



The Royal  
Anniversary  
Trust



# The Queen Elizabeth Prizes for Higher and Further Education

Sixteenth Round Report | 2024-26



## The Royal Anniversary Trust celebrates and champions the outstanding work of universities and colleges across the four nations of the United Kingdom.



Through the Queen Elizabeth Prizes for Education, part of the UK national honours system, and our alumni initiatives which unite former Prize-winners to collaborate on shared challenges and enhance their own research, the Trust champions excellence, innovation, and the positive social impact of tertiary education in the UK and around the world.

The Trust was originally established to lead a national programme of celebrations to mark the 40th anniversary of Queen Elizabeth II's accession to the throne in 1992. The theme of education was at the heart of these activities. Her Majesty was a passionate believer in the power of education to help realise human potential and solve the world's many problems and did all she could to promote, support and protect it.

The Trust is proud to honour her lifelong commitment to education through its ongoing work to build on the already formidable reputation of UK universities and colleges at home and abroad.

## A message from the Prime Minister Sir Keir Starmer



THE PRIME MINISTER



I want to offer my warmest congratulations to all those receiving the Queen Elizabeth Prizes for Higher and Further Education for 2024–26.

This is a landmark year for the Prizes marking 30 years of recognising and celebrating the tremendous contribution our universities and colleges make to the life of our country.

The UK has always been a place of learning, invention, and ambition. Our institutions of higher and further education are among the very best in the world. They educate the next generation, train our workforce, and lead the cutting-edge research that drives progress, not just here at home but across the world.

This year's Prize-winners show the strength and breadth of that contribution. From AI-powered language learning to life-saving medical research, from innovation in fire safety to tackling modern slavery. Your work is improving lives, growing our economy, and helping to shape a fairer, more prosperous future.

I would like to thank all the winners commended this year for their commitment, creativity and contribution to our nation. I also extend my thanks to the Royal Anniversary Trust for their continued work on this prestigious Prize and for their dedication to shining a light on the very best of our higher and further education sectors.



## A message from Royal Anniversary Trust Chair, Sir Damon Buffini



After a long and rich tenure as Chair of the Royal Anniversary Trust, during which I have seen an extraordinary 167 Prizes awarded, I will be stepping down this year. It has been a privilege to serve this organisation, and to steer its growth and development as a champion of our universities and colleges.

For 30 years, the Queen Elizabeth Prizes for Education have shone a light on the vital role education plays in the life of our nation. At a time when the UK is facing significant economic and social pressures, these Prizes remind us of the tangible, real-world impact of universities and colleges — strengthening our economy, supporting communities, driving innovation, and improving lives at home and across the world.

During my time as Chair, I have been inspired and often amazed by the breadth of achievement we recognise: advancing health, sustainability and technology; widening participation and opportunity; boosting productivity and skills; and equipping people to navigate a changing world. In challenging times, our higher and further education sectors remain one of the UK's greatest assets: resilient, outward-looking, and a powerful force for good.

None of this would be possible without the collective effort that defines the Royal Anniversary Trust: our Trustees, dedicated staff, volunteer Readers, expert advisers, partners across government, industry and the Royal Household, and the philanthropic supporters who make our work possible. I'd like to take this opportunity to thank you all for playing a part in the success of the Trust and the Prizes; I hope you will continue to work with us in the years ahead.

Above all, I'd like to thank our Prize-winners and alumni. Your work demonstrates, in the clearest possible way, why education matters — not in the abstract, but in its ability to respond to real challenges and deliver real change. It has been a privilege to meet so many of you.

As I hand over as Chair, I wish my successor, Richard Meddings, every success. He inherits an exceptional organisation and a remarkable community, and I know the Trust will continue to flourish under his leadership. I look forward to seeing what the future brings and will continue to be one of your most enthusiastic supporters and champions.

With my warmest thanks and best wishes,

*Damon*

## Contents

<b>2</b>	The Royal Anniversary Trust		
<b>3</b>	A message from the Prime Minister Sir Keir Starmer		
<b>4</b>	A message from Royal Anniversary Trust Chair, Sir Damon Buffini		
<b>6</b>	The Queen Elizabeth Prizes for Higher and Further Education		
<b>8</b>	USA Exchange		
<b>11</b>	Recipients of the Queen Elizabeth Prizes for Education		
12	The University of Edinburgh	32	Newcastle University
14	Gateshead College	34	North Warwickshire and South Leicestershire College
16	Hull College	36	North West Regional College
18	The Institute of Cancer Research, London	38	University of Nottingham
20	Lancaster University	40	University of Oxford
22	University of Leeds	42	Royal College of Music
24	Leeds Beckett University	44	University of Salford
26	Liverpool John Moores University	46	Scotland's Rural College (SRUC)
28	London Metropolitan University	48	University of Southampton
30	Loughborough University		
<b>50</b>	The Queen Elizabeth Prizes for Higher and Further Education Winners 1994-2025		

## The Queen Elizabeth Prizes for Higher and Further Education



For 30 years, the Royal Anniversary Trust has proudly delivered the Queen Elizabeth Prizes for Education: a national honour, recognising at the highest level of state outstanding work in universities and colleges across the four nations of the United Kingdom. Collectively, these Prize-winners are a testament to the power of education to change the world for the better — at individual, community or international levels. Highly contested and universally respected, the Prizes are the hallmark of excellence in our universities and colleges.

The Prizes are open to eligible universities and colleges of higher and further education in the UK, and may be awarded for any topic or subject area which fulfils the criteria for the award: excellence, innovation and well-evidenced benefit for the institution itself and the wider world.

The creation of the Prizes was announced in Parliament in 1993 by Prime Minister Sir John Major, with Queen Elizabeth II's consent and with all-party support. First awarded in 1995 and now in the sixteenth round, the Prizes are granted every two years by the Sovereign on the advice of the Prime Minister following a rigorous and independent process of review carried out by the Trust.

Each Prize-winning entry is reviewed by multiple readers, including specialists and members of the Trust's expert Higher and Further Education Panels,

before the Trust's Awards Council arrives at its final recommendations. All reviewers provide their services confidentially, anonymously and pro bono. The Trust is enormously grateful for their support and for the collective experience, wisdom and time they devote to the assessment process and to the integrity of the Prizes scheme.

Over the past 30 years, Prizes have been awarded across a wide range of disciplines — science, engineering, arts and the creative industries, education, the humanities, the environment and medicine. Uniquely, the Prizes recognise not only the team behind the award-winning work, but the institution as a whole.

Nineteen universities and colleges have been awarded Prizes in this round; a summary of their work follows in this report. This year's winners are as inspirational as ever, collectively highlighting the breadth and exceptional quality of work across the UK's tertiary education sector.

The Prizes were presented by Their Majesties The King and Queen at a formal investiture ceremony at St James's Palace on 24th February 2026. The Trust remembers with gratitude the guiding hand of Queen Elizabeth II in creating and supporting these unique awards and is grateful to The King and Queen for their continued patronage.

*“Success brings its own reward, but it is right that particular excellence should receive particular recognition.”*

Sir John Major, announcing the creation of the Prizes scheme in Parliament in 1993

# The Queen Elizabeth Prizes for Education: USA Exchange

The year 2026 marks the 100th anniversary of Her Majesty Queen Elizabeth II, the founding patron of the Queen Elizabeth Prizes for Education; it is also the 250th anniversary of the Declaration of Independence in the USA.

In this historic year, the Royal Anniversary Trust has devised the Queen Elizabeth Prizes for Education: USA Exchange, to celebrate and commemorate both Her Majesty's dedication to education and her tireless commitment to international diplomacy — in particular, the UK's special relationship with the USA.

The Exchange will bring representatives from eight Prize-winning alumni institutions to Washington DC for a four-day programme in October 2026 to meet with selected US academics who work in similar fields. It is designed to provide opportunities for new transatlantic collaborations and partnerships between UK and US universities and colleges that will have a beneficial legacy in the long term.

During the Exchange, the delegates and their US counterparts will be based at host universities and community colleges within Washington DC. The Trust is delighted to be working with the following partners: American University, Howard University, Johns Hopkins University Bloomberg Center and Northern Virginia Community College (NOVA).

The UK institutions participating in the Exchange are all former winners of the Queen Elizabeth Prizes for Education. They were selected via a competition open exclusively to Prizes alumni, judged by an eminent panel including representatives from the Trust's Higher and Further Education Panel.



**University of the Arts London** was awarded a Prize in 2023 for shaping the fashion industry of the future through global leadership and pioneering work in environmental and social sustainability. During the Exchange they will engage with US researchers and practitioners to inform a new wellbeing framework for fashion that can influence policy, guide industry practice, and help redefine fashion as a driver of cultural, ecological, and social justice.

**The University of Edinburgh** won a Prize in 2015 for excellence in the diagnosis and treatment of coronary heart disease, playing a major role in the reduction in death rates through innovative treatments and guidelines. The Exchange is an opportunity for cross institutional and transatlantic collaboration that will accelerate and synergise the investigation and characterisation of coronary and valvular heart disease, enhancing the future management and treatment of these conditions, benefiting patients around the world.

**Edinburgh Napier University** was awarded a Prize in 2015 for their research in wood science and UK timber construction, reducing the carbon footprint. They plan to collaborate with US academic partners to implement a strategic alliance to push for more timber in construction and more sustainable forestry.

**City of Glasgow College** was awarded a Prize in 2023 for life-saving research into oxygen depletion in enclosed and confined spaces on board ships. This Exchange provides an opportunity to deepen international collaboration with the global maritime sector.

**Keele University** was awarded a Prize in 2009 for their pioneering early intervention and primary care in the management of chronic pain, particularly back pain and arthritis. The United States is a global leader in technological innovation, including AI and Virtual Reality, and this is what they plan to explore during the Exchange.



Queen Elizabeth II ascends the steps of the US Capitol during her visit in honour of the 200th anniversary of the US Declaration of Independence in 1976.

**Queen's University Belfast** was awarded a Prize in 2015 for their Centre for Secure Information Technologies. During the Exchange they will be partnering with Northeastern University's Cybersecurity and Privacy Institute to advance research, education, and international collaboration in cybersecurity and AI.

**Scotland's Rural College (SRUC)** was awarded a Prize in 2017 for a genetics research project showing farmers around the world how selective breeding can significantly increase milk yields, improve economic efficiency and reduce the carbon footprint of dairy farming. During the Exchange they will focus on strengthening transatlantic collaboration in livestock genetics, data integration and AI to support sustainable and climate smart food systems.

**UCS College Group** was awarded a Prize in 2023 as the first further education college to deliver nursing degrees locally, opening up new career routes for all ages and responding to workforce challenges within the local National Health Service (NHS). Through the Exchange, they aim to share best practice, learn from international partners, and demonstrate the vital role further education plays in delivering higher-level health skills within a university-led system.

*The Royal Anniversary Trust is grateful for the support of its primary sponsor, Amazon Web Services, in this endeavour. We are also pleased to have the support of the British Council, the UK's Foreign, Commonwealth & Development Office and the US Embassy in London.*



# Recipients of the Queen Elizabeth Prizes for Higher and Further Education

Sixteenth Round | 2024-26 →

## The Trustees and Executive

**Sir Damon Buffini** Chair

**Professor Dame Janet Beer** DBE

**Sir Martin Donnelly** KCB CMG

**Dame Lin Homer** DCB

**Shelagh Legrave** CBE

**Sir Frank McLoughlin** CBE

**Heidi Mottram** CBE

**Professor Dame Shirley Pearce** DBE

**Dr Mahnaz Safa**

**Nichola Tasker** Chief Executive

**Amy Douthett** Communications Director

**Helen James** Prizes Director

**Steve Lazell** Finance Director

## The Awards Council

The Awards Council is made up of Trustees of the Royal Anniversary Trust and nominated representatives from UK government.

## Supporters of the Trust

The Royal Anniversary Trust is grateful for the support of Amazon Web Services (AWS)



*“The Queen Elizabeth Prizes for Higher and Further Education celebrate the power of education to change the world for the better. This much-loved national honour recognises, at the highest level of state, outstanding work in UK universities and colleges, and the remarkable benefit they bring to our economy, society and the wider world. This year we are delighted to honour 19 institutions whose work offers an inspiring snapshot of the excellent and innovative work going on in universities and colleges across the UK. Congratulations all!”*

Sir Damon Buffini, Chair of the Royal Anniversary Trust

# The University of Edinburgh

Securing a safer future:  
50 years of fire safety  
research and education



The Rushbrook Fire Laboratory is equipped with state-of-the-art equipment for teaching and research

A world-first Centre for Fire Safety Engineering, conducting internationally significant research and advanced education and training to underpin fire safety design, policy, regulation and innovation throughout the world in both the built and natural environments.

