**Welcome to Researcher’s week 2020** featuring the Annual Research Conference ARC2020 and a packed programme of Researcher’s week events.

This year the theme of the conference is **Making Impact: Success of our PLACE through Research**.

ARC2020 comprises a series of live and pre-recorded presentations which will be available in the conference canvas topic. The topic will also feature the Research Student Poster Competition, the Doctoral Depictions Photo Competition and other online resources.

The topic will be available via self-subscription and the link will be shared a week before the conference by email advertising and at the conference website [www.wlv.ac.uk/arc](http://www.wlv.ac.uk/arc).

Researcher’s Week Events will be run live via Microsoft Teams accessed at the links contained within this programme, you will also find them in the conference canvas topic.

**Note:** The programme is correct at time of publishing but may be subject to change, please check back for the most up to date programme at [www.wlv.ac.uk/arc](http://www.wlv.ac.uk/arc).

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| 10:30-10:55  | **Parallel Session 1**  
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|              | Dr Chelsea Slater - Incels: Do the general public think they are a threat? [Live] |
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|              | Dr Chelsea Slater - Incels: Do the general public think they are a threat? [Live] |
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|              | Dr Nicole Adams-Quackenbush & Jaskiran Kaur Nagra - The Influence of Gang Culture on the General Public [Live] |
| 12:30-12:55  | Dr Lisa Orchard - Breastfeeding and Social Media: The Role of Breastfeeding Selfies [Recorded] |
| 1:00-1:30    | Lunch Break |
| 1:30-1:55    | Dr Stefano Kaburu - Development of social bonds in long-tailed macaques [Live] |
|              | Prof Alan Nevill - Oral Health Inequalities in 0-17 year-old Children Referred for Dental Extractions in Wolverhampton, 2013-2017 [Live] |
| 2:00-2:25    | Dr Opeolu Ojo – Frog skin peptides for the treatment of type 2 diabetes – hope rises as frogs leap [Live] |
|              | Marc Groves - The role of mental health employment services in the West Midlands, service user and provider perspectives. [Live] |
| 2:30-2:55    | Dr Simon Harris - Electric Cherry Blossom Re-visited [Live] |
|              | James Stanyer - Inclusive Growth in the West Midlands; An Analysis of Policymaking in a devolved administration [Recorded] |
| 3:00-3:25    | Dr Mandeep Saini – Advancing occupant’s wellbeing in Social Housing. [Live] |
|              | Natalie Quinn-Walker - Are domestic abuse male victims voices heard? [Recorded] |
| 3:30-4:00    | Dr Camelia Dijkstra, Head of Research Services - Research Services support to all our researchers and closing remarks |
Professor Geoff Layer, Vice Chancellor &
Professor Silke Machold, Dean of Research
University of Wolverhampton

Monday 15th June 2020 at 9:30 am

Making Impact: Success of our PLACE through Research

Professor Layer will discuss the University Strategic Plan whilst Professor Silke Machold will address the Research Strategy.

Professor Geoff Layer
Geoff Layer has been Vice-Chancellor of the University of Wolverhampton since August 2011. He graduated from Newcastle Polytechnic with a LLB (Hons) and entered a teaching and research career, initially in Manchester and then in Luton. He joined the Sheffield Business School in 1983 as a Lecturer in Law. Whilst at Sheffield Hallam University, he established a suite of access and student support initiatives leading to the establishment of a national reputation for inclusive learning. He was an adviser to a range of national quality assurance and educational development initiatives and became Professor of Lifelong Learning in 1996. He joined the University of Bradford in 1999 and became Pro Vice-Chancellor and then Deputy Vice-Chancellor (Academic), until joining Wolverhampton in 2011.

Between 2000 and 2006 he was the Director of Action on Access, an agency established to advise HEFCE on its Widening Participation Strategy. He has been a consultant to Universities UK, Higher Education Quality Council and many universities in Widening Participation and Learning and Teaching Strategies. He was also Director of the HEFCE Innovations Co-ordination Team from 2000-2002 and has researched and published widely on Inclusive Education. He is a Fellow of the Royal Society of Arts, a Principal Fellow of the Higher Education Academy, a Fellow of Leeds College of Music and was awarded the OBE for services to Higher Education in 2003.

Professor Silke Machold
Silke Machold is a Professor of Corporate Governance and Dean of Research at the University of Wolverhampton. Since 2014, she has also served as the Vice-President (Governance) at the European Academy of Management.

Silke’s research interests are in corporate governance and especially board behaviours and performance from strategic management and OB perspectives. Recent projects investigated board behaviours, board task performance, and board leadership in different organisational settings. Silke has also been involved in a number of national and international projects focusing on the determinants and effects of gender diversity on boards.
#HappyBrexit and #StillEuropean: A discursive analysis of hashtags and political identities in Brexit-related tweets

The UK officially exited the European Union on 31st January 2020. Since the referendum political identities have been in flux, with Brexit becoming a new dividing line in British politics, which cuts across parties and other, more established, ideologies.

Political identities and ideologies are not, though, fixed, but instead are constructed in and through the language we use, to manage social practices and actions (Edwards, 1998).

This presentation will explore how political identities are made relevant in Tweets. The dataset comprises 2600 Tweets which were posted on Twitter on 31st January and 1st February 2020. This paper will report a content analysis and discursive analysis of Tweets which used specific Brexit-related hashtags.

Incels: Do the general public think they are a threat?

An Incel is someone who identifies as involuntarily sexually celibate. Whilst the majority of the online interaction for members of such groups is to bond over perceived injustices, others push for revenge to be taken against women and those who they consider to “deprive” them of sexual encounters”. Since 2014, there have been at least 7 attacks (47 killed, 57 injured, 4 dead offenders) and 2 prevented attacks in 2 countries, by perpetrators who have identified as being an incel. Instead of condemning these killings, many in the incel community have celebrated them with quotes such as, ‘Thank you for killing 7 people, however you should have killed more’.

Very little research has considered public awareness of the incel threat. Indeed, many people will not even know what an incel is and that there may be an associated threat. Misinformation can filter down to the general public if information is not based in reasoned scientific evidence. The public cannot be involved in safeguarding if they are not aware of the group or threat against which they are safeguarding.

In this presentation findings from an exploratory survey into the public perception and knowledge of incels will be presented. This study focused on: if there is a public awareness of the existence of incels and whether people associate a real or perceived threat to their online existence.
The influence of thinking styles and reasoning on perceptions of terrorism and terrorist-related behaviour change.

Terrorist activity is a major cause of concern in society (Goodwin et al., 2005) however little research exists around the psychological factors involved in how terrorism is perceived. To date, only one other study has examined cognitive factors in perceptions of terrorism and behavioural change (Denovan et al., 2017). The present study aims to extend previous research by examining the influence of thinking and reasoning on perceptions of terrorism, perceived risk and behavioural change. In addition, the study uses alternative measures to previous research to test the notion that there is a relationship between thinking and reasoning and the impact of terrorism.

One-hundred-three undergraduate participants in the UK took part. Participants completed probability problems (base rate problems, conjunction problems, randomness perception and probability) and the Rational Experiential Inventory (Epstein, Paccini, Denes-Raj & Heier 1996). Participants also completed the fear/impact of terrorism, fear/impact of terrorist alert, perceived terrorist threat and faith in government subscales from the perceptions of terrorism scale (Sinclair & LoCicero, 2006), questions measuring risk of terrorism (see May, Herbert, Kline, & Nellis, 2011) and the terrorism related behavioural change scale (Sinclair & LoCicero, 2007).

Findings showed significant, negative relationships between probabilistic reasoning and perceptions of terrorism and behavioural change whereas intuitive thinking was significantly, positively associated with perceptions of terrorism. Regression models showed that perceptions of terrorism were significantly predicted by intuitive thinking while behavioural change was significantly predicted by probabilistic reasoning. No evidence was found that probabilistic reasoning or thinking style is associated with perceived risk of terrorism.

