Day 2

8:30 - 9:45	Registration: Refreshments available	8:30 - 9:45

Opening plenary
Room 001

9:45 - 10:30	Welcome address: Professor Graham Wynn, Pro-Vice-Chancellor for Education, Northumbria University	9:45 - 10:30
	Keynote: Professor Jeff Grabill, Deputy Vice Chancellor for Student Education, University of Leeds	

10:30 - 10:35	Transition period	10:30 - 10:35

Parallel session 1

Room 221 (Hybrid)	Room 222 (Hybrid)	Room 223a (Hybrid)	Room 223b (Hybrid)	Room 220a	Room 007	Room 008	Room 330b	Room 021	Room 018	Room 330c	Room 330a	Room 224c	Room 226
D2.1.1a - Oral presentation	D2.1.2a - Oral presentation	D2.1.3a - Oral presentation	D2.1.4a - Oral presentation	D2.1.5a - Oral presentation	D2.1.6a - Oral presentation	D2.1.7a - Oral presentation	D2.1.8a - Oral presentation	D2.1.9a - Oral presentation	D2.1.10a - Oral presentation	D2.1.11a- Oral presentation	D2.1.12a - Oral presentation	D2.1.13a - Oral presentation	D2.1.14a - Oral presentation
Developing online inclusion projects to help create awareness and a sense of belonging	Embedding inclusivity in academia: Co-creation of resources to increase awareness of student needs	A future-facing academic model incorporating education and sustainable development (ESD) into curriculum	Facilitating education for sustainable development through an international virtual workshop	'Mind the gap…'	It is time to rethink how we monitor transitional attainment analysis must replace the traditional final attainment approach	Creating virtual assessments for clinical skills in Podiatry: A user-centred design approach	Simulation-based Education for Crisis Management: An interdisciplinary initiative to enhance student engagement and graduate employability	Enhancing student engagement with sustainability education through authentic learning experiences	Informing an inclusive curriculum by re-examining diversity, power and intersectionality, through duoethnography	Creating more culturally sensitive curricula: How to embed diversity through inspirational imagery in lecture slides	Clarity, transparency and pre-emptive facilitation: Pre-seminar resources in the time of COVID-19	Igniting the student spirit through an institutional award structure: The Spirit of Sussex Award	Changing pedagogical practices in HE to enhance student success: Fit for purpose or not fit for purpose? Do we all feel included?
Professor Jane Loftus and Dr. Hazel McKenna, Utah Valley University, USA	Dr Karan Singh Rana, Aston University	Dr Joanna Poon, Orla Kelleher and Dr Chris Ritchester, University of Derby	Dr Sian Davies-Vollum and Dr Chris Ritchester, University of Derby and Dr Esther Danso-Wiredu, University of Education Winneba, Ghana	Dr Xiaotong Zhu and Dr Ian Pownall, University of Lincoln	Professor Philip Young, University of Warwick	Professor Jeff Lewis and Dr Ben Bullen, Cardiff Metropolitan University	Dr Iain Stalker, Nurun Nahar and Dr Ducan Cross, University of Bolton	Dr Salma Alarefi, University of Leeds	Dr John Hills, Leeds Beckett University and Professor Divine Charura, York St John University and Dr Fevronia Christodoulidi, University of East London	Dr Mi Young Ahn, University of Kent	Dr Adam Smith, York St John University	Rebecca Hart, University of Sussex	Ogechi Ohadomere, Coventry University
D2.1.1b - Oral presentation	D2.1.2b - Oral presentation	D2.1.3b - Oral presentation	D2.1.4b - Oral presentation	D2.1.5b - Oral presentation	D2.1.6b - Oral presentation	D2.1.7b - Oral presentation	D2.1.8b - Oral presentation	D2.1.9b - Oral presentation	D2.1.10b - Oral presentation	D2.1.11b - Oral presentation	D2.1.12b - Oral presentation	D2.1.13b - Oral presentation	D2.1.14b - Oral presentation
Can you thrive if you don't belong? Black students' perspective of sense of belonging in a predominantly white academy	Embodying inclusive practice in students as partners projects: Implications for academic engagement	From understanding to action: Mobilising SDGs in a large postgraduate compulsory core class	Enhancing student success through extra-curricular intensive education for sustainable development	Understanding emotional journeys: The emotional impact of the student 'commute' during the era of COVID-19	Improving engagement with and preparation for assessments: A review of the Psychology UG assessments to address the awarding gap	