HEIR 2021
HIGHER EDUCATION INSTITUTIONAL RESEARCH
Online Annual Conference

Inclusive Institutional Research

22nd - 24th of September 2021
Join us online at the University of St Andrews

HEIR NETWORK
HIGHER EDUCATION INSTITUTIONAL RESEARCH NETWORK

University of St Andrews

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WELCOME

We are delighted to warmly welcome you to the 2021 Higher Education Institutional Research (HEIR) conference at a digital University of St Andrews.

Founded in the 15th century, St Andrews is Scotland’s first university and the third oldest in the English-speaking world. Teaching began in the community of St Andrews in 1410, and the University was formally constituted by the issue of a Papal Bull in 1413.

Since the University’s foundation we have welcomed scholars from across the world to St Andrews to study, teachers to teach, and students to learn, a tradition that continues today, with more than 130 countries represented in the 2020-2021 student population. Our fundamental goal has always been to attract and nurture the best staff and the most promising students from around the world; and to provide an environment in which they can produce their best work to the benefit of society locally and worldwide.

As a truly international world-class university, our ambition is to be a beacon of inclusivity. We are committed to the principles of respect and fair treatment for everyone, eliminating discrimination and actively promoting equality of opportunity and delivering fairness to all. As a University, we aim to act ethically, transparently, sustainably, and for the wider public benefit at all times. This broad commitment to social responsibility and sustainability shapes our policies, practices, and respect for our environment.

Now in our 7th century, we strive to be a World-leading, Entrepreneurial, Diverse and Global institute, living up to the University motto, ‘Ever to Excel’. We are therefore delighted to welcome colleagues from the UK, Ireland and beyond to the University of St Andrews for the 2021 Higher Education Institutional Research (HEIR) conference on Inclusive Institutional Research.

The conference will provide a forum for institutional research enthusiasts and practitioners to share the best evidence-based ideas and practices in enhancing inclusive learning and teaching and management decision making within Higher Education.

On behalf of the members of the St Andrews HEIR Conference Organising Committee and the HEIR Network Planning Group we hope that you enjoy the conference and that the experiences you gain will contribute to increased inclusivity across UK and Irish higher education institutions.
ABOUT THE HEIR NETWORK

The UK and Ireland Higher Education Institutional Research (HEIR) network was established in 2008 to bring together institutional research (IR) enthusiasts and practitioners working in the UK and Ireland higher education sectors.

The HEIR network believes that IR is playing an increasingly important role in enhancing learning and teaching practice and providing timely and relevant evidence to aid management decision making at all levels within UK and Irish higher education institutions.

The network is coordinated by a voluntary Planning Group that focuses on supporting the network through providing networking opportunities and facilitating host institutions in organising the annual HEIR conference.

What we do:

The activities of the network are focused on achieving the following four objectives:

1. To build an IR community in the UK and Ireland that can help individuals develop their knowledge and expertise and contribute to the building of capacity for IR across the sector.

2. To be a forum for discussion around contemporary issues and for sharing ideas, experiences, practices and solutions to issues and problems.

3. To inform HE policy and practice through engaging directly with policy-makers.

4. To work with other bodies with the common goal of impacting HE policy and practice.

Please visit the Network’s website and join the mailing list www.heirnetwork.org.uk
Founded in the 15th century, St Andrews is Scotland’s first university and the third oldest in the English speaking world. The University stands for research and teaching of the highest quality and the pursuit of knowledge for the common good.

Present Pal is a presentation support software that makes the presentation process more accessible, boosts confidence and reduces presentation anxiety. Present Pal works like a set of interactive, accessible flashcards on your smartphone or tablet, guiding you through your content and giving you the information you need right when you need it.

SICSA promotes international excellence in University-led research, education, and knowledge exchange for Scottish Informatics and Computer Science. We are an SFC-funded Research Pool comprising all 14 Scottish Higher Education Computer Science & Informatics Schools and Departments. SICSA funding has enabled SICSA members to recruit over 90 high-quality Ph.D. students from across the world through our Prize Studentship Programme. Similarly, SICSA has provided SICSA member institutions with the opportunity to recruit some of the world’s best researchers to their Schools. SICSA delivers a range of programmes and activities to support Computing Science researchers at all levels in Scotland.