The findings are discussed in a dual-processing framework and provide support for the use of such theory when considering the impact of terrorism on society.
Understanding digital dating abuse from an evolutionary perspective

Cyber dating abuse is a new form of intimate partner violence, achieved through electronic communication technology. Although we know that cyber dating abuse has a negative impact on victims, little research has been conducted in examining the factors which predict digital dating abuse. Previous research has examined cyber dating abuse from an evolutionary perspective, specifically focusing on mating-relevant factors.

Recent research has shown that those in romantic relationships who exhibit behavioural jealousy and attachment anxiety perpetrate greater levels of digital dating abuse than those who do not. This is because good quality romantic partners can be difficult to replace, and we employ mate retention tactics to secure our invest in the relationship. Furthermore, researchers have suggested cyber dating abuse could be a cost-inflicting mate retention tactic, as those who have large mate value discrepancies (the difference in mate quality between yourself and your partner), exhibit greater levels of cyber dating abuse. This project furthers previous research by examining directly whether mate retention tactics are related to cyber dating abuse.

In addition, this study uses alternative measures to test the notion that cyber dating abuse is a mate retention tactic. A cross sectional correlational design will be employed, whereby we will be examining whether mate value discrepancy, relationship-contingent self-esteem, mate retention tactics, and intrasexual rivalry predict the perpetration of cyber dating abuse.

Breastfeeding and Social Media: The Role of Breastfeeding Selfies

Previous research has found that social media appears to be an important tool for breastfeeding mothers. Facebook groups, and similar environments, allow mothers to talk about shared issues, receive reassurance, and gain practical knowledge and support around feeding issues.

A recent review of past research identified that future studies needs to explore types of social media content in more detail to understand why it is important for breastfeeding mothers. One example of this type of content is breastfeeding selfies, otherwise known as ‘brelfies’.

Brelfies have received mixed reactions. Although online parenting avenues (e.g. Mumsnet) appear to be generally supportive of this content, the mainstream media have been more negative in its discussions of such imagery.

The current project interviewed breastfeeding mothers who had previously shared a brelfie online, and discussed their reasons for doing so, and the impact it had for them. Thematic analysis is used to look for areas of importance and commonalities across interviews. Although the analysis is still ongoing, the presentation will discuss some of these tentative themes around the role of brelfies in the online breastfeeding community and explore ways we can use this information to support breastfeeding mothers online.
Development of social bonds in long-tailed macaques

The formation of long-term social bonds plays an important role in group-living animals, including humans, as strong social relationships can improve individuals’ health, offset the negative impact of chronic stress, and, ultimately, improve individuals’ fitness. Accordingly, work conducted in the last two decades has revealed the presence of strong and long-term social bonds across a variety of animal species. It still remains unclear, however, at what point in individuals’ lives these social bonds are formed, and whether they emerge early in life.

In order to fill this gap, my research aims to investigate the development of social bonds in long-tailed macaques (*Macaca fascicularis*). Previous work on this species has shown that both adult males and females form long-term social bonds that help them better cope with both environmental and social stressors. Therefore, long-tailed macaques are ideal species to examine whether these social bonds emerge early in life.

Data were collected in Templer Park, a recreational park in the rainforest north of Kuala Lumpur (Malaysia), from 30 infant and juvenile (0-2 years of age) long-tailed macaques. We collected data on both affiliative (play, grooming) and aggressive interactions. Preliminary analyses suggest that infant and juvenile macaques prefer to interact with a restricted number of social partners and these social preference remains stable over time. These findings are consistent with the hypothesis that social bonds emerge early in life, and have important implications for the understanding of the adaptive value of social bonds in group-living animals.

Frog skin peptides for the treatment of type 2 diabetes – hope rises as frogs leap

It is widely known that the incidence of type 2 diabetes is increasing significantly across the globe. As at 2019, about 463 million people live with the disease globally and this has been predicted to increase to 700 million by 2045. The story is similar in the UK where about 4.8 million people currently live with the disease. Unfortunately, there are several challenges associated with the treatment of the disease.

There is currently no drug that can restore normal glucose metabolism or prevent the development of complications in people living with the disease. Many of the available drugs are either too expensive, short-acting and/or elicit significant adverse effects. All these justify the search for newer agents with better therapeutic promise for the treatment of type 2 diabetes.

For the past 10 years, our laboratory has been investigating anti-diabetic actions of natural materials such as extracts of plants and compounds isolated from amphibian skin peptides. Our work on amphibian skin peptides led to the identification of some peptides with the ability to stimulate insulin secretion in diabetic animals. Esculetin-2CHa, isolated from the skin secretion of *Rana chiricahuensis*, is one of those peptides. In the present study, we focus on increasing the therapeutic utility of this peptide by making it long-lasting, resistant to degradation by endogenous enzymes, more potent, and safe. Successful development of this peptide to a clinically available drug will significantly reduce the burden of type 2 diabetes among people living with the disease.
Advancing occupants wellbeing in Social Housing

One out of four adults are on the verge of developing mental illness by 2025. Mental health costs more than £100 billion per year, to the UK Economy. Having a person with mental health problems in a home affects and controls the wellbeing and productivity levels of other occupants in a home. The home environment is of tremendous significance to human beings. If people do not feel comfortable and safe in the home, it can significantly affect the health, wellbeing and productivity of the occupants. Individual Health, wellbeing and productivity is interrelated.

The physical structure of the home provides shelter. However, a home is more than just a shelter; it provides comfort, privacy, and a sense of security. A home defines the neighbourhood environment, both structural and social.

In 2018, the costs related to wellbeing, including treatment, social support, etc., are estimated at 4%, about £94 billion per annum of Gross Domestic Product. Whereas, 1 in 5 (21%) occupant with housing issues had negatively impacted their wellbeing.

This research highlights the relation between insignificant housing conditions and wellbeing, causes of mental illness in households, and disclose the alternate ways to control and prevent the mental illness.

Electric Cherry Blossom Re-visited

The presentation proposes to present my research and discuss the discrete connections between painting, photography and their representations within the moving landscape.

Historically both presented the landscape through difference, in such that the camera had a particular objective truth and painting was sufficiently removed from its subject as to take on an imaginative subjectivity.

However, it is the exact fallibility of that difference, that opens a potential, which can now be discussed through a mode of post-digital semblance (representation). An interrogation of the virtual, which has now been transmuted through the advent of ‘the digital’ into the pictorial plane shall be further discussed. It is this distinct notion of the moving landscape as virtual and explored as potential to understand how a changed and activated viewer can conceptually engage with the semblance of the encounter through both the surface and pictorial depth.
Parents’ and teachers’ perspectives on children’s sexual health education: a qualitative study in Nepal

Sex education is taught to secondary school students in Nepal. Nevertheless, there are concerns that the school-based sexual health education is not effective and adequate to address young people’s necessities.

We carried out a qualitative study comprising key informant interviews with teachers and parents in Makwanpur district in Nepal. Interviews were recorded in Nepali and transcribed and translated into English. Thematic analysis was performed to identify patterns or themes within the qualitative data.

Most participants (both teachers and parents) had a thought of delivering sex education preferably from grade seven to avoid the effects of globalised mass-media and Internet. The practical aspects of school sex education programme and the importance of parent-child communication were of major concerns. Comprehensive training to health teachers, an informal approach to teaching sex education and seeking outside health professionals, such as health facilitators were the frequently reported issues.

There is a need to offer sexual health services along with sex education to protect young people from potential dangers of STIs including HIV infection. Particularly, health teachers should be trained properly to mitigate the social and cultural impacts, and to allow a smooth sex education discussion in the classroom. The curriculum for sex education should be relevant, engaging and developmentally suitable with clear progressive avenues for learning experience.

