



**What Do**

**Students**

**Value Most?**

**Student Choice Awards 2024**



# Contents

<b>Introduction</b>	1
<b>Award Categories</b>	2
<b>Active Student Partnership</b>	4
<b>Amazing Support Staff</b>	7
<b>Brilliant Research Based Education</b>	10
<b>Diverse and Inclusive Education</b>	13
<b>Excellent Personal Tutoring</b>	16
<b>Exceptional Feedback</b>	19
<b>Inspiring Teaching Delivery</b>	22
<b>Outstanding Research Supervision</b>	25
<b>Sustainable Education</b>	28







# Introduction

Students' Union UCL is proud to present the insights gathered as part of the Student Choice Awards 2024. We have been running these awards to recognise remarkable staff for over a decade, and this year we have received 1041 nominations for 590 staff members from 77 academic and professional services departments. For the 2024 awards, the nomination texts submitted totalled just under 124,000 words, with an average of nearly 120 words per nomination.

The Student Choice Awards give us an opportunity to commend the excellence demonstrated by exceptional staff at UCL. Whether maintaining an open channel of communication, practicing empathy inside and outside of the classroom, or creating a safe and supportive learning environment, these actions and attributes undoubtedly make a huge difference to the lives of students. Despite the ongoing cost of living crisis, staff have continued to contribute to an outstanding educational experience at UCL—and that should never go unrecognised.

This report outlines the most valued practices in each of the nine award categories, as described and appreciated by student nominators'. It showcases common and emerging themes that epitomise the world-class learning experience that UCL can offer, and we hope that it is beneficial for staff across UCL. Through sharing examples of the excellent support, supervision, and teaching practices that make UCL the esteemed institution that it is today, we hope this report can play a small part in highlighting best practice from across the institution.

Most importantly of all, to every member of staff who has inspired a student to write in and tell us how brilliant they are—**thank you**.



# Award Categories

## 1 Active Student Partnership

Committed to listening to and working with students and their representatives to improve and change education in their module, programme, or department.

## 3 Brilliant Research-Based Education

Educates students about the latest, cutting-edge knowledge, or enables taught students to create knowledge by conducting their own research.

## 5 Excellent Personal Tutoring

Is always there to provide students with clear and reassuring guidance, on both pastoral and academic matters, especially during challenge circumstances.

## 7 Inspiring Teaching Delivery

Delivers exceptional teaching, using innovative and engaging methods to hold students' interest and help them learn.

## 9 Sustainable Education

Leads the way on embedding sustainability into the curriculum and shaping future climate leaders.

## 2 Amazing Support Staff

Does not hold a teaching role, but still makes a huge difference to student learning with their help, patience, and care.

## 4 Diverse and Inclusive Education

Works to make sure their curriculum or research recognises marginalised scholars and shines a light on diverse perspectives.

## 6 Exceptional Feedback

Provides students with constructive, useful feedback on assessment and learning, helping them to progress and succeed.