At Explorance, we believe that each experience matters. From students in higher education to employees at the workplace, feedback is vital to the lifelong learner’s journey. That’s why Explorance’s mission is to help organisations create a personalised journey of impact and fulfillment for their people through innovative Experience Management (XM) solutions. The Blue Student Experience Management platform offers a single source of truth from a centralised process. Blue is purpose-built to fully automate all major student feedback gathering initiatives - institutional surveys, course evaluations, competency assessments, alumni surveys – all on one platform.

Caption.Ed provides instant and on-demand captions for virtually all live or pre-recorded media. Our software is quick and easy to use. Simply press ‘Start Captioning’ before playing your media and your captions will automatically appear on your screen. No delays, timing issues or lengthy setup. Just instant captions.
Professor Sally Mapstone FRSE, Principal and Vice-Chancellor of the University of St Andrews.
Sally Mapstone is the Principal and Vice-Chancellor of the University of St Andrews and its Chief Executive Officer (CEO). Since the mid 1800s it has been customary that one person holds two titles: the post of Principal representing the executive function, and the post of Vice-Chancellor the ceremonial function.

Dr Leyla Hussein OBE, Rector of the University of St Andrews.
Leyla Hussein is a psychotherapist, campaigner and global leader on gender rights. The Rector presides over meetings of the University Court and supports the student body at local and national levels. The Rector is supported by the Rector’s assessor, a voluntary position, with the main role being to act as the link between the Rector and the student body and to aid and advise the Rector. The assessor meets regularly with the Rector to advise on policy issues, discuss upcoming events and campaigns and ensure the Rector has a coordinated media and web presence in St Andrews.

Anna-Ruth Cockerham, Director of Wellbeing (DoWell), University of St Andrews Students’ Association.
Anna-Ruth Cockerham is the Director of Wellbeing, representing students on welfare, equality, diversity, and inclusion. Anna works a lot on the University and Union’s approach to dealing with issues like mental health, harassment and discrimination, sexual violence, physical health, and safety. In addition, Anna supports many of the Students’ Association’s volunteer officers and subcommittees focusing on equality and welfare.

Professor Frank Müller.
Assistant Vice-Principal (AVP) Dean of Learning and Teaching. Frank Müller supports the implementation of the University’s Strategy 2018-2023 in areas related to education and leads the management of education. Frank is a Professor in Modern History. He mainly works on the politics and political culture of 19th and 20th-century Europe, with special interests in the history of monarchy, nationalism, liberalism and biography.
KEYNOTE SPEAKERS

Prof Lee Elliot Major OBE
Professor of Social Mobility
University of Exeter
Lee Elliot Major is the country’s first Professor of Social Mobility. Appointed by the University of Exeter to be a global leader in the field, his work is dedicated to improving the prospects of disadvantaged young people. As a Professor of Practice, he focuses on research that has direct impact on policy and practice, working closely with schools, universities, employers and policy makers.
Lee was formerly Chief Executive of the Sutton Trust and a founding trustee of the Education Endowment Foundation. In 2021, he was made a Fellow of the Academy of Social Sciences. He is an Associate of LSE’s Centre for Economic Performance, an Associate Member of Nuffield College, University of Oxford, a Visiting Fellow at the LSE’s International Inequalities Institute, and an Honorary Professor at the UCL Institute of Education. He is a member of ESRC’s Strategic Advisory Network. Lee has published several books, his latest, The Good Parent Educator, summarises education research for parents. He was awarded an OBE in 2019.