A longitudinal study exploring influences on children’s physical activity during the transition from primary to secondary school.

Children’s physical activity (PA) levels significantly decline during the transition from primary to secondary school. However, little is known about how the change in the social and physical environment may contribute to this decline.

181 children (M=85; F=96) participated. In 2 schools, 74 students in year 6 primary school transitioned to a different secondary school in year 7, whilst in 2 schools 107 students remained in the same school environment from year 6 to year 7. Children wore ActiGraph accelerometers and Garmin GPS devices for 5 consecutive days on four occasions (year 6 winter and summer; year 7 winter and summer). Self-report surveys and focus groups captured children’s perceptions of their social and physical environment.

Significant declines in average daily moderate to vigorous PA were observed in children when transitioning from primary to secondary school (-83mins) and in children remaining in middle school (-62mins). For transitioning children and those in middle schools, significant declines in MVPA were evident in school lessons and recess, as well as free-time after school. Social and environmental factors became less positive towards PA as children aged, although this was consistent between children changing and not-changing schools.

Changes in the social and physical environment during the transition from Primary to Secondary school do not appear to be primary determinants of the decline in children’s PA.
Working with South Asian Communities: Achieving Culturally Competency in Dementia Care

Research on dementia care in South Asian communities has highlighted the need for cultural competency training for those working professionally with people with dementia and their families. It has been evidenced that while many healthcare professionals feel that they need more training to both improve their knowledge about dementia and the cultural norms and religious practices of South Asian people with dementia, access to this sort of training is variable. Because of the acute lack of quantitative and qualitative data about the health and social care needs of South Asian communities, and how they are best met, training to improve cultural competency in services is difficult.

This presentation reports the findings of research with Sikh carers of a family member with dementia living in Wolverhampton in the UK — highlighting evidence that demonstrates the diversity of the Sikh community and challenges assumptions of homogeneity. The evidence base presented highlights the importance for understanding the psycho-social perspectives of living with dementia for migrant communities and the need for health care professionals and service managers to apply a person-centred approach to care.

This presentation will help participants to recognise the key challenges for people living with dementia from migrant communities, and consider how person-centred dementia care represents the guiding principles for what it means to be culturally competent.

Smokeless Tobacco use among women in Bangladesh: challenges in changing behaviour and recommendations for future intervention

Over 80% of 300 million smokeless tobacco (SLT) users reside in South Asia, and the number is rising. Bangladesh is the only country where more women are using SLT compared to men (24.8 vs. 16.2%); while in India and Pakistan, men predominate women in SLT use. SLT users are predisposed to a high risk of non-communicable diseases (NCDs) (oral, throat, head and neck cancers; cardiovascular diseases) and poor oral health. For women, prolonged SLT use is associated with adverse pregnancy outcome stillbirth, preterm birth, low birth weight and spontaneous abortion, due to the high dose of ingested nicotine.

Over the last 2 decades, women in Bangladesh have made a substantial contribution to the country’s economy. The participation of women in the labour force has increased significantly compared to men: Women’s share of regular paid employment is higher (21.8%), though marginally, compared to male employees (20.2%). Women on average undertake 12.1 unpaid household activities in a typical day compared to only 2.7 by men; and that when all work activities are taken together, women contributed to an estimated 87.2% of Bangladesh’s GDP in Financial year 2013-14. Given the prominent role women play in the economy of Bangladesh, addressing the SLT challenge in this group of population will reduce the negative impacts of SLT on the women, and ultimately the economy and society.

In this presentation, the findings from a recent cross-sectional survey and case-control study of the characteristics and pattern of SLT use amongst females will be presented, and issues related to SLT cessation and recommendations for future intervention will be discussed.
The Influence of Gang Culture on the General Public

In this presentation, Dr Nicole Adams-Quackenbush will explain how gang behaviour affects the lives of the general public, as well as the measures being taken by law enforcement and policy makers to keep the public safe. However, aspects of gang culture have effectively infiltrated mainstream popular culture.

In the second half of the presentation, Jaskiran Nagra, BSc., will explain drill music (gang produced music that highlights their illegal activities) and how it has become popular with non-gang affiliated people.

She will then explain her research project that explores the effects of drill music on psychological well-being (anxiety and aggression), and whether people fully understand the implications and meaning of the lyrics.

Oral Health Inequalities in 0-17 year-old Children Referred for Dental Extractions in Wolverhampton, 2013-2017

The study aim was to explore the inequalities in oral health in children treated in a hospital located in a deprived urban area in the UK. Tooth decay among children remains an important public-health issue as it leads to pain and distress, sleepless nights, as well as absence from school. Children with tooth decay may be referred to hospital for extractions under general anaesthesia which is the most common reason why 5-9 year-olds are referred to hospital.

We examined hospital data (the number of extractions) of 1911 children aged 0-17 years who underwent dental extractions under general anaesthetic (DGA). As the data were counts, the number of teeth extracted was analysed using statistical software MLwiN assuming a Poisson distribution. The analysis explored differences due to the categories (Age group, Ethnicity and Year-of-Treatment) as well as the possible association with the Index of Multiple Deprivation (IMD).

Mean number of teeth extracted was significantly higher in the youngest children treated aged 0-5 years (relative risk coefficient, \( \beta =1.39 \)) compared to those aged 6-17 years and in "Other Whites" (predominantly immigrants from Eastern Europe) \( \beta =1.34 \), "South Asians" \( \beta =1.15 \) but fewer in 'Black' ethnic group \( \beta =0.85 \) (p<0.001). DGA also increased during the study with more teeth extracted in the years 2015, 2016 and 2017 \( \beta =1.12, 1.22, 1.25, \) compared with the baseline year 2013. The analysis also revealed a systematic increase in DGAs in children from deprived locations \( \beta =1.02 \).

Significant oral health inequalities exist in children from a deprived urban area in the UK. A preventive approach to children’s oral health is needed to reduce such inequalities, including requiring public health and healthcare agencies to inform parents of children whose first language is not English about the dangers of dental caries.
Inclusive Growth in the West Midlands; An Analysis of Policymaking in a devolved administration

In this presentation I will outline my research project to date. The research project is a case study analysing the introduction of an inclusive growth policy in the West Midlands using a mix of interviews and documentary analysis from a broad spectrum of participants.

The presentation will first introduce the term inclusive growth by exploring its definitions and uses in contemporary settings as an economic policy. There will be a brief tour around the globe of where inclusive growth has been introduced and a closer examination of why it is being introduced into the West Midlands. Crucially, this presentation will explore the impact of understanding how and why the policy is being developed.

The research encompasses four regional zones within the West Midlands all with unique needs, from Sandwell to Coventry and Chelmsley Wood to Birmingham City Centre. Additionally, it calls upon a diversity of participants from the public, private and voluntary sectors and explores the understanding of expert voices.

Furthermore, the presentation will reflect on two major challenges; a) the impact of covid-19 on the research process prior to data collection and b) the ongoing viability of inclusive growth. The presentation reflects on why inclusive growth has the potential to be an even more important policy tool in the face of the global Covid-19 pandemic, particularly where early evidence suggests existing inequalities are exposed in the crisis.
Are domestic abuse male victims voices heard?

Domestic abuse has increasingly become a Public Health concern due to the emotional, physical and financial stress it has upon society. Even though the demand for supportive service is growing yearly, statistics are not a true representation of the issue. Many victims may not report their abuse due to stigma and in particular male victims struggle with society’s expectation of being robust alpha males. Male victims may face immediate barriers to disclosure, in particular within their family or friend circles.

