Fostering Inclusive Doctoral Admissions through A Community of Practice
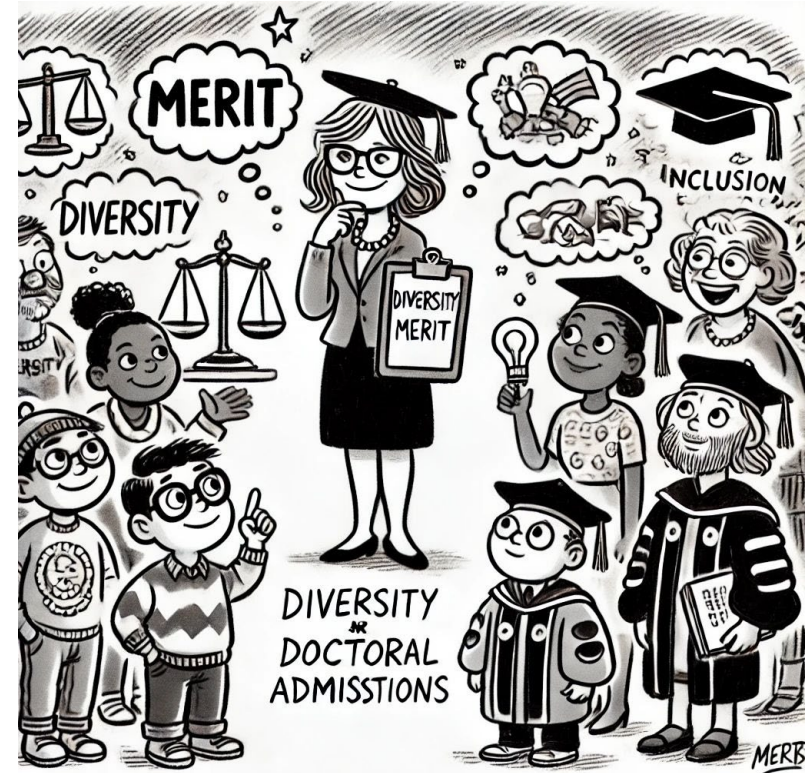
Ross Forgan, Craig Hinds, Bing Lu, Michelle Palmer, Anna Plassart

3rd July, 2025

Welcome

- Introducing the symposium

- Why fostering an inclusive doctoral admissions matter?

- Why adopting a Community of Practice approach necessary?

The EDEPI Programme

- RE and OfS funded, one of 13 projects created to tackle inequalities that create barriers to access and participation in postgraduate research

- Collaboration between Nottingham Trent University, Sheffield Hallam University and Liverpool John Moores University

- Delivery partners: UKCGE, AdvanceHE, GRIT Breakthrough Programmes, NHS

- Launched February 2022

WP1- Recruitment

WP2- Admission

WP3- Transition

Time for Change: Equity in Doctoral Admission

'For too long, PGR recruitment has been looking in the rear-view mirror - focusing on what's easy to measure - educational track record, degree classification and degree-awarding institution. We shifted a long time ago towards using a balance of past experience and future potential in job recruitment and to a wider focus on the **whole person**; **their competencies and aptitude to learn and grow and collaborate**. We need to update our recruitment practices into doctoral education in the same way. Only by doing this can we open up research careers to historically 'locked-out' groups and ensure we really are bringing the most able future researchers into the system.'

-Rebekah Smith McGloin, EDEPI PI,
Chair of the UK Council for Graduate Education

Meet the Chair of Trustees

"I see a real opportunity for UKCGE to make a meaningful contribution to sector change."

Nottingham Trent University · Sheffield Hallam University · Liverpool John Moores University · UK Council for Graduate Education · AdvanceHE · grit · EDEPI

Work Package 2 - Admissions

COLLECT, ORDER, EVALUATE AND REVIEW RESULTS OBJECTIVELY, AND COMMUNICATE WITH CLARITY

COMPREHENSION & EVALUATION

ANALYTICAL & PROBLEM SOLVING

Recognise connections and patterns in information/data, text or artefacts

Evaluate information/data, text or artefacts for credibility and accuracy

Make evidence-based judgements based on analysis of information/data, text or artefact

Explain the value/potential contribution of the research to knowledge and those who will benefit

COMMUNICATION

Communicate in writing with clarity and precision using evidence to support your assertions

Tailor communications appropriately to different audiences

Present information and ideas verbally, using active listening

Consider impact of research and how it might reach the widest audiences

PLANNING & ORGANISATION

Grasp and order information coming from multiple sources

Set, maintain and ensure a clear direction for a project or activity

Anticipate, think ahead and identify next steps in a project or activity

Adjust objectives and deadlines appropriately as new ideas or issues emerge

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EDEPI

POSTGRADUATE RESEARCHER COMPETENCY-BASED ADMISSIONS FRAMEWORK

FEBRUARY 2024

Equity in Doctoral Education through Partnership

ASSUME RESPONSIBILITY FOR PERFORMANCE AND SEEK HELP WHEN NECESSARY

SOCIO-EMOTIONAL COMPETENCIES

MOTIVATION

Show how you plan to actively engage with policy, practice, publications in your proposed area of research to keep up to date

Understand your own personal motivations and demonstrate how these will drive your research

Recognise and take up opportunities for improvement

Willingness to engage fully in the chosen area and contribute to conversations and debates in that field

CURIOSITY

Show that you want to ask challenging 'why' questions about your topic

Be prepared to deepen your investigation to shed new light on information/data, text or artefact

Be willing to think deeply about complex ideas and theories in the context of the topic

Value but be prepared to question the knowledge of others

RESILIENCE

Take positive steps to maintain a positive work/life balance and seek help when challenges occur

Willingness to admit to errors and challenges and seek appropriate support

Adjust approaches and responses when faced with change or setbacks

Demonstrate the courage to engage with complex ideas and viewpoints

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GENERATION AND DELIVERY OF OUTCOMES TO A HIGH STANDARD AND COLLABORATION

DELIVERING RESULTS

INTEGRITY

Be prepared to carry out your project with rigour and integrity, being committed to a compliance with ethics policy

Understand the importance of treating data or information confidentially and responsibly