For more than 50 years, the University of Edinburgh's academics in fire safety engineering have pioneered how the discipline is taught, shed light on the causes of major tragedies and made both built and natural environments safer.

The Edinburgh Fire Research Centre's technically focused, collaborative and inclusive approach has led to the development of world-first educational programmes in fire safety engineering that have generated a legacy of knowledge around the globe.

Researchers have shaped significant regulations, making UK homes and buildings safer from fire, and have crafted national guidance which has been adopted by standards bodies in the UK, Europe, the US and Canada.

For example, the Centre has supported the development of innovative industry guidance that supports the net zero journey for timber structures within fire safety engineering, and multi-million pound new industry sectors, such as fire safety engineering consultancy.

Edinburgh University staff and Centre alumni were the most cited instructed experts reporting to the Grenfell Tower Inquiry's final report in 2024.

Informing the guidance of national bodies across the globe, the Centre is also working with the UN Office for Disaster Risk Reduction (UNDRR), the World Bank,



*"I'd like to congratulate everyone involved with Centre for Fire Safety Engineering — they truly deserve the recognition that this prestigious award signifies. There is no better testimony to the difference a University can make than to say the Centre's work and influence has unquestionably saved lives."*

Professor Sir Peter Mathieson,  
Principal and Vice-Chancellor of the University of Edinburgh

and other international NGOs, to support and enhance the fire safety of informal settlements and refugee camps, helping to protect the most vulnerable from the impacts of fires.

Graduates of the Centre have opened new frontiers in research and industry and are transforming the safety of built and natural environments worldwide.

The University's commitment to developing the next generation of fire safety engineers can be seen in its wide portfolio of outreach activities, and the Centre continues to pioneer fire safety education across the UK.





# Gateshead College

A unique approach to built environment education



PlanBEE apprentices on site

A unique employer-led programme that has transformed apprenticeships in the built environment sector, including expansion into Canada, by tackling skills gaps to create a multi-skilled, adaptable workforce, with further expansion into other sectors underway across the UK.

*“This is a tremendous honour for our college. It recognises the innovative partnership approach we’ve taken with industry to tackle skills shortages, and it’s a powerful endorsement of the impact the PlanBEE programme has made.”*

David Alexander, Principal of Gateshead College

that has long hindered multi-disciplinary collaboration across the industry.

Conceived not as a minor upgrade to traditional apprenticeships, but as a complete rethink of how young people enter and progress within the sector, it is the first programme of its kind with apprentices undertaking six distinct four-month placements across a range of roles and employers, rather than just one. This deliberately exposes them to a broad range of technical and professional roles including architecture, engineering, building services, quantity surveying, consultancy and construction/site management.

As the programme itself is free to learners, it opens doors to young people from deprived communities who may otherwise be at a disadvantage due to the expense associated with traditional university-level study. It has also encouraged women and minorities to explore careers in different areas of the construction industry they may not previously have considered.

PlanBEE has now expanded beyond the North East to Manchester and London, and internationally to Canada. It has also been adapted to new sectors, including rail (PlanBEE Rail) and digital technologies (PlanBEE Cyber), proving its scalability and relevance.

PlanBEE is helping employers to build stronger teams by developing a new kind of early career professional — multi-skilled, adaptable and equipped with a systems-level understanding that today’s construction and infrastructure projects increasingly depend on.



PlanBEE apprentices on placement

Developed by Gateshead College in collaboration with Ryder Architecture and a consortium of more than 70 leading employers nationwide, PlanBEE has grown into a nationally acclaimed and internationally respected programme.

It represents a pioneering, employer-led approach to tackling the persistent skills shortages in the construction and built environment sector, equipping apprentices with the diverse knowledge, technical expertise and interdisciplinary understanding essential for today’s complex, fast-paced construction landscape.

At the heart of PlanBEE’s success is an unrelenting commitment to doing things differently, challenging the silo mentality

# Hull College

Transforming refugee and migrant integration through ESOL innovation



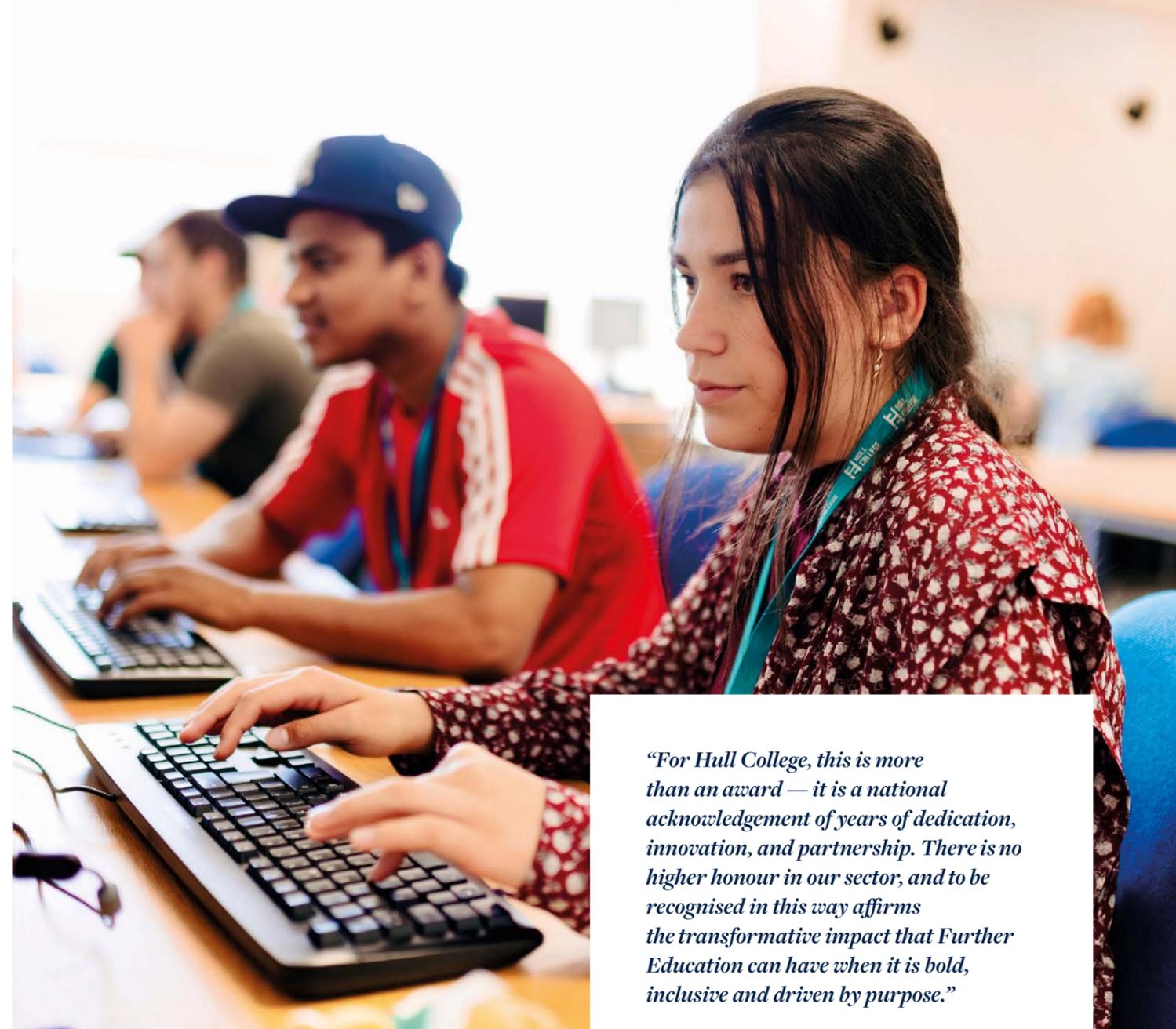
A globally recognised English for Speakers of Other Languages (ESOL) programme using AI-powered digital storytelling, real-time translation, and trauma-informed teaching to transform language learning, boost employability and social integration for learners, setting a new benchmark for inclusive education.

Hull College has established itself as a national leader in ESOL and digital inclusion, developing a pioneering model that addresses the growing global challenge of refugee displacement and the national need for equitable skills access and social integration.

In response to increasing migration and complex barriers faced by learners with disrupted education, trauma and limited English proficiency, the College created Silent Voices, Vivid Stories. This innovative approach has reshaped how language learning, identity and progression intersect within further education.

The initiative combines AI-enabled storytelling, real-time translation technologies and trauma-informed pedagogy within a structured curriculum that supports learners from arrival through to employment or further study. Through the integration of digital tools, learners can access education immediately in their first language, while developing English proficiency in a supportive and inclusive environment. AI-generated visual narratives and virtual exhibition platforms enable learners to participate in a form of language acquisition that supports confidence, cultural understanding and communication.

The programme is embedded within a wider institutional strategy that connects ESOL provision to vocational pathways in priority national sectors such as health, construction and hospitality, ensuring that language learning contributes directly to workforce development and social mobility. Its trauma-responsive approach and inclusive digital framework have informed internal professional practice and influenced wider curriculum design across the College.



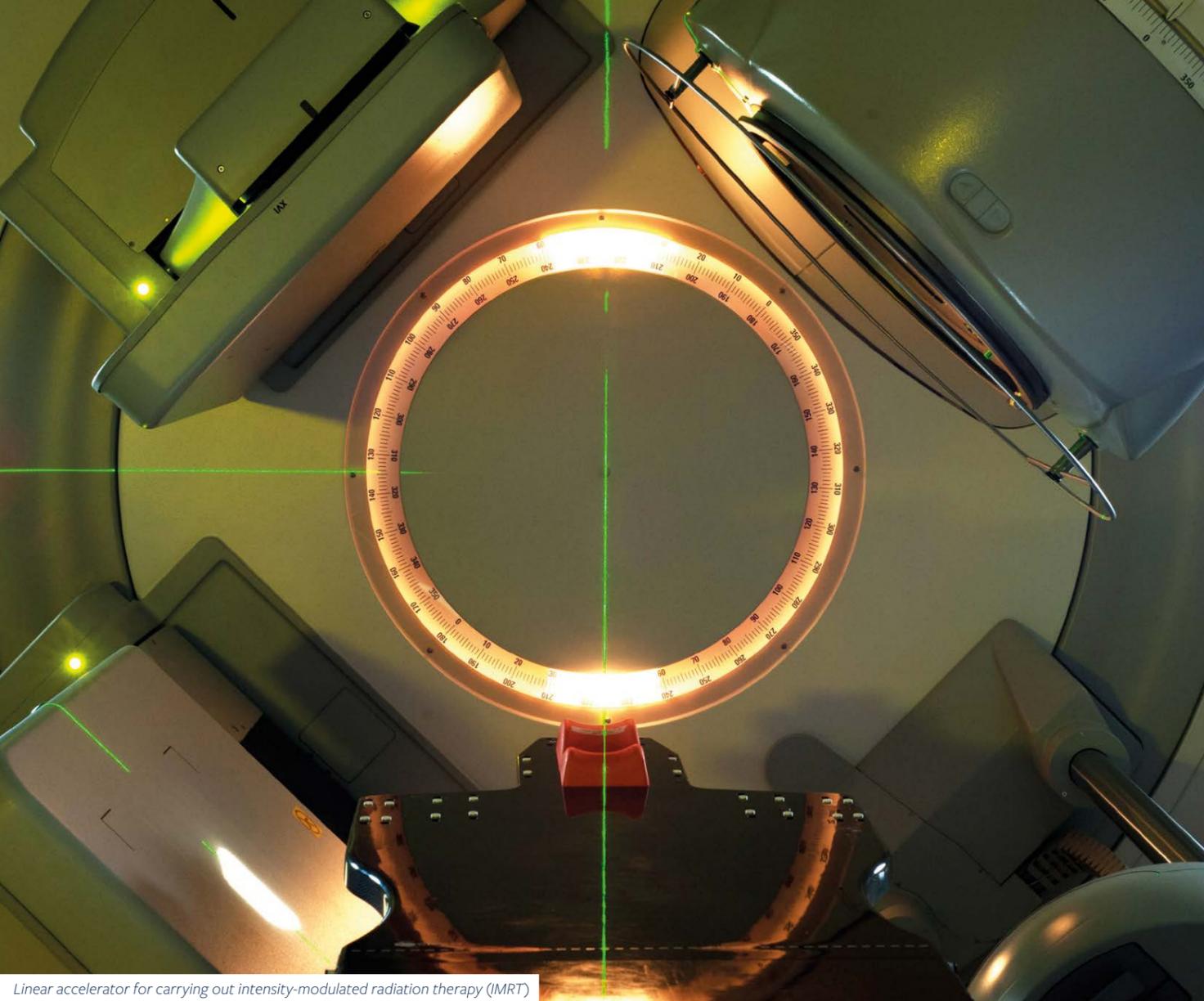
*“For Hull College, this is more than an award — it is a national acknowledgement of years of dedication, innovation, and partnership. There is no higher honour in our sector, and to be recognised in this way affirms the transformative impact that Further Education can have when it is bold, inclusive and driven by purpose.”*

Debra Gray MBE, CEO & Principal

The model has gained recognition within national discussions on ESOL reform, digital accessibility and inclusive skills development, and has been shared with further education providers across the UK. International delegations from Europe, Africa and North America have examined the programme as a scalable model for refugee and migrant education.