Understanding the main causes of these could improve further development of educational tools. I am interested in assisting in empowering further male victims to report their abuse and educate the nation of how to respond to a disclosure. Victims must build their confidence to report, and if their initial disclosure is met with negativity, it can result in them not seeking professional help or reporting their abuse. Reviewing whether male victims feel supported and their voices heard in their initial disclosure, will provide an outlook of how society views domestic abuse. Revisiting their experiences will capture the raw information of the true stories behind the statics and provide an in-depth understanding of the potential failures of society in protecting and supporting male domestic abuse victims. Thus, resulting in my question: Are male domestic abuse victims voices heard when disclosing their abuse?

Camelia Dijkstra has recently joined the University of Wolverhampton as Head of Research Services. Camelia Dijkstra holds a PhD and an MBA with 12 years’ experience of research and business management in UK Universities. Leadership positions include Head of the Research Development, Director of Grand Challenges Initiative and Co-Director of the Centre for Biological and Sport Sciences at Coventry University.

In previous roles Camelia has worked in knowledge transfer (the Open University) and in scientific research with a PhD in an interdisciplinary project on Biosciences and Physics (at Nottingham University). Camelia has published many scientific articles with 8 papers in Nature-group journals on the effect of microgravity and magnetism on biological organisms. Camelia is an expert evaluator for the European Commission of a number of funding programmes including H2020 as well as part of professional national and international networks: scientific, trade and research management professionals.
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<td>Dr Thomas Webber et al - ‘UK Legal Responses to the COVID-19 Pandemic’ [roundtable discussion]</td>
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<td>11:30-11:55</td>
<td>Clare Dickens - Narratives of Student Paramedics Exposure to Death by Suicide [Live]</td>
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<td>12:00-12:25</td>
<td>Dr Ayman Antoun Reyad - Efficacy and Safety of Brexpiprazole in Acute Management of Psychiatric Disorders: a Meta-analysis [Recorded]</td>
<td>11:55-12:40</td>
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<td>Dr Metka Potocnik – ‘Hear Her Out: a Feminist Approach to Intellectual Property’</td>
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<td>Professor Peter Walton - ‘Insolvency Litigation Funding – in the best interests of creditors?’ A Funded Research Project</td>
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<td>Dr Thomas Webber et al - ‘UK Legal Responses to the COVID-19 Pandemic’ [roundtable discussion]</td>
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<td>12:30-12:55</td>
<td>Juliet Drummond - How is Compassionate Care enacted within the Adult Pre-registration Nurse Curriculum by Nurse Lecturers? [Live]</td>
<td>12:45-1:30</td>
<td>Panel C [Live]</td>
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<td>Lynn Ellison and Dawn Jones - Feedback Guide Focus Group – your colleagues need you! [workshop]</td>
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<td>1:00-1:30</td>
<td>Lunch Break</td>
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<td>1:30-1:55</td>
<td>Griffin Ganga - How do nurses make sense of their experience of providing end of life care for people with dementia? [Live]</td>
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<td>2:00-2:25</td>
<td>Nkosilathi Moyo - Investigating adult nurses’ concept of agency in nursing care. [Live]</td>
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<td>2:30-2:55</td>
<td>Supreet Rai - Investigating attitudes and the concept of shame towards mental health amongst the British Sikh Community [Recorded]</td>
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<td>3:00-3:30</td>
<td>Closing &amp; Prizes – Professor Silke Machold, Dean of Research [Live]</td>
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Negotiating the Daily Mile Challenge; Looking-like walking to a break from the classroom

The purpose of this study was to privilege the views of both pupils and staff in one school’s adoption of the Daily Mile Challenge (DMC). Listening seriously to the views of pupils, who are often the unheard subjects in whole school exercise interventions, the aim was to understand the meanings derived from the requirement to practice the DMC.

Data are drawn from non-participant observations, 4 individual teacher interviews and 4 pupil focus groups with a total of 12 students. In order to understand the function of the DMC to its participants, a sociocultural position was adopted using Dewey’s ends-in-view to analyse the data. This process revealed that complete adaptation of the DMC in name and form created an indeterminate space both for the teachers and pupils; an in-between space of not-classroom, not-break-time, not-running and not-a-mile. This allowed the DMC to be completed when teachers could fit it in to their teaching, which was not on a daily or a regular basis. This in-between negotiated space formed the overarching landscape of the DMC. For the teachers, promoting purpose through moving in an orderly fashion was characterised by looking-like the DMC. Within this end-in-view the pupils had to find an acceptable way to take a moving break.

Rather than address unfounded concerns about fitness and risks of obesity the DMC in this school has inadvertently highlighted an important need; for pupils to have an outside break from pressurised classroom performances and have more opportunities for quality social interactions.

Embedding employability into the sport curriculum

Graduate employability as a concept has received considerable academic attention, but little empirical research has been conducted with students to identify employability development needs or to test available theoretical models (Pool et al., 2014). The Sport and Physical Activity Sector Skills Plan (2016), developed by Active Black Country, identified soft-skills as the greatest skill shortage currently faced by the sports sector. Moreover, employability models emphasise the importance of students being able to demonstrate soft-skills in addition to subject specific knowledge and skills to enhance their employability prospects (Pool and Sewell, 2007).

As an ERAS fellow I am currently completing research exploring perceptions of employability amongst sports students, sport industry employers and careers advisors. The purpose of the study is to support students to recognise their industry-relevant skills and experiences and understand how to convey these skills and experiences to future employers.

This presentation will share findings to date, and discuss how employability has been embedded within the new sport curriculum, which is being launched in September 2020.
Working the Boundaries of Practice Education

My research is a dialogical narrative analysis of social work practice educators’ stories of being practice educators. (Practice educators are social workers who hold a specific qualification enabling them to facilitate and assess the learning of social work students on placement.) They all told stories of their conflicts with other people, e.g. work-place managers and on-site supervisors; university tutors and placement coordinators. Interpretation of their stories illustrates the extent to which they are working in a boundaried landscape and the extent to which those boundaries are disputed in the overlapping space of placements, which are simultaneously places of practice and practice learning, of practice and academia.

The place of the university as a partner with employers in these boundaried contexts is explored. While the university is dependent on practice agencies for the provision of the placements, it is acknowledged that each stakeholder has a different telos for practice education: employer’s desire newly qualified workers fit for purpose, professional bodies desire registrants fit for practice and universities desire graduates fit for award.

These diverse end goals create tensions at the boundaries of jurisdiction over the assessment of student. The interpretation of practice educators as boundary workers within the research enables the identification and promotion of boundary working skills and qualities that can help practice educators negotiate and resolve assessment jurisdiction boundary disputes.

Road to co-learning and co-growth: exploration of knowledge creation and transfer process in Emerging Market post-acquisition

This presentation is introduction of my ERAS project which is commencing in 2020-2021. This project proposes exploring the effectiveness of knowledge creation, sharing and transfer in Emerging Market (EM) Multi-National Enterprises’ (MNEs’) post-acquisition processes in the West Midlands region by focusing on the manufacturing industry.

The scope of research will incorporate ‘Bottom-up’ process of knowledge creation/sharing, which has been relatively neglected in organisational studies, as this investigation can provide meaningful implications to EM acquirers to become a successful ‘partner’ or ‘co-learner’.

This study will conduct ‘longitudinal qualitative research’ responding to call from scholars of for ‘bridging the gap’ between ‘history’ and ‘organisation/international business’ studies. I will collect both the contextual data of the selected firms and of the region and the chosen manufacturing industry. Considering rich history of industrial development in the region (both ups and downs), the latter will provide insights of how any external factors have (or have not) affected the internal narrative/discourse on knowledge creation/sharing at the organisational level.