Dr Gregory M. Walton
Associate Professor
The Michael Forman University Fellow in Undergraduate Education
Stanford University
Greg Walton is an Associate Professor of Psychology at Stanford University. Much of his research investigates psychological processes that contribute to major social problems and how “wise” interventions that target these processes can address such problems and help people flourish, even over long periods of time.
One of the most pressing societal problems is the persistent inequality in academic achievement between different social groups. While many structural factors contribute to this inequality, Greg has long been interested in the role of psychological processes, such as those stemming from negative intellectual stereotypes, and how theory-based interventions that address these can reduce inequality in education. Greg’s social-belonging intervention aims to prevent corrosive attributions by providing a nonthreatening narrative for feelings of nonbelonging in school.
Dr Zainab Khan
Pro Vice Chancellor for teaching and learning at London Metropolitan University and Director of the University’s Centre for Equity and Inclusion.
Zainab Khan is the Pro Vice Chancellor for teaching and learning at London Metropolitan University. Alongside staff development, Zainab has institutional responsibility for the teaching and learning strategies, the Access and Participation Plan and driving improvement in key student outcomes as well as development of the academic portfolio. Zainab has held a number of strategic and operational management roles, prior to joining London Metropolitan in September 2019 Zainab was a Faculty Director at the University of the West of England, supporting three large departments to achieve outstanding academic and teaching excellence framework (TEF) results. Led by Zainab, London Metropolitan’s Centre for Equity and Inclusion, is pioneering a new approach to embedding equality, diversity and inclusion (EDI) into institutional practices, specifically institutional approaches to creating an inclusive and equitable culture for staff and students. Since arriving at London Met she has led the development and introduction of a values-led vision of Teaching & Learning strategy which places inclusion, accessibility and social justice at the heart of teaching practice and the curriculum. Zainab is a multi-award-winning advocate for inclusion and race equity in education. Her work has received national recognition at the prestigious Guardian University Awards in 2019, Inclusive Companies Awards 2018 and she was highly commended at the Asian Women of Achievement Awards 2020. Her particular area of expertise is the design and implementation of transformational change programmes which address the experience of Black and minoritised individuals in Higher Education and the labour market.

Dr Celia Whitchurch
Honorary Associate Professor of higher education.
University College London, Institute of Education.
Celia Whitchurch is Honorary Associate Professor of higher education at University College London Institute of Education. Her research interests focus on academic and professional identities in higher education and changing workforce patterns. Completed projects include an international study for the Leadership Foundation for Higher Education (LFHE) on Professional Managers in UK Higher Education: Preparing for Complex Futures (2008); an LFHE-funded study on Staffing Models and Institutional Flexibility (2013); and a study for the UK Higher Education Academy on Shifting Landscapes: Meeting the staff development needs of the changing academic workforce (2016). She has recently been Principal Investigator on a Centre for Global Higher Education (CGHE) project entitled the implications of a diversifying workforce for higher education systems, institutions and individuals and is completing a monograph from that project. She has also published an edited monograph (with George Gordon) on Academic and Professional Identities in Higher Education: The Challenges of a Diversifying Workforce (2010); a single-authored monograph, Reconstructing Identities in Higher Education: The Rise of Third Space Professionals (2013); and a further monograph with George Gordon on Reconstructing Relationships in Higher Education: Challenging Agendas (2017). She edited Higher Education Quarterly between 2007 and 2017.
PROGRAMME – WEDNESDAY 22 SEPTEMBER

09:30 - 10:00  Arrival

10:00 - 10:05  Welcome from Hosts  Wardlaw Auditorium
   Gerald Prescott, Chair HEIR 2021, University of St Andrews
   Rachel Bowden, Head of Evaluation and Policy Department, University of Brighton

10:05 - 10:15  Opening Address  Wardlaw Auditorium
   Prof Sally Mapstone FRSE, Principal and Vice-Chancellor, University of St Andrews
   Chair: Gerald Prescott

10:15 - 11:15  Keynote 1  Wardlaw Auditorium
   Improving social mobility prospects in the post pandemic era
   Prof Lee-Elliot-Major, University of Exeter
   Low and worsening social mobility is one of the biggest societal challenges facing Britain
   as it recovers from the pandemic, with millions of people unable to fulfil their potential and
   prosper in life. What can we do to level the playing field and improve prospects for all
   irrespective of who they happen to born to or where they live? And what role can the
   education system, and universities, play in boosting social mobility?
   Chair: Ian Smith

11:15 - 11:25  Screen Break

11:25 - 12:00  Networking Session 1
   N1.1. Learning analytics for an improving student experience  St Salvator’s College
   N1.2. Data for operational development and decision-making  St Mary’s College
   N1.3. Progress (participation, retention and awarding) gaps, the evidence and how we close them  Younger Hall
   N1.4. Career development for professional staff  Parliament Hall