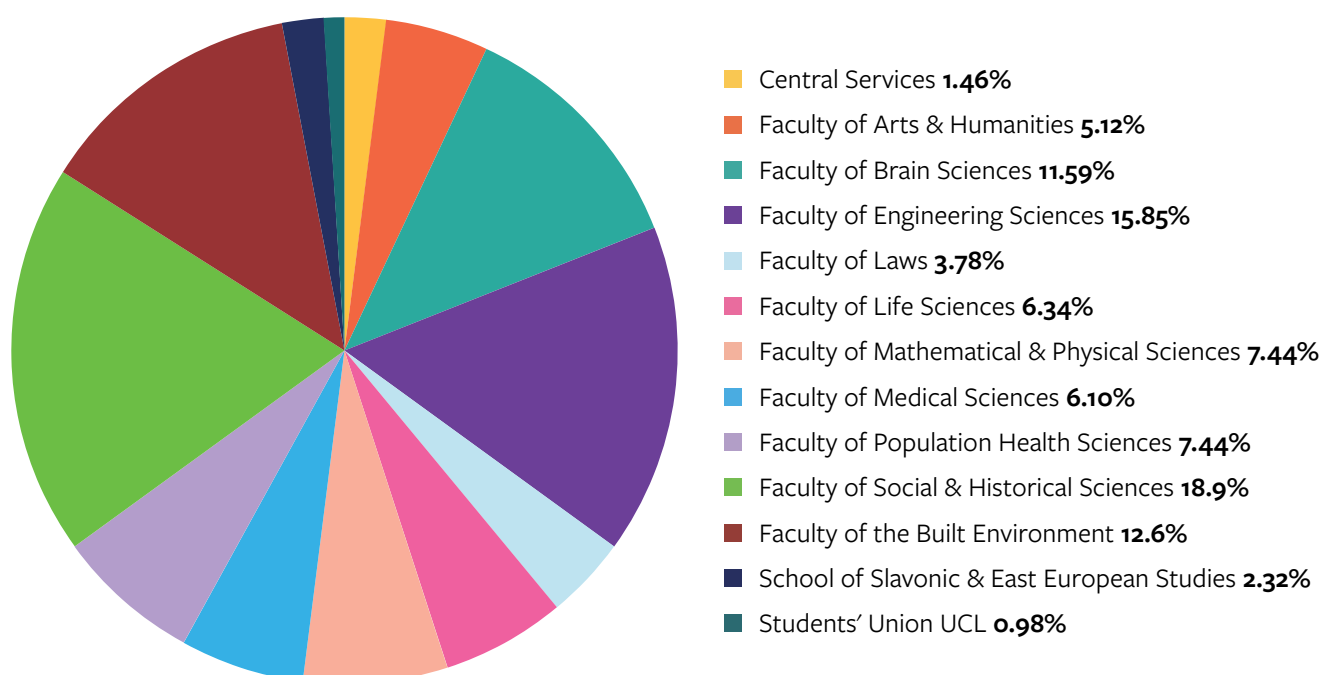
## 8 Outstanding Research Supervision

Helps postgraduate research students to succeed, and balances providing support with fostering independence.

## Nominations by Awards Category

Awards Category	2022/23	2023/24	% Change
Active Student Partnership	111	69	-37.84%
Amazing Support Staff	113	112	-0.88%
Brilliant Research-Based Education	58	43	-25.86%
Diverse & Inclusive Education	21	19	-9.52%
Excellent Personal Tutoring	153	159	+3.92%
Exceptional Feedback	49	57	+16.33%
Inspiring Teaching Delivery	344	432	+25.58%
Outstanding Research Supervision	81	141	+74.07%
Sustainable Education	6	9	+50%
<b>Total</b>	<b>936</b>	<b>1041</b>	<b>+11.22%</b>

## Nominations by Faculty/Area



# Active Student Partnership

The award for Active Student Partnership recognises staff who are proactive and responsive in their approach to student feedback. These staff members engage openly and honestly with student input, involving students in addressing issues, finding solutions, and supporting them during challenging times.

Nominations consistently praised the accessibility, attentiveness, and responsiveness of staff members who actively sought student feedback. Students commended staff members who promptly and effectively acted on this feedback, empowering students to be collaborators in their learning experience.

Students further valued staff who incorporated engaging and innovative methods into their teaching. These staff members created lively and supportive learning environments which enabled students to get the most out of their classes, modules, and degree programmes.

## Most Valued Practice

### Proactive and responsive approaches to feedback

Nominations praised staff who actively involved students in decision-making processes by seeking and acting on their input. Students felt that this demonstrated a commitment to improving the educational environment based on student feedback. These staff members fostered a sense of ownership and partnership amongst their students.

*“Recognising the importance of student representation, [she] empowers student representatives to voice concerns and actively participate in decision-making processes related to educational matters. She ensures that students have a meaningful role in shaping their own educational experiences.”*

## Empathy and supportive guidance

Students valued staff who were empathetic and understanding towards student challenges, offering practical guidance and support tailored to their individual needs and circumstances. Especially important was the willingness to respond to student queries promptly and outside of formal structures. Students felt that this approach contributed significantly to their success and well-being.

*“[She] demonstrates a proactive commitment to enhancing students’ learning experiences by actively engaging in their academic journey. This entails being attuned to students’ needs and promptly addressing them with personalized support and guidance. This includes offering practical advice and facilitating opportunities for growth in a clear and consistent manner. Especially, during challenging periods or when faced with adversity, [she] offers unwavering support and reassurance to students, ensuring they feel supported and empowered to navigate through difficult circumstances effectively.”*

## Engaging and innovative teaching

Students praised staff who actively engaged students in their learning by creating interactive sessions and providing additional support outside of regular class hours. These approaches led to a more enriching and positive academic experience for students.

*“He is open, honest and welcoming which are important characteristics to have as an educator to create a warm, non-judgemental and positive environment which allows student teachers to express themselves and seek solutions or even share innovative ideas for teaching and learning.”*





Winner:

## Rik K Ganly Thomas

*“[Rik] has shown exceptional responsiveness to student needs by devising an annual student feedback survey, demonstrating his commitment to listening attentively and acting on feedback. Promptly replying to the insights gathered, he has implemented various initiatives aimed at addressing student concerns and improving their overall experience.”*



# Amazing Support Staff

The award for Amazing Support Staff thanks staff who are not in teaching roles but still make a huge difference to students' learning at UCL. The award recognises staff who demonstrate an active interest in making sure students can engage fully with their learning by offering practical support and advice. It celebrates staff who lead with empathy and understanding in both their day-to-day interactions with students and during more challenging circumstances.

As in previous years, nominations showcased the importance of staff members from a wide range of roles including administrators, admissions officers, technicians, students' union staff, and others.

The nominations highlighted students' appreciation for staff who go above and beyond to assist students and ensure they received the help they need. Students particularly emphasised the caring and supportive nature of these staff members.

## Most Valued Practice

### Leading with care and sensitivity

Many nominations praised staff for their care, empathy, and kindness in their interactions with students. These staff members actively sought to support students, both practically and emotionally, through challenging circumstances. Students highlighted that these staff members allowed them to feel safe, listened to, and cared for.