Understand, engage, act: A student-staff collaborative framework for enhancing feedback literacy and co-creation of feedback opportunities in HE curricula	Developing global engineers through interdisciplinary, project-based learning and design thinking for sustainable development	The use of course-related social media for community building and learner engagement	Transformative education at the University of Exeter: Mainstreaming EDI and sustainability in teaching and learning practices	Embedding equality, diversity and inclusivity in curriculum design	Student reflections on their digital learning experience: The value of a whole-institution perspective towards student engagement for developing digital learning environments	Enhancing student engagement: Why not give them what they value?	'Playing the game': Hidden curricula, implicit rules and addressing inequality in HE,
Edith Lewis, Canterbury Christ Church University	Danni McCarthy and Dr Lauren Hansen, Deakin University, Australia	Dr Lynn Gribble and Dr Janis Wardrop, University of New South Wales Business School, Australia	Matthew Carney, Professor Elizabeth Price and Valeria Vargas, Manchester Metropolitan University	Dr Caitlin Knight, University of Roehampton	Dr Sofia Barbosa Boucas, Dr Pauldy Otermans and Dr Stephanie Baines, Brunel University London	Dr Robert Eaton, University of Bath	Dr Panos Doss, Dr Goudarz Pourshah, Dr Rebecca Broadbent and Dr Gillian Knight, Aston University	Dr Nancy Zook, Gerogia Windsor and Dr Jennie Ferrell, UWE Bristol	Dr Vrinda Nayak, Dr Caitlin Kight and Dr Tinashe Verhaeghe, University of Exeter	Dr Georgie Benford and Christian Butler, UWE Bristol	Laura Hollinshead and Dr Melanie Pope, University of Derby	Dr Alison Gisby and Dr Cathy Schofield, The Open University	Dr Karl Egerton, University of Nottingham
D2.1.1c - Oral presentation	D2.1.2c - Oral presentation	D2.1.3c - Oral presentation	D2.1.4c - Oral presentation	D2.1.5c - Oral presentation	D2.1.6c - Oral presentation	D2.1.7c - Oral presentation	D2.1.8c - Oral presentation	D2.1.9c - Oral presentation	D2.1.10c - Oral presentation	D2.1.11c - Oral presentation	D2.1.12c - Oral presentation	D2.1.13c - Oral presentation	D2.1.14c - Oral presentation
TL343 - Teaching Towards Diversity: Enabling the diverse voices in the development of equity curricula	Students as partners and the impact of student curriculum partners	Developing the capabilities of students to be future generators of sustainable value and inclusive economies	The planetary health report card: A student-led initiative	Politics, emotions and intimacy: Exploring the possibilities of social media to engage, connect with and motivate distance-learning students on a Health and Social Care module	Partnering with students to investigate awarding gaps and cultural representation in the curriculum	In one ear and out the other: The pitfalls of end of year exams and a successful alternative solution	Engineering Management education for engineers who can lead with a conscience	Deep and surface change in the development of inclusive learning experiences	Cultivating authentic inclusivity in student support as a vehicle to maximise student success	Supporting success for all at Nottingham Trent University: Collaborative, cross-institutional investment in creating inclusive curricula	Designing a pedagogically informed virtual learning environment to support hybrid learning	Preparing higher education teachers for successful online teaching: Where does your students' motivation come from?	Sense of belonging and digital pedagogies: The view from the literature
Dr Ian Davis, University of Southern Queensland	Jessica Hoarau, London Metropolitan University	Sue Hardman and Dr Olayinka Uadiale, Brunel University London	Dr Susie Schofield and Dr Stella Howden, University of Dundee	Dr Sharon Pauline Mallon, The Open University	Dr David Tree, Brunel University London	Dr Chris Moore, UWE Bristol	Dr Hadi Abulrub, University of Bristol	Dr Richard Steadman-Jones, University of Sheffield	Dr Laura Hughes-Gerber, Dr Noel McGuirk and Rafael Savva, Lancaster University	Dr Kerry Gough and Victoria Fanning, Nottingham Trent University	Dr Kate Pyper, University of Strathclyde	Dr Doaa Hamam, Higher Colleges of Technology, United Arab Emirates	Professor Edward Venn, University of Leeds

