

Meet our Presenters

SESSION A: Waldo Williams Suite

Raising Attainment for Year 12s: The journey from in-person to hybrid

Agnes Mason, University of Bath

Agnes has 10 years of teaching and experience in secondary schools and sixth form colleges and has worked for the Widening Participation team at the University of Bath for the last 9 year. She has a background in Politics and Languages and oversees the Pathway to Bath programme within the team.

Inclusive Admissions, Recruitment, and Marketing: The importance of a co-ordinated approach

Myles Smith and Shulla Elgood, University of East Anglia (UEA)

Myles has worked at UEA for 12 years across roles in both Student Recruitment and Widening Access and Participation. In his current role, he sets the direction to ensure the impact of outreach programmes can be measured and works to deliver systems and processes to enable this, as well as leading our data collection strategies for both Recruitment and Outreach. He also leads our Student Worker Team and has a keen interest in Contextual Admissions.

Shulla is a marketer with 14 years of experience in various sectors, and now leads widening access and participation marketing efforts at UEA. From everything to resources for primary school students, to media targeting in recruitment campaigns, the role of Outreach Marketing Manager is hugely varied and Shulla works across the central Marketing, Outreach and teams to provide marketing insight and added value to the university's access and participation plan activities.

Change Makers in ARU Outreach: Five key changes that have come from outreach delivery

Margot Broadbent-Yale and Meenujah Logasounthiran

Anglia Ruskin University

Margot joined ARU in the admissions team in 2019 and moved to the Schools and Colleges Engagement team in 2022. Her key focuses are working on progressive programmes, Summer Schools and being the named contact for Care Experienced individuals. Through this work she has been involved in reviewing and adapting ARU's contextualised offer criteria.

Before joining ARU in 2022 Meenujah worked in the tax field, completed the Teach First Development Programme and then taught Maths for three years. At ARU she has actively contributed to the planning, delivering, and evaluating of two Maths attainment programmes and champions various interventions to support students from disadvantaged backgrounds.

SESSION B: Ada Salter Suite

Informing Institutional Change through Counter-storytelling: Centring student voice to develop a culturally sensitive curriculum

Dr Barbara Adewumi, University of Kent

Barbara is a Senior Research Fellow at the University of Kent. Her research focuses on academic progression, closing the attainment gap, sense of belonging and engagement of racially minoritised and widening participation students. Barbara's research interests include Black middle-class parents' aspirational strategies in education, decolonising and diversifying the curricula and Critical Race Theory.

Curriculum Redefined: Curriculum Redefined: Developing an innovative, imaginative and sustainable approach to education

Dr Pam Birtill, University of Leeds

Pam is associate professor in Psychology, and academic lead for assessment and feedback. She was awarded a National Teaching Fellow in 2024 for her outstanding work in assessment and teaching. She is leading implementation of the assessment strategy in the University of Leeds, and conducts research examining belonging, assessment and the student experience.

Future Ready Mentoring: Assessment of Impact and Effectiveness

Matthew Abley and Scott Rawlinson, University of Westminster

Matthew joined the University of Westminster in 2023 from TASO. His current institutional research sees him involved in a broad spectrum of work to inform the continuous development and improvement of the student experience from myriad perspectives. Notably, he oversees the National Student Survey, working to drive change with insight-informed action at all levels of the institution.

Scott joined the University of Westminster in 2022 from the University of Cambridge where he supported the Network for East Anglian Collaborative Outreach's delivery of Uni Connect programme. His interests include enhancing the experience of groups traditionally underrepresented in higher education, such as student carers, the higher education experiences of international students in the UK and the transition into and experiences of postgraduate research students.

SESSION C: The Light

Organisational Change to Support Underrepresented Students: Perspectives from the US and New Zealand

Alexandra Lyons, Imperial College, London

Ali supports outreach at Imperial College London, managing the evaluation of the university's Imperial's portfolio of widening participation and attainment raising activity. She has also worked across several universities in outreach roles ranging from programme design and delivery to evaluation and reporting. Recently, Ali completed a Churchill Fellowship research travel grant to explore approaches to widening participation outside the UK context, with a particular focus on linking pre-university and on-course support.

The Importance of Institutional Knowledge in Driving Change: The case of academic mentoring at LSE

Dr Akile Ahmet and Dr Daniela Pérez Aguilar

London School of Economics

Daniela is a social researcher who has worked with a diverse range of institutions, including public organizations, non-governmental organizations and consultancies. Her area of expertise encompasses labour markets, higher and vocational education and social and economic inequalities where she employs a combination of quantitative and qualitative research methods to meet the unique demands of each investigation.

Focussed on having a direct and significant impact in terms of student experience and curriculum, Akile has developed an innovative and unique research area on spaces of power and resistance in higher education. Key research projects that she has worked on in this field include 'Progression and Diversity of Social Work Students across eight different UK Universities', 'Race in the Academy' and 'Decolonisation: meaning and action'.

Implementing Strategic Curriculum Change: Developing an equitable and inclusive staff development programme

Annie Yonkers and Dr Hilary Wason, Kingston University

Annie supports academic colleagues with incorporating equitable and authentic personal and professional development opportunities within the curriculum through Kingston's Future Skills strategy. Her postgraduate research investigated how to take elements of design education and design pedagogy out of the art school and apply them in varied learning environments to cultivate compassion, emotional intelligence, and critical thinking skills.

Hilary leads curriculum design support at Kingston, working with course teams to develop high quality courses. She oversees the team which delivers curriculum and assessment support, professional accredited programmes, course leaders programme, new academic staff induction, teaching excellence awards and continuous professional development programmes. Hilary's research interests are in curriculum development, the value of the third space in curriculum change, critical thinking and dialogic education.