Be alert to and challenge your own biases and assumptions

Show that you respect diverse points of view and can treat others, and their views, with fairness

WORKING WITH OTHERS

Work effectively with collaborators and supervisors, treating each with respect and keeping them informed of progress

Actively listen to others, share information, and propose suggestions and solutions

Respond appropriately to guidance and feedback from supervisors and collaborators and take action to improve

Seek out and make use of opportunities to collaborate, support others and/or make a positive contribution to your discipline or community in the context of your proposed research project

INDEPENDENCE

Autonomously meet deadlines and objectives for your own research project

Take responsibility for identifying the technical, personal or professional skills required for a task and take action to develop those skills appropriately

Take initiative to suggest ideas for improvements, sharing ideas in a constructive manner

Reflect on challenges and successes, and make and implement an action plan to maintain or improve your performance

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Nottingham Trent University · Sheffield Hallam University · Liverpool John Moores University · UK Council for Graduate Education · AdvanceHE · grit · EDEPI

Case Study Institution Presentations

THE OPEN UNIVERSITY

From Open Ethos to Inclusive Practice: Rethinking Postgraduate Admissions at the Open University

NEWCASTLE UNIVERSITY

The challenges and opportunities applying the EDEPI Framework to EPSRC PGR recruitment
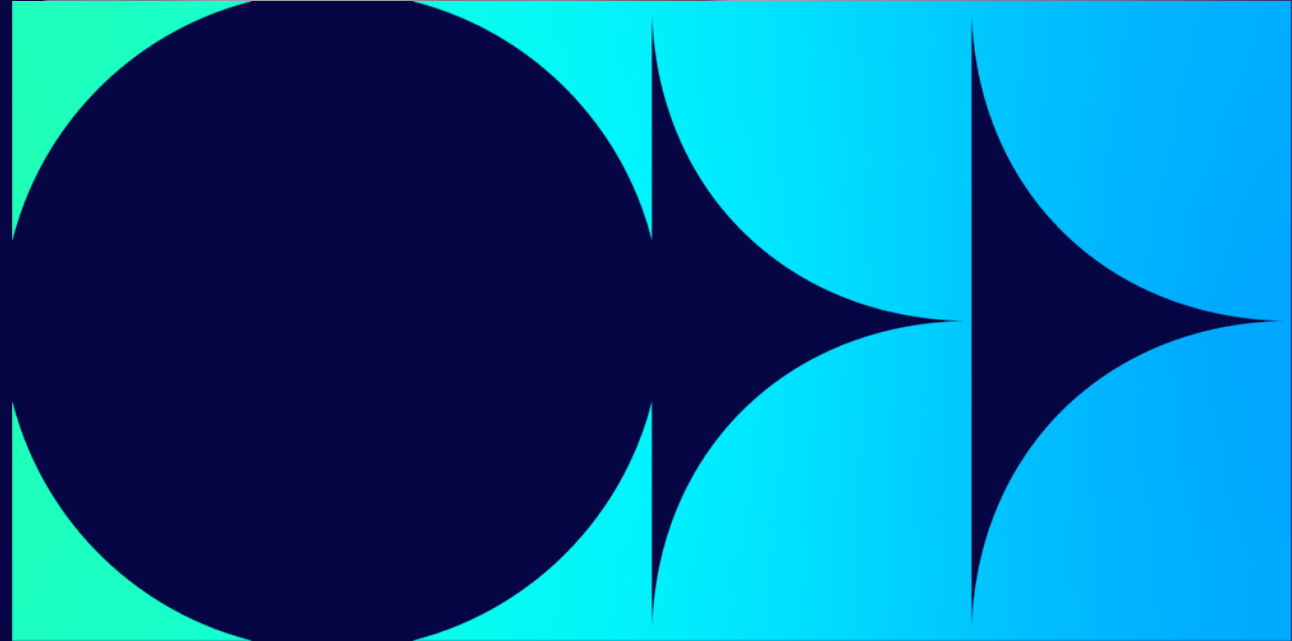
UNIVERSITY OF GLASGOW