Through this work, Hull College has demonstrated how further education can respond to global and national challenges with innovation, resilience and leadership, creating a replicable framework that supports integration, lifelong learning and economic participation.





Linear accelerator for carrying out intensity-modulated radiation therapy (IMRT)



Pioneering the MR-Linac, which combines radiotherapy with magnetic resonance imaging (MRI)

*“I’m extremely proud of the role our scientists and clinicians have played in developing techniques and trials that are now improving outcomes for patients across the globe.”*

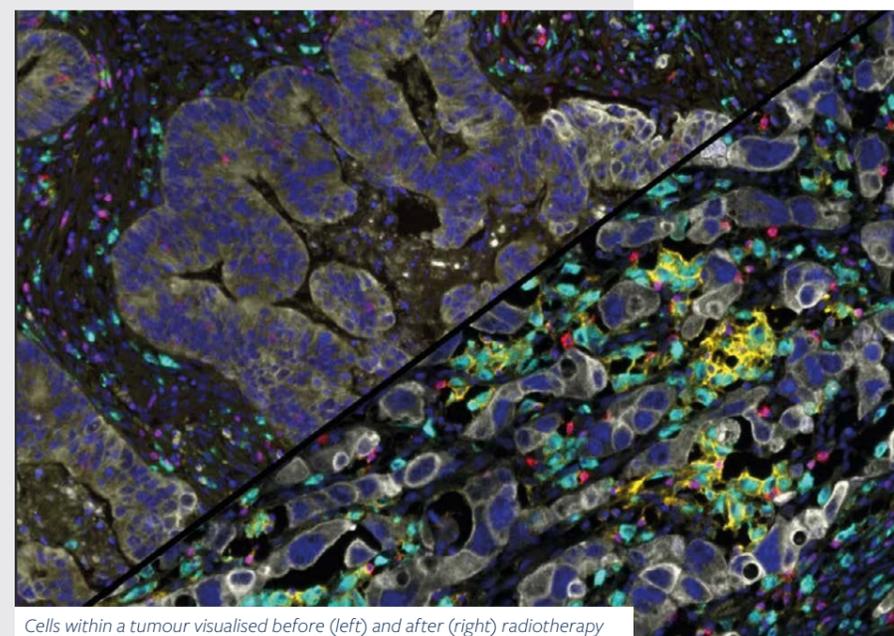
Professor Kevin Harrington, Head of the Division of Radiotherapy and Imaging at The Institute of Cancer Research, London

Groundbreaking research in radiotherapy, developing advanced treatment technologies, innovative strategies, and radiation-drug combination therapies that improve cancer treatment effectiveness, reduce side effects, and enhance patient outcomes globally.

ICR-led radiotherapy research has improved survival and quality of life for cancer patients in the UK and globally, while also delivering significant economic benefits to the NHS and other health systems. Life-changing radiotherapy discoveries at the ICR include:

- » Pioneering the development of high-precision radiotherapy techniques that target tumours while sparing healthy tissue
- » Leading the development of intensity-modulated radiotherapy (IMRT) and stereotactic body radiotherapy (SBRT), groundbreaking techniques that have become the global standard of care
- » Enhancing the patient experience and improving the effectiveness of treatment by using IMRT and SBRT to deliver prostate cancer radiotherapy at higher doses but with fewer treatments
- » Advancing image-guided and adaptive radiotherapy where magnetic resonance image scanning is combined with state-of-the-art radiotherapy to deliver precise real-time targeting of the tumour
- » Investigating combinations of radiotherapy and cancer drugs to boost treatment effectiveness

The ICR’s success stems from a collaborative approach delivered by a diverse, multidisciplinary team, enabling smooth transitions from lab research to clinical trials. This is supported by strong hospital and academic partnerships, and sustained funding from Cancer Research UK, UKRI, NIHR and others.



Cells within a tumour visualised before (left) and after (right) radiotherapy

Radiotherapy is a crucial cancer treatment that uses controlled, high doses of radiation to kill cancer cells. More than half of cancer patients receive radiotherapy, contributing to nearly half of all cancer cures. However, it can cause side effects by harming healthy tissue and does not always result in a cure.

For decades, The Institute of Cancer Research, London, has developed and advanced radiotherapy techniques that are both kinder and more effective by integrating biological and medical physics research with clinical practice. This is achieved through a unique partnership with The Royal Marsden NHS Foundation Trust and the wider NHS.

# The Institute of Cancer Research, London

Global leadership in radiotherapy research

# Lancaster University

Children worldwide get hands-on with computing



Creation and development of core technology for the micro:bit, a pocket-sized programmable computer that's driving a global transformation in digital literacy and has empowered 66 million children in 85 countries to become coders and technology creators.

Lancaster University is contributing to a global transformation in digital literacy.

As the sole university partner from the outset, Lancaster plays a pivotal role in the development and success of the micro:bit, a pocket-sized, programmable computer. The micro:bit has empowered an estimated 66 million children worldwide — approximately 2% of all children on the planet — to become technology creators.

From classrooms deep in the Amazon rainforest to inner-city schools in Los Angeles County, Lancaster University's pioneering work developing the operating system, influencing the hardware and shaping the coding experience of the micro:bit has revolutionised digital learning. The micro:bit's reach extends to 85 countries, with over 11 million devices inspiring young minds to explore coding and problem-solving. This is helping to lay the foundation for an entire generation to develop critical computational thinking skills and explore career paths in technology.

Beyond delivering technical skills, Lancaster's work has had a profound social impact. The micro:bit plays a key role in increasing diversity in computing, helping to close the persistent gender gap in technology. In the UK, 90% of primary schools now have micro:bits, embedding digital literacy early, before career choices begin to form. The micro:bit has also been adopted at scale by educators in countries including Singapore, Korea, Hong Kong, Australia, Spain, the Western Balkans, Denmark, Norway, Croatia, Uruguay, Brazil, Jamaica and Canada, ensuring digital learning opportunities are accessible to all.



*“Through innovation, partnership and quiet dedication, the micro:bit team have created technology that empowers and inspires young people worldwide. We are immensely proud to receive this award recognising their global impact.”*

Professor Rebecca Lingwood,  
Interim Vice-Chancellor of Lancaster University





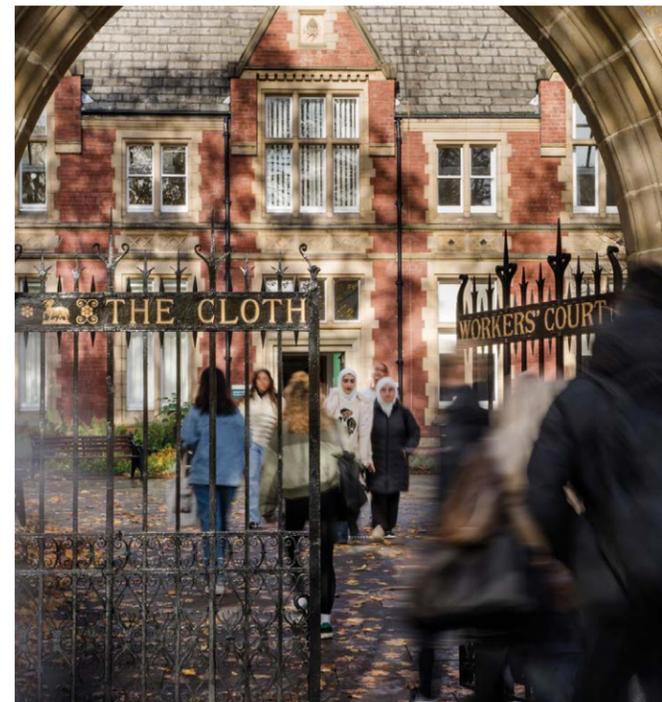
A student cutting out a dressmakers' pattern from fabric in the School of Design

# University of Leeds

The fabric of society: using textiles to tackle questions of industry, healthcare and sustainability



Threads coming together in a weaving machine in the spinning, knitting and weaving lab



An internationally-leading centre exploring new materials, processes and products, the Leeds Institute of Textiles and Colour combines multi-disciplinary expertise in design, science and technology to address the global challenge of sustainability and demand for innovation across textile, colour and related industries.

*“This award honours not just the University of Leeds’ rich history of pioneering research and achievements in textiles, fashion and colour, but also our restless drive for excellence and innovation.”*

Professor Muhammad Tausif, Head of the School of Design

technologies and helping businesses remain competitive.

Textiles have underpinned Yorkshire’s regional economy for centuries. 150 years ago, as UK trade faced growing competition from overseas, the industry’s support was critical to establishing the Yorkshire College of Science, founded in the conviction that innovation and scientific training were key to maintaining a competitive edge.

Industry shaped its early work, focusing on textile design, manufacturing and training of skilled leaders for its factories. As the burgeoning college grew into the University of Leeds, a department for textile education and research transformed into a centre of applied science. Its impact spread well beyond its own discipline, contributing to remarkable scientific advances in X-ray diffraction, the discovery of DNA and the emergent field of molecular biology.

Over those 150 years, research focusing on wool science and early man-made fibres evolved into an internationally leading centre developing new polymers and dye chemistries, manufacturing processes, testing methods and digital tools, responding to the needs of industry and the challenges of sustainability.

In doing so, today’s Institute holds true to those founding Victorian principles. The Institute continues to support businesses by pioneering the advances that help them succeed, developing their personnel, driving innovation and generating economic benefit in a region where textiles remain a cornerstone of commerce.

The Leeds Institute of Textiles and Colour develops sustainable materials and processes, supported by one of the most extensively equipped research facilities in the world.

It tackles the challenges of waste recycling, microplastics and carbon emissions in a growing international fashion and textile industry whose environmental impacts face an ever-brighter global spotlight. Based at the University of Leeds, the Institute’s work spreads far beyond traditional fabrics for clothing, with textile materials playing an important role in fields as diverse as healthcare, filtration and smart composites. In these areas and more, the Institute is creating new

# Leeds Beckett University

Educational alliance at HMP Full Sutton



Dr Alexandria Bradley and Dr Bill Davies

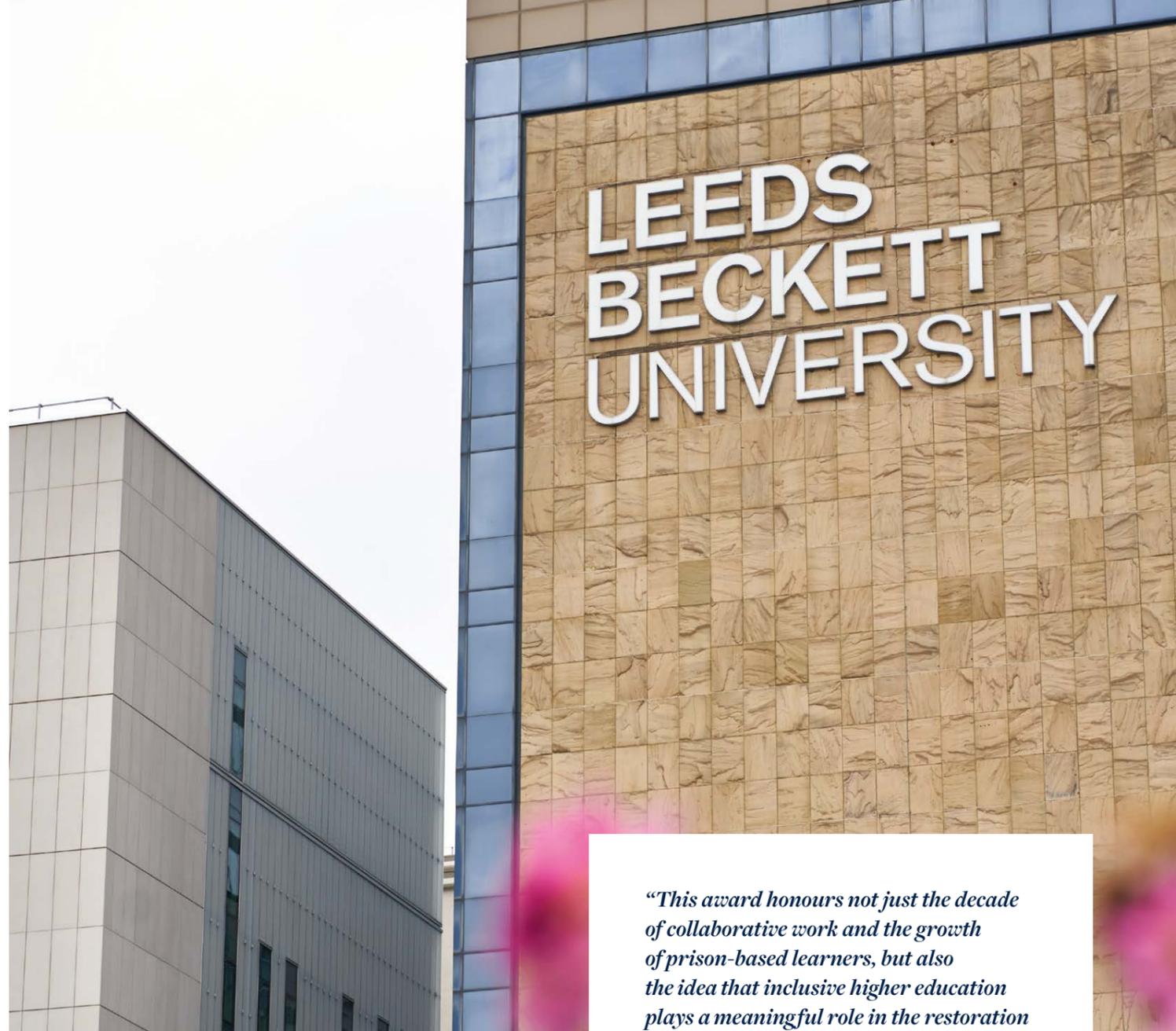
A bespoke prison education model founded on an innovative educational alliance between the university and a maximum-security prison, offering higher education and post-graduate study to both prisoners and staff, producing outstanding academic results.