The research can provide strategic implications at organisational level by addressing issues/challenges in knowledge creation and sharing/transfer. Considering the focus being ‘bottom-up’ direction of knowledge creation and diffusion, this can encourage “inclusive growth” of value-added per employee (OECD, 2015 ) which can in turn help knowledge/innovation spillover at the industry and/or regional level.
Narratives of Student Paramedics Exposure to Death by Suicide

A brief introduction to the work Clare has been engaged in, to include national policy and resource development and input, as well as her local role and profile within the subject and Public health priority of suicide prevention; hinting at her desire to be considered a “researcher” in this area as well as a practitioner.

The presentation will set this study in the global and UK based context of suicide and suicide exposure, offering a personal, professional and practical justification. An overview of professional suicide exposure to include dominant voice, themes, gaze and groups which shape our ways of understanding will be highlighted. Within this discussion, some of the observed lines of tension in the current literature having engaged in a Critical Interpretive Synthesis will be offered. This offers a justification for Clare’s professional doctorate research design and the adoption of narrative inquiry emerging from her ontological and epistemological positioning.

Augmenting the above, the study has a strong due regard to mitigate power imbalances and domination within the research process, and which has provided the basis for data collection and analysis. Some of the re told storied and co-produced themes from the student’s narratives will be presented, aligned against a narrative plot line of voyage and return; and we will consider how this speaks to the dominant voice and understanding.

Efficacy and Safety of Brexpiprazole in Acute Management of Psychiatric Disorders: a Meta-analysis

We highlight our findings regarding the possible role of brexpiprazole in the management of psychiatric disorders. Brexpiprazole is a new atypical antipsychotic used in the management of schizophrenia (a major debilitating psychiatric disorder) and as adjunct in major depressive disorder (MDD) especially for patients who did not respond adequately to standard anti-depressant therapy.

We searched randomized controlled trials to review brexpiprazole efficacy and tolerability in acute management of schizophrenia and MDD using several databases including PubMed, EUDRACT, ClinicalTrials.gov and Cochrane Central Register of Controlled Trials. A meta-analysis of the 14 identified trials using RevMan software to assess its efficacy using positive and negative syndrome scale (PANSS), clinical global impressions – severity of illness (CGI-S), personal and social performance scale (PSP), Montgomery–Åsberg depression rating scale (MADRS), Sheehan disability scale (SDS) and Hamilton depression rating scale (HDRS17).

The mean difference comparing brexpiprazole and placebo were PANSS −4.48 and PSP 3.24 favoring brexpiprazole and compared to aripiprazole and quetiapine, brexpiprazole showed similar efficacy. In MDD, brexpiprazole showed efficacy compared to placebo and was associated with side effects including akathisia; weight increase and somnolence. Brexpiprazole 2 mg compared with 4 mg dose was associated with less risk of akathisia and somnolence.

These findings will guide psychiatrists and pharmacists in supporting psychiatric patients care.
How is Compassionate Care enacted within the Adult Pre-registration Nurse Curriculum by Nurse Lecturers?

While there are many published studies on health professional perspectives on compassionate care, very few give a detailed account of Nurse Lecturers perceptions. Given the complex and subjective nature of compassionate care, this study brings together a three-dimensional approach of photographs and concept maps and dialogue which articulate NLs shared experiences through a more in-depth, richer description which sets the scene of their performance.

The thematic findings contribute to the existing literature by identifying five key themes:

• Compassionate care
• Compassion people
• Compassionate curriculum
• Compassion culture
• Compassionate lens.

An exploration of each theme provides a context of how NLs perform compassionate care within the adult pre-registration nursing curriculum.

How do nurses make sense of their experience of providing end of life care for people with dementia?

Nurses providing end of life dementia care are routinely exposed to patient deaths. Caring for individuals with end stage dementia is considered stressful, emotionally draining and exposes nurses to vicarious trauma. NHS staff and learners mental wellbeing commission (2019) acknowledges that, nurses carry with them a lifetime of bereavement by exposure.

Notwithstanding this, the majority of nurses are reluctant to talk about their experiences or receive formal support. This is hardly surprising as nurses have a reputation for ‘coping’ and tend to put other’s needs before their own.

Nursing is associated with stress, burnout and compassion fatigue, resulting in absenteeism, staff sickness, poor moral and high staff turnover. Stress and burnout significantly increases nurses’ frustration and intention to leave the profession. According to Health Education England 10% of the nursing workforce, intend to leave the profession prematurely. There is a shortage of nurses in end of life dementia care, a study by Marie Curie (2019) two thirds of nurses identified staffing shortage as the main barrier to providing good care to dying patients.

The aim of the research study is to explore individual nurse’s first-hand experience of providing end of life dementia care and the meaning they attribute to their experience. I hope the results of this study will lead to improved training curriculum for nurses at both undergraduate and postgraduate level to support end of life dementia care. Furthermore, that nurses working in end of life dementia care could form communities of practice to finesse their craft and act a source of peer support and knowledge creation. Finally for nurses to develop self-care strategies to cope with exposure to dying patients.
Investigating adult nurses’ concept of agency in nursing care.

The presentation will be on the hermeneutic phenomenological investigation on adult nurses’ concept of agency in clinical nursing care within hospital settings.

I will present the aim of the study, the justification, what the literature says, the methods used, what I have found as well as the interpretation of the findings and their implications to practice.

This will be a summary of my whole thesis of study for my Professional Doctorate in Health and Wellbeing.

Investigating attitudes and the concept of shame towards mental health amongst the British Sikh Community

This study investigates the relationship between shame and mental well-being of members of the Sikh community within the UK and exploring potential barriers in seeking professional help. Consequently, the central aim of the study is to explore how the Sikh community define mental health and their attitudes towards the term. This research project is comprised of three parts following a mixed methodology approach.

• Study one comprised of an online survey comprised of four questionnaires two of which were self-prepared and two established questionnaires. A sample population consisted 1001 Sikh participants (40.3% male and 59.6% female).
• Study two comprised face to face interviews of six Sikhs (3 males and 3 females), three Sikhs who had a diagnosis of a mental health condition and three Sikhs who had no relation to mental health experiences. The interview guide was self-prepared and constructed in a semi-structured manor following the IPA approach. This enabled the exploration of the lived experiences of the Sikh participants.
• Study three consisted of face to face interviews which looked more closely at 16 Sikh participants aged 65+ years old.

It is vital to understand how Sikh participants religious and cultural beliefs influence their mental well-being. It is hoped that the findings from this research will contribute new literature from a Sikh sample and that it is considered when delivering interventions to the Sikh community.
The theory which supports English insolvency law has hardly ever been clearly articulated, let alone the theory which underlies corporate rescue. This paper, therefore, initially seeks to set a background by investigating the principles and purposes of administration and, thus, clearly identifying the theoretical framework and fundamental principles of corporate rescue in England and Wales. The discussion ultimately contemplates the compatibility of the corporate rescue approach adopted in the UK with the new trend of preventive restructuring adopted in the EU and the principles promoted by the World Bank, bearing in mind the corporate insolvency framework reform proposals.
The current state of the Creative Industries in Nigeria can be said to be a unique enabling environment for music, film and all genres to thrive, enabling them to make significant economic value to the country. The term ‘creative industries’ would be defined and discussed in light of what it would mean to the Nigerian space, as well as measure the contribution of the creative industries to the Nigerian economy.

Much like Hollywood in the United states, Nollywood creates over 1m jobs, catering to the 200 million population in a Nigerian population. Nollywood is one of the top 5 largest film industry in the world, stemming from the quality and quantity of movies produced per year, leading in sub-Saharan Africa and the African diaspora at large. Similarly, The Nigerian music Industry is described as “the musical heartbeat of Africa” and a stronghold for African popular music, with strong traditional and cultural influence, as well as incorporation of newer ideas, values and lifestyles from the West. The most popular music genres fast becoming identity markers for Nigeria are: Afrobeat, Gospel, Juju, Fuji, Hip-Hop & Reggae.