Adapting competency-based admissions for inclusive cohort-based recruitment

The Open University: context

- The OU's founding ethos: openness to people, places, methods, and ideas

- PGR student demographics: unusually diverse

- Existing inclusive practice, esp. for disabled and part-time students

OU vs UK (HESA) PGRS Data: Key Demographic Comparison
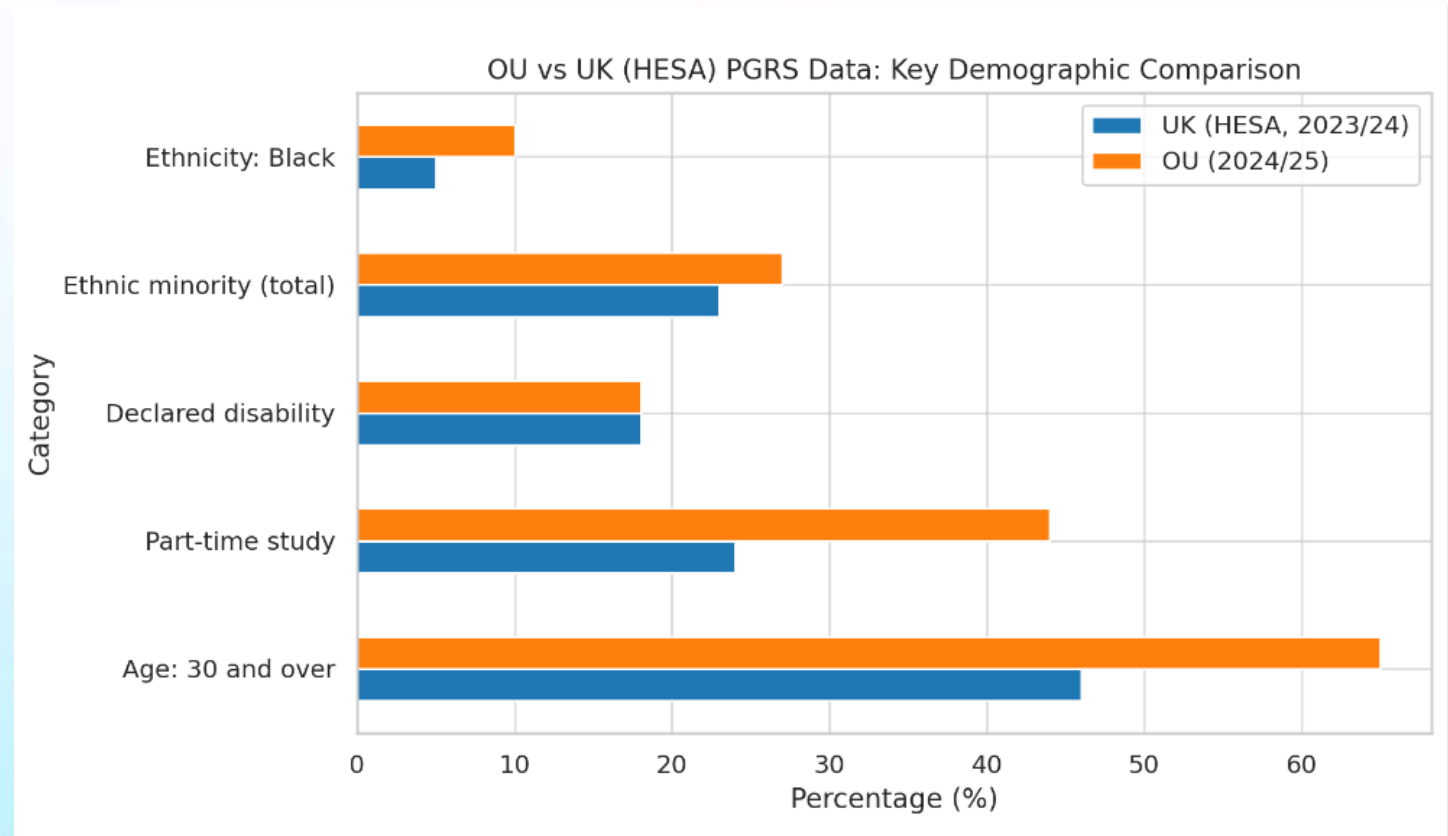
The **Open** University: challenges

Areas where inclusivity is more limited:

❖ Lower numbers of international PGR students

❖ Continued underrepresentation of racially minoritised applicants, especially Black students

❖ Proportion of disabled students is likely much higher, but undisclosed

Context for demographic patterns:

❖ Reflects pool of applicants, with element of self-selection

❖ similar patterns at UG level, despite very low academic barrier to entry

Postgraduate admissions at the Open University

PGR Admissions process

❖ Largely centralised through the Graduate School and central admissions systems.

❖ Fragmentation and Accessibility Gaps: Disjointed processes between central services, faculties, schools, and disciplines. overlap in guidance to applicants, inconsistencies, and areas falling through the cracks.

❖ "Bottom up" mapping of admissions practices reveals that implementation varies widely across Faculties, Schools and disciplines.

Network

Connecting a global community of postgraduate research stud...

The Open University
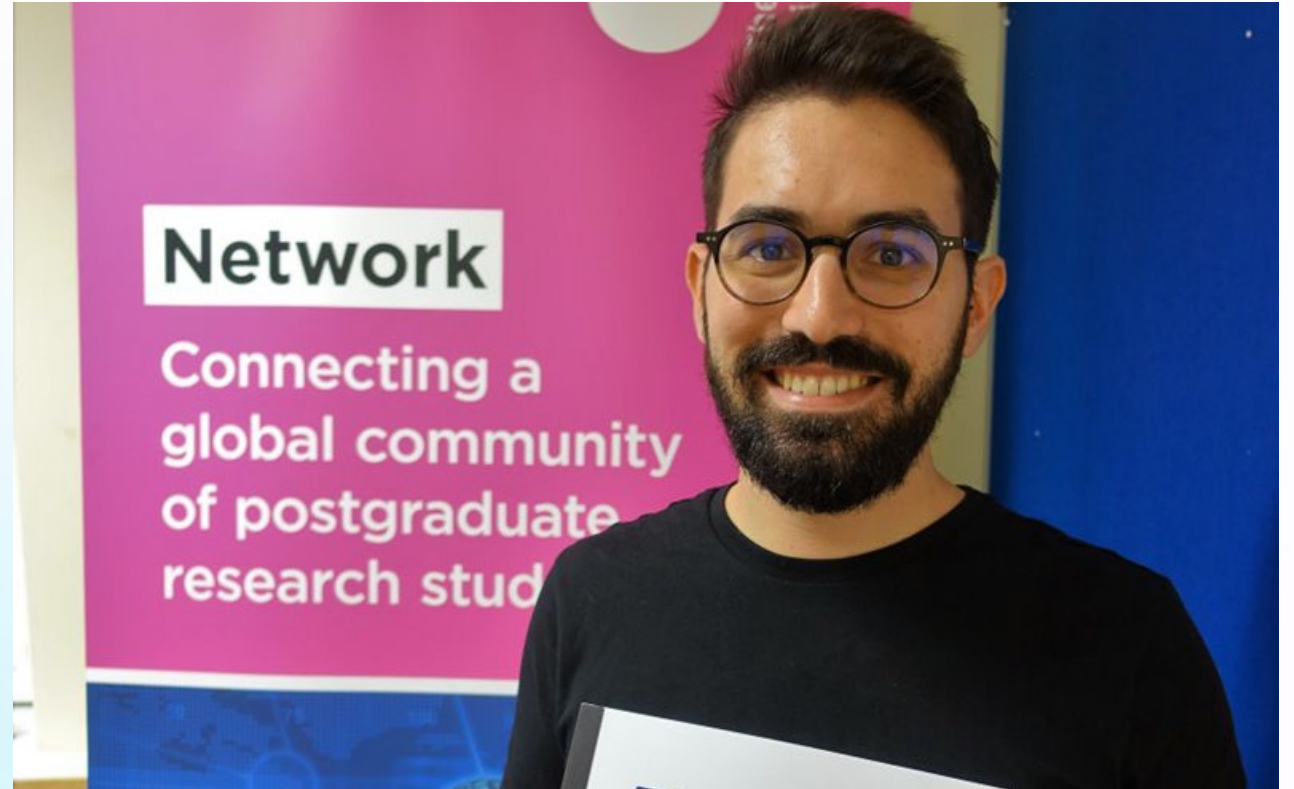
Case study 1: Mapping Practice from the Bottom up

