the department's collaboration with other curriculum areas: its *Remembrance* project combined drama, history and art and included visits to the Army Museum and the Royal Hospital Chelsea.

Student uptake of GCSE Art has increased significantly in three years, with a parallel increase in A-level results and grades. This year, the first student from the school received an unconditional offer to study Foundation Art at Central St Martin's.



ST SAVIOUR'S AND ST OLAVE'S

ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'We may be small but we are both discerning and passionate about our partnerships, so receiving the award has been fantastic. This, together with the results that our students achieve, has confirmed that our approach is the right one. Winning an award has helped us to strengthen existing partnerships and given us the confidence to grow.'

Sue Mulholland,
Head of Art and AST,
St Saviour's and St Olave's

2012 – LIGHTING THE FLAME

SPONSOR: PODIUM

Work in relation to 2012 has been under way at Aspire (Aimhigher South East London) since 2006 and two of its programmes have proved particularly successful. A week of Aspire pre-Olympic events showed how substantial the potential interest was and a Sports Ambassador programme was launched in partnership with London higher education institutions that offer sports-related degrees or where the students' union has a strong sports offer. In 2008, a unique Aimhigher Associates Pathfinder was added – the Sports Associate scheme.

Sports Ambassadors act as a link between schools and universities and are supported in gaining a coaching qualification in their chosen area. Sports Associates work with small groups of young people in the Olympic and neighbouring boroughs. The scheme involves three education partnerships, 10 universities and 28 schools, colleges and a pupil referral unit.

These programmes target young people from areas where higher education and even post-16 education participation is low. Initial feedback is encouraging and interest in the schemes is growing, with the number of schools and higher education institutions taking part doubling in the second year.



SPORTS ASSOCIATES
LONDON SOUTH BANK UNIVERSITY

ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'It was fantastic, especially for the students who took part in the presentation to the judging panel, which enabled them to see how much being involved in the partnership had helped them to achieve. Our programme is the only one of its kind in the country; winning the award has further enhanced our credibility and helped us to secure funding for the next year.'

Frankie Grant,
Aimhigher Associate Sports Manager,
London South Bank University

SUCCESS AT 17: ACHIEVING SUCCESSFUL OUTCOMES AND PROGRESSION FROM LEVEL 2 TO LEVEL 3

SPONSOR: LONDON THAMES

GATEWAY DEVELOPMENT CORPORATION

A Beacon College, Lewisham believes that success at 17 is based on a series of preceding successes, especially for young people with challenging or disadvantaged backgrounds. Progression pathways support young learners across the curriculum, enabling more young people to progress at 17. This approach is enhanced by the college's outstanding and innovative partnership links. The college is the borough's largest 14 to 19 provider and one of the largest in London.

The college's work with young people has been developed over many years and is reviewed continuously. The current strategy includes a Junior Skills Academy, targeting 14 to 16 year olds and inducting them into vocational courses at a critical phase; Youth Entry to Higher Education, an alternative university progression route to A-levels; Skills for Choice, a large-scale construction programme; vocational and life-skill programmes for young people with learning difficulties, and performing arts courses with exceptional progression to specialist higher education institutions.

Each year, 3,000 young people join the college, the majority at Level 2 and below and internal progression rates are between 85 and 90 per cent. The college's Contextual Value-Added rating of 1054 is the highest for Lewisham, London East and all London colleges and puts it in the top five per cent of 14 to 19 providers nationally.

LEWISHAM COLLEGE

ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'It's a real acknowledgement of what we have done to raise student aspirations and achievements at Level 2 and at age 17 and reflects the efforts of countless numbers of dedicated teachers and support staff, in every part of the college. The students who attended the ceremony were thrilled to be there and the award has been a tremendous boost for their self-esteem.'

Peter Mayhew-Smith,
Vice Principal,
Quality and Curriculum Development,
Lewisham College





THIRD SECTOR/COMMUNITY ORGANISATION OF THE YEAR

SPONSOR: THE NATIONAL INSTITUTE OF ADULT CONTINUING EDUCATION (NIACE)

Since it opened in 2006, the Bright Education Centre has become a very popular community resource, serving 95 Somali young people aged five to 16. The primary aim is to enable students to achieve higher levels of academic and social success in their regular schooling. Partnerships with Lilian Baylis Technology School, the Imperial War Museum and Lambeth summer university scheme help the centre to achieve its goals. Staff and volunteers are university students or recent graduates, providing vital role models.

There are English, maths and science lessons and enrichment activities, including sports and computer access, and additional classes that support A-level students with exam preparation and in their optional subjects. The centre encourages and supports parents' involvement in their children's education and in developing the cultural identity, self-esteem and confidence of children of Somali heritage. The centre is dedicated to helping young people achieve their personal best, within a happy, supportive environment.