12:00 - 12:45  Breakout Session 1
   B1.1. Staff-Student Partnership to Decolonise the Curriculum: Case of University of Exeter  Sir James Black Room
   Chair: Rachel Bowden
   B1.2. Levelling the playing field; sharing insights into developing an inclusive institutional culture.  Agnes Blackadder Room
   Chair: Phil Gravestock
   B1.3. Fostering subject lecturers’ commitment and capacity to engage with students’ academic literacies development.  Hikmat Abu Zayd Room
   Chair: Matt Hiely-Rayner
   B1.4. Invisible but Exposed: The Lived Experience of Disabled Academics  William Dunbar Room
   Chair: Jon Issberner
   B1.5. Lightening Talks 1  Margaret Fairlie Room
   Chair: Gerald Prescott
   • Building an inclusive student experience – lessons from the pandemic
   • Engagement and impact for workers studying postgraduate professional development programmes: learning for organisations and their higher education partners
   • How can university rankings include social inclusion aspects? – Insights from U-Multirank
   • Teaching the West about Eastern Research – an exemplar
   • An exploratory study to examine the experiences of working in UNCOVER: a co-creation higher education group
• The relationships between gender, physics identity, self-efficacy, and the retention of women in physics undergraduate degrees
• Breaking Barriers: Personal, Academic and Community; An innovative approach to virtual widening participation summer schools

12:45 - 13:00 Lunch

13:00 - 13:30 Networking Lunch (optional)
Data for planning and planners
League tables and their value
Strategic leadership in changing national landscapes
Drawing useful conclusions from small cohorts
St Salvator's College
St Mary's College
Younger Hall
Parliament Hall

13:30 - 13:45 Sponsor talks
S1.1. Explorance
S1.2. PresentPal
S1.3. Caption.Ed
Hikmat Abu Zayd Room
William Dunbar Room
Margaret Fairlie Room
Chair: Gerald Prescott
Chair: Ken Mavor
Chair: Daryl Haynes

13:45 - 14:45 Keynote 2
Psychologically “Wise” Interventions to Bolster Belonging and Reduce Inequality in University
Dr Gregory M. Walton, Stanford University
When students come to university, they face basic psychological questions, like whether they will belong and be able to succeed. These questions are most pointed for students from lower social-class backgrounds and those from racial-ethnic minority backgrounds, as these groups have historically been excluded from higher education and continue to face negative stereotypes that allege that they are less able and less deserving of post-secondary opportunities. This talk will review targeted exercises that help students answer questions of belonging adaptively. It will show how even brief (e.g., 1-hour) exercises can cause cascading benefits, raising achievement and reducing socio-economic, racial, and gender inequality even over years. I will focus on (1) “belonging uncertainty,” what it is and where it comes from; (2) how interventions can address belonging uncertainty and the effects of doing so on school and life trajectories; (3) how these interventions can be scaled to reach full institutions; (4) the need for contexts to “afford” opportunities for students to belong; and (5) the many opportunities institutions have to address questions of belonging productively.
Chair: Ken Mavor

14:45 - 15:15 Networking Rooms Remain Open
Younger Hall & Parliament Hall

15:15 Close
PROGRAMME – THURSDAY 23 SEPTEMBER

09:45 - 10:00  Arrival

10:00 - 10:15  Opening Address
Dr Leyla Hussein OBE, Rector, University of St Andrews
Chair: Jasmin Hinds

10:15 - 11:00  Breakout Session 2
B2.1. The importance of interpersonal relationships in creating a sense of student belonging and an inclusive student experience.
Sir James Black Room
Chair: Nigel Page

B2.2. Short talks: Widening Participation and Inclusion
• Building an inclusive student experience through the implementation of Peer Assisted Learning sessions
• Contextual admissions, adjusted offers and university experiences
• NTU’s Student 2025
Agnes Blackadder Room
Chair: Steve Woodfield

B2.3. Inclusive Practice Partnerships at the University of Brighton: improving student experience and attainment through inclusive policy and strategy.
Hikmat Abu Zayd Room
Chair: Gráinne McDonagh

B2.4. Short talks: Student Learning and Inclusion
• Mobilising opportunities for inclusion, engagement and co-creation of an online community
• Using an investigative pragmatic approach to teach about theories
• University Students’ Experiences of Access and Inclusion in Teaching and Learning
William Dunbar Room
Chair: Dharini Balasubramaniam

B2.5. Workshop:
What is education even for? And if we haven't figured that out, how do we know we’re doing it right?
Margaret Fairlie Room
Chair: Gerald Prescott

11:00 - 11:10  Screen Break

11:10 - 11:45  Networking Session 2
N2.1. Third space professionals
St Salvator’s College
N2.2. Evidencing inclusive policies and practices
St Mary’s College
N2.3. Developing an inclusive institutional culture
Younger Hall
N2.4. HEIR Network – future plans
Parliament Hall