Faculty of Arts & Social Science

- Disciplines have adopted a wide range of informal approaches and resources to provide pre-application support, including different types of *writing guidance*, *examples of successful proposals*, *draft feedback*, *podcasts* and *workshops on Adobe Connect*

- The advantage, according to some PGCs, is a more 'individual and involved process' that is sensitive to the highly diverse capabilities and needs of the applicants

- The challenge, however, is that PGSs may end up with an excessive workload:

    "the enquiry process has been exhausting [..] Above all, the problem is that students are directed to write to PGCs asking questions that should be answered, clearly and consistently, on an easily findable university or Faculty website [..] The prospectus encourages a piecemeal inquiry process, too, but it is simply creating unnecessary work for us.'

The Open University

Case study 2: Collaborative Revision of Interview Criteria

Faculty of Wellbeing, Education and Language Studies

Integration of EDEPI Competencies in PGR Recruitment

- **When:** 2025 PGR recruitment (PhDs and Professional Doctorates)

- **Where:** Faculty of Wellbeing, Education and Languages Studies

- **How:** Revised interview criteria and questions aligned with EDEPI principles

Selection Criteria

- Fit with Faculty's key research themes and targeted projects

- Academic background

- Verbal and writing skills

- Criticality and analytical skills

- Socio-emotional competencies

- Approach to delivering results

Initial feedback about the framework

➢ Easy to adapt from old criteria to framework criteria
➢ Helpful sample questions for each criterion
➢ Need to still keep questions specific to candidate's proposal
➢ Subject knowledge is key for a good start
➢ Need to structure interview questions in a more coherent fashion rather than explore each criterion one by one
➢ Should all criteria have equal weight?

The Open University

Future work

❖ Map recruitment practices across Faculties

❖ Co-develop recommendations on new approaches

❖ OU has specific interest in disability

The Open University

The challenges and opportunities applying the EDEPI Framework to EPSRC PGR recruitment

Newcastle University

Elizabeth Gibson & Craig Hinds (ReNU+ CDT)

Michelle Palmer (EPSRC DLA)

Introduction to the team

Michelle Palmer

Postgraduate Research Manager

EPSRC DLA Manager

Elizabeth Gibson

Professor of Energy Materials

Newcastle ReNU+ CDT Director

Craig Hinds
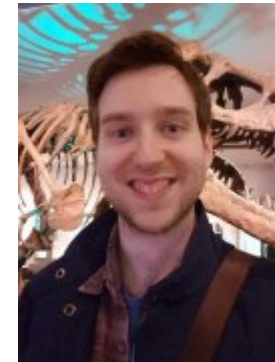
CDT Manager

ReNU+ CDT

Making positive changes

- **Reduced Home applicant market** requires us to broaden our applicant pool – increase diversity and attract non-traditional backgrounds.

- Our University PGR Committee **agreed to pilot new recruitment approaches.**

- We are **moving away from our sole focus on eligibility criteria** (e.g. reducing minimum qualifications previous HEI & experience) and placing more emphasis on **'potential to succeed' and alternative experience.**

Our plan:

- Identified **EDEPI competency framework** as best example available – Joined network

- **Agreed to pilot** EDEPI framework via ESPRC Doctoral Landscape Award and ReNU+ CDT

- **Report back** findings & recommendations for wider institutional implementation

EPSRC Doctoral Landscape award - Previously Doctoral Training Partnership

DTP 2024 Awards:

- Funding allocated across 4 Schools

- Difficult to apply and manage a set recruitment process.

- Standard recruitment matrix and criteria provided to all academic selectors

- Still inconsistencies in recruitment process across Units and academic selectors.

- **403 applications – 91% international**

New DLA 2025:

- **Introduced new EDEPI framework** & standard process for all to follow:
  - Held recruitment briefings with colleagues.
  - Directly adapted the EDEPI framework – added to a excel matrix document with step-by-step instructions/guidance.
  - Competency-assessment via personal statement (template – questions)
  - Well received by academic colleagues and applicants followed procedure.

- **455 applications - 84% international**

Example of DLA assessment matrix

		Comprehension & Evaluation			Socio-emotional competencies			Delivering results						
CANDIDATE ASSESSMENT														
Name of supervisor, School, and project title:														
Applicant name	**Applicant Number (Student number must be provided)**	**Analytical and problem solving**	**Communcation**	**Planning & organising**	**Motivation**	**Curiosity**	**Resilience**	**Integrity**	**Working with others**	**Independence**	**Total**	**Comments (optional)**	**INTERVIEW? Y/N**	*SCORING Do not remove*
Applicant 1											0			5
Applicant 2											0			4
Applicant 3											0			3
Applicant 4											0			2
Applicant 5											0			0
Applicant 6											0			
Applicant 7											0			
Applicant 8											0			
Applicant 9											0			
Applicant 10											0			

NOTE: These scores are provided as a guiding matrix, and candidates do not have to score 45/45 to be interviewed or appointed.

Scoring guidance:	See shortlisting guidance tab	**Score:**							Indicate any reference	
		High = 5							highlights or issues	
		Medium = 4								
		Ordinal = 3								
		Low rated = 2								
		Absent = 0								

Interview matrix

INTERVIEW MATRIX

Name of supervisor, School, and project title:

We need this information for the EPSRC annual report		Socio-emotional competencies			Comprehension & Evaluation			Delivering results			General	Total	Comments (optional)	Nominated for studentship offer		SCORING Do not remove
Applicant name	**Applicant Number (Student number)**	**Motivation**	**Curiosity**	**Resilience**	**Analytical and problem solving**	**Communication**	**Planning & organising**	**Integrity**	**Working with others**	**Independence**	**General**	**Total**	**Comments (optional)**	**Nominate for funding award (Y/N)**	**Is the candidate international?**	
Interview questions:		Why do you want to do a PhD?		What do you think the main challenges of doing research are?	**Captured through presentation:** What relevant skills and experience do you have which you feel would help you undertake this research project?	Describe a situation where you felt you had not communicated well. How did you correct the situation?	When you have a lot of work to do, how do you get it all done? Give an example.	What are the risks to your project and how will you mitigate them?	Tell us about the most effective contribution you have made as part of a group or project team.	Can you give an example that demonstrates your ability to work on and think independently about a research problem?	Any questions for the panel?					
Applicant 1												0				5
Applicant 2												0				4
Applicant 3												0				3
Applicant 4												0				2
Applicant 5												0				0
Applicant 6												0				
Applicant 7												0				
Applicant 8												0				
Applicant 9												0				
Applicant 10												0				
Applicant 11												0				