*"[He] dealt with my case with sensitivity and kindness and as this was my first experience with receiving professional advice from student support services I feel greatly encouraged to reach out to them again should I need help in the future due to my positive experience."*

*"When I felt most alone, I would look forward to our meetings and I truly felt I had someone outside of my PhD and the department to lean on, with no problem ever too big or too small."*

## Effective and efficient action

Nominations commended staff for their quick responses to inquiries and the clarity of their communications. Their dedication and willingness to address student needs promptly and effectively were highly valued. Students highlighted that this swift action alleviated stress and anxiety, especially during difficult times.

*“[He] was incredibly reassuring throughout the whole process. He communicates clearly and effectively, laying out all possible options and scenarios, whilst also maintaining a tone that makes you feel like he’s really in your corner.”*

## Going the extra mile

Students also valued support staff who made themselves consistently available and who often went above and beyond their immediate roles to ensure students received the help they needed. Because of their dedication, students felt supported and in safe hands.

*“[She] is always there for the MSc Global Health and Development students for anything ranging from pastoral check ins to helping find rooms for workshops when bookings fall through. She’s a force to be reckoned with and goes above and beyond for everyone on the course every day! I love the MSc, and she is a huge reason why I’ve found it so well organised and enjoyable.”*

*“[W]ithout her, I would not have been able to continue with my studies—she has been integral to my university experience, going above and beyond what I would have expected and I am incredibly appreciative of all her support.”*





Winner:

## Laura Baggioli

***“She is supportive of and genuinely cares about all students. Whenever I have had any issues Laura is the first person I approach for help and I know this is the same for other students. Whenever anyone has an issue, the first advice they are always given by other students is to speak to Laura. We all know that Laura will respond quickly and be happy to help.”***



# Brilliant Research Based Education

The award for Brilliant Research-Based Education is for staff who incorporate the latest research into their teaching, providing students with an insight into emerging knowledge in their chosen field and potential issues of the future. This award recognises staff members who enable students to learn by providing materials that help them explore the frontiers of knowledge and produce exciting and innovative research.

All nominations commended staff for their ability to integrate their own research into their teaching and make complex concepts accessible and exciting for students. They were praised for their deep knowledge of the subject matter and their skill in conveying it effectively to students.

Within this category students praised staff members not only for their excellent teaching skills, but also for their ability to use innovative learning practices in the classroom. These staff members used creative approaches to present course material, incorporate real-world examples and current research, and encourage independent thinking and exploration. The provision of access to sector-leading teaching and facilities allowed students to feel immersed in a research environment.

Students further praised staff for their personalised approaches to mentorship and support that went well-beyond classroom instruction including access to resources and individualised guidance.

## Most Valued Practice

### Innovative integration of emerging research

Nominees were commended for their dedication to staying up to date with developments in their field and integrating these into their teaching. Students valued being exposed to the latest knowledge in their discipline and seeing firsthand how research impacts their learning.

*“She’s amazing at making her classes interesting by using examples from her own research... This not only makes things clearer but also makes me and everyone excited about learning more. This helps us see how what we’re learning fits into the real world which makes me very excited to learn and foster deeper understanding of the concept in more detail. It makes classes more exciting and helps us really get the hang of the topics. She makes learning feel like discovering something new, not just studying.”*

## Empowering students to conduct research

Many nominations praised staff for employing engaging teaching methods which made complex concepts accessible and exciting for students and fostered a culture of inquiry. These approaches cultivated confidence, independent thinking, and problem-solving skills amongst students.

*“Rather than merely imparting information, [they empower] their students to become researchers in their own right. They design assignments and projects that encourage students to delve into topics of their interest, conduct independent research, and present their findings. This hands-on approach not only deepens students’ understanding but also fosters critical thinking, problem-solving, and a sense of ownership over their learning journey.”*

## Personalised mentorship and support

Students valued the personal approach of staff members who offered one-to-one guidance, resources, and mentorship opportunities tailored to individual needs and interests. Their academic and pastoral support and guidance was deeply appreciated by students.

*“[She] not only supported my aspirations but encouraged me to apply for a PhD under her guidance. Throughout the application process, [she] went above and beyond, assisting me in refining my research question, proposal, and funding applications.”*

*“He has helped give me confidence as a researcher, a writer, and a human being. I will be indebted to him for the rest of my life and I think about the impact his teaching has had on me every single day. He has consistently reinforced and cultivated my academic and research abilities and I cannot thank him enough.”*





Winner:

## Fiona Kyle

*“Dr Fiona Kyle organises weekly lab meetings for students who are on placements... During these meetings, one student presents a recent research paper and thanks to this we are able to expand our critical-thinking skills by having a peer-led discussion after the presentation. These meetings sparked valuable discussions that proved very useful for my project and expanded my knowledge about research in a way that couldn’t have been replaced by simply reading around a specific topic area.”*



# Diverse and Inclusive Education

The award for Diverse and Inclusive Education highlights staff members who are committed to ensuring their teaching takes a truly global perspective by avoiding Eurocentrism and incorporating the voices of people and communities from outside the Global North. This award recognises staff members who proactively include the work of female, People of Colour, LGBT+, disabled, and otherwise marginalised scholars in their teaching and who share knowledge which crosses cultural boundaries.

