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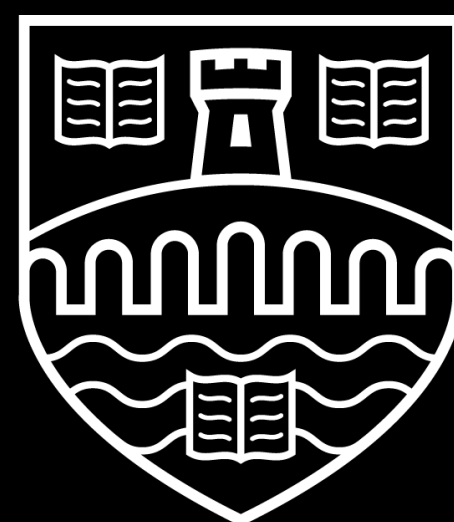


RATE

TEACHING AWARDS

2025

UNIVERSITY *of*
STIRLING



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Forward

The RATE Awards at the University of Stirling continue to be a testament to the passion and dedication of our staff in promoting excellence. Since its establishment in 2010, the awards have celebrated the outstanding contributions of both professional and academic staff in teaching, student support, and the invaluable feedback they provide.

What makes the RATE Awards truly unique is the central role of the student voice. Students actively engaging in shaping the awards, ensuring that inclusion, recognition, and appreciation remain at the heart of celebrating our shared successes.

Rather than focusing on the challenges currently facing the higher education system, we choose to recognise the hard work and commitment that make Stirling not only an exceptional place to study, but also a community built on integrity and respect.

As we celebrate, let us continue to inspire our students by putting their experiences at the heart of what we do, championing innovation in teaching, strengthening support, and fostering a culture where every voice matters.

Adelayo Adebayo,
Vice President Education 24/25

Executive summary

Introduction: brief background and context for report

The “RATE” (“Recognising and Advancing Teaching Excellence”) Awards are a student-led award that was introduced in 2010 by the University of Stirling Students’ Union. The objective is to give recognition to the incredible people and teams within the University of Stirling

Objectives: goal of report/why we review the data

Once all nominations are collected, a student panel carefully reviews and evaluates each nominee, balancing the quality of their nominations with the number of nominations received. From this process, the shortlist, runners-up, and winners are selected. The nominations are then analysed in this report to identify common trends in what students value most about staff members at Stirling. These insights and key themes are presented to guide future teaching practices and strategic priorities grounded in student feedback.

Data analysis: the approach, data sources and methods used

To understand what motivates students to submit their nominations, each nomination was reviewed and coded according to its subject matter. Up to two key themes were extracted from each entry and analysed to identify the three most common themes within all nomination categories.

Finally, for the historical review of RATE over the years, nomination data and key themes were compiled and analysed using past RATE Reports and nomination databases.

Findings: summary of main findings

Following the analysis, three key themes emerged from the 526 nominations: supportive, inclusive, and engagement. These themes highlighted the value students place on teaching and professional staff who go above and beyond their duties to provide support - whether through supporting them by going beyond their ARUAs, guidance on prospects, or involvement in co-curricular activities related to their programmes. Such efforts made students feel genuinely cared for and contributed significantly to their overall experience as members of the University of Stirling community.

Conclusion

The students who submitted nominations this academic year highlighted what they believe makes the University of Stirling a distinctive and exceptional place to study. Each award category reflected the dedication, creativity, and commitment demonstrated by staff across the university. Every nominated staff member should take pride in their achievements and contributions.

Analysing these awards not only provides an opportunity to celebrate the outstanding efforts of our staff but also supports ongoing improvement by identifying and learning from the excellent practices within each faculty and professional service team.

Winners and Runners-up

A student-led panel determined the award recipients in each category by carefully reviewing and analysing all nominations submitted during the designated nomination period.

One winner and one honourable mention were selected by the student-led panel, and each nominator group had the chance to submit more than one nomination for each category for shortlisting. These nominations were placed in a MS form, and the winner was based on Single Transferable voting.

Results:

Teacher of the Year in Stirling Management School	Winner: Angus McPhail Honourable Mention: Dr Michael Watts
Teacher of the Year in Arts and Humanities	Winner: Professor Rowan Cruft Honourable Mention: Dr Adrian Hunter
Teacher of the Year in Social Sciences	Winner: Richard Ward Honourable Mention: Dr Duncan Helm
Teacher of the Year in Health Science and Sport	Winner: Joanne McNaughton Honourable Mention: Yvonne MacNicol
Teacher of the Year in Natural Sciences	Winner: Neil McDonald Honourable Mention: Dr Kirsty Wiseman-Gregg
Teacher of the Year in INTO Stirling	Winner: Kevyn Whitelaw Honourable Mention: Deborah Wood
Postgraduate Research Student Teacher of the Year	Winner: Joshua Smith Honourable Mention: Eleri Kent
Outstanding Professional Services & Support Staff of the Year	Winner: Jim MacDonald Honourable Mention: Pauline Darnbrough