11.35 - 11.50	Refreshments	11.35 - 11.50

Parallel session 2

Room 221	Room 222	Room 223a	Room 223b	Room 220a	Room 007	Room 008	Room 330b	Room 021	Room 018	Room 330c	Room 330a	Room 224c	Room 226
D2.2.1 - Workshop	D2.2.2 - Workshop	D2.2.3 - Workshop	D2.2.4 - Workshop	D2.2.5 - Workshop	D2.2.6 - Workshop	D2.2.7 - Workshop	D2.2.8 - Workshop	D2.2.9 - Workshop	D2.2.10 - Workshop	D2.2.11 - Workshop	D2.2.12 - Workshop	D2.2.13 - Workshop	D2.2.14 - Workshop
The future student experience	An inclusive STEM curriculum for distance learners	Even as the artillery shells fall, Ukrainian higher education continues its work: Teaching and learning in times of war	Crip gains as pedagogic gains	Fostering students' engagement through the gamification of a highly intense paper-based decision-making simulated session	Assessment design within Higher Education in a post-pandemic world: challenges and opportunities	Mushroom Moments: A sustainable development learning café	The Distractllites: An interactive peer-learning session to support neurodivergent staff and students	Engaging students through authentic learning experiences	How to co-create successful student partnerships	Creating an anti-racist university: Decolonising De Montfort University two years on: Sharing progress and impact	Playful pedagogies for enhancing the engagement of adult distance learners	Unlocking students' engagement in learning analytics: An agile co-design sprint approach	'Sink or Swim': How to respond better to inclusivity and diversity through more flexible on-boarding of (part-time/distance) students
Dr Kay Hack, Advance HE	Dr Andrew Potter, Diane Butler, Professor Clem Herman, Dr Daphne Chang and Dr Nicole Lotz, The Open University	Kathy Wright, Advance HE and Dr Anastasiia Yakovenko Bogdan Khmelnitsky Melitopol State Pedagogical University, and Dr Olga Yashenkova, Taras Shevchenko National University of Kyiv, and Dr Kateryna Yeremieieva Ukrainian State University of Railway Transport and Dr Mykola Tregub, Dnipro University of Technology and Dr Olena Orzhel, National Academy of Educational Sciences of Ukraine, Vadym Sologub, Student from Kyiv and Dr Oksana Hubina, Kyiv National Transport University	Dr Laura Waite and Irene Rose, Liverpool Hope University	Dr Antonio Bonacaro and Colin Winter, University of Suffolk	Dr Christine O'Leary, Sheffield Hallam University	Professor Natascha Radclyffe-Thomas, British School of Fashion, GCU London and Helen Moravej and Professor Joanna Verran, Manchester Metropolitan University	Amanda Kickey and Lilian Joy, University of York and Jordan Cook, University of York and The National Gallery	Dr Sarah Broadberry, Nottingham Trent University	Polly Wallace-Kruger, University of Sussex	Dr Lucy Ansley, Sumeya Loomat, Kaye Towlson and Derrick Mensah, De Montfort University	Dr Lluisa Astruc and Ximena Arias-Manzano, The Open University	Dr Raghda Zahran, Newcastle University	Melania Milecka-Forrest and Dr Chris Owen, Aston Business School