The educational alliance between Leeds Beckett University and HMP Full Sutton represents a pioneering model of higher education within a maximum-security prison, built on the principles of inclusion, collaboration, and trauma-informed practice.

Established in 2014 and led by Dr Alexandria Bradley and Dr Bill Davies, the partnership bridges academic disciplines and professional sectors to create transformative learning opportunities for both university students, prison staff and those in custody.

Through the educational alliance and the innovative LEAF model of teaching, prisoners study university-level classes, engaging in dialogue that challenges assumptions and fosters mutual understanding. The alliance is the only one of its kind in HM Prison and Probation Service (HMPPS) to deliver accredited higher education within a high-security prison, underpinned by trauma-informed pedagogy, recognising that education in such contexts cannot be one size fits all. The unique leadership team — comprising a former prisoner turned academic, a former HMPPS professional and senior prison staff — embodies the power of lived experience, professional insight and academic excellence working together.

The impact of this initiative is profound. Independent evaluations by Ofsted and HM Inspectorate of Prisons have identified the programme as best



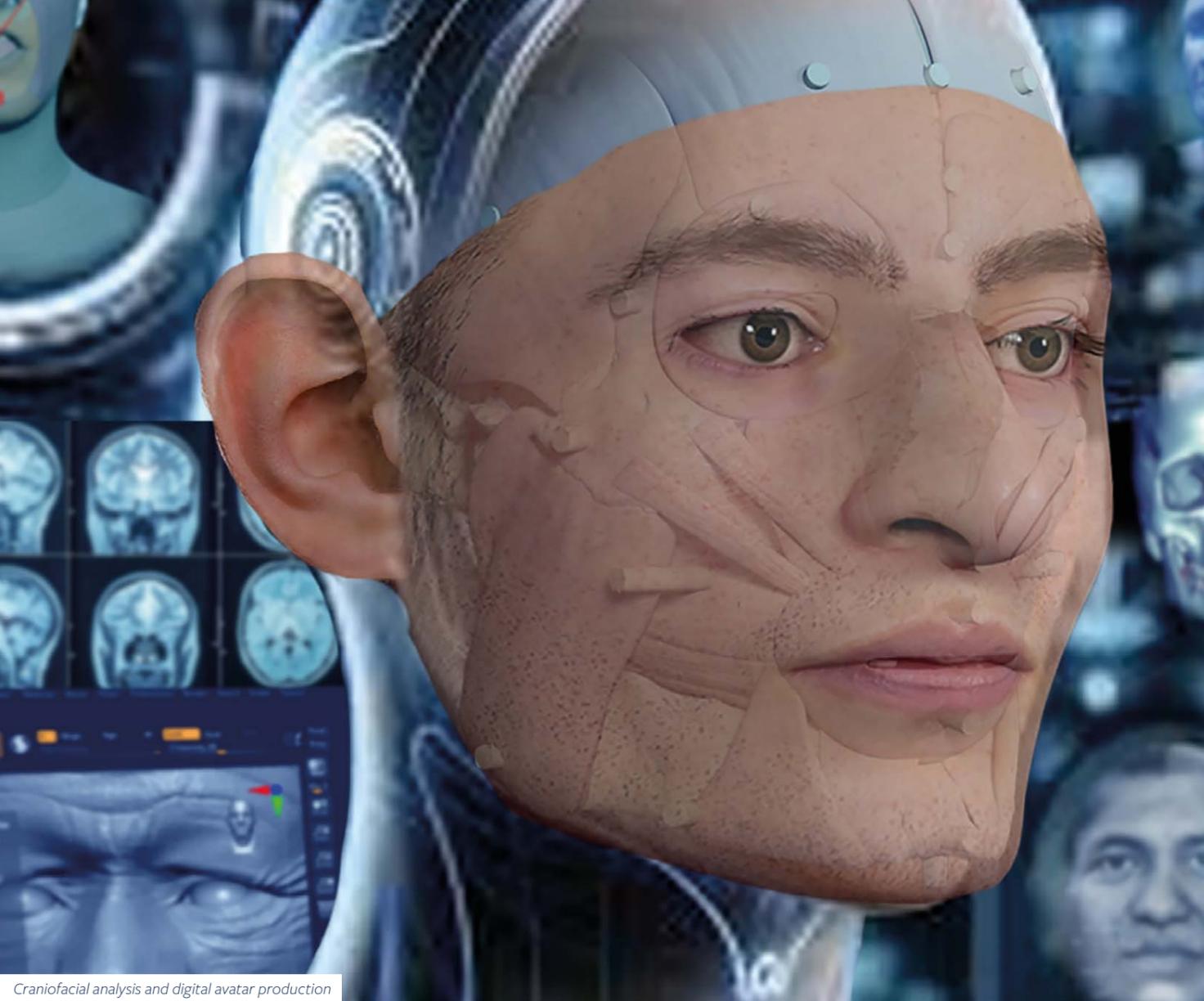
*“This award honours not just the decade of collaborative work and the growth of prison-based learners, but also the idea that inclusive higher education plays a meaningful role in the restoration of hope and possibility.”*

Dr Alexandria Bradley, Senior Lecturer

practice, noting its role in inspiring prisoners to pursue further study and reshaping prison education culture. The project has transformed the employability and perspective of university students, many of whom now work in probation, policing and prison services. Its influence extends nationally, inspiring similar programmes at other universities and informing policy discussions on prison education reform.

In redefining what higher education can achieve in the most challenging environments, the alliance demonstrates the life-changing potential of education to restore dignity, hope and opportunity.





Craniofacial analysis and digital avatar production

# Liverpool John Moores University

Face Lab: pioneering craniofacial analysis



Student handling a skull replica



A still of the talking digital avatar of King Richard III

Pioneering craniofacial analysis in the forensic and digital heritage field, combining interdisciplinary education, research and knowledge exchange at the interface of art and science with a focus on individual and population facial identity, depiction and identification.

Face Lab is an interdisciplinary education, research and knowledge exchange unit at the interface of art and science, with a focus on individual and population facial identity, depiction and identification.

Over the last ten years, Face Lab has consistently demonstrated excellence and transformational change in research, education, public engagement and knowledge exchange. It has achieved extensive reach and influence — from within the university to global impact through forensic policy, humanitarian responses, ethics and social justice projects, cultural enrichment, professional training and art-science interactions.

*“We’re absolutely delighted that we’ve been recognised with this accolade for the world-class work that we undertake here at the university.”*

Professor Mark Power, Vice-Chancellor of LJMU

Face Lab represents an exceptional example of an educational critical mass, employing novel technology and pedagogical approaches to perform research that translates to the classroom and the wider world with huge social impact.

In the digital heritage field, Face Lab has pioneered the creation of authentic digital avatars of international historical figures, and several projects have been innovative in the use of novel technologies and analyses alongside historical research.

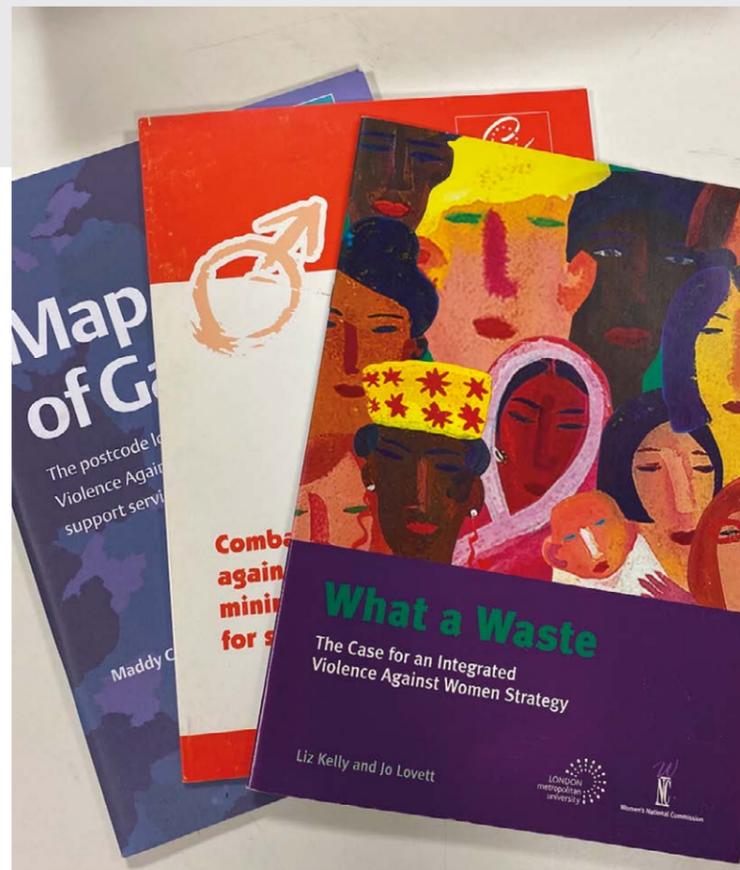
In the forensic field, Face Lab contributes to national and international investigations, leading to the identification of bodies and indirectly to the criminal conviction of those responsible for murder.

In the university, Face Lab researchers established the distinctive Art in Science Master’s programme, focusing on interdisciplinary research between art and STEM subjects and training the next generation of global art-science practitioners.

The Face Lab team promotes national and international diversity and inclusivity, enhances cultural capital and media exposure in the North West, collaborates with artists on art-science interactions, collaborates with international scientists and curators on knowledge exchange projects and trains international professionals in craniofacial identification.

# London Metropolitan University

The Child and Woman Abuse Studies Unit



A world-leading research unit dedicated to ending violence against women and girls nationally and internationally through cutting-edge interdisciplinary research, policy intervention, criminal justice reform and improved support for survivors.

The Child and Woman Abuse Studies Unit (CWASU) at London Metropolitan University is a world-leading feminist research and teaching centre focused on ending violence against women and children.

Founded in 1987, the Unit has pioneered interdisciplinary, practice-facing research that has reshaped law, policy and frontline services. Its work introduced the influential concept of the continuum of sexual violence, helped to inform the Sexual Offences Act 2003 and the development of sexual assault referral centres.

CWASU combines rigorous empirical studies with practical tools and sustained partnership with frontline practitioners. Landmark research on rape attrition, trafficking for sexual exploitation and the harms produced by mainstream pornography has driven legal reform, informed national guidance and prompted industry and regulatory responses. The Unit has developed training programmes for practitioners, produced resources for agencies and supported evidence-based improvements to investigative and support pathways for survivors.

The Unit's influence extends internationally. It has advised government departments and international organisations, contributed to multi-country training throughout Europe and supported work linked to the Istanbul Convention. Its MA in Woman and Child Abuse was the first postgraduate



*“This award reflects the extraordinary contribution that the CWASU team has made to national and international policy, law reform and survivor support. It is a powerful example of London Met’s rigorous research, meaningful partnerships and our commitment to social justice.”*

Professor Julie Hall,  
Vice-Chancellor of London Metropolitan University

level programme in the UK to take an integrated approach to all forms of violence against women and girls, and has produced leaders across government, non-governmental organisations and frontline services.