Outstanding University Team, Service or Department	Winner: Chaplaincy Honourable Mention: Library and Information Services
Outstanding Programme	Winner: Philosophy Honourable Mention: Paramedic Science
Outstanding Academic Mentorship	Winner: Dr Aila Spathapoulou Honourable Mention: Dr Siân Lucas
Outstanding Feedback of Assessment	Winner: Dr Anthony Lee Honourable Mention: Dr Savitri Mahara
Outstanding Commitment to Equality, Diversity and Inclusion	Winner: Dr Brad Duthie Honourable Mention: Emma Scott-Smith
Outstanding Commitment to Sustainability and Social Justice	Winner: Kamern Brown Honourable Mention: Dr Viktoria Mileva
Katie Howie Lifetime Achievement Award	Winner: Professor Malcolm MacLeod
VP Education's Award for Outstanding Contribution to Academic Education	Winner: Professor Terri Scott

Nominations

Table 1. (N.B. University figures are sourced from PowerBI)

Faculty	Division	Student Numbers	SSR	Nominations	Students per Nom.
Faculty of Arts and Humanities	Literature and Languages	645	16.20	47	13.8
	Communications, Media and Culture	834	22.90	29	28.8
	History and Politics	638	18.38	26	24.5
	Law and Philosophy	808	25.55	36	22.4
	Total	2925	20.08	138	21.2
	Faculty of Health Sciences and Sport	Sport	1162	28.26	23
	Health Sciences	1880	22.75	59	31.9
	Total	3042	23.35	82	37.1

Faculty of Natural Sciences	Psychology	1064	15	60	17.7
	Aquaculture	180	7.73	6	30
	Biological and Environmental Sciences	669	17.31	54	12.4
	Computing Science and Mathematics	914	19.13	28	32.7
	Total	2827	15.27	148	19.1
Faculty of Social Sciences	Sociology/Social Pol and Criminology	869	18.57	21	41.4
	Education	1099	20.88	11	99.9
	Social Work	440	16	14	31.4
	Total	2408	17	46	52.3

Stirling Management School	Marketing and Retail Division	304	20.17	11	27.6
	Accounting and Finance	364	19.24	20	18.2
	Economics	216	19.77	9	24
	Management Work and Organisation	1662	30.17	51	32.6
	Total	2546	22.78	91	30
Total	13748	19.26	505	27.2	

Table 1 shows a breakdown of the number of nominations received per division, as well as student number, staff-student ratio, and numbers of students per nomination in each division.

The standout divisions are Biological and Environmental Sciences (BES), Literature and Languages, Psychology, and Accounting and Finance, all who had less than 20 students per nomination. All of these scored in the top half of the NSS Q28 rankings, and similarly have SSRs above the average.

Education performed by far the least well on this metric, with nearly 100 students in the division per nomination. Whilst the SSR in Education is around the average, the division had the lowest NSS Q28 score in the institution. Sociology, Social Policy and Criminology (SSC) and Sport similarly had low numbers of students sending in nominations as well as being in the bottom half of the NSS Q28 score.

Nominating Students

Level of study

Figure 4 below shows that UG students were the largest group submitting nominations (198), with PGT students just under 100, with 26 PGR students submitting nominations. That taught students were the vast majority of nominators is unsurprising, though PGT being as around half of UG students is slightly more unexpected. Whilst there are roughly half the number of PGT students as UG, many will have had less opportunity to get to know staff. This is arguably a positive, as it suggests students can “feel” supported and recognise good teaching practices early on.