Nominations praised staff members who promoted a supportive and inclusive learning environment, placing equity at the centre of their class design and ensuring all students feel valued and able to participate.

A consistent theme throughout the nominations was an appreciation for staff who actively sought to recognise and amplify the experience, research, and perspectives of diverse and marginalised groups and scholars both inside and outside of their classrooms.

## Most Valued Practice

### Amplifying diverse voices

Several nominations celebrated staff who actively sought to develop an inclusive curriculum which offered a global perspective by centring the voices of underrepresented communities and scholars in their courses. Students felt this provided them with a more complete and nuanced understanding of their subject matter.

*“She ensures that case studies and examples represent a variety of cultural backgrounds and experiences. Additionally, she organises guest lectures and seminars where experts from different cultural backgrounds share their insights and research findings, providing students with a more holistic understanding of the subject matter.”*

## Practising supportive and inclusive teaching

Nominations appreciated staff who fostered a supportive and inclusive learning community in their classes, allowing students to feel seen and heard. This often included engaging with students from diverse backgrounds, encouraging open discussions, and providing additional support beyond academic matters.

*“We have a class with people from various backgrounds and not one of them has ever been made to feel out of place. All sorts of discussions [are] encouraged and all comments heard. The active participation from the professor makes him stand out.”*

## Dedication to culture change outside of the classroom

Beyond incorporating a variety of cultural backgrounds and experiences into case studies and teaching materials, students also appreciated staff who demonstrated their commitment to diversity and inclusion outside of the classroom by organising events and leading initiatives.

*“[She] is a passionate advocate for diversity and inclusion... she co-convenes the annual Women in Security and Crime Science conference for International Women’s Day. This conference brings together women from a variety of disciplines within Security and Crime Science to share their experiences and challenges they have faced in their personal life and career. This presents an opportunity for female students to see the roles available to them in the field, network with established practitioners and gives them hope and support at an early stage in their journey in this area.”*

*“He has worked incredibly hard to be a visionary in leading the department into a greater and more inclusive world.”*





Winner:

## Hélène Plun-Favreau

*“Hélène actively incorporates the voices of scholars from marginalised communities, including BME, LGBT+, disabled, and women scholars, into students’ learning experiences. Through her efforts, she has created a learning environment that embraces diversity and promotes inclusivity. For example, [she] organises events to make STEM more welcoming for women, such as the recent event “Celebrating Women in Neuroscience.” This event provided insight into equality issues within academia and celebrated successful UCL women neuroscientists who are paving the way for change. She has also been involved in the co-organisation of events with the LGBTQ+ STEM @UCL Network, fostering a more welcoming community to queer scientists in STEM fields”*



# Excellent Personal Tutoring

The Excellent Personal Tutoring award recognises members of staff who prioritise the establishment of positive relationships with their students based on mutual trust and respect, and the delivery of clear and reassuring guidance in good times and bad. The award intends to highlight staff members who are empathetic to the issues and challenges students might face and who make an active contribution to their development in all senses—the academic, personal, or professional.

Students praised staff members who took a genuine interest in their lives both in and outside of university. These tutors took a proactive approach, reaching out to their tutees and offering a safe space for support.

Many students also praised staff for their deeply empathetic approach to both academic and pastoral support which was tailored to their individual needs. Tutors who went above and beyond for their tutees were especially valued. These staff members worked tirelessly not only to support tutees as individuals by remaining accessible and approachable but also to foster a sense of community for all their students.

## Most Valued Practice

### Holistic, student-centred approach

Nominations praised staff who demonstrated a truly holistic approach to supporting their tutees. These tutors did not focus on academic success alone but provided career advice and guidance on matters beyond university. Students emphasised that these tutors contributed significantly to their academic and personal growth.

*“[She] has demonstrated an exceptional ability to listen, understand, and provide constructive feedback that goes beyond academic advice, addressing the holistic needs of me. Her approachable and caring nature has made a significant difference, especially during challenging times, helping me to navigate the complexities of PhD research with confidence and resilience.”*

## Commitment to student wellbeing

Students appreciated staff who practiced empathy and understanding when supporting them in difficult circumstances and who provided meaningful support during challenging times. These tutors created nurturing, safe, and non-judgemental environments where students felt comfortable seeking help and guidance.

*“[She] establishes positive relationships with students based on mutual trust and respect. Despite her busy schedule, she takes the time to establish meaningful connections with each student, fostering an environment of openness and support. Her genuine interest in our lives and well-being goes beyond the academic realm, creating a sense of belonging and camaraderie within the student community.”*

## Clear and constructive communication and guidance

Many nominations emphasised the importance of clear, constructive feedback on various types of assessment and assignment as well as guidance which was specifically tailored to the needs and goals of each student as an individual. Students especially valued tutors who provided detailed insights and offered practical advice to help students succeed academically.