11:45 - 12:30  Breakout Session 3
B3.1. Short talks: Inclusive learning environments
• The lived experience of disabled academics with chronic fatigue ill-health: An ethnographic of disability intervention in a UK university
• Evaluating strategies to engage peer and inner feedback through exemplar use on a postgraduate distance module
• Supporting Vulnerable Students through Personal Tutoring: Is More Upfront Student Information Helpful?
Sir James Black Room
Chair: Jon Issberner

B3.2. Value and power: perceptions of Education Focused academic careers in research intensive universities
Agnes Blackadder Room
Chair: Lee O’Farrell

B3.3. Short talks: Institutional Development
• International Offices in the European and Indian Universities: Mediators or Drivers of Change?
Hikmat Abu Zayd Room
Chair: Ian Smith
A commons for online learning: Supporting students’ data protection preferences

"It's reset a lot of relationships": the TEF and the HE workforce

B3.4. Sharing SoTL Approaches to Address Awarding Gaps

William Dunbar Room
Chair: Nigel Page

B3.5. Learning through Doing: An Inclusive Staff-Student Community Responding to COVID-19

Margaret Fairlie Room
Chair: Gosia Mitka

12:30 - 13:00 Networking Lunch (optional)
Delegate defined networking session
St Salvator’s College
Delegate defined networking session
St Mary’s College
Delegate defined networking session
Younger Hall
Delegate defined networking session
Parliament Hall

13:00 - 13:40 Panel Discussion 1

Prof Paul Hibbett, University of St Andrews
Matt Hiely-Rayner, Buckinghamshire New University
Dr Zainab Khan, London Metropolitan University
Prof Ruth Woodfield, University of St Andrews
Chair: Rachel Bowden

13:40 - 13:45 Screen Break

13:45 - 14:45 Keynote 3

Reflections on driving a whole-institution approach to inclusion.
Dr Zainab Khan, London Metropolitan University

As universities look to improve their performance on inclusion, to match aspirational rhetoric with tangible action, our programmes to tackle disparities in student outcomes are taking place against a challenging backdrop of continual change for the Sector. The pandemic has further tested organisational capacity, staff resilience and invited us to look again at our institutional culture. Reflecting on her experiences of driving education and EDI strategy, Zainab has become increasingly interested in the staff experience of strategic change, and the need for HE leadership to live their values.

Chair: Jasmin Hinds

14:45 - 15:15 Networking Rooms Remain Open
Younger Hall & Parliament Hall

15:15 Close

18:30 - 20:30 Evening Reception (Gather.Town)
PROGRAMME – FRIDAY 24 SEPTEMBER

09:45 - 10:00  Arrival

10:00 - 10:15  Opening Address  Wardlaw Auditorium
Anna-Ruth Cockerham, Director of Wellbeing, University of St Andrews Students' Association.
Chair: Dhani McDiarmid

10:15 - 11:15  Keynote 4  Wardlaw Auditorium
Third Space and Institutional Research in Higher Education
Dr Celia Whitchurch, Institute of Education
The session will introduce the concept of Third Space and discuss its relevance for institutional research and researchers. It will offer Third Space as a way of viewing the Institutional Research community and its activities including, for example, statistical research, data analysis, and scenario planning, in support of institutional management, teaching, and research. Issues are likely to include relationships with the wider academic/research support community, the interface between service and R&D activity, professional identities and careers, and collective recognition as a group of professionals. This will raise questions that can be discussed in relation to individuals’ own roles, the teams they belong to, and the disciplinary or project fields with which they feel associated. Finally it will ask whether there is a sense in which a majority of professional and academic staff are moving towards what might be seen as a Third Space, as individuals draw upon a broader hinterland of both disciplinary knowledge and experience arising from practice, resulting in a greater fluidity of roles. Participants will be asked to think about how such a shift might work in practice, whilst maintaining a distinctive profile for Institutional Research.
Chair: Dhani McDiarmid

11:15 - 11:25  Screen Break

11:25 - 12:00  Networking Session 3
N3.1. Delegate defined networking session  St Salvator’s College
N3.2. Delegate defined networking session  St Mary’s College
N3.3. Delegate defined networking session  Younger Hall
N3.4. Delegate defined networking session  Parliament Hall