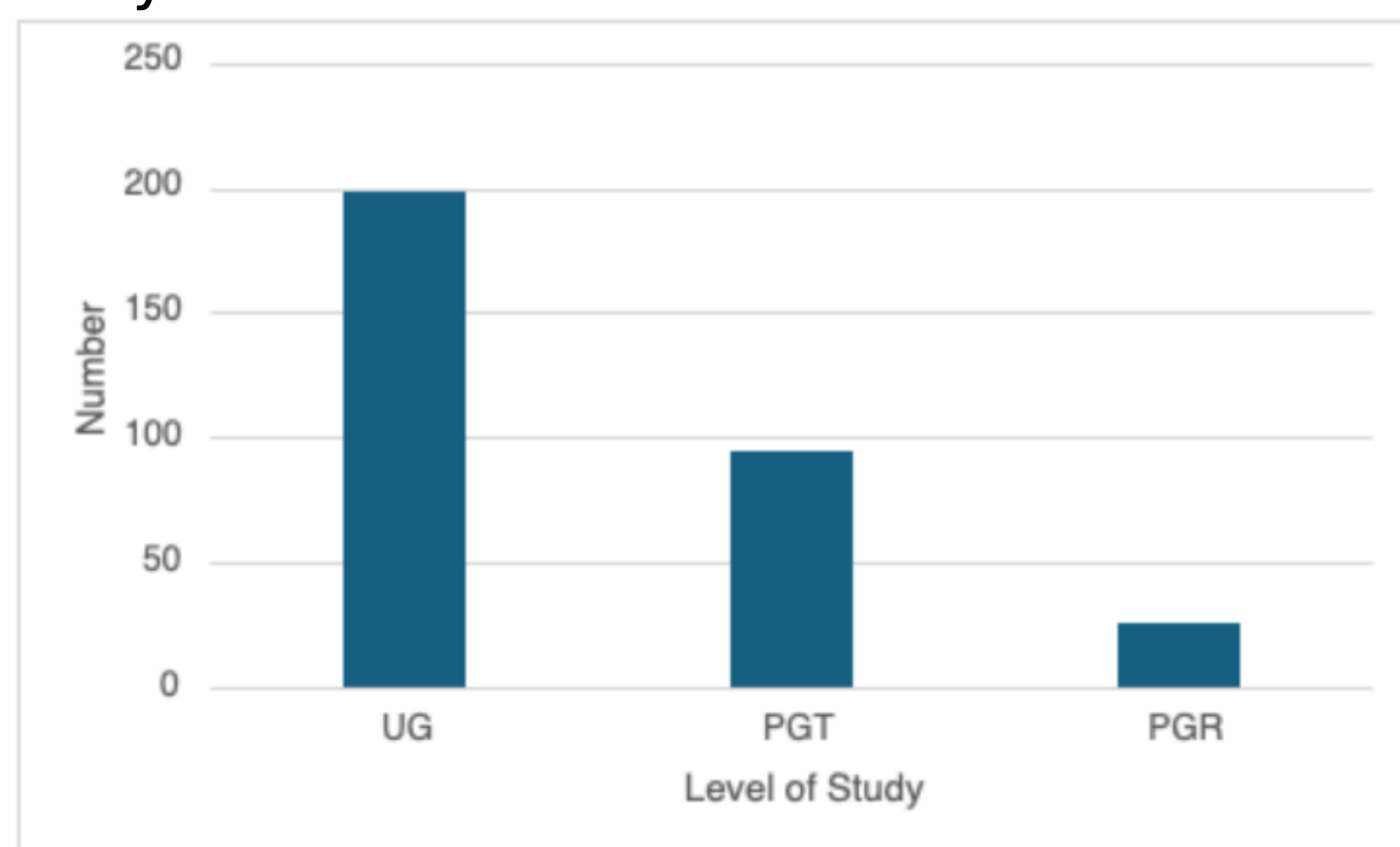


Figure 4. The number of nominations per level of study.

Gender

Figure 7. shows that female students are more likely to submit nominations (201/~63%) than male students (117/~37%). This is slightly over the actual ratio of students, and is further evidence that female students are slightly more likely to engage in curricula, co-curricular, and extra-curricular activities. For example, retention data shows female students are more like to continue their studies.

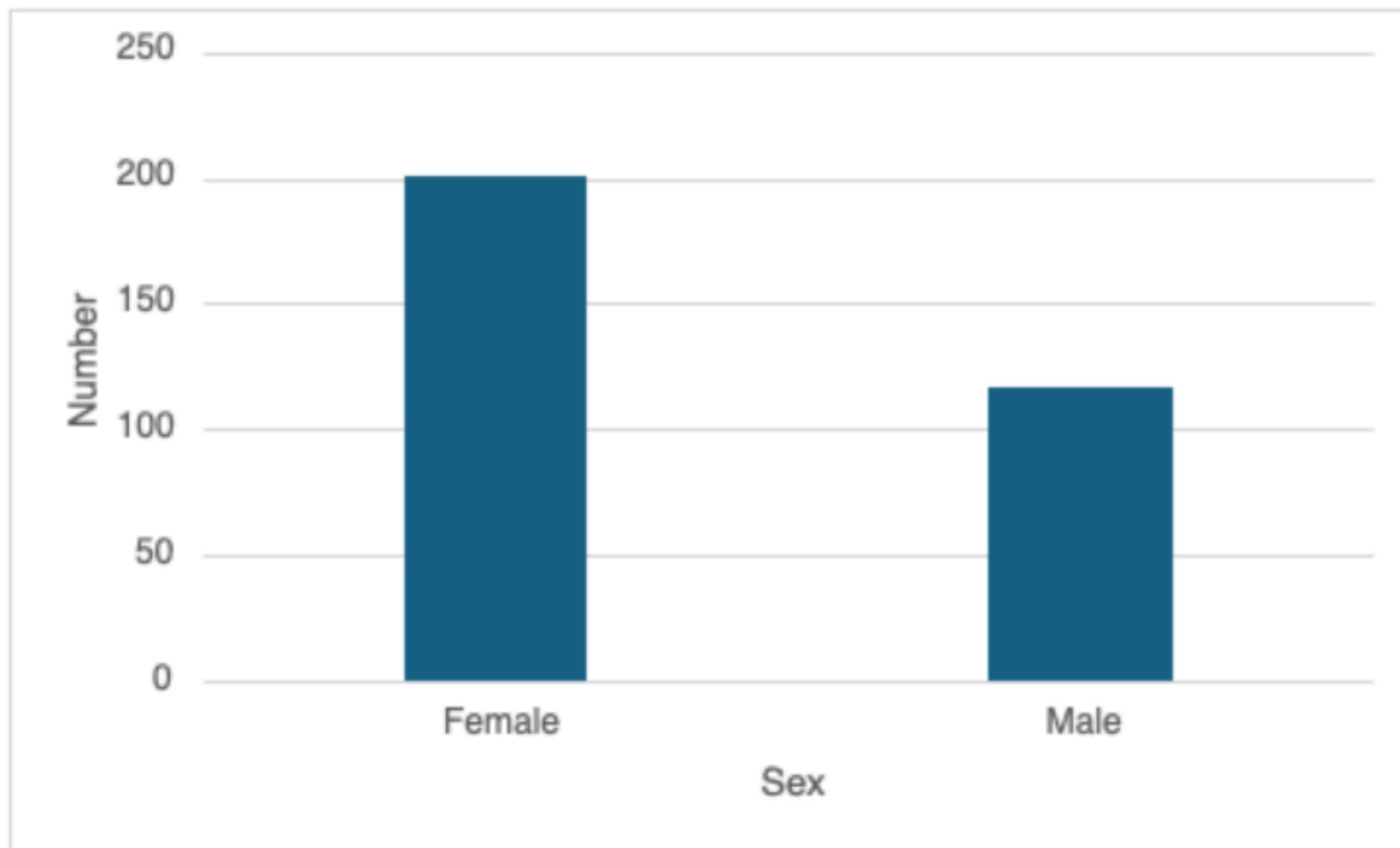


Figure 7. The count of nominations per sex.

