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 Karakashian, University of the Arts London

D1.P3 - Equity in fellowship: Making a strategic commitment to equitable outcomes for staff in Advance HE recognition, Associate Professor Sarah Flynn, University of Heriot-Watt

D1.P4 - The self-assessed knowledge levels of content, pedagogy, and technology of higher education faculty in Bahrain, Eamonn Fekete, Royal College of Surgeons in Ireland

D1.P5 - Listening to All: Feedback and dialogue between staff and students, Dr Kati Nahtox, University of St Andrews

D1.P6 - Targeted coaching and mentoring support for specific student populations at the Open University, Dave Lofthouse, The Open University

D1.P7 - Enhancing inclusive education in composition studies: A systematic review of assessment strategies for diverse learners, Nipa Naoi, Yerba Industrial College

D1.P8 - Experiential blended learning: bridging the gap between theory and practice in higher education on the basis of a learning university

D1.P9 - You belong here: The transactional UK-China joint institute experience, Dr Thabani Enconomou and Dr Gill Dow, Cranfield University

D1.P10 - Developing professional identity using LEGO SERIOUS PLAY®, Tyler Warkentin, University of Central Lancashire

D1.P11 - Leveraging AI in the design studio, Edward Ward, Arts University Bournemouth

D1.P12 - Immersive bilingual tech for speech and language therapy students: Achieving eating, drinking and swallowing competencies using 360 degree Welsh/English VR simulation, Nicholas de Morais-Maceliwani and Filib Roberts, Westminster University

D1.P13 - Using moulage for medical education simulation and the production of eyelid models for surgical training, Dr Alice Creasing and Astrid Garcia Verstraete, Buckinghamshire NHS Trust

D1.P14 - Developing professional identity using LEGO SERIOUS PLAY®, Tyler Warkentin, University of Central Lancashire

D2.P1 - Optimizing GTA roles in higher education: Evidence-based strategies from an interdisciplinary study, Bayar Minnmaa and Gao Zhao, University of Bath

D2.P2 - Establishing institution-wide communication access training at the University of East Anglia, Lorraine Fawcett, University of East Anglia

D2.P3 - From culture shock to digital shock: Preparing international students for an unfamiliar digital environment, Prof. Dr. Anastasios Stavrou, Nottingham Trent University

D2.P4 - Reducing the impact of the cost-of-living crisis on student engagement, Dr Oyetola Emmanuel-Ebikake, Edge Hill University

D2.P5 - Listening to All: Feedback and dialogue between staff and students, Dr Kati Nahtox, University of St Andrews

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D2.P14 - Revive and reinvent your wardrobe,

D2.P15 - A critical analysis of student voice inclusiveness, Dr Caroly Paul, Dr Tessa Podipak and Amanda Wilhram, University of the West of England

D2.P16 - A call of EDI in enhancing students' belonging, Lou Nader, Canterbury Christ Church University

D2.P17 - Developing a programme design framework which uses social capital to empower and improve outcomes for aspiring black entrepreneurs, Lynette Nabbosa, Glasgow Caledonian University

D2.P18 - Perceptions of academic identity and the role of the EDI in enhancing students' belonging, Lou Nader, Canterbury Christ Church University

D2.P19 - Developing reflective assessment tools to engage physics students with the key sustainability competencies, Dr Martin Brown, The Open University

D2.P20 - Incorporating research into teaching and the potential benefits for master’s students in international business (Postgraduate taught): A case study, Dr Vasileios Gkotsis, University of Liverpool

D2.P21 - You belong here, Dr Rukia Saito, University of Warwick

D2.P22 - Do Ukrainian refugees belong here?, Prof. Dr Ishwinder Kaur, Nottingham Trent University

D2.P23 - Decolonising Biochemistry, Dr Anastasios Stavrou, Nottingham Trent University

D2.P24 - Near peer led teaching: Where do the benefits end?, Prof. Dr Sarah Flanagan, Leeds Trinity University

D2.P25 - Sense of belonging through entrepreneurial orientation, Susan Pohl and Dr Kamilawut Velayudham, University of Central Lancashire

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D2.P28 - Do Ukrainian refugees belong here?, Dr Ojetola Emmanuel-Ebikake, Edge Hill University

D2.P29 - Sense of belonging through entrepreneurial orientation, Susan Pohl and Dr Kamilawut Velayudham, University of Central Lancashire

D2.P30 - You belong here,

D3.P1 - Employability is actually a terrible term, Dr Angie Knagge, University of Queensland

D3.P2 - Developing reflective assessment tools to engage physics students with the key sustainability competencies, Dr Martin Brown, The Open University

D3.P3 - Making undergraduate practical courses more sustainable, Dr Steve Russell, Aston University

D3.P4 - Songa 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.P5 - Embedding work like experience in the curriculum, Dr Sarah Fraser, The University of Manchester

D3.P6 - Developing reflective assessment tools to engage physics students with the key sustainability competencies, Dr Martin Brown, The Open University

D3.P7 - Embedding work like experience in the curriculum, Dr Sarah Fraser, The University of Manchester

D3.P8 - Do Ukrainian refugees belong here?, Dr Ojetola Emmanuel-Ebikake, Edge Hill University

D3.P9 - You belong here, Dr Rukia Saito, University of Warwick

D3.P10 - Employability of graduate paramedics: The importance of preceptorship. Lessons from the literature, Dr Oyedele Emmanuel-Ebikake, Edge Hill University

D3.P11 - Challenges of developing and delivering authentic assessments, Dr Caroline Smith, University of Westminster

D3.P12 - Incorporating research into teaching and the potential benefits for master’s students in international business (Postgraduate taught): A case study, Dr Vasileios Gkotsis, University of Liverpool

D3.P13 - How do you solve a problem like indifference? Designing professional housing courses to transform organisational culture, Profesor Dr. Jon-Erik Dahlin, King’s College London

D3.P14 - The legal method, creating a space to think, Joanna Lewis, De Montfort University

D3.P15 - A critical analysis of student voice inclusiveness, Dr Caroly Paul, Dr Tessa Podipak and Amanda Wilhram, University of the West of England

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D3.P18 - Developing reflective assessment tools to engage physics students with the key sustainability competencies, Dr Martin Brown, The Open University

D3.P19 - Maximizing student learning in limited lab contact: Strategies for continuous educational engagement, Dr Andrew Cooper, The University of Sheffield

D3.P20 - Undergraduate live engagement: Using creative practice to raise aware of sepsis, Dr Steve Russell, Aston University

D3.P21 - The role of EDI in enhancing students’ belonging, Lou Nader, Canterbury Christ Church University

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