Across four decades, CWASU has combined concept building, synthesis of evidence and capacity building to transform how societies understand and respond to sexual and domestic violence. Its research has improved survivor support, informed legislation and policy and helped to train the next generation of practitioners and advocates.



Jo Lovett and Police Chief Constable Sarah Crew at Avon and Somerset Operation Soteria recognition event



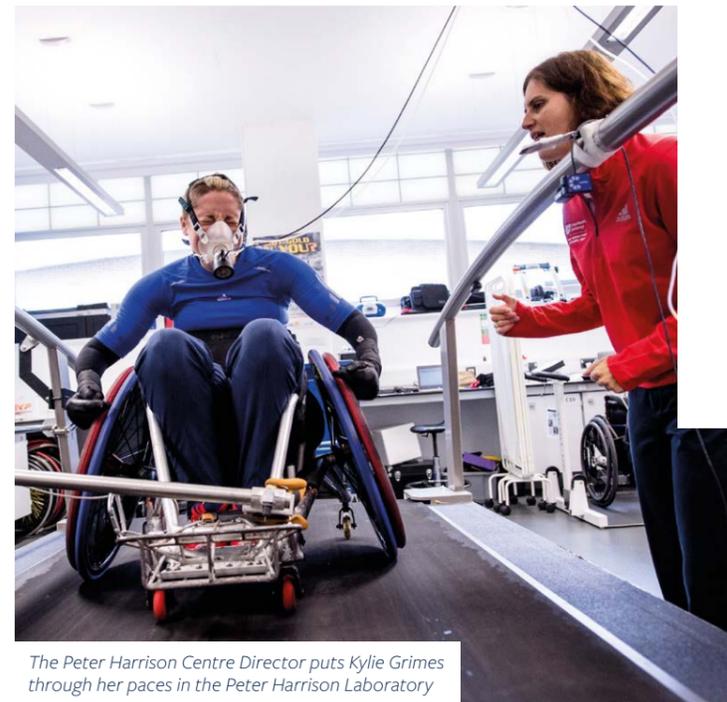
Participants at an Equal Play event

# Loughborough University

Para and disability sport: pioneering research enhancing performance, wellbeing and inclusion



Loughborough Lightning Wheelchair Basketball team



The Peter Harrison Centre Director puts Kylie Grimes through her paces in the Peter Harrison Laboratory

A pioneering partnership with ParalympicsGB generating world-class research, enhancing the performance of athletes at the Paralympics, informing practice in elite Para sport and improving the quality of life and health outcomes for disabled people worldwide through sports provision.

World number one in the QS World University Rankings for research in sports-related subjects for nine consecutive years, Loughborough University is pivotal in driving the UK's success in Para and disability sport.

Having steered the creation of a world-class sports ecosystem unique within higher education, it has transformed its campus into a living laboratory — a space in which to address the most pressing and pertinent challenges, inspire athletes to achieve their best and create inclusive recreational opportunities.

This position is cemented by a strategic partnership with ParalympicsGB, a relationship that has evolved over many years and shapes ongoing research

*“It’s overwhelming really, it’s a fantastic achievement from everyone involved. It allows us to elevate — we’ve come a long way in the last twenty years, but I see this as a turning point.”*

Professor Vicky Tolfrey, Loughborough University’s Para and disability sport research lead

and collaborations within the sector. The groundbreaking performance innovations pioneered as a result have helped secure ParalympicsGB a top two world ranking at three consecutive Paralympic Games.

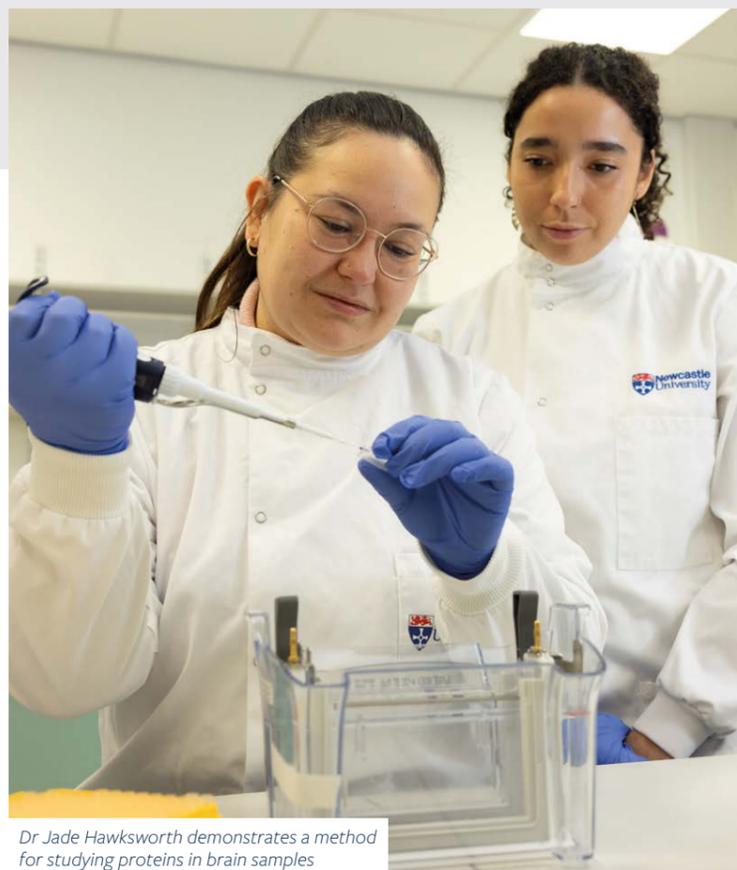
Alongside supporting this continued success, the collaboration champions equity of opportunity, removing obstacles to participation, so that all disabled people can choose to be active and reap the many benefits that sport and exercise provide. Our support of the nationwide Inclusion 2024 initiative is helping disabled schoolchildren achieve 30 active minutes every day.

For two decades, the University’s internationally renowned Centre for Disability Sport has broken new ground. Its work propels Paralympians to new heights and advances sports technology on a global scale. Meanwhile, its contributions to clinical rehabilitation practices — via a range of practical, evidence-based interventions — are transforming real-world care. By advocating for grassroots participation, it is also improving the quality of life and health outcomes for disabled people worldwide.

The Centre’s graduates secure leadership roles across the sector: about 20% of the Paris 2024 ParalympicsGB Leadership Team were its alumni. Nurturing a strong workforce promises ongoing advances — continuing a remarkable legacy of supporting and empowering people to achieve extraordinary things for generations to come.

# Newcastle University

Transforming understanding, diagnosis and care in Dementia with Lewy bodies



Dr Jade Hawksworth demonstrates a method for studying proteins in brain samples

Leading internationally significant, advanced research into the causes, diagnosis, treatment, and management of Dementia with Lewy bodies over three decades, playing a pivotal role in establishing it as a major and distinct cause of late-life dementia.

Dementia with Lewy bodies (DLB) is the most common cause of dementia after Alzheimer's disease, yet it has long been under-recognised and frequently misdiagnosed. The condition — brought to public attention following the death of actor Robin Williams — causes fluctuating memory loss, movement problems, visual hallucinations and sleep disturbance, placing a profound strain on those affected and their families.

For more than three decades, researchers at Newcastle University have transformed how DLB is recognised and treated, redefining it as a common and distinct cause of dementia and reshaping care worldwide. The team identified key brain changes associated with DLB, helping to establish international guidelines for accurate and consistent diagnosis. They also pioneered dopamine-transporter (DAT) brain imaging as the global gold-standard test, greatly enhancing diagnostic confidence.

Using advanced brain imaging and post-mortem brain analysis, the team has linked biological changes in the brain to symptoms and progression — paving the way for earlier detection and more personalised care.

Their discoveries have also revolutionised treatment. Finding that levels of the brain chemical acetylcholine are severely depleted in DLB, the team led the first successful trials of treatments that restore its balance, which are now a worldwide standard therapy that improves thinking and reduces hallucinations. They also exposed the dangers of certain antipsychotic drugs, leading to safer prescribing practices globally.



Research assistant Carein Todd performs a task with a study participant

*“This award is a great honour and a testament to the outstanding achievement of our team... The Prize recognises more than three decades of ground-breaking research and unwavering dedication that have significantly advanced the diagnosis and care of individuals and families affected by Dementia with Lewy bodies.”*

Professor Chris Day, Vice-Chancellor and President

Today, Newcastle's researchers continue to lead the field, exploring disease mechanisms, developing stem-cell models, and investigating blood-based tests and personalised treatments to detect and manage DLB earlier and more effectively.

Through close collaboration with patients, clinicians and scientists worldwide, their work has transformed DLB from an overlooked condition into a clearly defined, diagnosable and increasingly treatable disease — bringing hope to those affected and setting new international standards for dementia care.



Professor John-Paul Taylor talks through a DLB brain scan



A workshop at the MTI with students and local school pupils observing a hydrogen fuel cell training vehicle



Students with the college's electric vehicle

*“To have these achievements recognised with a Queen Elizabeth Prize for Education is a fantastic accolade for everyone involved with MTI.”*

MTI Operations Director Lisa Bingley

A dynamic partnership between further and higher education and local industry to develop and provide training in emerging technologies via a central hub, meeting the demand for new skills in green technologies and autonomous vehicles of the future.

MTI has welcomed nearly 61,500 students and delegates, including almost 5,000 learners studying for accredited qualifications, from Level 1 certificates to Master’s degree, and nearly 1,200 apprentices. Over 18,000 automotive professionals have taken part in professional development activities.

Its key achievements include delivering electrification training to more than 1,000 Jaguar Land Rover staff and providing software-defined vehicles training to 100 Bentley Motors staff. It has delivered Institute of the Motor Industry-accredited electric vehicle training to multiple companies, including Norton, Royal Enfield, RBW Classic EVs, Aston Martin, JLR, VCA, 3C Test Ltd and Dana.

MTI has created a first-of-its-kind training programme for the inspection/calibration and certification of public Electric Vehicle Supply Equipment with EVCI — Global. It has contributed to the launch of the UK Research and Innovation-funded Electric Revolution Skills Hub, providing a national resource for the Power Electronics, Machines and Drives community. Its team has developed a connected autonomous vehicles short course and six degree-level apprenticeships.

The multi-award-winning organisation is outperforming national apprenticeship achievement rates and has also provided STEM experiences to more than 5,000 school pupils. The partnership between further education, higher education and industry is enabling NWSLC to meet the green technology and autonomous vehicle needs of the future.



# North Warwickshire and South Leicestershire College

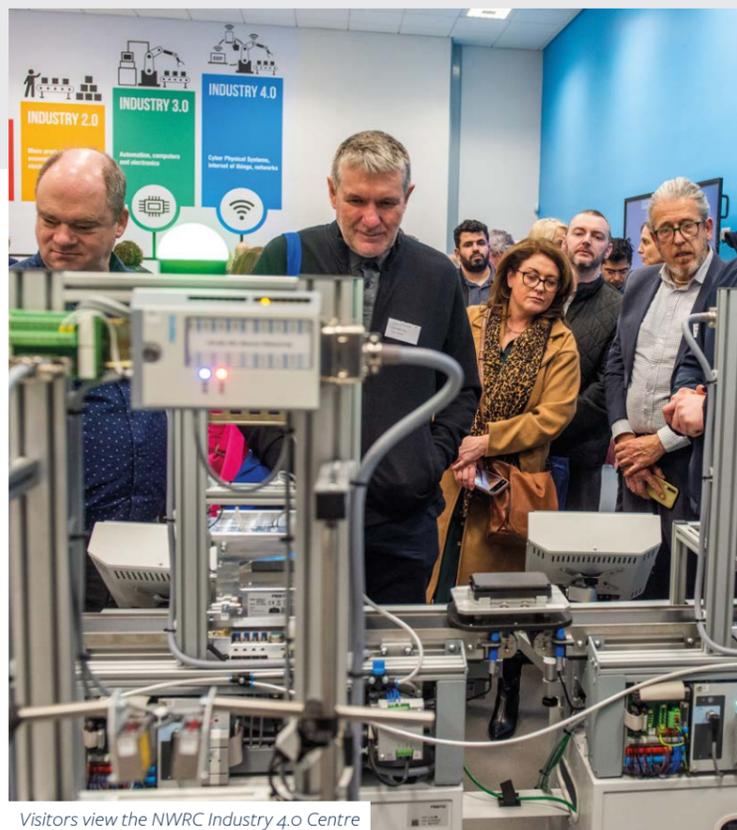
The MIRA Technology Institute

Responding to the emergence of electric, connected and autonomous vehicle technology, the MIRA Technology Institute (MTI), part of North Warwickshire and South Leicestershire College (NWSLC), is a dynamic partnership between further education, higher education and industry that addresses the demand for new skills needed by the automotive sector.