Demographics compared to votes

Figure 8. highlights the proportion of nominations and nominees every year. Until 2015/16, these numerical values were equal to each other, but from 2016/17 onwards, there were less nominees to nominations. This means that people are voting more than once, likely in various categories, even though there has been a fluctuation in overall participants. In 2023/24, these returned to being equal, though 2024/25 saw the trend return.

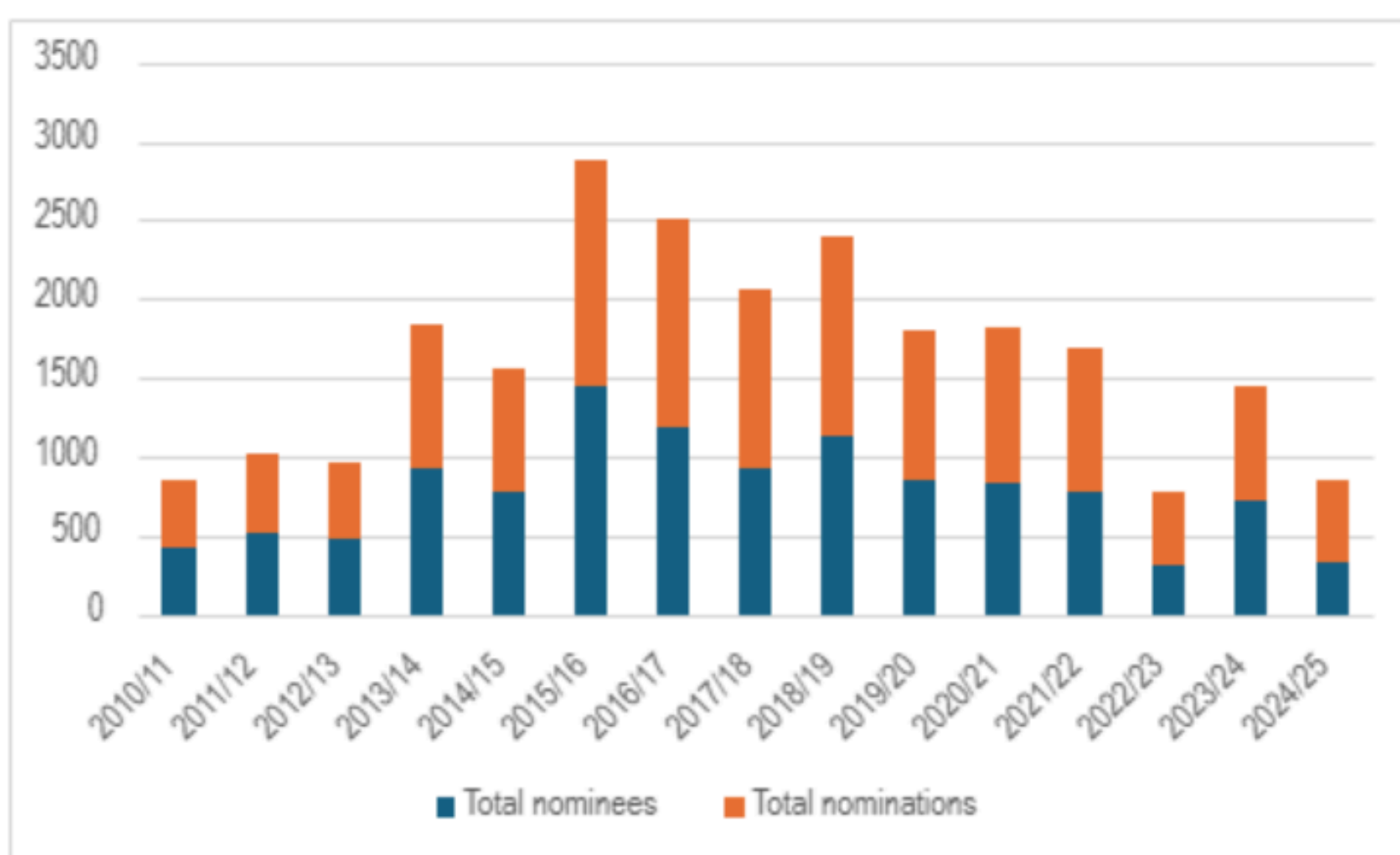


Figure 8. The comparison of total nominees compared to total nominations.

Thematic Reviews

Various themes were acknowledged during the data analysis process. However, when considering the top three themes across all the award categories, the 3 most common themes that emerged were:

- **Supportive**
- **Inclusive**
- **Engagement**

Each theme is strongly present throughout the nominations in each Teaching award category.

5.1.1. Teacher of the Year per faculty

This award identifies teaching staff members that inspire and stood out to students across their faculty.

When considering each faculty of teaching, significant influence was emphasised on the three main themes stated above: **Supportive, inclusive, and engagement**. These, as stated above, are crucial for all students, but particularly for those starting university, or are struggling with academic demands, or progressing into their final years (Figure 6.).