Students travel considerable distances to attend the centre and the waiting list is growing. In 2008, 80 per cent of GCSE students who attended regularly went on to A-levels, with a view to higher education. Older students come for advice and support in applying to further and higher education institutions.

BRIGHT EDUCATION CENTRE

ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'We are humbled and honoured to have won this award, which has opened up many opportunities for us. It is a tribute to the excellent work done by our volunteers and has raised awareness of our work. It was a very proud time for the students who attended the ceremony, which really helped to motivate them.'

Issa Issa,
Centre Director,
Bright Education Centre

INDIVIDUAL PROFESSIONAL CONTRIBUTION TO HIGHER EDUCATION PROGRESSION

SPONSOR: MOUCHEL

From 2000 until 2008, Jon Parry led Widening Participation in Health Professions Education (the Advice Clinic) in London, which eventually involved 18 higher education institutions. Activities included health fairs, visits to schools by staff and students, educational visits to the Royal Veterinary College (RVC), masterclasses, work shadowing, Saturday schools for Afro-Caribbean students, a staff development programme on admissions and interview procedures and updates for teachers and parents.

At RVC, Jon Parry has worked with Aimhigher partnerships across London, in particular Camden, Tower Hamlets, Kensington and Chelsea, and Westminster. RVC Student Ambassadors visit schools, raising aspirations, running science clubs, and mentoring. Individual learners are at the heart of the majority of the activities that Jon leads. He is as at ease and enthusiastic with young visitors as he is addressing education policy makers. He also pioneered the RVC's Gateway Programme for non-traditional entrants from low-income families with no experience of higher education.

Thanks to Jon Parry's work, widening participation is now a core objective in the RVC's corporate plan and there is a generous bursary scheme. Between 2002 and 2007, state school intake rose from 50 to 61 per cent and for lower socio-economic groups it rose from 18 to 30 per cent.



JON PARRY
HEAD OF COMMUNITY ENGAGEMENT
AND WIDENING PARTICIPATION
ROYAL VETERINARY COLLEGE

ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'I've never won anything, ever before, so the congratulations I've received from friends and colleagues since winning this award have been amazing and have really brought home to me just how highly widening participation is viewed in the education world. The award was also very important for my institution, the Royal Veterinary College. Always elite but never elitist, the RVC has demonstrated that a specialist institution with an international reputation can make a huge contribution to widening participation and still maintain the highest standards.'

Jon Parry
Head of Community Engagement
and Widening Participation,
Royal Veterinary College

EMPLOYER OF THE YEAR

SPONSOR: LONDON FIRST

Deloitte has a longstanding commitment to working with educational partners across London. In 2001, a project aimed at improving the employability of new entrants to the workforce was piloted in the capital. This led to the Deloitte Employability Initiative, now a cornerstone of its community investment strategy, and the Deloitte Employability Course is available nationally. Partnerships with further education colleges are fundamental to the firm's approach; Deloitte Employability Centres are college-based, in London, at City and Islington College. Principals are members of the National Steering Group for this work.

Deloitte has contributed significantly to enhancing staff and student employability skills at 15 of London's further education colleges; 50 London college trainers have attended a bespoke residential Train the Trainer programme, funded by Deloitte and delivered by Deloitte-trained staff at City and Islington. Last year 126 of the college's students achieved the Deloitte Employability Award, leading to guaranteed job interviews. Over 1,000 London students have achieved this award since 2006.

The programme has had a substantial impact on attainment levels and employment prospects; retention and achievement rates are above the national average for similar courses. Feedback from students, teachers and employers is consistently positive.



DELOITTE

ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'In the modern world, it is becoming increasingly important that young people don't focus only on technical skills but also develop their wider employability – such as communication skills, teamwork, time management and a positive attitude. To deliver these skills effectively, however, requires genuine collaboration between all those involved: the education system, government, employers and, crucially, the students themselves. We are delighted to have won this award and to be able to demonstrate what is possible and the benefit to all when a true partnership is developed.'

Bob Thust,
Head of Community Investment,
Deloitte

Since 2005 AEG Europe has had a strategy to recruit, train and develop local staff. This includes reaching the potential workforce in schools. It works with a wide range of educational institutions and other partners on projects of common interest, especially those with creative and cultural and sport and recreation themes. Partners include Greenwich Council, Greenwich Education Business Partnership, Greenwich Local Labour and Business, Greenwich Community College, Greenwich University, Ravensbourne College of Design and Communication and Westminster Kingsway College.

The current central programme is a humanities module based on the River Thames on 'Clipper Classrooms'. This provides free river travel to 30 students, every term day, together with the opportunity to study Key Stage (KS) 2 Humanities, KS 3/4 Design and – for all ages – Work-Related Learning. This year sees the launch of a Foundation Degree in Venues, Events and Hospitality Management (AEG), in partnership with Greenwich Community College and the University of Greenwich. Bespoke curriculum programmes are available to the community via the O₂ website and the management team offers outreach work.