*“[Her] support for us through the writing-up course never wavered. She was always there; whether by email, providing feedback, or offering prompt responses and assistance. Her flexibility with deadlines and resubmissions when we desperately needed it has been nothing short of remarkable. The swift, concise, and precise feedback on our work, delivered with kindness, has been paramount in our progression in the PhD course.”*





Winner:

## Anna Remington

*“Anna has been proactive in setting up meetings with me on a regular basis. Such proactiveness, I believe, is not the experience of most students and demonstrates her interest in my progress.... She is always responsive to my emails and requests for meetings and never ‘ghosts’ me. I experienced her as being empathetic and understanding of the issues I faced and felt she took my perspective rather than trying to dismiss things as part of academic life. I felt she overall had the perspective of encouraging me to make things better for myself and get what I wanted...”*



# Exceptional Feedback

The award for Exceptional Feedback celebrates staff who take the time and effort to provide detailed feedback, both verbally and in writing, which is designed to support the development of their students. The award recognises staff members who are prompt with their feedback and offer opportunities to discuss this feedback in person, thereby enabling their students to reflect and improve ahead of future assignments.

Nominations also praised staff who provide personalised and timely feedback which is adapted to the individual needs of the student. Students reported that this builds confidence, promotes critical thinking, and encourages development. Crucially, students felt that exceptional feedback requires an evidence-based approach, a caring attitude towards the wellbeing of students, and a willingness to go the extra mile to support progression.

## Most Valued Practice

### Using feedback to empower and encourage

Nominations valued staff who incorporated encouraging questions and opportunities for self-assessment within feedback, thus empowering students to take an active role in their learning. Their supportive and patient approach not only enhanced academic performance but also fostered confidence and motivation among students.

*“[He] provides feedback that is not only constructive and valuable but feedback that pushes his students to actually think critically about what they want to convey. As a teacher, you should always want to see your students develop and get better throughout the program, and you can really tell that this is what [he] wants for his students.”*

*“His feedback is honest and constructive while also building our self-esteem. He is open to new ideas and treats students as future colleagues.”*

## Providing high quality, individualised feedback

Many students emphasised the importance of comprehensive feedback which highlighted both strengths and explicit areas for improvement. Several nominees were praised for providing constructive feedback, which was often described as clear, helpful, and tailored to the individual student's needs and assignments.

*“[He] has provided extremely thorough personalized feedback for our essays which not only helped us better understand the argumentation and content for the module, but provided great advice for how to approach, write, and structure future essays. I have taken this feedback and applied it to my work in many of my other classes, where I can take the tailored and detailed feedback he gave to better understand my own writing and research process.”*

## Generosity in additional support

Students valued staff members who made themselves available via email correspondence, office hours, or additional one-to-one meetings. Staff who were willing to speak with students before and after class, patiently answer questions, and provide guidance were especially commended for supporting their students outside of the classroom.

*“She also went the extra mile to offer all students one-to-one feedback sessions, in case we had any questions arising from her feedback. Apart from her feedback on the formative assessments, whenever she received questions from students throughout the term, she would share the questions and her (again) prompt and detailed responses with all students, if she felt it would benefit everyone. She has continued to do so despite being on sabbatical in Term 2. It is clear that she prioritises her teaching and her students, and I really appreciate all the effort she has put in for her students.”*