5.1.1.1. Teacher of the Year in Stirling Management School

Supportive

Various nominators found the faculty staff members supportive, especially when nominees are willing to give extra help, effort, support, information, and go above and beyond.

“Tom provides outstanding teaching and support to students, ensuring everyone grasps the content and enjoys the class. His positive attitude towards teaching and ensuring he gets to know his students makes a significant difference compared to other teaching staff... The stress during one of my assignments was significant, however, Tom gave me reassurance and guidance that made all the difference and enhanced my learning for the class. Thank you!”

(Nominator’s Quote about Dr Thomas Kane.)

“Using his own industry experience he has helped us to better grasp the concepts we have been taught in class, and he always makes himself available for any help needed by students”

(Nominators quote about Mr Angus McPhail – Category winner.)

5.1.1.2. Teacher of the Year in Arts and Humanities

Inclusive

The nominators were described as inclusive as nominees make students feel welcome and at ease, doing whatever it takes to make this happen. This is also clear where nominees are encouraging, organising reading groups, and working to make remote access to classes accessible where necessary.

“The most caring, and kindest Lecturer I have ever had. I have had him over the course of my degree, and he has shown such compassion, and help. I told him I had dyslexia back in my first year, and he took the time to listen to me, and since then he has always offered as much support as he can...He takes into considering that the work load is a lot, and has never expected or demanded we read everything set out, and is very understanding if we have not... I often pick modules I know he is teaching because his teaching is so enticing and I best learn when taught by him.”

(Nominator’s Quote about Dr Adrian Hunter.)

“Supported a student/faculty connection, fostering community by planning events & supporting the philosophy society. He planned faculty talks that regularly get 20+ attendees.”

(Nominators quote about Professor Rowan Cruft – Category winner.)

5.1.1.3. Teacher of the Year in Social Sciences

Inclusive

This individual is described as someone that is inclusive due to their ability to create an active and positive learning environment, taking feedback and suggestions, and involving everyone during classes.

“Vicky fosters an inclusive and supportive environment where every student feels valued. She goes the extra mile, offering guidance and mentorship, ensuring that students not only succeed academically but also grow as responsible citizens. Vicky’s influence extends beyond grades’ she shapes future leaders, empowering students with knowledge and confidence. She exemplifies what it means to be an outstanding educator.”

(Nominator’s Quote about Vicky Soutar.)

“...regularly and voluntarily offers guidance, shares ideas/ resources, and creates opportunities for live discussions on future research.”

(Nominators quote about Professor Richard Ward – category winner.)

5.1.1.4. Teacher of the Year in Health Science and Sport

Engagement

Engagement was commonly referred to as information being broken down into steps, using real life examples or experiences in coursework, interactive thinking, and pointing out opportunities.

“She is a really positive influence in clinical skills and has so much clinical wisdom that she makes sure to give, not just as anecdotes but as advice that is actually practical and usable.”

(Nominator’s Quote about Marianne Fairley-Murdoch)

“Offers teaching with a bit of sunshine. She always makes things interesting and can make you feel at ease and empathise with students when they are struggling.”

(Nominators quote about Mrs Joanne McNaughton – Category winner.)

5.1.1.5. Teacher of the Year in Natural Science

Engagement

For this award, engagement referred to being supplied with a range of resources that would assist students in succeeding, well-structured feedback, answering questions, learning students' names, innovative teaching methods, being friendly, creating a community, and staff always willing to help and support the students.

“I felt safe to approach her, ask her questions without worrying about being judged or feeling stupid. I knew I was in safe hands. She is a great listener and encouraged my research idea.”

(Nominator’s Quote about Dr Kirsty Wiseman-Gregg.)

“Neil takes the phrase `my door is always open` to the point where his door is off its hinges. He is someone who cares deeply about how students perform and their well-being, and every module I have had with him has gone better due to the time he’s put in to make sure I understand what I am doing completely.”

(Nominators quote about Mr Neil McDonald - Category winner.)

5.1.1.6. Teacher of the Year in INTO Stirling

Engagement

Similarly to reasons outlined for natural sciences, engagement was the key theme that emerged. There were references to having staff that were dedicated to student success, using different examples for different topics, having personalised approaches, teaching students like friends, classes being interactive, having welcoming environments, and there being a willingness to provide extra support with work.

"My nominee deserves the RATE Teaching Award because they've been incredibly supportive, even outside regular teaching hours. They've taken the time to guide me when I needed extra help, never making me feel like a burden. Whether it was answering questions late in the evening or offering extra support when I was struggling, they always went the extra mile. Their patience and encouragement have made a huge difference in my learning experience, and I honestly wouldn't have made as much progress without them."

(Nominator's Quote about Garry Paton.)

"Kevyn recognizes each of us as unique individuals with distinct learning needs. He consistently invests extra time to ensure concepts are thoroughly understood, adapting his teaching approach when necessary... he regularly checks in on students' personal progress and mental health.... creating an environment where students feel valued both academically and personally."

(Nominators quote about Kevyn Whitelaw - Category winner)

5.1.1.7. Postgraduate Research Student Teacher of the Year

As many Postgraduate Research Students (PGR) teach at the University, this award recognises such contributions and effort from PGR students.

