D1.P1 - A theory of change model for assessing AI assisted programmes in HE, Dr Rose Hong Ha Bui, Kingston University
D1.P2 - Moving to learn, Nicholas Woods and Bethany Kamarashker, University of the Arts London
D1.P6 - Boosting student presence and engagement through online and immersive learning, Dr Wenxia Sunlanian, The University of Manchester
D1.P7 - Beyond the usual: Exploring new avenues for resource diversification with ChatGPT, Valeria Weissteine and Peter Williams, Nottingham Trent University
D1.P9 - Using moulage for medical education simulation and the production of eyelid models for surgical training, Dr Alice Crendon and Astrid Garcia Verdeiro, Buckinghamshire NHS Trust
D1.P15 - Developing professional identity using LEQON SERIOUS PLAY, Tyler Wadburfon, University of Central Lancashire
D1.P16 - Leveraging AI in the design studio, Edward Wells, Arts University Bournemouth
D1.P31 - Healthcare students as partners: A pedagogic consultancy involving the co-production of teaching and learning strategies and resources incorporating the ‘All Our Health’ initiative, Jacqueline Hutchinson and Dr Emma Serina Northumbria University

D2.P1 - Optimizing GTA roles in higher education: Evidence-based strategies from an interdisciplinary study, Bayas Mamdona and Cao Zha, University of Bath
D2.P2 - Establishing institution-wide communication access training at the University of East Anglia, Lauren Rowen, University of East Anglia
D2.P5 - Listening to AI: Feedback and dialogue between staff and students, Dr Katiusha Ncheu, University of St Andrews
D2.P4 - Reducing the impact of the cost-of-living crisis on student engagement, Dr Yanzu Liu, Xi’an Jiaotong-Liverpool University
D2.P7 - We want to be educated, but we have a life: Challenges to part-time learner persistence, Linda Robson, The Open University
D2.P9 - You belong here: The transactional UK-China joint institute experience, Dr Adriana Encinas-Oropesa and Dr Gill Dowe, Cranfield University
D2.P11 - Decolonising Bioscience, Dr Anarpaniyto Stavrou, Nottingham Trent University
D2.P13 - A critical analysis of student voice inclusiveness, Dr Carolyn Paul, Dr Tessa Popplewell and Amanda Willmarth, University of the West of England
D2.P14 - Deaf and hearing in the classroom: What are the challenges? A case study in higher education, Dr Johnyi Weng, University of Manchester
D2.P15 - Learning hubs for wellbeing, Dr Hannah Leanor Liskova, Wendy Leadbeater and Ortemi I Ys, University of Suffolk
D2.P21 - From culture shock to digital shock: Preparing international students for an unfamiliar digital environment, Dr Danny Newell and Jo Scadi, The Open University
D2.P23 - Thriving away from home: Removing barriers for international students, Ima Rock, University of Sunderland
D2.P24 - How peer led teaching: When do the benefits end?, Jode Terry, Wiltshire University
D2.P25 - The role of EDI in enhancing students’ belonging, Louise Melder, Cambridge Christ Church University
D2.P26 - Developing a programme design framework which uses social capital to empower and improve outcomes for aspiring black entrepreneurs, Lynette Adderson, Glasgow Caledonian University
D2.P27 - Periprosthetic students’ perceptions of e-monitoring support, Dr Melissa Wells, State University of New York Empire State College
D2.P28 - Do auricular refugees benefit from life?, Dr Gyattea Emmanuel-Glaker, Edge Hill University
D2.P29 - You belong here, Dr Rukam Sayd, University of Worcester
D2.P30 - Sense of belonging through entrepreneurial orientation, Susan Poll and Dr Karnativat Vityakumr, University of Central Lancashire

D3.P1 - Employability is actually a terrible term, Dr Angie Kneage, University of Queensland
D3.P4 - Student perceptions of employability: Is it ultimately fit for all?, Dr Sarah Ranaghan, Leeds Trinity University
D3.P5 - Co-creation of undergraduate projects making a direct impact on our college response to climate change, Dr Steve Russell, Aston University
D3.P7 - Making undergraduate practical courses more sustainable, Dr Steve Russell, Aston University
D3.P9 - Sanga in the key of life: Designing the transition to professional life modules to empower students to authentically navigate their transition from university to employability, Daniel Blackshields, University College Cork
D3.P10 - Employability of graduate paramedics: The importance of preceptship, Lessons from the Literature, Dr Isabella Company, Bournemouth University
D3.P13 - Embedding work like experience in the curriculum, Dr Isabella Company, Bournemouth University
D3.P14 - The legal method, creating a space to think, Joanna Lewis, De Montfort University
D3.P16 - Challenges of developing and delivering authentic assessments, Dr Caroline Smith, University of Westminster
D3.P17 - “Incorporating research into teaching and the potential benefits for master’s students in international business (Postgraduate taught)”: A case study, Dr Valeria Gokii, University of Liverpool
D3.P18 - How do you solve a problem like indigence?, Designing professional housing courses to transform organisational culture, Professor Jo Richardson, Nottingham Trent University
D3.P19 - Maximising student learning in limited lab contact: Strategies for continuous educational engagement, Dr Nevosse Zieren, Kwe University
D3.P20 - Undergraduate live engagement: Using creative practice to raise awareness of sepsis, Carol Allison, University of Bolton
D3.P23 - A framework for benchmarking the integration of sustainable development in higher education programmes, Dr Jan Erik Dahlen, King’s College London