NOTE: These scores are provided as a guiding matrix, and candidates do not have to score 45/45 to be appointed.

| Scoring guidance | See interview guidance tab | | | | High = 5 | | | | | | | | Indicate any reference highlights or issues | | | |

Medium = 4
Ordinal = 3
Low rated = 2
Absent = 0

ReNU⁺ Renewable Energy Northeast Universities

- The Renewable Energy Northeast Universities Plus (ReNU+) Centre for Doctoral Training (CDT) is an EPSRC funded collaboration between Northumbria, Durham, and Newcastle Universities aiming to train the next generation of doctoral carbon champions for Net Zero.

- The CDT was funded due to our commitment to 'innovative CDT delivery', particularly our approach to admissions.

Northumbria University NEWCASTLE   Newcastle University   Durham University   UKRI Engineering and Physical Sciences Research Council

![ReNU+ Renewable Energy Northeast Universities]

Recruitment process

Information sessions for staff and applicants:

- Pre-application workshops (career prospects, demystifying PhD study, signposting DSA support).
- Mandatory assessor training and unconscious bias training.

Competency assessment:

5 questions adapted from EDEPI project's competency framework. Focus on analytical and problem solving skills. Scoring template provided, including guidance on how to assess competencies.

Selection Process:

1) Academics scored anonymised competency assessments. Scores returned to PS staff.

2) Academics provided with named application documents. Scored using same template. Scores returned to PS staff.

3) Scores combined to create ranked list weighted 40% competency assessment, 60% application documents. Split into home/international and revealed to academics.

4) Interviews. Competency questions revealed in advance to applicants. Additional technical question for discussion in interview. Panel includes CDT management team member for consistency.

5) Preferred candidates reported to Institute Director.

Feedback from academic colleagues

EPSRC DLA

Feedback requested when assessment matrix returned. *Still collating responses but example below.*

Q. Overall, do you find the competency-based assessment process a good recruitment approach? Please explain why

"We felt it was good to clearly factor in transferable skills and evidence-based examples. The competency-based approach potentially provides a more holistic consideration of the candidates, but it does make the applications cumbersome to review and could be considered to **deemphasize scientific ability**, which is really important to assess."

RENU+ CDT

"The EDEPI framework gave us confidence in our prioritisation process for post-graduate recruitment by standardising our evaluation of the full range of skills and experiences of our applicants across our multi-disciplinary centre. At the end of the process (although we had to make difficult decisions on the final awards) we felt assured that the selected candidates would be strongly positioned for success in their post-graduate research degrees and would make the most of the opportunities that will be available to them in our doctoral training programme." *Prof Elizabeth Gibson, ReNU+ CDT Institute Director*

Reflections

Benefits:

- Competency based assessment structured candidates' applications.

- Competency framework provided clear guidelines and consistency for assessors.

- Competency framework provided insight into important skills not obvious from a traditional CV, such as problem solving and teamwork.

- The structured narrative gave applicants the opportunity to explain how their experience fitted the project if their degree subject was not an obvious "fit".

Challenges:

- Much more time consuming than expected at every step of ReNU+ recruitment process, in terms of anonymisation and scoring. Delays waiting for full scores before moving to next step. High volume of applications focused on certain projects.

- At interview, panels found it difficult to balance competencies with technical requirements. H&S and training considerations for those who fall short or required technical skills.

- Concerns over candidates' different levels of confidence, experience, and communication skills in completing narrative assessments.

What next?

- **Need to better understand candidate experience** – set up feedback form for all applicants *(interview and awardees target group)*.

- **Find a balance** between academic CV *(scientific experience)* and competency-based assessment *(potential to succeed/remove barriers)*.
  - o *Adapt framework to suit scientific areas – joint effort between DLA & Renu+*
  - o *Learn from others in EDEPI network*

- **Be clear to academic colleagues** what is mandatory and what is flexible within recruitment process *(reflect different subject needs)*.

- **How do we elevate the opportunities to undertake a PhD** and our search for a wider demographic of doctoral researcher via the competency-based approach? *(Marketing, communication, messaging, representatives and role models, style of advert?)*

What is DiveIn?

- **EPSRC Centre for Doctoral Training in Diversity-Led, Mission-Driven Research**

- Aims to foster interdisciplinary and diverse teams to create impactful and innovative research

- Justice, Equity, Diversity, Inclusion embedded across governance, management, and recruitment

- Recruiting students across all STEM subjects in UKRI mission priority areas

- **Cohort-based learning** where the cohort is primary unit of training:
  - We do not recruit for individual projects; projects are co-created after entry
  - Selection implication: not just individuals but future teams
  - Peer leadership, collaborative problem solving, mentoring, interdisciplinary teamwork, shared ownership of research culture

- Admissions focus on both individual excellence and collective cohort potential

Directors & Management

Dr Caroline Müllenbroich
School of Physics & Astronomy

Prof Ross Forgan
School of Chemistry

Prof Qammer Abbasi
School of Engineering

Prof Caroline Gauchotte-Lindsay
School of Engineering

Sandra Dopico
CDT Coordinator

Andy Todman
External Engagement Manager

Pascale Watkins
CDT Administrator

DiveIn
connect belong thrive

Recruitment foundations: EDEPI framework

For competency-based admissions

DiveIn recruitment process

- Adoption of EDEPI competency-based admissions framework
  - Eliminating reliance on degree classification and institutional prestige
- DiveIn recruitment is a three-stage process:
  1. Triage
     - Pseudo-anonymous review based on eligibility criteria and degree in relevant discipline
  2. Application
     - Structured narrative questions and a technical exercise that are assessed independently from each other
     - Application statement assesses baseline PhD readiness using EDEPI criteria
  3. Online interviews
     - Structured narrative questions, presentations on favourite scientific subject and PhD ambitions
     - Assessment of fit to DiveIn mission, interdisciplinarity, cohort dynamics