Supportive

Supportive was the key theme for this category. This was emphasised when nominators described staff learning students' names, welcoming and easy to approach environment, nurturing confidence, and making student voices being heard.

"David was an incredible help during my group project for Environmental Policy. He was knowledgeable, approachable, and always willing to explain things clearly when we were stuck. He even went the extra mile by offering to connect us with recipients of the schemes we were researching when we were struggling to reach them ourselves. While this would already be commendable under ordinary circumstances, it meant even more given our group's challenges: one member was grieving the loss of a parent, and another went completely MIA. David's support was what made our project possible as we tried to cover for a group member who wasn't contributing and support another who was going through a tough time."

(Nominator's Quote about David Bryan.)

" he was such a courteous teacher and praised him for how he handled seminar discussion, bringing in diverse perspectives without ever imposing his own."

(Nominators quote about Mr Joshua Smith - Category winner)

5.1.2.1. Outstanding Professional Services & Support Staff of the Year

As there are thousands of non-academic staff at the University to support students in succeeding, this award recognises any individuals that have played an exceptional service to students. This award exemplifies individuals that have played a crucial role in providing exceptional services to students, contributing to the university experience.

Supportive

Nominations referenced support where nominees were always ready to lend an ear, always making time, being encouraging, aiding into potential careers, and being happy to accommodate.

“Pauline helped me secure my ARUAA... Pauline was kind, empathetic, and knowledgeable. She spoke to me personally, not just as staff, and stayed in touch after my assessment to ensure I received the support I needed.”

(Nominator’s Quote about Pauline Darnborough.)

"Whenever there is a maintenance issue and Jim is around, he gets to it as soon as it's reported. As an international student living on my own for the first time, his friendliness and kindness has made a huge difference to me. He has advised on what is allowed in my flat, had addressed noise issues, and has helped with old, malfunctioning appliances. Jim is always smiling and ready to help. "

(Nominators quote about Jim Macdonald- Category winner.)

5.1.2.2. Outstanding University Team, Service or Department

This award recognises the teams that have demonstrated exceptional commitment to enhancing the student experience and contributing positively to the university community.

Inclusive

Inclusive was the recurring theme for this category. This can be contributed to nominators reporting the different activities which resulted in new spaces for new friends to be made, staff being kind, and being very welcoming.

“As a first-year student, I feel the team here offers support whenever you are struggling with your academic journey regardless of who you are. A special shout-out to Jeff, who not only offered me personally wonderful support and helped me understand my learning style but also assisted the whole business cohort in being the best we could be in our exams for semester one.”

(Nominator’s Quote about Student Learning Services.)

"Good place to spend some time, everyone's feel welcomed, cozy environment to have chat, relax, play music or just have tea and coffee. A great place to share thoughts and make some new friends."

(Nominators quote about the Chaplaincy - Category winner)

5.1.2.3. Outstanding Programme

This award recognises an outstanding academic course that has delivered an exceptional learning experience, fostered student engagement, and provided valuable knowledge and skills.

Supportive

This category had supportive identified as the key theme. Nominators found that the referenced programmes radically changed views, provided fundamental knowledge, developing key skills, providing networking opportunities, providing relevant internships and practical experience.

“The faculty for paramedic science have been doing an excellent job of keeping the programme current, engaging and relevant. For a relatively new course, they have managed to focus in on what is working well and areas for improvement. Talking to new students has given me insight to the mass number of changes that have already occurred off the back of student feedback. My time spent on this course has better prepared me for a career in paramedicine.”

(Nominator’s Quote about Paramedic Science – Category Honourable Mention.)

“They helped me establish the Philosophy Society, creating a strong student community-- even a retired professor came to give a talk. They respond quickly, mark efficiently with excellent feedback, and provide clear academic guidance.... Beyond this, they have directed us to the right support services when needed and are now organizing a careers event to help us after graduation.”

(Nominators quote about Philosophy- Category winner.)

5.1.2.4. Outstanding Academic Mentorship

This award recognises nominees that go above and beyond in guiding and supporting individuals through their academic journey, offering valuable mentorship and guidance.

Supportive

Academic Mentorship presented a clear trend of support throughout nominations. Data presented through comments suggested that students notice when teaching staff go above their responsibilities, especially if this is to improve their welfare or prospects after graduating.

“Sian Lucas deserves a RATE Teaching Award because of her exceptional dedication to student success and learning. She goes beyond traditional teaching methods, creating an engaging and supportive environment that fosters academic and personal growth. Her encouragement and willingness to offer additional support significantly impacted my confidence and performance. Additionally, she incorporates innovative teaching strategies, making lessons interactive and accessible for all students. Her passion for education is inspiring, and her commitment to student well-being sets her apart. She has made a lasting difference in my academic journey, and I wholeheartedly believe she deserves this recognition.”

(Nominator’s Quote about Dr Sian Lucas.)

".... reached out to me with care, kindness, and genuine interest in me as a person when I needed it most. She did not pass judgment on my failure to meet the deadline and offered nothing but positivity and gentle encouragement, compliments on my work, advice, and guidance to reach the finish line and succeed. "

(Nominators quote about Dr Aila Spathopoulou- Category winner.)

5.1.2.5. Outstanding Feedback of Assessment

This category highlights teaching staff who have been nominated due to their detailed feedback or their innovative assessment.

Engagement

Engagement was the main theme presented throughout this category considering detailed feedback, feedback sessions, encouraging and motivating comments, and encouraging students to reach out for extra support.