Both the Film and Music industry receive little to no support from the government, though these industries fuel the Nigeria economy immensely. The Nigerian Music Industry like the Nollywood essentially takes care of itself and is also heavily reliant on the private sector. This presentation seeks to define and give a background to the creative industries in Nigeria and give an insight into the Nigerian music and film industry known as Nollywood. This presentation will also address the challenges these creative industries face and briefly discuss steps industry actors and the Nigerian government have made to create and curb them.

Access to Medicines for Non-Communicable Diseases: Outlining the Main Issues

In low- and middle-income countries the burden of Non-Communicable diseases (NCDs) continues to increase gradually. NCDs are not passed from person to person. Instead, they are the result from risk factors such as tobacco, unhealthy diet (food with high salt or sugar content), alcohol or lack of physical activities. The burden of NCDs cannot be diminished without equitable access to essential medicines, thus access to safe and affordable medicine is an essential component to address the global burden of NCDs. There are estimates that NCDs caused more than 60% (35 million) of all deaths in 2005 and more than 80% of these deaths occurred in low-income and middle-income countries. In addition, in most low- and middle-income countries, access to medicines for treatment of chronic illnesses is generally inadequate, in particular for people from poor backgrounds. Sometimes, the cost of medicines or treatment for chronic illnesses is often devastating to both health and also because it pushes families below the poverty line.

But what are the main issues for access to medicines specifically for NCDs? One of such issues is low availability of essential medicines, which is often attributed to lack of public resources or under-budgeting; or inaccurate demand forecasting, inefficient procurement or distribution. In light of the recommendations made by the World Health Organization (WHO) and its Global Strategy and Plan of Action on Public Health, Innovation and Intellectual Property, this conference paper explores the number of issues that currently arise in the context of NCDs and access to medicines.
Shadow banking: In the dark no more.

The purpose of this presentation is to draw on the journal article – Shadow Banking: The Next Financial Crisis (revisions currently being made for the Journal of International Banking Law and Regulation, Sweet & Maxwell) - highlighting what is shadow banking, the problems that stem from the shadow banking market, and how the next financial crisis will be affected by shadow banking activities.

Shadow banking is an area that many people are unaware of even though society is exposed to this risk. Equally, some of us will have been involved with shadow banking entities without even realising it; for example, loaned money from an entity which is not a bank but is performing bank like services. Additionally, and what makes it more complex, is that traditional banks are involved in this market whereby entities are created that perform activities not associated with the traditional bank – this is done for various reasons as will be discussed in the presentation.

By shedding a light on this opaque and often unrecognised (by the lay person) part of the banking and financial market, it is with great hope that the points drawn from the article stated above and used in part here, will make people more aware of this growing and troublesome area that can affect us all; whether we are directly a part of it or indirectly a victim. There are several big economies that have large shadow banking sectors that pose a significant risk to the global economy due to interconnectedness. This will form a recurrent theme throughout the presentation.

Transnational policing between Britain and continental Europe as practised by the Bow Street ‘Runners', 1749-1839.

Many criminologists consider that transnational policing in the Western hemisphere began in the mid-nineteenth century, as a result of the political upheavals and instability arising from the turbulent times of the late 1840s. Few academics have delved further back in time to see if this was actually the case.

This paper argues that the antecedents of transnational policing can be traced back to the activities of the Bow Street ‘Runners’, who operated from the mid-eighteenth century onward.

Concentrating on their activities on the European continent in the first half of the nineteenth century it demonstrates through the use of several case studies that the ‘Runners’ and the Bow Street policing system can be seen as the instigators of modern-day transnational policing.
How is diversity within the university affected by the GTA programme and their teaching methods?

This conference paper seeks to investigate the impact of the Graduate Teaching Assistant (GTA) programme, incorporating the PGCE (Post-Compulsory Education) alongside other initiatives, in reducing the BAME (Black and Asian Minority Ethnics) achievement gap within legal education at a West Midlands University.

Looking at the scope of attainment and retention figures across minorities to investigate the impact these programmes have had in legal education and what they can propose for the future development of legal higher education towards the new Solicitors’ Qualifying Exam.

GTAs work predominantly with level three foundation students and level four undergraduate students. By looking into retention figures for this range of students, by comparing ethnicity retention and attainment, to gauge the impact this has had in narrowing the gap within Higher Education.

Using this data alongside student feedback collated on the impact of GTA teaching techniques on their progression it will become apparent that this programme alongside others, such as Academic Coaching for personal tutor support, is having an impact for these students within the Law School.

Whatever happened to Reginald Woolmington?

This presentation relates to a research project that is work-in-progress. It is concerned with the House of Lords’ decision in Woolmington v Director of the Public Prosecutions [1935] AC 462, which is a case of considerable significance in the common law world and was voted the second most important case in the period 1915-45 in the Incorporated Council of Law Reporting poll in 2015.

It laid the foundations for the modern law on burdens of proof and the presumption of innocence, well before the European Convention on Human Rights.

If one attends any Crown Court trial, it is likely that the phrase will be heard that there is ‘one golden thread’ to be found in English law that the prosecution must prove the guilt of the defendant. This is derived from Woolmington.

However, the primary purpose of this project is not to engage with these legal principles, but to examine the personal history of Reginald Woolmington and the social context in which he lived in 1930s rural Dorset/Somerset. It is hoped that this will provide further insights into this important case and how the decision, which was more surprising than is commonly acknowledged, came to be made.
A Legal Feminist perspective on Insolvency Theory

With so many instances of women in areas of commerce and politics and first ever all women spacewalk it seems like the ideal time to consider Insolvency Theory through the special tinted lens of the Legal Feminist movement.

In considering the impact that women and feminism might have on the law, some questions arose. Have the Legal Feminist movement and ideologies that have been expressed by the movement through its development, in any way influenced that revered area of the law that many call Insolvency Law? More specifically, have women influenced the development of the law relating to insolvency? This seems too broad to consider. The area of Insolvency Theory is, therefore, chosen for this investigation as the ideologies of the theories and those of Feminism could more readily be contrasted and compared.

Insolvency theory asks the question about in whose interests insolvency law should be formulated. Stated more plainly, it considers who and what should be protected and recognised by insolvency law.

The aim of this paper is to evaluate whether there is any evidence of feminist ideology to be found in insolvency/bankruptcy theory. To ask whether insolvency theories may also be categorised in relation to ideologies expressed in the legal feminist movement. It aims to adopt a feminist enquiry, to consider a gendered perspective to legal and social arrangements.

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Legal issues arising from the utilisation of blockchain based products in the 4th industrial revolution

The blockchain acts as a public ledger showing all transactions it is used in, though the identities of the participants using it are obscured. Each block has a cryptographic link to the previous one. Every addition of a new linked block to the chain makes it harder for a third party to steal another’s cryptocurrency or asset by rewriting the sequence of transactions.

Fink defines it as “a database that is replicated across a network of computers updated through a consensus algorithm... It is a shared and synchronized digital database that is maintained by an algorithm and stored on multiple ...computers.” It is emerging as one of the most important potential developments in the commercial world.

This presentation will consider
• The nature of the blockchain and the reasons for its current and future emergence
• How it functions and the nature of the facilities that are designed to be built on it
• Legal issues relating to the operation of the blockchain itself
• Legal issues relating to the facilities that use it, and in particular the extent to which existing laws and regulations may be applicable
• Areas where new laws and regulations will be needed and suggestions as to how these should be designed and structured.
**Hear Her Out: a Feminist Approach to Intellectual Property**

The law gives rights to authors, creators and performers in order to reward their creativity, and at the same time, invite these individuals to continue creating or innovating. At least, that is the traditional view, which has been justified by the writings of John Locke (natural rights theory), or Landes and Posner (law and economics) and even neoliberal economics have been used to justify property rights in intangibles: “anything worth copying, should be protected.” But how successful has this approach been in promoting and protecting all types of creativity?