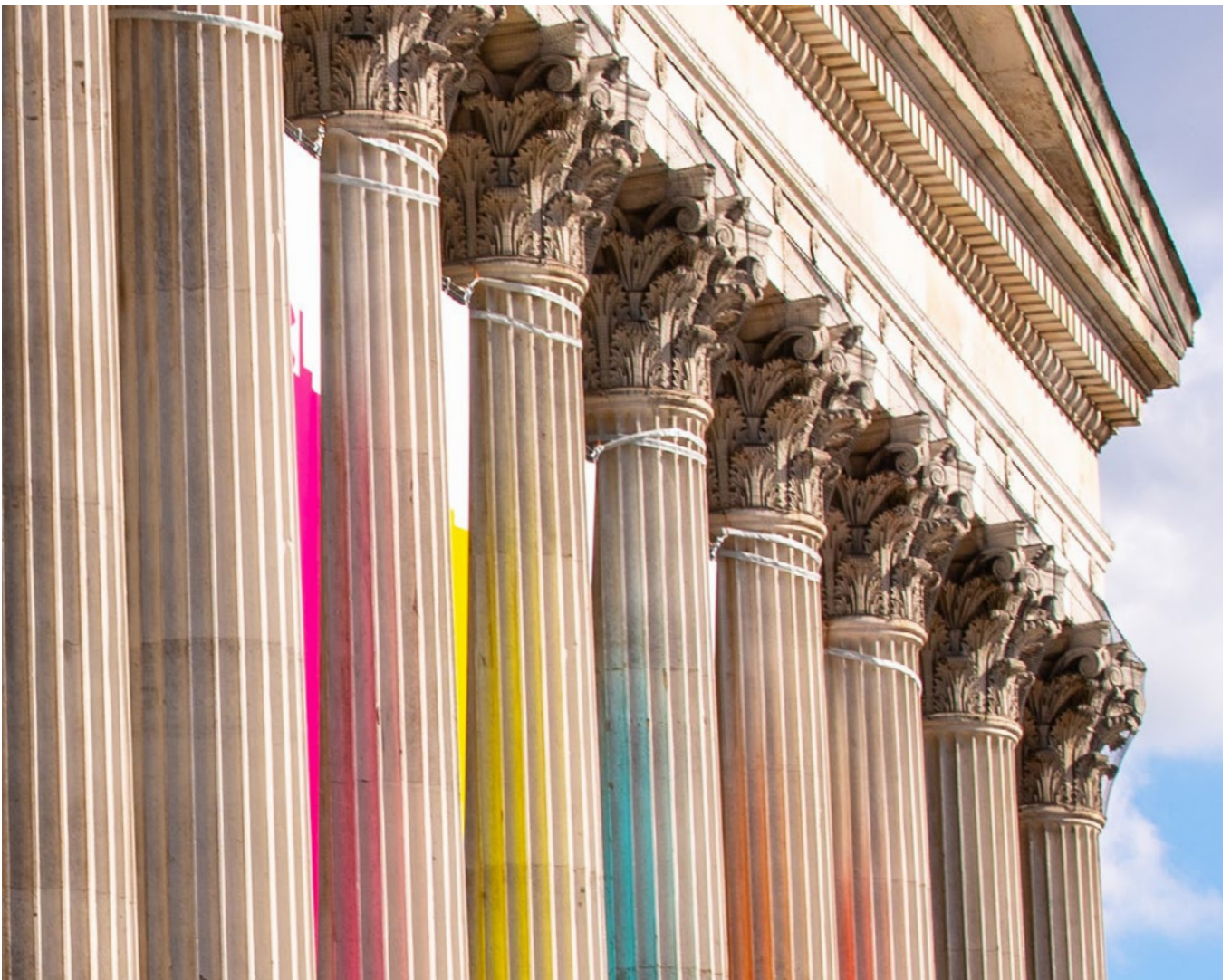




Winner:

## Alecia Carter

*“We...were able to be assessed not only for the content of a final paper, but for the analysis, effort, and feedback we put forward, in the final project and throughout the module. The combination of practical, realistic, consistent feedback and the opportunity for us students to take an active role in the response and marking process was significant; when I showed up to seminar, I felt I was there to learn the skills that would follow me through academia, not just to make the grade.”*



# Inspiring Teaching Delivery

The award for Inspiring Teaching Delivery recognises staff members who deliver teaching with exceptional enthusiasm, inspiring and engaging students through a variety of creative methods. These staff members create a supportive teaching environment where students are confident in speaking up and unafraid to be wrong. They tailor their teaching to students' interests and feedback, being happy to pivot and use innovative teaching methods to help students learn.

Students praised staff who demonstrated a genuine and contagious enthusiasm for both their subject and teaching. Most valued were staff who used creative methods to teach and explain difficult concepts with patience and good will. They ensured that their classes were inclusive and positive learning environments where students felt able to fully participate and flourish in class. Staff within the inspiring teaching delivery category showcase what an excellent educational experience at UCL can look like.

Nominations also praised staff who were approachable and responsive to student needs by taking the time to meet with students before or after class, answer email queries promptly, or providing additional materials.

## Most Valued Practice

### Clear, engaging and innovative teaching

Students appreciated staff who presented new and complex concepts in a clear, effective, and understandable manner. These staff members ensured their teaching was easy to follow and enjoyable by using interactive teaching methods such as quizzes and scenario problems to solidify understanding. They demonstrated creativity in simplifying complex concepts and making them digestible for students.

*“[She] is an incredible lecturer who cares about her students. She does an excellent job making every lecture engaging and knowledgeable, packing in tons of information through fun activities and examples. She makes waking up for a 9am enjoyable and informative.”*

*“Teaching is incredibly engaging and informative, ranging from role play to military games.”*

## Responsiveness and approachable demeanour

Nominations praised staff who were approachable and responsive, providing extra support as required. They showed flexibility by adjusting teaching methods and materials to enhance student learning experiences. These nominees were lauded for their responsiveness to student feedback, whether modifying course content, addressing concerns promptly, or accommodating individual needs.

*“[Her] enthusiasm for her role is truly inspiring, spreading its genuine warmth and energy to students and colleagues alike. She consistently goes above and beyond, offering dedicated work-based feedback, feed-forward, and signposting, ensuring students receive comprehensive guidance tailored to their needs.”*

*“He takes time to make sure everyone understands concepts in tutorials and also hosts extra sessions in his own time to allow us more opportunity to ask questions and seek help. He also hosted extras curricular classes to expand our knowledge.”*

## Fostering a positive and inclusive learning environment

Students valued staff who prioritised the creation of positive, supportive, and inclusive learning environments where each student felt valued, respected, and empowered. These staff members ensured that their students were comfortable asking questions, participating in discussions, and supporting one another.