Launched in 2018 with a £9.5m Local Growth Fund investment, MTI delivers accredited Level 2 to Level 8 programmes via its unique Skills Escalator, which includes bespoke training courses, Continuous Professional Development opportunities and online courses.

# North West Regional College

Developing skills, fostering innovation and driving applied research for industry



Visitors view the NWRC Industry 4.0 Centre

Creation of a large-scale business support hub with five industry-focused innovation centres targeting local entrepreneurs and helping 400+ businesses in the region each year on the journey from prototype and product development through applied research, skills, and workforce development.

North West Regional College (NWRC), based in Northern Ireland, has developed a Business Support Centre (BSC) with a unique suite of five innovation centres dedicated to supporting businesses to develop skills, foster innovation and drive applied research.

In 2015, the College took a strategic decision to invest in a dedicated BSC, to manage engagement with industry and develop an innovation strategy. This strategy proposed to invest in Technology Innovation Centres (TICs) to help bridge the gap between research findings and outputs and develop commercial propositions.

Specific subject/technology areas were identified based on the College's established expertise, existing and future industry requirements and government priority sectors for economic growth. The TICs provide the College with a business-focused capability, enabling small and medium sized businesses (SMEs) to tap into the knowledge and expertise of the College, while accessing skills and equipment which might not otherwise be within their reach. This in turn reduces business risk, shortens their time to market and assists the exploitation of know-how from academia to industry.

The five industry-focused innovation centres are:

- » Food and drink innovation (Foodovation)
- » Healthcare and assisted living (Design Innovation for Assisted Living)
- » Advanced manufacturing, materials and engineering (Product Design Centre)
- » Augmented, virtual and extended reality (XR)
- » Automation, robotics and 5G technologies (industry 4.0)



NWRC Foodovation Centre reps with client Broighter Gold

*“NWRC has a long history in delivering for businesses across the region through skills development and innovation. I am immensely proud of the many achievements of our Business Support Centre since they first began their work in 2015.”*

Leo Murphy, Principal and Chief Executive

In the past year, the NWRC has completed more than 140 applied research and development projects through these centres, helping SMEs innovate and grow by developing new products, processes and services. The College has also trained more than 1,000 individuals, including business employees, who received upskilling, and individuals who were trained in priority skills areas for new opportunities.

NWRC's hub-and-spoke BSC is unique within the UK's further education sector, and the College has presented its work at various events throughout the country.



NWRC Business Support Centre Managers



Professor Doreen Boyd with satellite images from the research programme that she leads to map sites of slavery from space

# University of Nottingham

Slavery from space: using satellites to tackle modern slavery



An example of a Fixed Chimney Bull's Trench brick kiln in India

A pioneering programme using satellite data to map and measure modern slavery from space, accelerating interventions in multiple countries, shaping strategies and operations for governments, businesses and NGOs, and leading to the liberation of thousands of people from slavery.

*"I am very proud of our Rights Lab team, the University of Nottingham, and our incredible partners. We are profoundly honoured by the Prize."*

Professor Zoe Trodd, Director of the Rights Lab

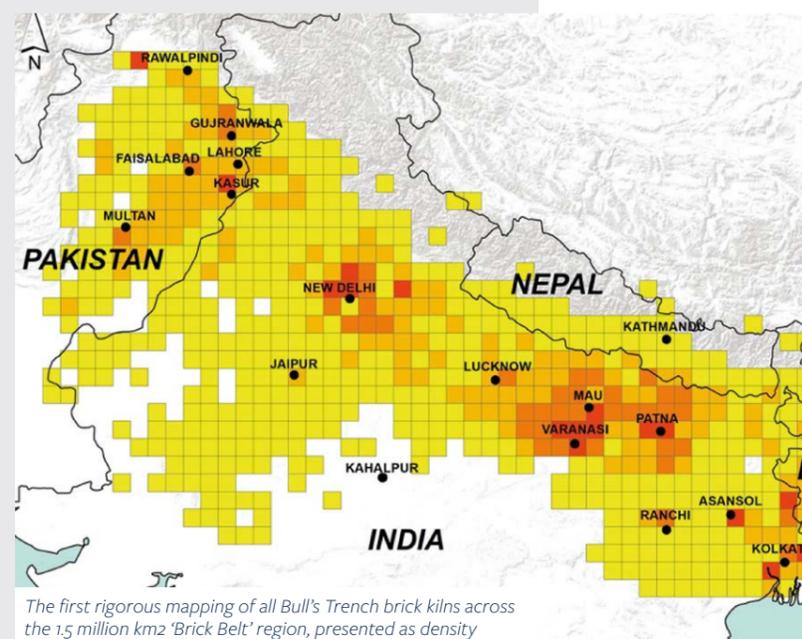
and factories to mines and brick kilns. Country by country, it invents new remote sensing, machine learning and citizen science approaches to analyse forms of exploitation that traditional methods cannot access.

It identifies slavery's sites and risk markers, uncovers the links between forced labour and environmental destruction, and produces advanced explanatory models for slavery's nature and extent.

The research has accelerated real-world action in multiple countries. It has supported civil society strategies through robust prevalence estimates with International Justice Mission, transformed business responses through a sector-leading forced labour risk tool with Moody's, enabled survivor-led groups like Volunteers for Social Justice to liberate thousands of people using new mapping data, and strengthened the work of intergovernmental organisations and inspectorates.

The University embedded its research insights into work to become a slavery-free campus and a collaboration with Nottingham to become a slavery-free city.

Pixel by pixel, acre by acre, this research shines a light into slavery's darkest corners. It advances our national and global capability to tackle what some considered an intractable problem. Launched during the 50th anniversary of the space race, this is the anti-slavery moon-shot.



The first rigorous mapping of all Bull's Trench brick kilns across the 1.5 million km<sup>2</sup> 'Brick Belt' region, presented as density

There are an estimated 50 million people in forms of modern slavery, forced labour and human trafficking, and this exploitation is spread across the world's 37 billion acres of habitable land.

In 2015, the UN and 193 countries set the Sustainable Development Goal of ending modern slavery, but a major obstacle to tackling slavery at scale has been an inability to see its location and extent.

To address this problem, the Rights Lab at the University of Nottingham uses satellite data to map, measure and understand slavery at scales never before attempted. Pioneering the anti-slavery sector's first use of satellites, the world-leading team maps industries with high levels of slavery, from farms

# University of Oxford

The OpenSAFELY platform for whole population NHS data



## OpenSAFELY

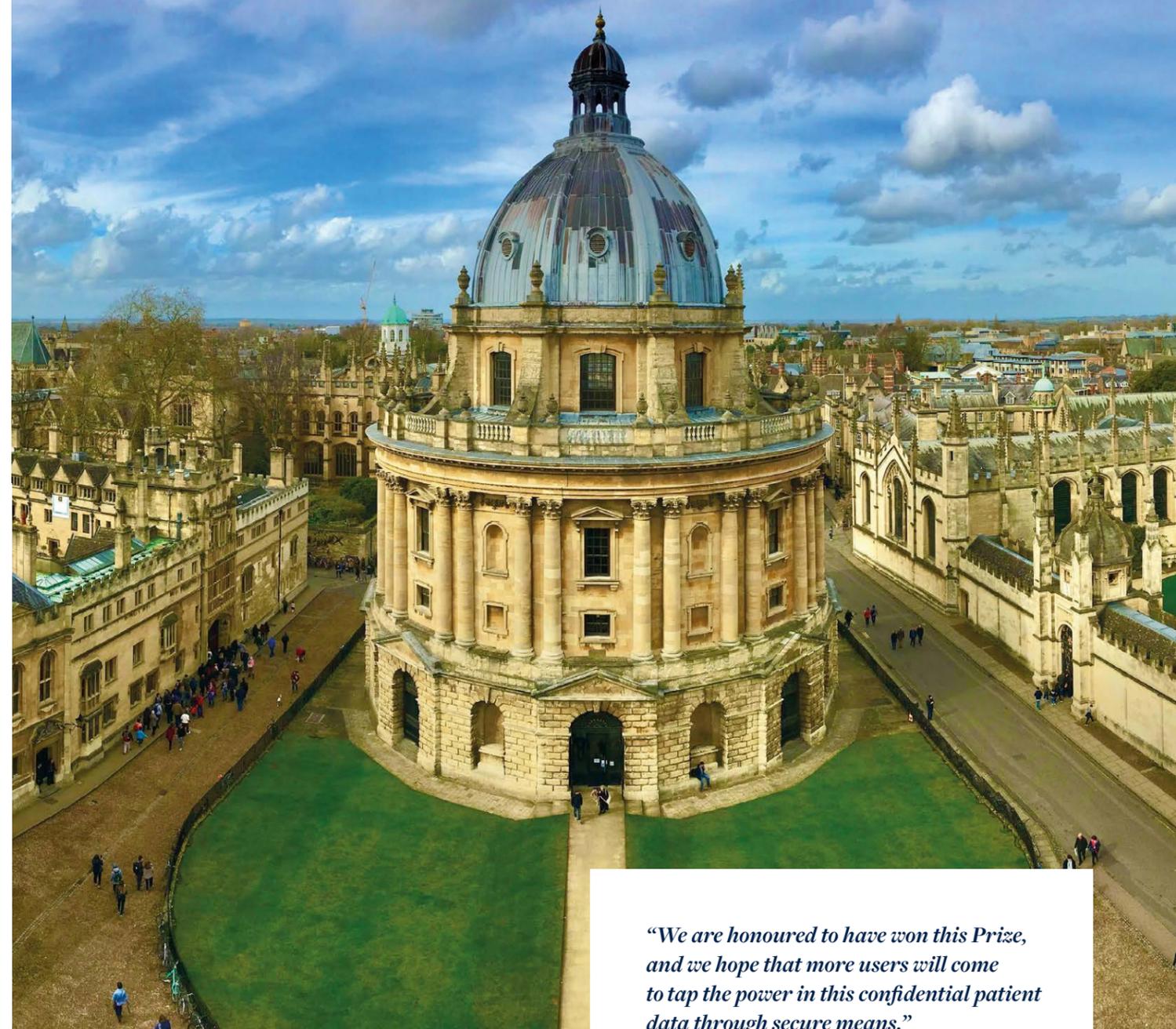
A globally impactful data analysis platform, OpenSAFELY uses new methods to access the entire England population's NHS GP records for the first time, meeting complex privacy challenges to enable life-saving research by unlocking and protecting a goldmine of data.

OpenSAFELY is a new kind of data analysis platform for NHS records. It was created at pace during the pandemic, successfully granting researchers secure and efficient access to the whole population's NHS GP records for the first time in history.

OpenSAFELY was used to drive globally impactful research on COVID, swiftly identifying which patients are most at risk and why, the causes and consequences of COVID infection and the different risks of different strains. The tools monitored the roll-out of vaccines and treatments, spotting which groups were being left behind, then monitored the changing effectiveness and safety of these interventions in near real-time.

NHS GP data is a globally impactful resource, but it has never previously been available at whole population scale, due to the inherent privacy risks. Medical records are a goldmine for research, but they also contain the most confidential secrets of every citizen. OpenSAFELY invented new methods to overcome these privacy challenges. Researchers get "dummy data" to develop their analysis, then submit their analyses for automated remote execution against real patient records, without ever needing to directly interact with that sensitive personal information. The data never leaves the GP practice's control.