Application stage questions

POSTGRADUATE RESEARCHER COMPETENCY-BASED ADMISSIONS FRAMEWORK

FEBRUARY 2024

Equity in Doctoral Education through Partnership and Innovation (EDEPI)

- The 5 questions probe the EDEPI dimensions of:
  - **Q1: Motivation** (What is exciting about the prospect of doing a doctorate?)
  - **Q2: Resilience** (Describe a challenge you faced and say how you overcame it)
  - **Q3: Curiosity** (Discuss your favourite scientific topic, your own engagement and experience with it and what you think are the next big questions to investigate.)
  - **Q4&Q5: Fit for CDT & DiveIn** (What inspirations do you draw from our Catalogue of Possibilities, particularly in terms of working within a team to carry out mission-driven, interdisciplinary and collaborative research? How do you see your participation in a Centre for Doctoral Training such as DiveIn helping to fill your skills gaps?)
  - **Planning & organization, communication, independence** (integral to the application process)

Application exercise- analysing the penguin dataset

- Probes EDEPI dimension of **analytical and problem solving**

- **Q6:** The dataset provided contains measurements from three species of penguins: Adélie, Gentoo, and Chinstrap.
For each penguin, the following features were recorded: culmen length, culmen depth, flipper length, body mass, and sex. The data also includes the island where each penguin was observed.

- Instructions:
    1. Visualising Culmen Length Across Species
    2. Correlation Analysis Across Species
    3. Figure Placement and Annotations

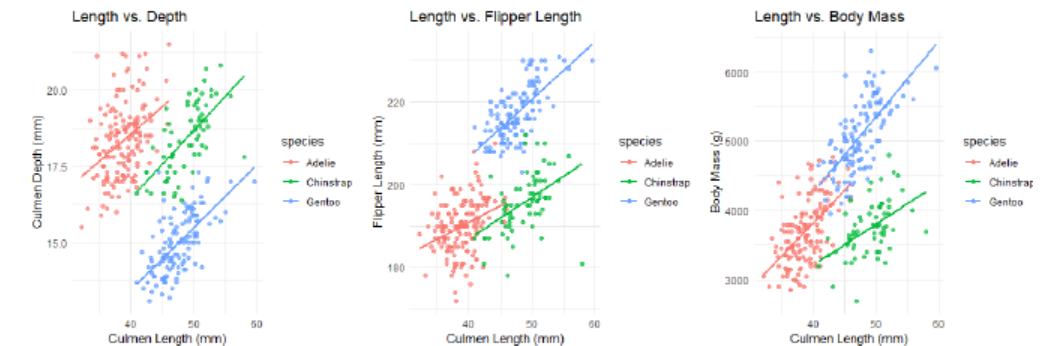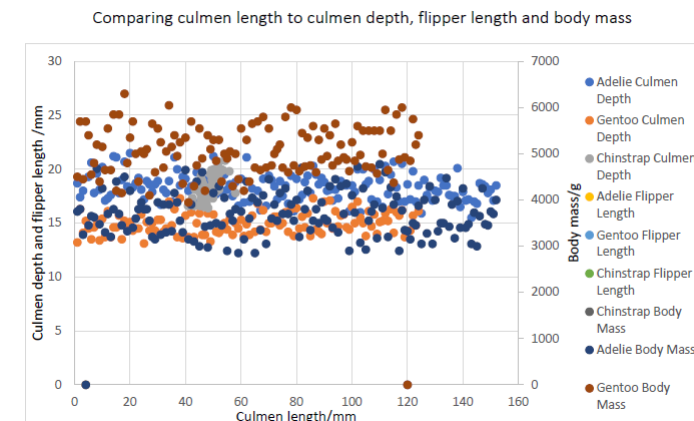Figure 2: Culmen Length vs. Other Features by Species

Figure 2: Scatter plots showing the relationships between culmen length and culmen depth, flipper length, and body mass, with linear regression lines by species.

Comparing culmen length to culmen depth, flipper length and body mass

DiveIn adaptation for cohort-based recruitment

Expanding the EDEPI framework

Interview questions

- Deeper assessment of interdisciplinarity, advocacy, and cohort contributions

- Interview should confirm applicant is suitable for DiveIn → **PhD competent with appetite for CDT**

- Questions:
    1. Presentation on favourite scientific subject
    2. "Defense" of penguin analysis
    3. Embracing learning opportunities
    4. Values alignment with DiveIn
    5. Embracing cohort opportunities
    6. Appetite and experience in interdisciplinary work

- EDEPI dimensions probed: **communication, analytical & problem solving, working with others**

- **DiveIn expansion** of EDEPI framework with emphasis on suitability for project co-creation, team formation, appetite for interdisciplinary research, communication across disciplines and advocacy

DiveIn competency framework

COHORT-BASED DEVELOPMENT

Peer Leadership and Initiative:

- take initiative in leading group activities, discussions, or projects within and across cohorts
- a proactive approach to engaging with cohort opportunities and enhancing the learning experience for everyone
- work effectively within a group, contributing ideas and valuing diverse perspectives

Peer mentoring and support

- promoting peer-to-peer learning and mentoring
- supporting the professional growth of fellow students
- capacity to inspire and motivate peers, while also recognizing when to step back and support the contributions of others

Adaptability and Openness to Feedback/ growth mindset:

- flexibility and resilience when encountering different viewpoints, methods, or disciplines
- willingness to both give and receive constructive feedback
- embrace challenges, learn from setbacks, and continuously develop both personally and academically

Commitment to Building a Supportive Cohort Community:

- fostering a collaborative, inclusive, and supportive environment within and across cohorts
- actively contributing to a sense of community and a culture of mutual respect and shared learning, ensuring all voices are valued

INTERDISCIPLINARY RESEARCH

Leveraging the Strengths of Different Disciplines:

- draw on insights and methodologies from multiple fields, synthesizing diverse perspectives to generate innovative solutions
- recognize connections between seemingly unrelated concepts and apply them to complex research challenges

Breadth of understanding with depth in key areas

- intellectual flexibility to explore a wide range of ideas and fields without losing focus on core expertise
- Balancing a wide-ranging curiosity with deep expertise in critical areas, enabling both exploration across various disciplines and focused problem-solving in specialized topics.