" Emma has provided me with ongoing feedback in the past year that has enabled me as a research student to stay focused and motivated. Her feedback is encouraging and honest and she brilliant at providing both written and verbal comments. She has managed to increase my confidence in writing and supported me to think through problems and achieve a realistic plan. She has an inviting and calming approach which is genuine and admirable. I can't thank her enough for her ongoing support and amazing feedback and will miss communicating with her in future. Thanks, Emma."

(Nominator's Quote about Dr Emma Scott-Smith.)

"Not only did I find this assessment to be assessing new skills and key to developing skills I used in my dissertation, but Anthony was also available at all stages to provide answer to my questions and gave fair and constructive feedback once submitted."

(Nominators quote about Dr Anthony Lee - Category winner.)

5.1.2.6. Outstanding Commitment to Equality, Diversity & Inclusion

This category acknowledges individuals, groups or teams that have made significant contributions in promoting equality, diversity, and inclusion within the university community. This award is open to both teaching staff and professional staff members.

Supportive

Supportive was the key theme highlighted throughout the nominations of this category. This was presented through nominations that highlighted students felt they could be open without being judged, getting clarity or information around a topic, being welcomed or empowered by staff, and having a safe space or person to visit. This is imperative for this category as it especially highlights the care, importance and dedication the staff ensures so equality, diversity, and inclusion needs are always met.

“Hannah has been so understanding of my ADHD when she was my research lead in a fourth year module last term. She has been so understanding with my limitations and helped me to recognise my skills. She has also given me tailored advice on my career and recommended industries that make the most sense to a neurodivergent brain in terms of flexibility and creative freedom. Hannah is making a conscious effort to broaden knowledge on neurodivergence, among physical conditions, through a varied scope of research.”

(Nominator’s Quote about Dr Hannah Durand.)

“... he has made a huge effort to get to know everyone in his class and offer as much support as possible. I have an ARRUA and he made sure to email me before any classes had started to make sure I had all the support i needed in place and regularly checks up on me in class...”

(Nominators quote about Dr Brad Duthie- Category winner.)

5.1.2.7. Outstanding Commitment to Sustainability & Social Justice

This category is open to professional and teaching staff, who have made significant commitment to sustainability and social justice, making a positive impact on campus and beyond.

Inclusive

This category's key theme is Inclusive. These nominations highlighted the hard work that staff are doing to ensure there is significant commitment to sustainability and social justice, whilst creating a positive impact in and around campus, and beyond.

“Viktoria works incredibly hard in and out with her remit as a lecturer in Psychology. She has invested considerable time working to improve the University of Stirling's performance in sustainability. She has done so by working hard to embed sustainability within Stirling's curriculum across all degree programmes, helping run extra curricular events such as the Green Week bird box building with BES lecturers and the Wildlife Conservation Society and making sure sustainability is represented for all staff through her role as UCU Green Rep! She does this all with a really positive and friendly attitude!”

(Nominator's Quote about Dr Viktoria Mileva.)

“Kamern has done so by running tonnes of Active Travel events throughout the year such as organising the whole of Active Travel Week, supporting the Students' Union in their Stirling Climate Festival and co-organising the massively successful Green Week with events like roadside repair workshops, working with recyke-a-bike to deliver Dr. Bike sessions on campus every week for students to get a low/no-cost way of fixing their bikes.”

“He always puts students front and centre in everything he does, this can be appreciated through his Active Travel Forum”

(Nominators quote about Kamern Brown - Category winner)

Historic data

Key themes

When comparing the 2025 data with that of 2024, supportive remains the most recurring theme identified across both years. This year's other leading themes — inclusive and engaging — also featured prominently in 2024, while passionate and approachable were more evident in last year's findings.

In the 2023 report, the most common themes used to describe staff were dedication, adaptability, inclusivity, and leadership. Similarly, in the 2018–19 report, a range of key themes were identified, with helpful, supportive, knowledgeable, and approachable emerging as the most prominent.

The continued appearance of these, and closely related, themes over time demonstrates that students have consistently recognised and appreciated these qualities since the award's introduction in 2010. This pattern has been particularly strong over the last eight years, despite the challenges brought about by the COVID-19 pandemic and the resulting changes to university life.

Total nominations

Figure 9. presents that the total nomination count has fluctuated over the last 15 years. Between 2010 and circa 2015, there was a general incline in nominations, and a general decrease between 2015 and 2022. Although, there are some positive trends presenting during this time, the number of nominations has only begun to increase since 2022.

