DAY 1 - 2 JULY 2024

D1.P1 - A theory of change model for assessing AI-assisted programmes in HE, Dr Rose-Hong Ha Bai, Kington University
D1.P2 - Moving to learn, Nicholas Woods and Bethany Kamkangari, University of Arts London
D1.P6 - Boosting student presence and engagement through online and in-person learning, Dr Wensle Subramanian, The University of Manchester
D1.P7 - Beyond the usual: Exploring new avenues for resource diversification with Catapult, Valerie Wilmot and Peter Williams, Nottingham Trent University
D1.P9 - Using a mobile app for medical education simulation and the production of virtual models for surgical training, Dr Alice Crossman and Astrid Garcia, Westmorehampton NHS Trust
D1.P16 - Developing professional identity using LEGO SERIOUS PLAY®, Tyler Welburn, University of Central Lancashire
D1.P18 - Leveraging AI in the design studio, Edward Walz, Arts University Bournemouth
D1.P2 - Optimizing GTA roles in higher education: Evidence-based strategies from an interdisciplinary study, Bayzul Momin and Ces Zhao, University of Bath
D3.P1 - A theory of change model for assessing AI-assisted programmes in HE, Dr Rose-Hong Ha Bai, Kington University
D3.P2 - Review and minvent your wardrobe, Associate Professor Maryam Abdi and Kirty Bennett, Bath Spa University
D3.P3 - Employability is actually a terrible term, Dr Angie Knaggs, University of Queensland
D3.P4 - Student perceptions of employability: what do students want?, Dr Sarah Flanagan, 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.P6 - Making undergraduate practical classes more sustainable, Dr Steve Russell, Aston University
D3.P7 - Songs in the key of life: Designing the transition to professional life modules to empower students to authentically navigate the transition from university to employability, Daniel Blackburn, University of Cork
D3.P8 - Songs in the key of life: Designing the transition to professional life modules to empower students to authentically navigate the transition from university to employability, Daniel Blackburn, University of Cork
D3.P9 - Developing reflective assessment tasks to engage physics students with the key sustainability competencies, Dr Martin Brawn, The Open University
D3.P16 - Challenges of designing 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 Vida Dolezal, University of Liverpool
D3.P18 - How do you solve a problem like indifference? Designing professional housing courses to transform organisational culture, Professor Jo Richardson, Nottingham Trent University
D3.P19 - Maximising student learning in limited lab contact, Dr Navroz Kerman, Keele University

DAY 2 - 3 JULY 2024

D2.P1 - Developing professional identity using LEGO SERIOUS PLAY®, Tyler Welburn, University of Central Lancashire
D2.P2 - Optimizing GTA roles in higher education: Evidence-based strategies from an interdisciplinary study, Bayzul Momin and Ces Zhao, University of Bath
D2.P3 - Review and minvent your wardrobe, Associate Professor Maryam Abdi and Kirty Bennett, Bath Spa University
D2.P4 - Employability is actually a terrible term, Dr Angie Knaggs, University of Queensland
D2.P5 - Student perceptions of employability: what do students want?, Dr Sarah Flanagan, Leeds Trinity University
D2.P6 - Making undergraduate practical classes more sustainable, Dr Steve Russell, Aston University
D2.P7 - Songs in the key of life: Designing the transition to professional life modules to empower students to authentically navigate the transition from university to employability, Daniel Blackburn, University of Cork
D2.P8 - Songs in the key of life: Designing the transition to professional life modules to empower students to authentically navigate the transition from university to employability, Daniel Blackburn, University of Cork
D2.P9 - Developing reflective assessment tasks to engage physics students with the key sustainability competencies, Dr Martin Brawn, The Open University
D2.P16 - Challenges of designing 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 Vida Dolezal, 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, Dr Navroz Kerman, Keele 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

DAY 3 - 4 JULY 2024

D3.P1 - Establishing institution-wide communication access training at the University of East Anglia, Dr Louise Grisedale, University of East Anglia
D3.P2 - Review and minvent your wardrobe, Associate Professor Maryam Abdi and Kirty Bennett, Bath Spa University
D3.P3 - Employability is actually a terrible term, Dr Angie Knaggs, University of Queensland
D3.P4 - Student perceptions of employability: what do students want?, Dr Sarah Flanagan, 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.P6 - Making undergraduate practical classes more sustainable, Dr Steve Russell, Aston University
D3.P7 - Songs in the key of life: Designing the transition to professional life modules to empower students to authentically navigate the transition from university to employability, Daniel Blackburn, University of Cork
D3.P8 - Developing reflective assessment tasks to engage physics students with the key sustainability competencies, Dr Martin Brawn, The Open University
D3.P9 - Employability of graduate paramedics: the importance of perspectives in the curriculum, Jo Bennett, University of Bolton
D3.P10 - Song in the key of life: Designing the transition to professional life modules to empower students to authentically navigate the transition from university to employability, Daniel Blackburn, University of Cork
D3.P11 - Challenges of designing 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 Vida Dolezal, University of Liverpool
D3.P13 - How do you solve a problem like indifference? Designing professional housing courses to transform organisational culture, Professor Jo Richardson, Nottingham Trent University
D3.P14 - Maximising student learning in limited lab contact, Dr Navroz Kerman, Keele University