*“Moreover she has cultivated a supportive teaching environment where students feel confident and valued. In her classroom, questions are encouraged, and mistakes are seen as valuable learning opportunities. This atmosphere empowers students to speak up and participate actively without the fear of being wrong, fostering a culture of open communication and continuous improvement.”*





Winner:

## Damian Phelan

*“He was always there for us whenever we needed help and gave us advice on any issue. He was so supportive and understanding, always wanting to make sure that everyone in class feels comfortable with all the information presented. Every piece of feedback was thoroughly presented and all the tutorial work was always checked. Being one of the students in his tutorial group was the best thing that happened to me this year. He inspired all of us with his motivation and his genuine desire to improve education and help students become better versions of themselves. I also appreciated that he was always available for Office Hours and replied to our emails even when we had the smallest questions.”*



# Outstanding Research Supervision

The award for Outstanding Research Supervision recognises staff who provide exceptional support for postgraduate research students, taking a flexible and proactive approach. The award highlights supervisors or other staff members who demonstrate enthusiasm for their role, challenging students and encouraging them to contribute substantially to their specific discipline. They offer support during the planning of assessments and the PhD viva, as well as constructive employment and career advice.

Across all nominations, students emphasised the importance of their supervisor's genuine enthusiasm and passion for both their discipline and their role as mentors.

Nominations also praised supervisors for their holistic approach to student development, which goes beyond the research itself to include career and personal support. These staff members demonstrated flexibility and unwavering dedication which encouraged their students to succeed even at challenging times.

## Most Valued Practice

### Dedication to academic mentorship

Students valued supervisors who approached their roles as mentors enthusiastically, inspiring their students to thrive. These staff members encouraged their students' independence as researchers, providing opportunities for students to publish their work, engage with professional networks, and take ownership of their projects.

*“[He] exemplifies the epitome of mentorship, possessing not only the expertise to navigate my research inquiries but also an enthusiasm that inspires me to innovate and excel within my academic domain. His proactive approach to supervision knows no bounds, as he readily extends his assistance even during unconventional hours, demonstrating unwavering dedication to my academic journey.”*

## Comprehensive support outside of research

Students appreciated staff who supported them holistically, providing not only academic support but advice and guidance on career planning and navigating personal challenges. These staff members demonstrated steady dedication to students' academic and personal well-being, providing consistent support and encouragement on a variety of matters.

*“At the start of my programme she was immediately approachable and guided me around what was expected of writing and performance at doctoral level. She also provided support and advice on helping me to balance my work, personal and research commitments to ensure I was able to perform effectively.”*

*“I have never felt uncomfortable if I have a personal issue to raise this with [him], and he has always been extremely kind and sensitive whenever I have discussed any such issues.”*

## Flexibility and going the extra mile

Nominations praised research supervisors who were flexible and adaptable in their approaches to advice and guidance, treating each student as an individual with specific goals and needs. Students valued the supportive and nurturing environments these staff members fostered and their efforts in going above and beyond at critical junctures, such as assessments and the PhD viva.

*“[He] has always demonstrated enthusiasm for my work and has always been willing to go the extra mile. His (often extensive) comments on the work I have provided are always thoughtful, and show that he has dedicated a significant amount of time in his advice and comments. Beyond our regular in person meetings, if I have needed urgent advice, [he] replies to my emails extremely promptly, and always offers the opportunity to meet in person if I need him to help explain anything further.”*