Effective Communication Across Disciplines:

- strong communication skills, able to convey complex ideas clearly
- effective communication to enable shared understanding and adaptability when interacting with collaborators from non-specialist backgrounds

Collaborative Problem-Solving in Interdisciplinary Teams:

- aptitude for working in diverse teams, valuing different perspectives and leveraging the strengths of various disciplines.

ADVOCACY

Science and Research in the public discourse

- communicating the value of research to a broader audience
- advocating for the role of science in addressing societal issues
- ability to engage with non-experts and contribute to public understanding of complex scientific issues.

Societal impact through mission-driven research

- awareness of how their work can contribute to the greater good and a drive to create meaningful, lasting change
- ability to lead or actively participate in mission-driven research projects aimed at addressing societal challenges

Ethical responsibility and global awareness

- Awareness of ethical responsibility in their research, considering its potential impact on global challenges such as inequality, sustainability, and human well-being.
- awareness of the broader implications of their work for diverse communities

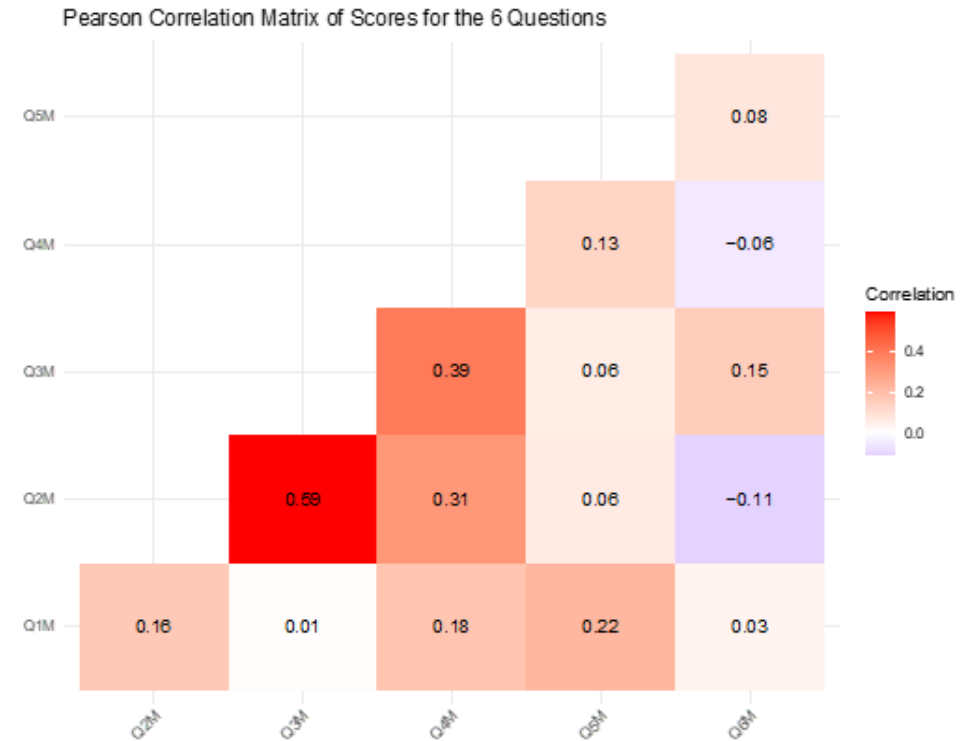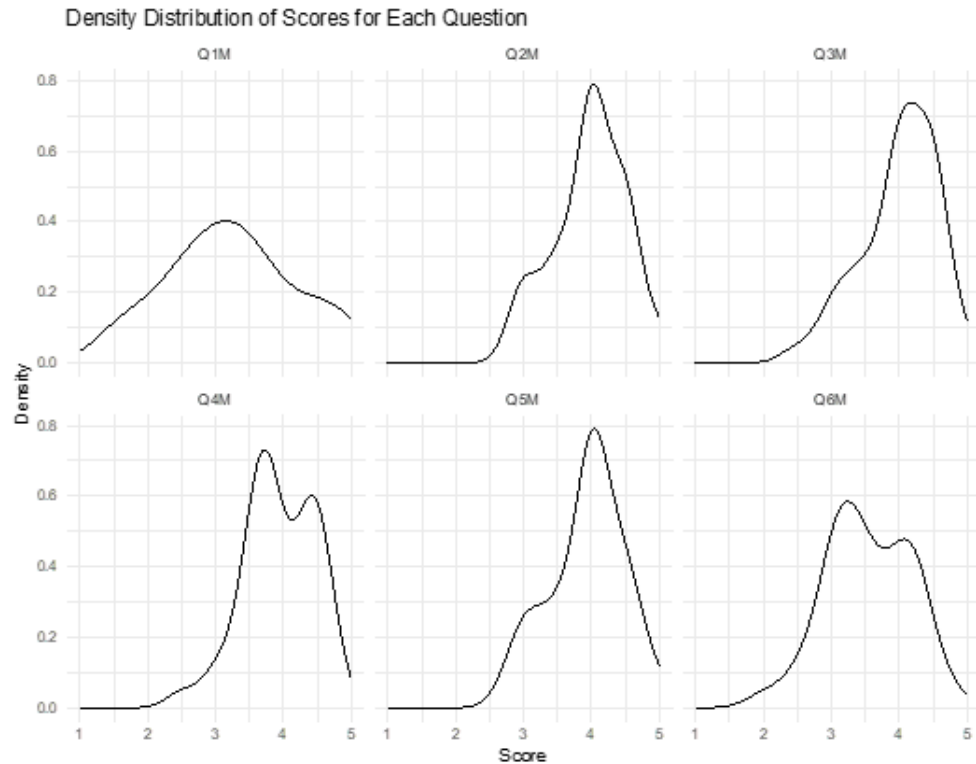### Diversity, inclusion and research culture

