D1.P1 - A theory of change model for assessing AI assisted programmes in HE, Dr Rose-Hong Ho Bui, Kingston University
D1.P2 - Moving to learn, Nicholas Woods and Bethany Karsakshier, University of the Arts London
D1.P6 - Boosting student presence and engagement through online and in-person learning, Dr Wenke Subramaniam, The University of Manchester
D1.P9 - Using moulage for medical education simulation and the production of realistic models for surgical training, Dr Alice Cracroft and Astrid Garcia Ventreerts, Buckinghamshire NHS Trust
D1.P11 - Leveraging AI in the design studio, Edward Wood, Arts University Bournemouth
D1.P13 - Equity in fellowship: Making a strategic commitment to equitable outcomes for staff in Advance HE recognisable, Associate Professor Satish Raju, University of Heriot-Watt
D1.P14 - The self- assessed knowledge levels of content, pedagogy, and technology of higher education faculty in Bahrain, Fahd Al Fares, Royal College of Surgeons in Ireland
D1.P15 - Reflections of peer learning and support: mapping the sector, Dave Lovitch, The Open University
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 Emera Senior Northumbria University

D2.P1 - Optimizing GTA roles in higher education: Evidence-based strategies from an interdisciplinary study, Bayou Monmatremin and Cox Zhao, University of Bath
D2.P5 - Listening to All Feedback and dialogue between staff and students, Dr Kaushik Mehta, University of St Andrews
D2.P7 - We went to be educated, but we have a life: Challenges to part-time learner persistence, Linda Robson, The Open University
D2.P8 - You belong here: The Transactional UK-China joint institute experience, Dr Adriana Escriz-Ortega and Dr Gill Downes, Cranfield University
D2.P11 - Decolonising Bioscience, Dr Angelica Stavrou, Nottingham Trent University
D3.P13 - A critical analysis of student voice inclusiveness, Dr Caryl Paul, Dr Tessa Popplegate and Amanda Walkinshaw, University of the West of England
D3.P16 - Lessen stress for wellbeing, Dr Ellen Buck, HEI Student Voice Taskforce
D3.P21 - From culture shock to digital shock: Preparing international students for an unfamiliar digital environment, Elizabeth Narely, Jaci and Dr Tawfik Imam, Trentus Research
D3.P22 - Strategies and practices to support all students feel they truly belong, Emma Guzvit, Nottingham Trent University
D3.P23 - Throwing away from home: Removing barriers for international students, Imra Kock, University of Sunderland
D3.P24 - Near peer led teaching: Where do the benefits end?, Jade Terry, York University
D3.P25 - The role of EDI in enhancing students’ belonging, Laura Nolan, Canterbury Christ Church University
D3.P27 - Gossip, social media and students’ perceptions of e-mentoring support, Dr Melissa Wells, State University of New York Empire State College
D3.P28 - Do Ukrainian refugees belong here?, Dr Gaya Emmanuel-Olive, Edge Hill University
D3.P30 - Sense of belonging through entrepreneurial orientation, Susan Pol and Dr Karanabes Haney others, University of Central Lancashire

D2.P1 - Establishing institution-wide communication access training at the University of East Anglia, Dr Louise Gradelew, University of East Anglia
D3.P2 - Revive and reinvent your wardrobe, Associate Professor Meryem Akk- and Xinita Bernrade, Bath Spa University
D3.P3 - Employability is a terrible term, Dr Angie Knaggs, University of Queensland
D3.P4 - Student perceptions of employability: it’s ultimately about fit, Dr Sarah Ranagan, 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 classes more sustainable, Dr Steve Russell, Aston University
D3.P9 - Developing constructive reflection assessment tasks to engage physics students with the key sustainability competences, Dr Martin Brum, The Open University
D3.P10 - Employability of graduate paramedics: The importance of preparedness. Lessons from the Literature, Ed O’Dwyer, Bournemouth University
D3.P13 - Embedding work like experience in the curriculum, Dr Schrader Kaur, Nottingham Trent 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 Isabella Sasaki, University of Liverpool
D3.P18 - How do you solve a problem like indifference? Designing professional housing courses to transform organisational culture, Dr Melanie Hamilton, University of Saskatchewan
D3.P19 - Maximizing student learning in limited lab contact: Strategies for continuous educational engagement, Dr Nawroz Kareem, Keele University

DAY 3 - 4 JULY 2024
Exhibition area