Many authors and stakeholders today agree, that intellectual property laws (copyright, trademarks, patents, …) are too restrictive and mostly protect the interests of big corporations. Individual artists in different localities, who do not have support of big galleries, record labels or businesses, are less familiar with their rights, or the tools the law offers them when third parties copy their works without their permission. Therefore, individual artists and creatives do not benefit from intellectual property, as ideally envisaged by the justifications and the legal system.

In order to understand the role that intellectual property law plays in the creative process of individual artists, specifically women artists, this research project explored the possibility of realigning intellectual property law in accordance with feminist theory. To better understand the current challenges women creatives face, the method of “lived experience” was followed and this research paper will present the main findings of the semi-structured interviews with women artists, performers and creatives.

**Insolvency Litigation Funding – in the best interests of creditors?**

*A Funded Research Project*

The presentation has two purposes:
1) Consider the methodology, results and recommendations of the named research project which began in September 2019 and was completed in April 2020; and
2) Consider some of the challenges, risks and benefits of carrying out commercially-funded research.

The presentation will consider how the research project fits within the REF strategy of the Law School.
UK Legal Responses to the COVID-19 Pandemic

This roundtable discussion looks at the recent Coronavirus Act 2020 and its associated secondary legislation, the measures that various aspects of the State (broadly defined) are taking to tackle the pandemic and considers these from different legal subject disciplines.

Feedback Guide Focus Group – your colleagues need you!

The authors recently undertook research into the language used in feedback, culminating in publication of the project findings in an article: Dawn Jones & Lynn Ellison (2020) When is a word not just a word? An investigation into the dissonance and synergy between intention and understanding of the language of feedback in legal education, The Law Teacher, DOI: 10.1080/03069400.2020.1729012.

The research revealed a lack of understanding of some of the most common words and phrases used in feedback and a gap in comprehension when attempting to interpret the intended message of feedback.

The next stage of this project is to incorporate our findings into a feedback guide to be offered to all students with the aim of unpicking some of the mysteries of the meanings of the words used in feedback. We have incorporated some definitions and some illustrations of the words that are commonly used in our discipline, although this would have wider implication for other disciplines and the existing literature is certainly not confined to legal study. The authors have recently successfully applied for a grant to fund the production of the guide, but we would really welcome participation in our focus group, where we will look at the proposed guide together and engage in a critical discussion of its contents.

Prospective participants in this session would be encouraged to read the research article and will be sent a copy of the existing guide one week prior to the session.
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<td><strong>Promoting your Research</strong></td>
<td><strong>Working with the Media</strong></td>
<td><strong>Presentation Skills</strong></td>
<td><strong>Understanding Impact</strong></td>
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<td>10–11.30 am – Media Training</td>
<td>10–11 am – Developing an Impactful Poster</td>
<td>10-11 am – Research impact: An Introduction</td>
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<td>Dr Paraskevi Goggolidou and Dr Stefano Vaglio</td>
<td>Prof Megan Lawton</td>
<td>Dr Ben Coleman</td>
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<td>11.30–12.15 pm – Words of Wisdom when Working with the Media</td>
<td>11–12 pm – Verbal Presentations with Panache</td>
<td>11-11.30 am Impact in Education Health and Wellbeing</td>
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<td>Dr Daisy Black</td>
<td>Dr Debra Cureton</td>
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<td>12.15-1pm – Working with External Relations and Media Departments to Promote your research.</td>
<td>12–1 pm – Other forms of dissemination</td>
<td>11.30-12 noon – Impact in the Sciences and Engineering</td>
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<td>Vickie Warren</td>
<td>Dr Ben Halligan</td>
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<td><strong>Afternoon Session:</strong></td>
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<td><strong>2pm – 5pm</strong></td>
<td><strong>Closing Plenary</strong></td>
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| **Enhancing your Profile as a Researcher** | 2–3.30 pm - **How to engage in Outreach as a Researcher**  
Dr Martin Khechara | **Mastering the Art of Publishing**                               | 2-3 pm - **The Editors’ Panel**                                |
|                    | 3.30–5 pm – **Ways to Heighten your Research Profile**  
Dr Ben Halligan | **3-4 pm - The Hitchhiker’s Guide to publishing journal articles**  
Dr Debra Cureton and Prof Megan Lawton | **2-3 pm - Reflections of Research during the Pandemic: Lessons Learned**  
Presented by Professor Geoff Layer, with Panellists Professor Sarah Hayes, Dr Martin Khechara and Professor Silke Machold |

**Booking Link**
Join Microsoft Teams Meeting

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<td><strong>Quiz Night</strong></td>
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<td>• Dr Jenni Jones</td>
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**Booking Link**
Join Microsoft Teams Meeting
Wednesday 17th June: Promoting your Research

Working with the Media

10–11.30 am – Media Training
Delivered by Dr Paraskevi Goggolidou and Dr Stefano Vaglio
Dr Goggolidou and Dr Vaglio’s session considers both advice and practical exercises to support your interactions with the media.

11.30–12.15 pm – Words of Wisdom when Working with the Media
Delivered by Dr Daisy Black
Dr Daisy Black will discuss her experience of working with the media. In this session, she will cover the different types of media interaction that she has experience such as working with the BBC, television interviews and radio interviews. Dr Black will also reflect on the lessons that she has learned through working with the media. The session will conclude with a questions and answer opportunity.

12.15–1pm – Working with Eternal Relations and Media Departments to promote your research.
Delivered by: External Relations
During this session the External Relations team at the University of Wolverhampton will showcase how they have worked with the media to enhance the profile of researchers at the University of Wolverhampton, They will also provide advice on how to work with media teams to support you in enhancing your research profile and your opportunities to working with the media and press.

Enhancing your Profile as a Researcher

2–3.30 pm - How to engage in Outreach as a Researcher
Delivered by Dr Martin Khechara
In this session Martin will discuss the relationships between, public engagement, outreach and science communication and provide some best practice advice for better communication to non-specialist audiences from all subject areas. As often the biggest hurdle for a researcher is to express their subject area in a simple and more often than not not interactive demonstration or workshop, Martin will also discuss how to take complicated concepts and synthesise them to threshold concepts to create impactful outreach interventions.

3.30–5 pm – Way to Heighten your Research Profile
Delivered by Dr Ben Halligan
In this session Dr Halligan will cover some of the ways that you can enhance your research profile. These include: Networking and networking skills, networking online and how this differs from face to face networking, netiquette while online networking, and the importance of having a University online profile. Dr Halligan will briefly cover some of the platforms on which you can promote you research. More details about the these platforms will be presented in Dr Halligan’s session on the 18th June ‘Other forms of Dissemination’

6 pm–7 pm – Researchers’ Week Quiz Night
Join us for a quiz night. Make a family team or join with your usual quizzing team WhatsApp Team, or join as a single player. It is all for fun.
Thursday 18th June: Disseminating your Research

Presentation Skills
This session provides an overview of three important aspects of how you might disseminate your research: via poster, verbal presentation and via blogs, vlogs, social media and your own webpages.

10–11 am - Developing an Impactful Poster
Delivered by Prof Megan Lawton

11–12 pm – Verbal Presentations with Panache
Delivered by Dr Debra Cureton

12–1 pm – Other forms of dissemination
Delivered by Dr Ben Halligan

Mastering the Art of Publishing
This session focuses on supporting your knowledge about the process of publishing and aims to help you make that step toward single author or lead author works. The session starts with Q&A with a panel of authors from a selection of international arts, education, science, sciences, health, and psychology journals. The editors will each provide you with some tips and hints, as well as some information about the common mistakes that lead to papers being rejected. The editors will then take questions from the floor. The second session focuses on constructing a research paper and finding the right journal where it can be published.