- promoting diversity and inclusion within the research community, advocating for equitable opportunities and inclusive practices
- foster a collaborative and supportive research culture that values diverse perspectives, ensuring that all voices are heard and respected.
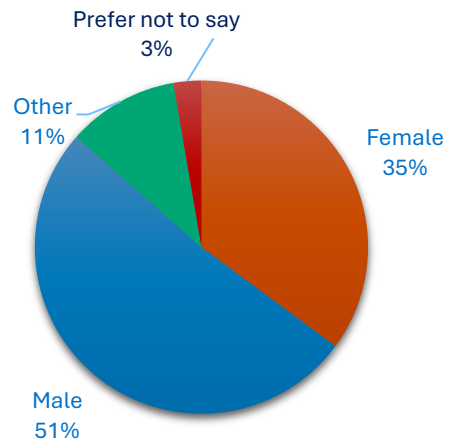
DiveIn
connect belong thrive

Impact and reflections
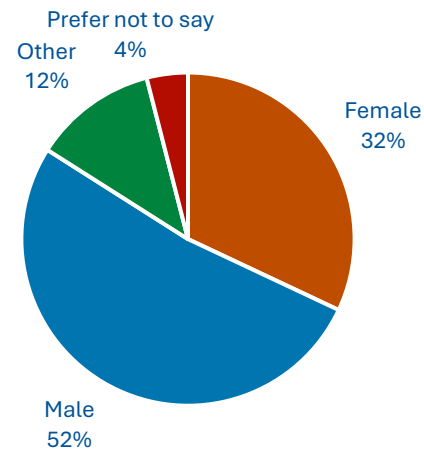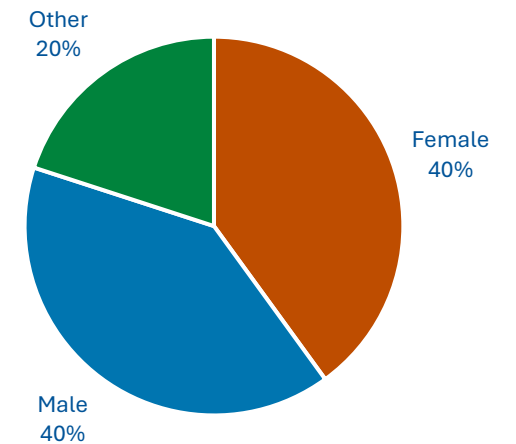
First cohort- mark distribution?

Density Distribution of Scores for Each Question

Pearson Correlation Matrix of Scores for the 6 Questions

First cohort - gender

All applicants

Prefer not to say 3%
Other 11%
Female 35%
Male 51%

Shortlisted for interview

Prefer not to say 4%
Other 12%
Female 32%
Male 52%

Offer holders

Other 20%
Female 40%
Male 40%

- No noticeable bias across our application stages

- Includes subject specificity as well as limited demographic data

Reflections

- **EDEPI:**
  - Framework that enables inclusive, evidence-based selection
  - Modular and flexible which allowed us to easily adapt and expand
  - Providing confidence in equitable, transparent selection
  - Can help find gaps in assessment for recruitment
- **DiveIn:**
  - Moving from solely individual excellence to collective cohort potential
  - First cohort recruitment completed with 100% offer acceptance rate

Break 5 mins

Next: breakout room discussion
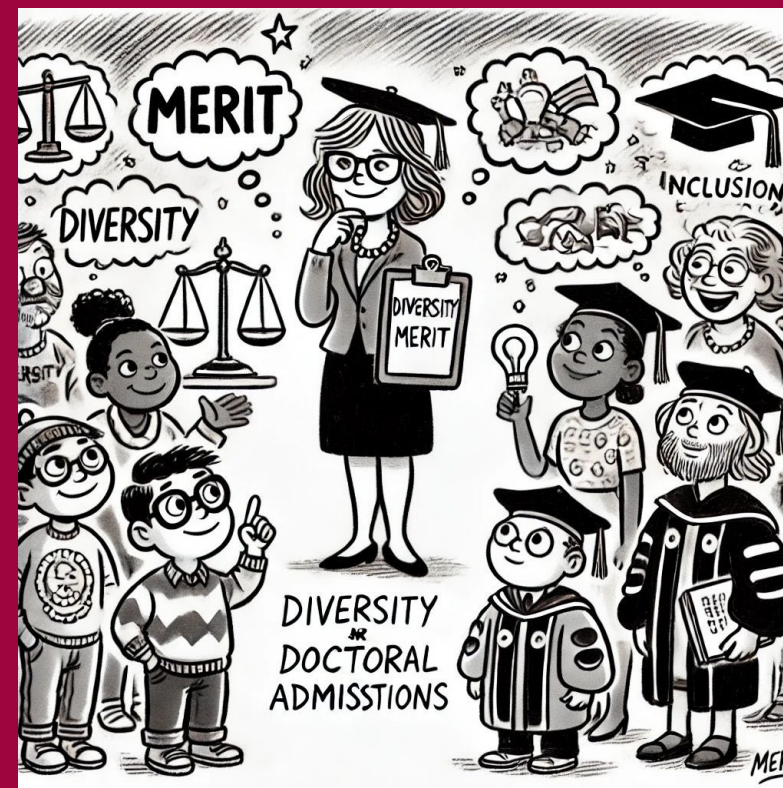
Breakout Sessions

- **20-mins small group discussions on challenges, experiences, and insights in applying competency-based recruitment.**

- **Padlet for feedback and interaction <u>Competency-Based Framework Webinar Discussion Board.</u>**

Questions for Discussion:

- How do you see the value of considering competencies in fostering inclusive doctoral admissions?

- How could you apply the framework in your own institution to assist PGR recruitment?

- Do you have any feedback on the framework regarding its scope and strength?

*Use this interactive **Padlet** for (a)synchronous discussion

EDEPI

Q/A and Closing Remarks

If you want to know more about using the EDEPI competency-based admissions framework, please contact the team for support: EDEPI@ntu.ac.uk

Connect with us…

𝕏 **@EDEPI_**

in **EDEPI@ntu.ac.uk**