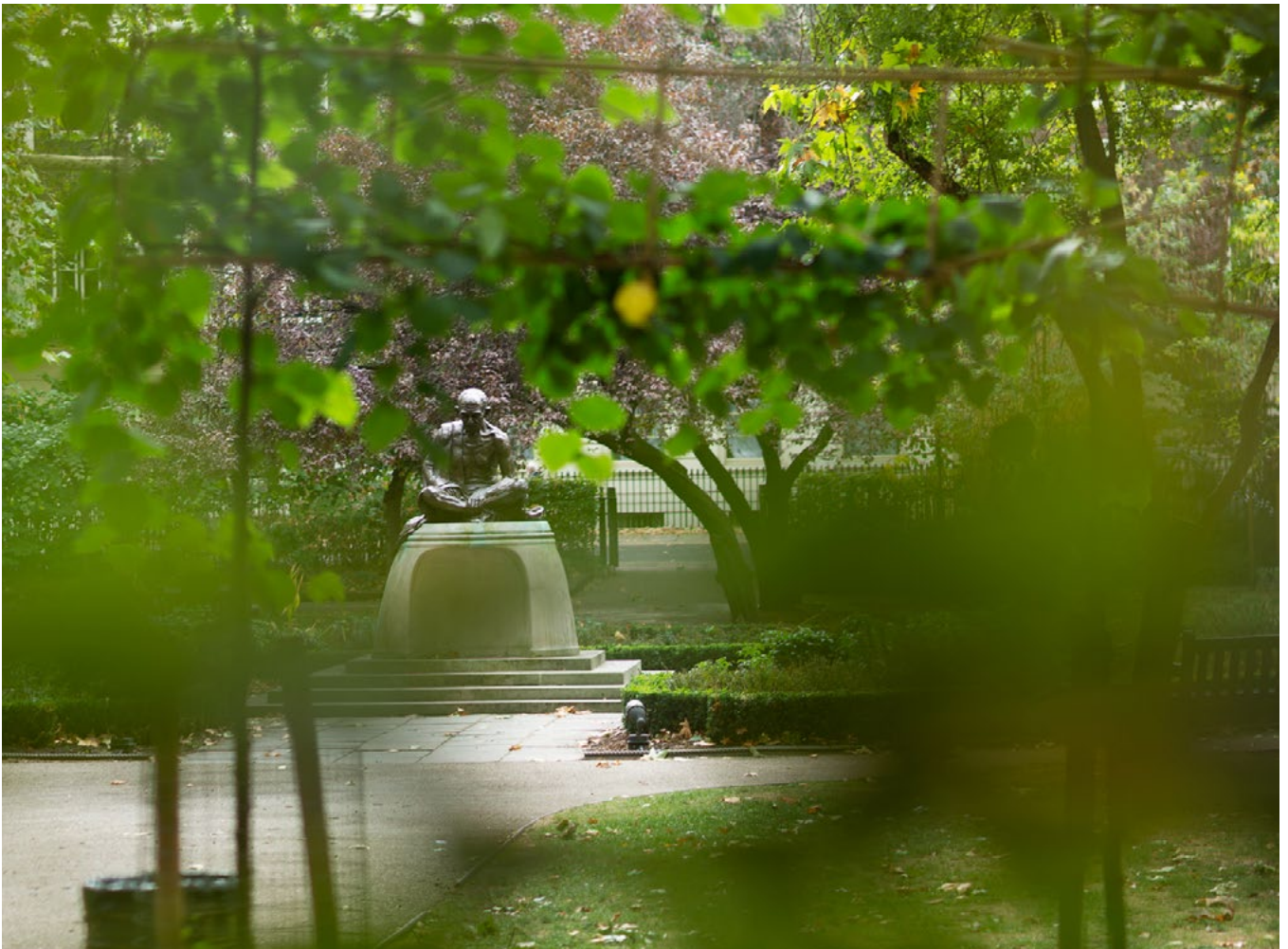




Winner:

## Rachael Dickman

*“Rachael is a fantastic supervisor, who not only takes care of helping her students develop academically, but supports them as a person. She always has an open ear for any of her student’s issues that might come up and is the most understanding and supporting supervisor I have met. In a degree that is known to be challenging when it comes to mental health, she takes it seriously to look after her students’ mental health and always approaches things with an open mind and the goal to help. Through this, she created a very positive and trusting environment in her group and enables us to give our best.”*



# Sustainable Education

The award for Sustainable Education recognises staff who are leading the way in embedding sustainability into the curriculum and shaping future climate leaders. This award was introduced in 2022 to highlight staff members who make active efforts to demonstrate the link between their subject matter and sustainability, embed issues of sustainability into life at UCL, and offer students the opportunity to connect their learning to real world problems and situations related to sustainability.

Nominations praised staff who have made significant efforts to embed sustainability into the curriculum and provide related practical learning experiences. Staff were also praised for their commitment to sustainability and innovative teaching.

Many students highlighted that these staff members demonstrated the importance of integrating sustainability across disciplines and not merely in their own, championing sustainability practices across the university.

## Most Valued Practice

### Integrating sustainability into the curriculum

Nominations praised staff who embedded sustainability into the curriculum, fostering interest and curiosity in sustainability topics. Students highlighted that this enthusiasm and passion empowered them to be agents of change and integrate sustainability into their future careers.

*“[She] has a remarkable ability to engage her students, fostering an environment of enthusiasm and curiosity in every lecture. Her genuine kindness, approachability, and infectious positivity create a supportive learning environment where students feel empowered to explore complex topics and challenge conventional thinking.”*

## Innovative, practical learning experiences

Students celebrated staff who designed interactive lessons which allowed them to apply their learning to real-life examples. Through hands-on learning experiences and field trips, these staff members encouraged students to develop a deeper understanding of sustainability and think critically about the topic.

*“Creating hands-on and field trips to develop a deeper understanding of sustainability in our daily lives and to link learning to real-world sustainability issues.”*

*“Her propitious teaching methods and encouragement as a lecturer, tutor and support staff would nominate her for all categories but her dedication to sustainability is unparalleled.”*

## Demonstrating personal commitment to sustainability

Many nominations commended the genuine passion and dedication to sustainability demonstrated by staff. They appreciated that many staff members went far beyond their roles to champion sustainability within and outside of UCL and achieve real world impact.

*“She is passionate about embedding sustainability into all aspects of life at UCL, as this reflects her own personal values and actions; she carries this forward into every aspect of her life, and it is very inspiring to see. She is an incredibly active listener, and is really keen to work on extra projects outside of her job description to help students link their learning to real world health problems related to sustainability, and works tirelessly to encourage other members of staff within her department to do the same.”*





Winner:

## Andy Markwick

*“[Andy Markwick] continually provides his students with opportunities to link our learning and teaching as student teachers to real world issues related to sustainability. Dr Markwick’s clear passion for the topic and how this relates to science empowers his students to confidently embed sustainability in all aspects of our science teaching curriculum and inspire confidence for us to address issues children have with anxieties/ curiosity about sustainability in the modern world... Dr Markwick’s infectious enthusiasm for issues around how to pragmatically address sustainability issues has armed us as his students with the ability to engage with school children and weave sustainability into the fabric of our teaching...”*









# Student Choice Awards

**U** STUDENTS'  
UNION UCL

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