12:00 - 13:00  Breakout Session 4
B4.1. Short talks: Inclusion and the Pandemic  Sir James Black Room
• Investigating student wellbeing across an academic year to improve the experience of taught postgraduate students
• Evaluating medical student perception of virtual versus face-to-face communication skills teaching
• Disseminating Best Practice for a Global Audience: A Case Study.
• What lessons can be learnt from COVID-19 that will help enhance future teaching scheduling for our students?
Chair: Ken Mavor

B4.2. Short talks: Wellbeing and the student experience  Agnes Blackadder Room
• Raising the awareness of inclusive education in a community college
• POP in 2020/21: Perspectives on partnership and the role of students in transforming teaching and learning
• Group vs Individual Exercise on Academic Stress and Academic Performance
Chair: Aisling McKenna
• Promoting a sense of belonging in under-represented students across an institution.

**B4.3. Short talks: Supporting Student Performance**

- Understanding the data to close the awarding gap in the biosciences
- Examining the interconnectedness of medical students and its impact on achievement and wellbeing
- Lightening talks 2
  - The impact and ecological validity of vocational-practice-based assessment modes in STEM curriculum degrees on widening access and improving attainment
  - Enhancing transferable skills though active learning – a VIP case study
  - Co-Designing Graduates - Empowering Students Through Co-Design of the Curriculum
  - The Effectiveness of Virtual Reality Simulation in Robotic Surgical Training
  - Defining Resilience

**B4.4. Lightening talks 3**

- Navigating Transitions to the Blended Environment: Exploring lecturers’ experiences of policy and practice
- Placements in a Pandemic: design, delivery and dissection of Virtual Placement Days in a School of Medicine
- We Are Human Too: An Innovative, Virtual Wellbeing Programme for Medical Students and Staff
- Virtual Life Drawing – an inclusive student drawing experience with alternative deliveries.
- Online learning community in the COVID-19 era: A survey study with a large first year psychology cohort
- T&L Patterns for Inclusive Virtual Classrooms
- Course design for digital environments: temporal flexibility and inclusion
- Money over meaning? Investigating the cost of neoliberalism at universities
- Unlocking potential: Supporting oral communication challenges in Higher Education and amplifying the voices of students with disabilities and SpLDs.

**B4.5. Workshop:**

Hauntings in Higher Education: working with ghosts to support inclusive student experiences

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**13:00-13:30 Networking Lunch (optional)**

Delegate defined networking session
Delegate defined networking session
Delegate defined networking session
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**13:30-14:15 Panel Discussion 2 – Conference reflections**

*Chair: Phil Gravestock*

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**14:15-14:25 Closing Address**

Prof Frank Muller, AVP Learning and Teaching, University of St Andrews

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**14:25 - 14:30 Goodbye and Thanks from Hosts**
14:30 Conference Close
CONFERENCE ORGANISING COMMITTEE

Dharini Balasubramaniam, Senior Lecturer in Computer Science
Eilidh Harris, Educational and Student Developer
Daryl Haynes, Lecture Capture Coordinator
Jasmin Hinds, Research Fellow/ Project Manager in Equalities
Jon Issberner, Professor in Medicine
Ken Mavor, Senior Lecturer in Psychology and Neuroscience
Dhani McDiarmid, Senior IT/AV Support Technician
Gerald Prescott, Associate Dean for Education (Science)
Ian Smith, Senior Lecturer in Economics and Finance

HEIR PLANNING GROUP

Rachel Bowden (Co-Chair), Head of the Evaluation and Policy Department at the University of Brighton
Marthie Cronje, Head of Data Analytics & Insight, University of Southampton
Matt Hiely-Rayner (Co-Chair), Director of Strategic Planning & Change, Buckinghamshire New University
Phil Gravestock, Dean, College of Learning & Teaching at University of Wolverhampton
Gráinne McDonagh, Head of Insights & Planning, RCSI University of Medicine and Health Sciences
Aisling McKenna, Director of Quality Promotion and Institutional Research, Dublin City University
Lee O’Farrell, Registry, Student Records Manager, University College Dublin
Nigel Page, Director of Learning and Teaching, Kingston University London
Gerald Prescott, Associate Dean for Education (Science), University of St Andrews
Steve Woodfield, International education policy and research specialist at the British Council