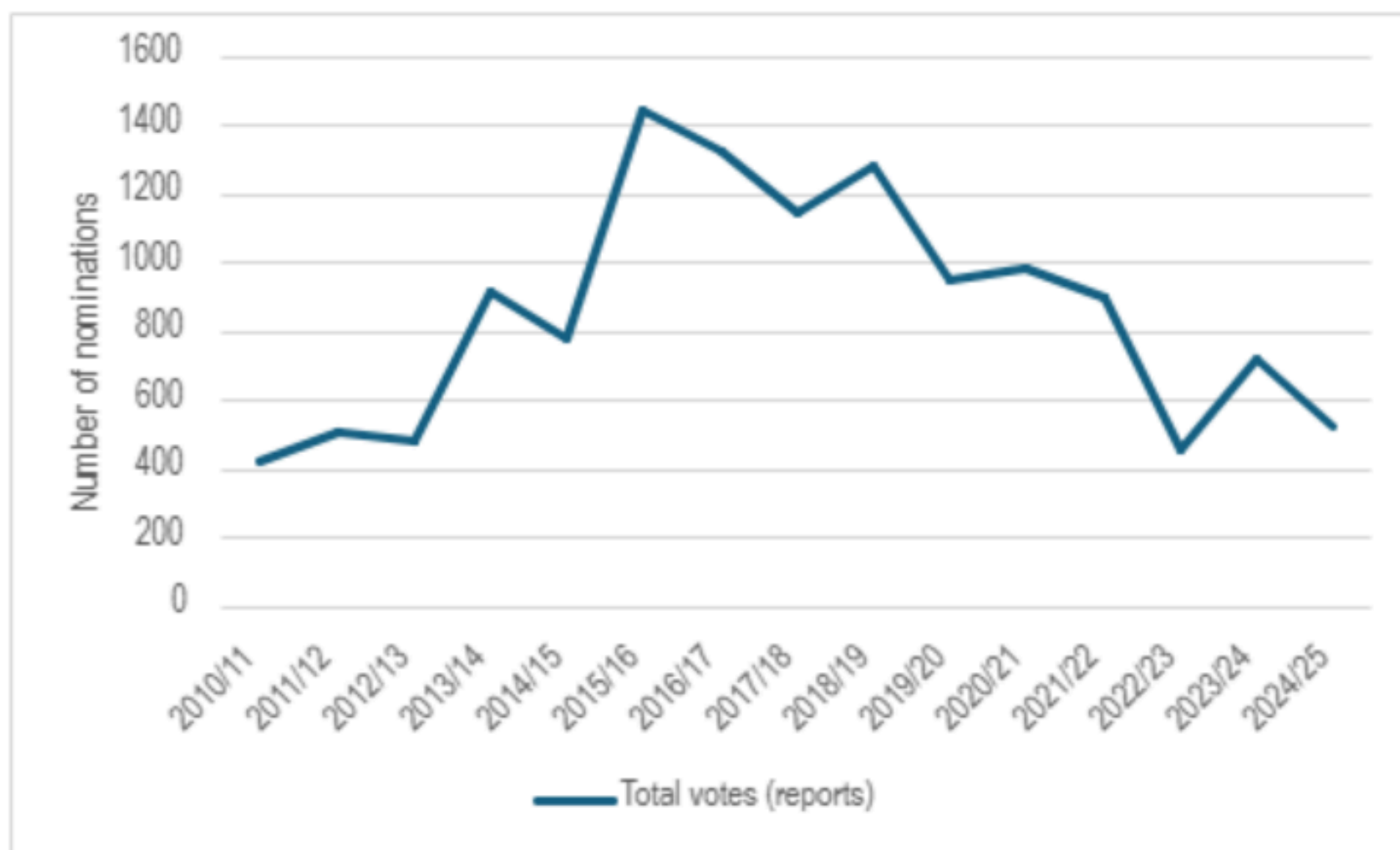


Figure 9. The total nominations through the years.

Triangulation of data

The National Student Survey 2025

The National Student Survey (“NSS”) is an independent study that gathers information about Final Year Undergraduate Student’s opinion on the quality of their course. The influence on students by the university and staffs' roles, is crucial for decision making and final decisions. The data that is included in this section (5.3.1) refers to the data compiled by the NSS in 2025.

Overall, there has been a positive influence on final year students, based on the NSS and RATE Award results generally correlating positively. This is particularly evident where the NSS stated that 78.8% of students are satisfied with the quality of courses.

The NSS proposed that 70.3% of students feel that the student's union represent students' academic interests, and that 75.8% of students felt

That the communication about University of Stirling's mental wellbeing support Services was of positive use. These statistics, along with others outlined in the report, relate to the three key themes identified throughout the RATE Awards report; Support, Inclusion, Engagement.

Recommendations

- Analyse if the undergraduate nominations are significantly larger than the postgraduate nominations can be contributed to the difference in student distribution rates, or if it can be contributed to an alternative factor.
- Analyse why students of British and EU background participated less in the RATE awards, compared to Scottish and Overseas students.
- Find ways to entice, involve, and encourage students to participate in voting and different stages of the RATE award process. By utilising things such as prizes, stalls, and competitions, students may be more inclined to participate and get involved in RATE awards.
- Introduce promotional events of the awards such as talks at classes, posters across accommodations buildings, or introducing a promotional video or poster to be included at the start of classes.
- Advertise the importance and meaning of the RATE awards to students. Nominators may not fully understand the reasoning for the award scheme and may not participate if they are unaware that it is a way to recognise and encourage lecturers and staff members.

Recommendations (CONT.)

- Generally, advertise and promote of RATE awards more so that new and returning students continue to support the award. This can be specifically done to students in years 2, 3 and postgraduate courses. Similarly, international students and those considered mature students. cts, and the role of teaching staff in doing so.
- Identify the factors that effected the decrease in votes between circa 2015 and 2022. This can ensure that manageable factors, unlike the covid pandemic, can be monitored and potentially avoided. This can ensure that the recent increase in nominations can be maintained and continue to grow.
- Programmes to support students in running academic societies, as this was a key reason why Philosophy won programme of the year and Paramedic Science was a Honourable Mention.
- More focus on future graduate prospects, and the role of teaching staff in doing so.