12.50 - 13.40	Lunch	12.50 - 13.40

Parallel session 3

Room 221 (Hybrid)	Room 222 (Hybrid)	Room 223a (Hybrid)	Room 223b (Hybrid)	Room 220a	Room 007	Room 008	Room 330b	Room 021	Room 018	Room 330c	Room 330a	Room 224c	Room 226
D2.3.1a - Oral presentation	D2.3.2a - Oral presentation	D2.3.3a - Oral presentation	D2.3.4a - Oral presentation	D2.3.5a - Oral presentation	D2.3.6a - Oral presentation	D2.3.7a - Oral presentation	D2.3.8a - Oral presentation	D2.3.9a - Oral presentation	D2.3.10a - Oral presentation	D2.3.11 - Workshop	D2.3.12a - Oral presentation	D2.3.13a - Oral presentation	D2.3.14a - Oral presentation
Embedding sustainability in existing curriculum by using authentic assessments and rubrics: A case study	Improving academic integrity policies at UK universities	Health creation through civic engagement	LJMU reciprocal mentoring programme	Pentacell: A systemic student wellbeing initiative for postgraduate students	Foundation Year reading groups in the digital age: A story of widening participation	Co-created podcasting: Embedding inclusivity through a widening of perspectives though harnessing global student 'voices'	Using the UN sustainability development goals to deliver critical thinking and data analysis in final year dissertations	Evaluating the effectiveness of printed materials as an alternative to online resources	CANCELLED	Student Engagement: IQRA University's Continuum Approach	The power of conveyancing narrative in teaching and learning		Design thinking, e-learning and co-design
Dr Wenya Cheng, Dr Paulina Navrouzoglou, and Dr Lovleen Kushwah, University of Glasgow	Dr Thomas Lancaster and Chloe Lau, Imperial College London	Pamela Donaghy, Liverpool John Moores University	Moni Akinsanya and Julia Dear, Liverpool John Moores University	Dr Ford Hickson and Rachel Gould, London School of Hygiene and Tropical Medicine	Tom Ironmonger, Bloomsbury Institute	Maria Hussain, University of Leeds	Dr Steve Russell, Aston University	Dr Christopher Hutton and Dr Fiona Aiken, The Open University		Dr Fariha Hayat Salman, Dr Imtiaz Arif, Dr Muhammad Islam, Dr Nazia Banc, Dr Shams Hamid and Dr Wasim Qazi, IQRA University, Pakistan	Rebecca Mincher, University of Wolverhampton		Sandra Guzman-Rodriguez and Maria Kaffa, City, University of London
D2.3.1b - Oral presentation	D2.3.2b - Oral presentation	D2.3.3b - Oral presentation	D2.3.4b - Oral presentation	D2.3.5b - Oral presentation	D2.3.6b - Oral presentation	D2.3.7b - Oral presentation	D2.3.8b - Oral presentation	D2.3.9b - Oral presentation		D2.3.11b - Oral presentation			D2.3.14b - Oral presentation
Student engagement during COVID-19 pandemic: Innovative teaching using nudges	Students' academic misconduct and lecturers' responsibility in the age of blended learning: Recognition and dialogue as pedagogical drivers to build integrity	Students as partners in their own learning: Viewing innovative and disruptive technologies through the UN Sustainable Development Goals lens	Say my name: The importance of names in building inclusive institutions	Reflections on teaching 'responsible research and innovation'	Innovation through online outreach provision: Reaching and connecting with a wider audience	Being your authentic self: How to develop and enhance our students' cultural competence skills at university and beyond	Taking tech to the rainforest: Embedding sustainability in our learning and teaching	How to reach disengaged students utilising both the very new (automation) and very old (text) technology together		Using collaboration, near-peer learning and a blended approach to increase student engagement			Power, voice and engagement in a student-staff co-creation project
Dr Teslim Oyegoke Bukoye, University of Bath	Dr Giancarlo Ianulatto and Dr Eva Poen, University of Exeter	Dr Monica Ward, Dublin City University	Dr Jane Bryan and Puja Laporte, University of Warwick	Dr Alison Harvey, University of Manchester	Dr Alexander Reid, University of York	Dr Karen Lipsedge, Kingston University	Dr Kathryn Jones and Dr Fernando Loizides, Cardiff University	Alix Lonney and Chris Slesser, Falmouth University		Dr Sabrina Tossi and David Selbie, McGraw Hill			Dr Mohammad Jamil, Leeds Trinity University and Bibi Aasia, Leeds Trinity University