By innovating and implementing these ideas in a working service, the team were able to earn the full, formal trust

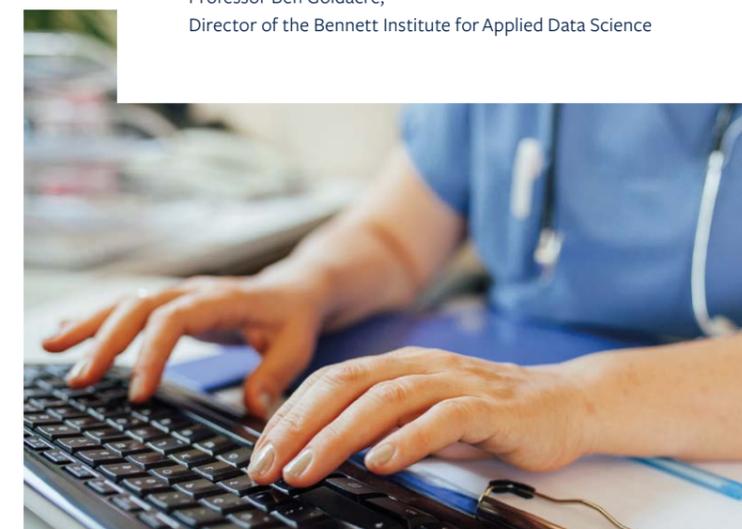


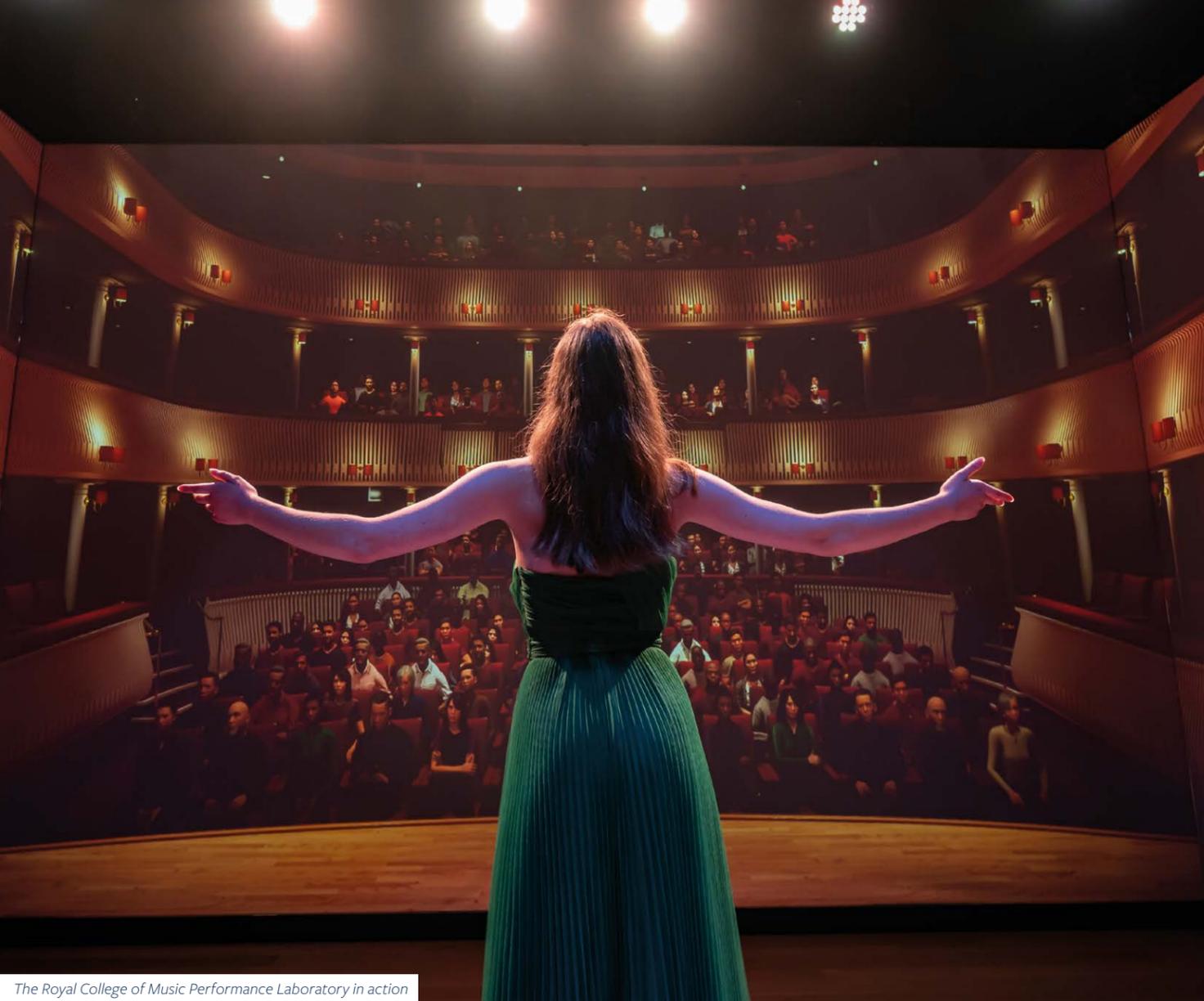
*"We are honoured to have won this Prize, and we hope that more users will come to tap the power in this confidential patient data through secure means."*

Professor Ben Goldacre,  
Director of the Bennett Institute for Applied Data Science

of the British Medical Association, the Royal College of GPs, Citizens Juries and privacy campaigners.

OpenSAFELY is now used by analysts at dozens of organisations, on over 200 projects, and has been formally adopted by the NHS as the national GP data platform. The tools are now being installed in other countries and are also being used to help make pupil data safely accessible. By putting privacy first and innovating with an efficient working service, the team have earned the trust of researchers, clinicians, policymakers and, most importantly, patients.





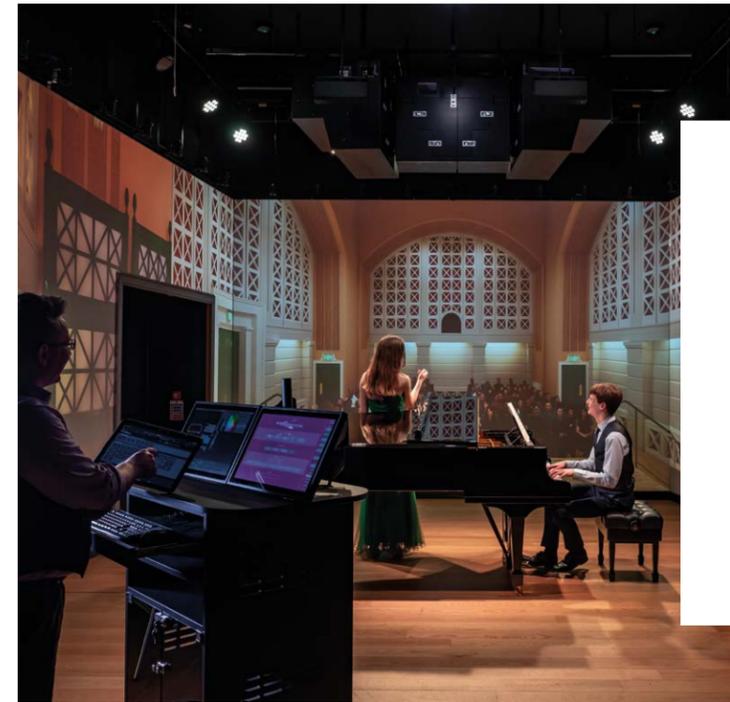
The Royal College of Music Performance Laboratory in action

# Royal College of Music

Shaping the future of music education through applied performance science



A violinist using the motion capture system in the Performance Laboratory



The Centre for Performance Science is shaping the future of music education through world-leading applied performance science, advanced by interdisciplinary research spanning the arts, medicine, engineering, natural sciences and business and informed by outstanding teaching and knowledge exchange.

*“The Royal College of Music is immensely grateful to the Royal Anniversary Trust for this prestigious honour and award. The success of our research and teaching programmes at the Centre for Performance Science is thanks to the talents of our staff and students and the many partners with whom we share this award.”*

James Williams, Director of the Royal College of Music

education and performance training within, and well beyond, the College.

The Centre aims to capture and disrupt ways of thinking about performance practice that cut across domains. Researchers examine performance not simply as the execution, to the highest standard, of a violin partita or orchestral masterpiece, but the whole range of embodied, and frequently tacit, everyday practices that enable progress in all aspects of human endeavour.

The CPS is uniquely positioned to undertake this activity, with partnerships spanning the arts, medicine, engineering, natural sciences and business. By understanding how skilled performers meet the challenges of their work, often under intense stress and public scrutiny, performance can serve both as a source of inspiration and as a rich resource for investigation.

Throughout its 25 years, the Centre for Performance Science has led interdisciplinary teams from across the arts and sciences, pioneered new undergraduate and postgraduate courses and delivered arts-science exchanges at an international level. Its innovative — and often unconventional — perspectives and partnerships have shaped higher education in music and continues to advance performance training.

Founded at the Royal College of Music in 2000, the Centre for Performance Science (CPS) is an internationally distinctive centre for music research, teaching and knowledge exchange.

The Centre uses the latest scientific approaches to examine how performance is learned, taught, executed and evaluated, as well as the impact of music and the arts on society. As the first centre of its kind in a conservatoire, the CPS is alert to the mission and purpose of conservatoire training and to the demands of the music profession.

As such, Royal College of Music performance scientists have spearheaded a suite of research-informed innovations that have expanded and enhanced music

# University of Salford

## Energy House Labs



Reflecting the University's commitment to improving the environment and sustainability, Energy House Labs' unique testing facilities deliver critical research that helps millions to save money on energy bills, accelerates progress towards net zero housing design and tackles fuel poverty.

The University of Salford's strategy, Innovating to Enrich Lives, has four themes, focused on building prosperity, sustainability, creativity and healthy living.

All are impacted by the climate emergency, which is simultaneously global and close to home, with buildings accounting for 17% of all emissions. At the same time, rocketing energy prices have pushed millions into fuel poverty.

Low carbon, energy-efficient homes that are warm, well-insulated and easy for the user to control are essential to addressing climate change and tackling fuel poverty.

Historically, it has taken months or years to collect the data needed to evaluate the performance of a new energy-efficient design, but the University's unique Energy House Labs allow researchers to precisely control the environment and gather this data in weeks.

The Lab's research is shaping a quarter of all new homes being built today, accelerating progress towards net zero housing design and informing the retrofit of existing stock. Salford has collaborated with over 220 businesses, enabling them to test energy-saving products, and its guidance on changing the settings on combination boilers has helped approximately 5.2 million households to save money on energy bills.

Through the University's philanthropic arm, they have developed a community of businesses and individuals working together to extend the expertise of Energy House Labs into the community.



*"This award is recognition of the extraordinary talent and dedication of our researchers at Energy House Labs, who are accelerating the transition to net-zero building design and delivering solutions that address one of society's most urgent challenges – fuel poverty."*

Professor Nic Beech, Vice-Chancellor

Salford communicates findings in different ways, through art, media, technology and learning, to bridge the gap between cutting-edge research on campus and the day-to-day challenges faced within households across the UK.

The University is translating its studies into solutions that benefit society and working closely with policymakers to influence positive change. Salford's ambitions are only growing and the team stays motivated by the real lives they're changing, both now and for future generations to come.

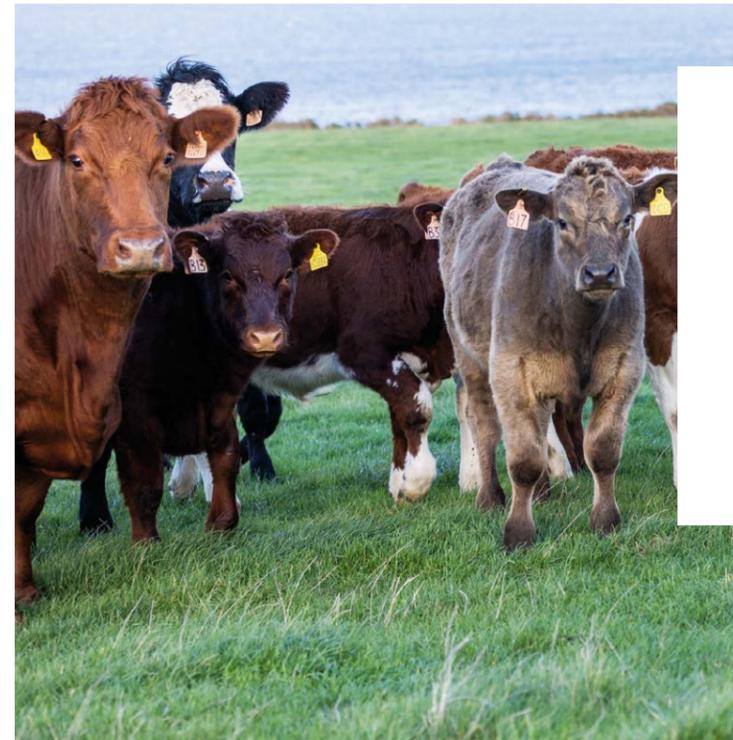




Sascha Grierson, Senior Project Manager for the Scottish Farm Business Survey, leads a staff training day

# Scotland's Rural College (SRUC)

Informing and shaping agricultural policy through economic analysis



*“The Queen Elizabeth Prize is the highest form of recognition for further and higher education institutions in the UK, so to be honoured for a third time really is an extraordinary achievement.”*

Professor Wayne Powell, Principal and Chief Executive

Informing and shaping agricultural policy for over 80 years through rigorous, economic analysis using data gathered and curated from the groundbreaking Scottish Farm Business Survey (SFBS), enabling advanced, predictive modelling and offering a scalable, transferable model for other nations.