There are design projects for Ravensbourne undergraduates; masterclasses to support Diplomas in ICT and Travel and Tourism, and AEG is planning a training kitchen for 30 young apprentices. The target for local recruitment was achieved at opening and has been sustained ever since.



AEG EUROPE/THE O₂

ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'This award completely underlines the ethos of The O₂ and recognises the creative delivery of our education programmes in a dynamic business environment. We have a deep-rooted commitment to our local community and are proud of the partnerships we have built. We were thrilled to win this award and it recently formed part of the UK presentation to AEG's worldwide partners.'

David Campbell,
CEO & President,
AEG Europe/The O₂

Fashion Awareness Direct (FAD) is a creative charity supporting young people to help bridge the gap between education and the fashion industry and offering professional fashion workshops and competitions for 13 to 25 year olds. Working with its partners, FAD's Fashion Futures projects have developed a comprehensive curriculum, geared to specific year groups. As well as fashion, programmes cover art and design, textiles, photography and the performing arts. All projects culminate in a professional fashion catwalk, with students modelling their designs. Two thirds of students taking part come from families with no experience of higher education.

The Fashion Futures programmes run at higher and further education institutions, with sessions led by lecturers and supported by fashion degree students. Fashion and fashion-related industry leaders have been instrumental in running more specialised workshops and industry days. Partners include River Island, Harrods, Harvey Nichols, Mac Cosmetics, the V&A and the British Museum. Participants benefit from individual student support, including careers advice and guidance.

More than 800 students from 80 London schools and colleges in 12 boroughs have gained vocational skills to complement and enhance their studies. Approximately 600 achieved NewCAD accreditations in Fashion Design Process. Other benefits included mentoring and work experience opportunities.



FASHION AWARENESS DIRECT

ON WINNING A LONDON EDUCATION PARTNERSHIP AWARD

'To receive the Chair's Award is the best recognition FAD could have, coming from Sir Mike Tomlinson, the very same person who has been campaigning to bring skills back to education. We would like to thank all our educational and industry partners who have supported us to achieve this award. Above all, we would like to thank our beneficiaries and the many others who inspire us to continue with our work.'

Maria Alvarez,
Executive Director,
Fashion Awareness Direct

THE LONDON EDUCATION PARTNERSHIP AWARDS WOULD LIKE TO THANK THE FOLLOWING:

The Old Royal Naval College for its generous sponsorship of the awards ceremony.

OUR AWARD SPONSORS FOR THEIR VALUABLE SUPPORT:

City of London
KPMG
London Thames Gateway Development Corporation
Mayor of London
Mouchel
National Institute of Adult Continuing Education
Podium
Royal Society of Chemistry
Specialist Schools and Academies Trust
University of the Arts London



OUR ASSESSORS AND MANY OTHER INDIVIDUALS AND ORGANISATIONS WHO GAVE THEIR TIME, ADVICE AND EXPERTISE:

Adhil Ahmad
Imran Ali
Ellen Anderson
John Attree (C)*
Simon Beer (C)
Kirsten Bodley (C)
Caroline Boswell
Paul Buchanan
Kate Burrell
Jill Coughlan (C)
Mark Crawley (C)
Department for Children, Schools and Families
Kru Desai
Sean Dillon
Allan Dodd
Mark Ellis
Charlotte Foster
Leisha Fullick (C)
Jane Glanville
Clare Goudy
Bethan Gould
Derek Grover (C)
John Hall
Chris Heaume
Judith Hinman (C)
Tom Jupp (C)
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Bonnie Salih
Gareth Smith (C)
Matthew Smith
Wes Streeting (C)
Casey Thomas
Oladosu Titilope
Sir Mike Tomlinson (C)
Raphael Wilkins
Karen Woodley

(*C = Judging, assessment or student panel chair)

'We must not forget that it is the vision, dedication and commitment of teachers, lecturers and staff who make these programmes possible. They make education exciting and dynamic and they really are changing lives, by lifting the aspirations and achievements of so many young people and adults, especially in some of London's most disadvantaged communities.'



Sir Mike Tomlinson,
Chief Advisor for
London Schools

THE LONDON PARTNERSHIP AWARDS TEAM:

Chris Jude
Rachael Brown
Chris Chapman
Melissa Murrell
Jaime Hallam
Anima Communications
Hudson Fuggle

For more information and details of next year's awards, please email: lepawards@ioe.ac.uk



LONDON EDUCATION PARTNERSHIP AWARDS



MAYOR OF LONDON



RSC | Advancing the Chemical Sciences