14.20 - 14.25	Transition period	14.20 - 14.25

AHE showcase session — Room 001 | | **Poster session** — Exhibition Area

| 14.25 - 15:10 | External Examiners, Dr Geoff Stoakes, Advance HE
Student Success Frameworks, Stuart Norton and Dr Kay Hack, Advance HE | D2.P1 - Fostering students' engagement through the gamification of a highly intense paper-based decision-making simulated session, Dr Antonio Bonacaro and Colin Winter, University of Suffolk
D2.P2 - Using final year dissertations to tackle the UN sustainability goals, Dr Steve Russell, Aston University
D2.P3 - Supporting degree apprenticeship students through inclusive learning partnerships, Associate Professor Scarlett Xiao, University of Hertfordshire
D2.P4 - Inclusive education at the institutional level: A framework for action, Paula Gawthorpe and Dr Katharine Hubbard, University of Hull
D2.P6 - SustainaWHAT? Co-creating multidisciplinary spaces to explore how and why the UNSDGs matter to all postgraduate research students, Rosalind Beaumont, Jecel Censoro, Anna Christy, Anand Roy and Sammie Nguyen, Newcastle University
D2.P6 - Improving the opportunities of Black, Asian and Minority Ethnic (BAME) students to excel in their desired career, Dr Helen Elliott, University of Greenwich
D2.P7 - Academic skills: Enhancing BAME students' success in higher education, Dr Helen Elliott, University of Greenwich
D2.P11 - Supporting diverse cohorts, Maria Hussain and Stacey Mottershaw, University of Leeds
D2.P12 - Co-creating a whole-institutional approach to narrowing the degree awarding gap, Dr John Pymm and Dr Sally Jackson, Sheffield Hallam University
D2.P14 - Mum's the word: How lessons learned from the COVID year can enhance our academic and pastoral support of students with children, Andrea Todd, University of Chester
D2.P15 - Staff perspectives on inclusivity in an internationalised university in the UK, Dr Omolabake Fakunle, Yifang Xu, Mariel Deluna, Professor Velda McCune and Seongseok Choi, University of Edinburgh
D2.P16 - 'Playing the game': Hidden curricula, implicit rules and addressing inequality in HE, Dr Karl Egerton, University of Nottingham | 14.25 - 15:10 |
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15:10 - 15:25	Refreshments	15:10 - 15:25