Agrecalc is a highly effective sustainability tool that helps farmers measure and manage the carbon footprint of their farms. It is a key enabler to tackling climate change and achieving net zero for the Scottish and UK governments.

Data and analysis from the SFBS have informed Scotland's Climate Change Plan and fed into the Intergovernmental Panel on Climate Change, as well as the United Nations Framework Convention on Climate Change.

The longevity and timeframe of the SFBS provides a vital and informative insight into the evolution and development of agricultural policy over nine decades, including the 1930s depression, the Second World War, and entry to and exit from the European Union.

Using data from the SFBS, researchers and analysts at SRUC have developed independent and advanced modelling that is integral to the Scottish Government's agricultural policy. Examples include the development of a payment regime to replace subsidies under the EU's Common Agricultural Policy and support schemes for farmers in less favoured areas.

SRUC has conducted similar analyses to support farming policies for other devolved administrations and nations.

SRUC has been informing and shaping agricultural policy in Scotland and beyond for many decades, through combining economic analysis with detailed on-farm data collection.

Much of this is the result of the groundbreaking Scottish Farm Business Survey (SFBS) which was first initiated in the 1930s and has been running ever since.

Today, more than 500 farms in Scotland take part in the survey, the most comprehensive of its kind in the UK. In return for participation, farmers receive a detailed report, performance benchmarking and a whole-farm carbon audit using SRUC's innovative carbon calculator, Agrecalc.

# University of Southampton

Leading research for a sustainable and resilient rail system



Leading research into the sustainability, resilience and cost-effectiveness of the UK's rail system, resulting in new industry design guidelines and standards, influencing engineering practice globally and delivering significant cost savings.

The UK's rail system has a vital role to play in meeting the government's sustainability commitments, as well as being a catalyst for economic and cultural productivity.

University of Southampton engineers have been leading research over the past two decades to improve the resilience and cost-effectiveness of this rail system, which has resulted in a more sustainable infrastructure, scalable to future population growth. This work has influenced engineering practice globally and is built on strong links with industry and a culture for interdisciplinarity, innovative thinking and collaborative working.

The University was a founding member and joint lead of Rail Research UK in 2003 and one of the first universities in the UK to establish a major railway research group. Having built strong relationships with the largest UK rail infrastructure owner, Network Rail, today its engineers take a leading role in rail research in the UK and beyond, collaborating with other institutions and industry to accelerate advances.

Southampton's distinctive approach of applying rigorous scientific theory, interdisciplinary methods and advanced analysis to solve practical real-world problems has led to new industry design guidelines and standards that have influenced engineering practice globally.

This work also benefits Southampton students, giving them access to specialist facilities and opportunities for placements, sponsorship and post-graduation employment.



Calibrating the acoustic train noise measurement array in the University of Southampton's anechoic chamber

*"It's quite amazing to get this recognition for the work we've done over many years. It's a real testament to everyone who has been involved, and to rail research and engineering in Southampton. We are passionate about applying fundamental science to solve real world problems, and it's fantastic to have this celebrated."*

William Powrie, Professor of Geotechnical Engineering and a Fellow of the Royal Academy of Engineering

Through outreach activities, the research team contributes to widening participation of under-represented groups in railway engineering. And, by exchanging knowledge with industry, this work enhances the skills of senior managers working in rail.

The research has delivered huge cost savings, notably contributing to the UK government's decision to restart the suspended Great Western railway electrification scheme, leading to savings to industry worth around £600m over three years and ultimately worth billions to the UK economy.



Preparing a specimen of railway subgrade for stress-strain-strength testing in the laboratory

# The Queen Elizabeth Prizes for Higher and Further Education Winners 1994–2025

The names of the Prize-winners are listed as they were at the time of recognition. Some name changes may have occurred since.

The Prizes were previously known as the Queen's Anniversary Prizes for Higher and Further Education.

## 2025

The University of Edinburgh  
 Gateshead College  
 Hull College  
 The Institute of Cancer Research  
 Lancaster University  
 University of Leeds  
 Leeds Beckett University  
 Liverpool John Moores University  
 London Metropolitan University  
 Loughborough University  
 Newcastle University  
 North Warwickshire and South Leicestershire College  
 North West Regional College  
 University of Nottingham  
 University of Oxford  
 Royal College of Music  
 University of Salford  
 University of Southampton  
 Scotland's Rural College (SRUC)

## 2023

Prifysgol Aberystwyth University  
 University of the Arts London  
 Prifysgol Bangor University  
 University of Birmingham  
 Bridgwater & Taunton College  
 City College Plymouth  
 City of Glasgow College  
 University of Glasgow  
 Hopwood Hall College & University Centre  
 The Institute of Cancer Research, London  
 Lakes College West Cumbria  
 University of Lincoln  
 University of Liverpool  
 Liverpool School of Tropical Medicine  
 Loughborough College  
 Newcastle University  
 The Open University  
 University of Oxford  
 Plumpton College  
 Scotland's Rural College (SRUC)  
 University of Strathclyde  
 Prifysgol Abertawe / Swansea University

## 2021

University of Aberdeen  
 Anglia Ruskin University  
 University of Bradford  
 Chichester College Group  
 Exeter College  
 University of Glasgow  
 Grimsby Institute (The TEC Partnership)  
 Heriot-Watt University  
 University of Huddersfield  
 Imperial College London  
 University of Leeds  
 London School of Hygiene and Tropical Medicine  
 The London School of Economics and Political Science  
 The Manchester College  
 Nottingham Trent University  
 University of Oxford  
 University of Reading  
 South West College  
 University of Strathclyde  
 Swansea University  
 Warwickshire College

## 2019

Belfast Metropolitan College  
 Birmingham City University  
 Coventry University  
 Cranfield University  
 Dudley College of Technology  
 University of Exeter  
 University of Greenwich  
 Heriot-Watt University  
 University of Huddersfield  
 The University of Kent  
 King's College London  
 London South East Colleges (LSEC)  
 The University of Manchester  
 Manchester Metropolitan University  
 University of Oxford  
 The University of Plymouth  
 Queen's University Belfast  
 The University of Sheffield  
 The University of Strathclyde  
 University of Stirling  
 Tyne Coast College  
 University of York

2017

2015

2013

2011

2009

2007

University of Aberdeen  
 The Arts University College at Bournemouth  
 University of Birmingham  
 Cranfield University  
 Cardiff University  
 University of Durham  
 University of East Anglia  
 The University of Edinburgh  
 University of Essex  
 University of Glasgow  
 Harper Adams University  
 The Institute of Cancer Research  
 University of Liverpool  
 London School of Economics and Political Science  
 London School of Hygiene & Tropical Medicine  
 National Film and Television School  
 Newcastle College  
 Scotland's Rural College (SRUC)  
 University of Southampton  
 University of Surrey  
 Weston College

Abingdon & Witney College  
 Blackpool and The Fylde College  
 University of Bradford  
 Bridgwater College  
 University of Bristol  
 Cardiff Metropolitan University  
 Cardiff University  
 Cranfield University  
 The University of Edinburgh  
 Edinburgh Napier University  
 University of Greenwich  
 Heriot-Watt University  
 University of Huddersfield  
 University of Hull  
 Lancaster University  
 Nottingham Trent University  
 University of Oxford  
 Queen's University Belfast  
 UCL Institute of Education  
 University of Warwick  
 Westminster Kingsway College

University of the Arts London  
 University of Bedfordshire  
 University of Bristol  
 Cardiff University  
 Coleg Cambria  
 Cornwall College  
 University of Dundee  
 The University of Edinburgh  
 University of Glasgow  
 The University of Kent  
 University of Leicester  
 Loughborough University  
 The University of Manchester  
 MidKent College  
 Newcastle University  
 Northumbria University  
 University of Oxford  
 University of Stirling  
 Teesside University  
 University College London

University of Bath  
 University of Birmingham  
 Bournemouth University  
 Brunel University  
 Coleg Llandrillo Cymru  
 Cranfield University  
 University of East Anglia  
 Hackney Community College  
 University of Leeds  
 The University of Manchester  
 University of Nottingham  
 South Nottingham College  
 University of Oxford  
 The University of Plymouth  
 Queen's University Belfast  
 University of Reading  
 University of St Andrews  
 University of Southampton  
 University of Surrey  
 University College London  
 University of York

Aberdeen College  
 Aberystwyth University  
 Cardiff University  
 City College Norwich  
 City of Sunderland College  
 University of East Anglia  
 University of Essex  
 Edinburgh Napier University  
 Keele University  
 King's College London  
 Lancaster University  
 University of Leeds  
 London School of Economics & Political Science  
 Newcastle University  
 The Open University  
 School of Oriental and African Studies  
 University of Oxford  
 University of Reading  
 Thames Valley University  
 University of Warwick  
 University of York

University of the Arts London  
 University of Cambridge  
 Cardiff University  
 City & Islington College  
 The City Literary Institute  
 Coventry University  
 Cranfield University  
 University of Greenwich  
 Guildhall School of Music & Drama  
 Imperial College London  
 Joseph Chamberlain Sixth Form College  
 John Wheatley College  
 The University of Kent  
 Loughborough University  
 University of Oxford  
 Oxford Brookes University  
 The University of Sheffield  
 Southern Regional College  
 Telford College of Arts and Technology  
 University of York

## 2005

Accrington and Rossendale College  
 Birkbeck, University of London  
 University of Cambridge  
 Chichester College  
 Cranfield University  
 University of Dundee  
 The University of Edinburgh  
 University of Exeter  
 Guildhall School of Music & Drama  
 Harper Adams University  
 Lancaster University  
 Liverpool John Moores University  
 London School of Hygiene and Tropical Medicine  
 Loreto College  
 Loughborough University  
 Newcastle University  
 University of Oxford  
 Queen's University Belfast  
 University of Reading  
 University of Southampton  
 University of York

## 2002

University of Cambridge  
 Deeside College  
 University of Greenwich  
 Hills Road Sixth Form College  
 Imperial College of Science, Technology & Medicine  
 John Leggott College  
 King's College London  
 University of Leicester  
 London School of Economics & Political Science  
 Loughborough University  
 University of Manchester Institute of Science & Technology  
 Matthew Boulton College of FE & HE  
 New College Nottingham  
 University of Oxford  
 Queen Margaret University  
 Royal Northern College of Music  
 Sabhal Mor Ostaig  
 The University of Sheffield  
 University of Surrey  
 University College London

## 2000

University of Aberdeen  
 Banff and Buchan College of Further Education  
 University of Bath  
 Bridgwater College  
 Cardiff University  
 The Sixth Form College, Colchester  
 Greenhead College  
 University of Greenwich  
 Hastings College of Arts and Technology  
 Imperial College of Science, Technology & Medicine  
 Lauder College  
 Loughborough University  
 Middlesex University  
 University of Nottingham  
 University of Oxford  
 Oxford Brookes University  
 Queen's University Belfast  
 Royal College of Art  
 Royal Northern College of Music  
 University of Salford  
 The University of Sheffield  
 University of Surrey Roehampton  
 University College London

## 1998

University of the Arts London  
 The Arts University College at Bournemouth  
 Birmingham College of Food, Tourism & Creative Studies  
 University of Cambridge  
 City College Plymouth  
 University of Dundee  
 University of Exeter  
 Godalming College  
 University of Glasgow  
 Hills Road Sixth Form College  
 Loughborough University  
 University of Manchester Institute of Science & Technology  
 Middlesex University  
 MidKent College  
 University of Reading  
 Royal Holloway, University of London  
 Royal Northern College of Music  
 The University of Sheffield  
 University of Wales, Lampeter  
 University of Wales College of Medicine  
 University of Wales, Swansea

## 1996

University of the Arts London  
 University of Birmingham  
 Carlisle College  
 College of North West London  
 University of Edinburgh  
 University of Exeter  
 Greenhead College  
 Hackney Community College  
 University of Hull  
 King's College London  
 Leeds Metropolitan University  
 Liverpool Hope College  
 University of Manchester  
 University of Manchester Institute of Science & Technology  
 Middlesex University  
 The Open University  
 University of Oxford  
 School of Oriental and African Studies  
 Queen's University Belfast  
 The Sheffield College  
 University of Strathclyde  
 University of Surrey  
 University of York

## 1994

Aberdeen College  
 Bournemouth University  
 Burton and South Derbyshire College  
 Chippenham College  
 City & Islington College  
 Croydon College  
 University of Durham  
 University of Glasgow  
 Heriot-Watt University  
 Imperial College of Science, Technology & Medicine  
 Lancaster University  
 University of Leicester  
 University of London, Wye College  
 Loughborough University  
 Luton Sixth Form College  
 University of Manchester  
 University of Oxford  
 University of Plymouth  
 Queen's University Belfast  
 Royal College of Art  
 University College London





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