D1.P12 - Immersive bilingual tech for speech and language therapy students: Achieving eating, drinking and swallowing competencies using 360 degrees Welsh/English VR simulation,

D1.P13 - Equity in fellowship: Making a strategic commitment to equitable outcomes for staff in Advance HE-negotiated, Associate Professor Sarah Flynn, University of Harfordshire

D1.P14 - The self-assessed knowledge levels of content, pedagogy, and technology of higher education faculty in Bahrain, Emarat Fakrai, Royal College of Surgeons in Ireland

D1.P15 - Targeted coaching and mentoring support for specific student populations at the Open University, Dave Lochtie, The Open University

D1.P16 - Enhancing inclusive education in composition studies: A systematic review of assessment strategies for diverse learners, Nooj Nazir, Yerba Industrial College

D1.P17 - You belong here: The transnational UK-China joint institute experience, Dr Kulnicha Meechaiyo, University of St Andrews

D1.P18 - Using moulage for medical education simulation and the production of eyelid models for surgical training,

D1.P19 - Co-creation of undergraduate projects making a direct impact on our college response to climate change,

D1.P20 - Experiential blended learning, bridging the gap between theory and practice: Higher education on the brink of a learning revolution,

D1.P21 - Can we use Artificial Intelligence (AI) safely in education?,

D1.P22 - Embedding work like experience in the curriculum,

D1.P23 - The self-directed student: Applying Montessori teaching theory to HE experiential learning to improve learning outcomes

D1.P24 - Near peer led teaching: Where do the benefits end?,

D1.P25 - Shifts in Generic AI perception from students: A two-phase exploration, Dr Kun Wen, University of Manchester, Xiang Li, Arden University and Dr Chunsue Li, University of the West of Scotland

D1.P26 - Optimizing GTA roles in higher education: Evidence-based strategies from an interdisciplinary study, Bayat Meneimina and Ces Zhao, University of Bath

D1.P27 - Experience of being a non-traditional student: Dr Klang Nwaka, University of Queensland

D1.P28 - Do Ukrainian refugees belong here?, Dr Raluca Sarbu, University of Worcester

D1.P29 - Paraprofessional students’ perceptions of e-mentoring support,

D1.P30 - Sense of belonging through entrepreneurial orientation,

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

D2.P2 - Teaching with purpose: Making a strategic commitment to equitable outcomes for staff in Advance HE-negotiated, Associate Professor Sarah Flynn, University of Harfordshire

D2.P3 - Enhancing inclusive education in composition studies: A systematic review of assessment strategies for diverse learners, Nooj Nazir, Yerba Industrial College

D2.P4 - You belong here: The transnational UK-China joint institute experience, Dr Kulnicha Meechaiyo, University of St Andrews

D2.P5 - Decolonising Biochemistry,

D2.P6 - From culture shock to digital shock: Preparing international students for an unfamiliar digital environment,

D2.P7 - Integrating creative thinking into the curriculum, Dr Caroline Smith, University of Westminster

D2.P8 - You belong here, Dr Reksha Sarju, University of Worcester

D2.P9 - You belong here, Dr Reksha Sarju, University of Worcester

D2.P10 - The Ikigai method, creating a space to think,

D2.P11 - Understanding the student voice: An exploration of the student experience, Dr Angie Knaggs, University of Queensland

D2.P12 - Enhancing inclusive education in composition studies: A systematic review of assessment strategies for diverse learners, Nooj Nazir, Yerba Industrial College

D2.P13 - A critical analysis of student voice inclusiveness, Dr Crystal Paul, Texas A&M University and Amanda Willmore, University of the West of England

D2.P14 - Student perceptions of employability: Is it ultimately about fit?, Dr Sarah Hanagan, Leeds Trinity University

D2.P15 - Co-creation of undergraduate projects making a direct impact on our college response to climate change, Dr Steve Russell, Aston University

D2.P16 - Challenges of developing and delivering authentic assessments, Dr Caroline Smith, University of Westminster

D2.P17 - Incorporating research into teaching and the potential benefits for master’s students in international business (Postgraduate taught): A case study, Dr Voleeexi Godiya, University of Liverpool

D2.P18 - How do you solve a problem like indifference? Designing professional housing courses to transform organisational culture, Professor Jo Richardson, Nottingham Trent University

D2.P19 - Maximising student learning in limited lab contact: Strategies for continuous educational engagement, Dr Nousma Kareem, Kyoto University

D2.P20 - The self-directed student: Applying Montessori teaching theory to HE experiential learning to improve learning outcomes, Richard Lingard, The National Film and Television School

D2.P21 - Developing a programme design framework which uses social capital to empower and improve outcomes for aspiring black entrepreneurs,

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