Parallel session 4

Room 221 (Hybrid)	Room 222 (Hybrid)	Room 223a (Hybrid)	Room 223b (Hybrid)	Room 220a	Room 007	Room 008	Room 330b	Room 021	Room 018	Room 218	Room 330a	Room 224c	Room 226
D2.4.1a - Oral presentation	D2.4.2a - Oral presentation	D2.4.3a - Oral presentation	D2.4.4a - Oral presentation	D2.4.5a - Oral presentation	D2.4.6a - Oral presentation	D2.4.7a - Oral presentation	D2.4.8a - Oral presentation	D2.4.9a - Oral presentation	D2.4.10 - Workshop	D2.4.11 - Workshop	D2.4.12 - Workshop	D2.4.13 - Workshop	D2.4.14 - Workshop
Can they hear us? Using listening rooms to explore under-represented student success	A model for decolonisation in teaching and learning	Ten (easy to implement) tips on supporting students from widening participation backgrounds	Diversity and the international curriculum: A neglected element in global undergraduate Healthcare programmes	Student agency, decisions and judgements: How will the next generations of graduates lead on addressing the climate crisis?	Evolving design curriculum: Equipping students with future-facing sustainability skills	Multidisciplinary perspectives of sustainable development	Embedding the diverse student voice into employability design and delivery: 2020 and beyond	Books and Babies: "I failed my module because I, well I went into labour": A mixed-methods study of students' experiences of pregnancy and early motherhood	Serious game in fostering the entrepreneurial mindset in higher education	Leading a pedagogical revolution to optimise student engagement	Toward a non-traditional approach to developing intercultural fluency	Maximising learning outcomes: The value of learning beyond passing	Navigating work-family-study roles and conflicts: Designing courses to support student mental wellbeing
Stacey Mottershaw, University of Leeds	Dr Hardeep Basra, De Montfort University and Dr Marita LeVaul-Grimwood, Edinburgh Napier University	Dr Rod Brazier, LCCA	Dr Sheila Cunningham, Middlesex University	Dr Mark Haw, University of Strathclyde	John Hudson, Staffordshire University	Professor Debbie Wilson and Dr Lindsey Corson, University of Strathclyde	Jill Valentine and Helen Fausel, Sheffield Hallam University	Dr Sharon Pauline Mallon, Sally Ogut and Dr Sam Murphy, The Open University	Dr Anita Kéri and Dr Szabolcs Prónay, University of Szeged, Hungary and Dr Shishir Malde, Nottingham Trent University	Dr Simon Tweddell and Dr Gemma Quinn, University of Bradford	Dr Margaret Hearnden, North Island College, Canada	Dr Arlene Weekes, London South Bank University	Dr Philippa Waterhouse and Dr Rajvinder Samra, The Open University
D2.4.1b - Oral presentation	D2.4.2b - Oral presentation	D2.4.3b - Oral presentation	D2.4.4b - Oral presentation	D2.4.5b - Oral presentation	D2.4.6b - Oral presentation	D2.4.7b - Oral presentation	D2.4.8b - Oral presentation	D2.4.9b - Oral presentation					
Do ask, do tell: Practical strategies for enhancing student success drawn from research into student and staff experiences of EDI	The problem of partiality and its effects on learning: Reflections from real estate professionals in a small island developing state	A quiet, unnoticed form of gentle solidarity	Collaborative International Online Learning Course (COIL) Emergency and High Dependency Nursing: Finnish and British perspectives	Development of a college-wide personal tutor programme designed to aid transition into higher education within a diverse student cohort	Embedding sustainability into Hospitality and Events Education	Inspirational projects to meet global challenges	Maximising the impact of staff-students partnerships on students' development	"A day in the life of": Psychology students as co-creators of teaching, learning and promotional video content: Building community and engagement through authentic personas					
Dr Louise Carter, Maureen Haaker, Dr Sebastian Cordoba and Dr Pallawi Sinha, University of Suffolk	Dr Tina Beale, University of Technology, Jamaica	Dr Neil Speirs, University of Edinburgh	Dr Shelia Cunningham, Tina Moore and Raquel Rosario, Middlesex University and Anna-Kaisa Partanen and Tiina Varamäki, Metropolia University of Applied Sciences, Finland	Dr Gillian Knight and Dr Rebecca Broadbent, Aston University	Dimitri Lera and Michel Mason, University of Essex	Dr Eleanor Atkins, Dr Richard Halfpenny and Paul Ormrond, Staffordshire University	Dr Lucian Tipi and Dr Samantha Glove, Sheffield Hallam University	Dr Karishma Jivraj, University of Northampton					
D2.4.1c - Oral presentation	D2.4.2c - Oral presentation	D2.4.3c - Oral presentation	D2.4.4c - Oral presentation	D2.4.5c - Oral presentation	D2.4.6c - Oral presentation	D2.4.7c - Oral presentation	D2.4.8c - Oral presentation	D2.4.9c - Oral presentation					
Empowered learning: Enabling students who have challenging life experiences to thrive at university	TBC	The Academic Development Team Associates Network at Wrexham Glyndŵr University: An evaluation of the personal and professional value of collaborating cross institutionally for learning and teaching enhancement	PLATO: The Practice Learning and Teaching Orientations tool enhancing student engagement	Enhancing virtual learning environments for student engagement	Embedding ESD within a Sociology department: Engaging students and staff	Co-curricular activities in sustainability: Two case studies	Student 2025: The role of student voice in exploring disparities in undergraduate outcomes	Inclusive institutions: Inclusive intersections					
Dr Jane Bryan and Dr Damian Homer, University of Warwick, Dr Kathryn Woods and Dr Emma Davies, Goldsmiths University, London		Dr Caroline Hughes, and Alicia Owen, Wrexham Glyndŵr University	Professor Claire Hamshire and Dr Kirsten Jack, Manchester Metropolitan University	Dr Kamran Mahroof, University of Bradford	Dr Kathryn Wheeler and Norman Riley, University of Essex	Dr Peter Mylon, Dr Harriet Drouin and Dr Chalak Omar, University of Sheffield	Jenny Hambling, Francoise McKay and Erick Morataya Gatica, Nottingham Trent University	Melanie Davies, University of the Arts London					

16:25 - 16:30	Transition period	16:25 - 16:30

Panel discussion
Room 001

| 16:30 - 17:15 | Inclusive education: Whose success matters?
Chair – Dr Dave Thomas, Senior Adviser, Knowledge, Innovation & Delivery
Professor Kathleen Quinlan, Director of the Centre for the Study of Higher Education, University of Kent
Shakira Martin, Head of Student Engagement, Rose Bruford College and former President NUS
Danny Braverman, Lecturer in Theatre & Performance, Goldsmith's University, London | 16:30 - 17:15 |
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| 19:00 - 21:00 | Conference dinner and annual debate
Chair - Alison Johns, Chief Executive, Advance HE
Annette Hay, Senior Research Delivery Support Partner, Coventry University
Professor Jeff Grabill, Deputy Vice Chancellor for Student Education, University of Leeds
Shakira Martin, Head of Student Engagement, Rose Bruford College and former President, NUS
Molly Purcell, Student Experience Manager (Voice), University of Northampton | 19:00 - 21:00 |
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