2-3 pm - The Editors’ Panel
Delivered by Dr Manpal Bhogal, Prof Carol Bond, Prof Sarah Hayes, Dr Hilary Paniagua and Prof Ross Prior

3-4 pm - The Hitchhiker’s Guide to publishing journal articles
Delivered by Dr Debra Cureton and Prof Megan Lawton

So you want to do a doctorate?
Delivered by Dr Ben Halligan and a panel of Postgraduate Researchers at the University of Wolverhampton

4-5 pm – So you’re interested in studying a Doctorate – all the need to know to make a decision
This session is for people who are considering researching a doctorate. The session offers the opportunity to hear from current Postgraduate Researchers about why they decided to do a PhD or a Professional Doctorate and their advice about starting a doctorate well. The Director of the Doctoral College will provide some information about how to make a good application.

Celebration of Recently Published Books
We would like to invite you to an evening of celebration. Although we are not able to provide you with the customary glass of wine and nibbles, please join us with a drink of your choice. We will be celebrating three recently published books. These are:
1) Dr Jenni Jones
2) Dr Metka Potocnik
3) Dr Brendan Bartram

The authors will provide a short presentation of their books, after which all three authors will take questions from the audience.
Understanding Impact
Delivered by: Dr Ben Coleman, Jo Mills and Dr Chris Wyatt.

Many researchers cite ‘making a difference’ as they reason they became academics; however, realising this real-world benefit can often be difficult and daunting. In this interactive session, we will give an introduction on how best to achieve real-world impact with your research, and make the process as trouble-free as possible. We will start with an hour-long introduction to the basics of research impact, followed by four subject-specific sessions, which will include more detail on how to achieve impact within those fields.

All sessions will be run by University of Wolverhampton’s three subject-specialist Research Impact Officers, and will include Q&A time with each.

10-11 am – Research impact: An Introduction
11-11.30 am Impact in Education Health and Wellbeing
11:30-12 noon – Impact in the Sciences and Engineering
12-12:30 pm – Impact in the Social Sciences
12:30-1pm – Impact in the Arts and Humanities

Closing Plenary:
Reflections of Research during the Pandemic: Lessons Learned

Presented by Professor Geoff Layer, with Panellists Professor Sarah Hayes, Dr Martin Khechara and Professor Silke Machold

Reflections of Research during the Pandemic: Lessons Learned aims to help us consider what we have learned during the pandemic and how research might change in the future as a result.

Professor Geoff Layer, Vice Chancellor of the University of Wolverhampton will offer his reflections and thoughts about Research and the Pandemic. Following each panellists will reflect on what they have learned through the last few months with regard to research and will offer advice to those researchers present. Some questions will be taken the attendees.
Dr Brendan Bartram
Dr Brendan Bartram is a Reader in Education Studies at the University of Wolverhampton. His research and publications cover a wide range of issues reflecting the eclectic nature of Education Studies. These include comparative issues in modern foreign language learning in Europe, aspects of student mobility and learning in Higher Education, and the role of emotions in staff-student interactions. Brendan was awarded a National Teaching Fellowship from the HEA in 2012. Read more at: https://www.heacademy.ac.uk/person/dr-brendan-bartram

Dr Manpal Bhogal
I completed my undergraduate psychology degree at the University of Wolverhampton in 2007. Upon completion, I went onto study for a MSc in Health Psychology at Aston University in 2008. I then worked at NHS trusts in Sandwell and Shropshire as a Health Improvement Advisor. I then took an interest in Evolutionary Psychology and began studying for my PhD at the University of Wolverhampton, under the supervision of Prof. Ken Manktelow and Dr Niall Galbraith. Whilst completing my PhD, I held a Research Associate post with HEFCE, and then took a full-time post at Coventry University as an Assistant Lecturer in Psychology, primarily teaching and supervising students on the Undergraduate Psychology course.

Since then, I have worked as a Lecturer in Psychology at Staffordshire University, and then joined the University of Wolverhampton as a Lecturer in Psychology. Here, I also lead the Evolution and Human Behaviour Research Group, which falls under the Cognition and Individual Differences research cluster. I am also an associate editor of Current Psychology. Feel free to contact me if you'd like to discuss a PhD opportunity.

Dr Daisy Black
Dr Daisy Black is Lecturer in English Literature at the University of Wolverhampton. She is currently writing a book on time and gender in late medieval religious drama. Daisy’s other research interests include the performance of food on the medieval stage; medieval depictions of Jews; spectatorship; medieval lay theology and medievalism in modern board game cultures.

As theatre practitioner, broadcaster and storyteller, Daisy has produced creative work for diverse bodies including museums, cathedrals, folk and storytelling festivals and the Royal College of Physicians. She is a BBC/AHRC New Generation Thinker.

Professor Carol Bond
https://researchers.wlv.ac.uk/Carol.Bond
Carol is the Head of the Caring for Lifelong Health Research Centre, a nurse, and a Chartered Fellow of BCS, the Chartered Institute for IT, where she is a member of the nursing and the primary care special interest groups. Her research interests are around participatory healthcare, especially the role of the Internet in supporting people living with long term conditions. She uses online research approaches and is interested in developing this research method and the accompanying research ethics.

Through her involvement in BCS she joined the editorial board of the Journal of Innovation in Health Informatics, and stayed as the deputy editor when this moved to BMJ Journals as BMJ Health & Care Informatics (https://informatics.bmj.com/)
Dr Ben Coleman
Ben is Research Impact Officer covering Health, Psychology, Science and Engineering. His time is currently mostly taken up working on the University's REF submission, but also works closely with researchers helping them to achieve more impact with their research. Ben previously worked in the field of Animal Behaviour and Conservation, specifically primates, which he continues to do, conducting research and as a council member of the Primate Society of Great Britain. Ben is happy to chat 1:1 any time about developing your research to achieve impact, you can contact him at impact@wlv.ac.uk

Dr Debra Cureton
Dr Cureton is an Associate Professor of Equity in Learning and Teaching. She works in the Doctoral College and leads on Researcher Development and Postgraduate Student Experience. In addition to this, Dr Cureton researches into Educational inequalities including the BAME degree outcome differential. To this end, she has lead the University of Wolverhampton’s contribution to the What Works Programme (Paul Hamlyn Foundation and Higher Education Academy 2013-2017) and co-led the Disparities in Student Attainment Programme (Higher Education Academy, 2010-2012). Dr Cureton has since contributed the DRIVER and Added Value Catalyst Programme (Office for Students, 2017-2019) and to an internally funded WLT Programme (2020) that explores Black Students’ Success and Sense of Belonging.

Dr Paraskevi Goggolidou
Paraskevi obtained her BSc Hons in Molecular Genetics from King's College London, where she graduated with a 2:1 in June 2001. She then embarked on a PhD in the prestigious Weatherall Institute of Molecular Medicine, after having obtained a highly competitive Medical Research Council (MRC) PhD studentship to work on the regulation of the mouse alpha globin cluster. This was followed by a post-doctoral career development fellowship at MRC Harwell and since 2010, she has obtained independent positions in academia, focusing her research on understanding the genetic mechanisms that underlie rare diseases, with the ultimate aim of impacting on disease prognosis and finding pharmacological treatments for them.

Dr Benjamin Halligan
Dr Benjamin Halligan took up the post of Director of the Doctoral College at the University of Wolverhampton in November 2015. Ben had previously worked at the universities of Aberystwyth (1994-2001), York St John (2001-2007) and Salford (2007-2015). At the latter institution he was Director of Postgraduate Research Studies for the College of Arts and Social Sciences.

Ben completed his MPhil and PhD at the University of Wales, Aberystwyth, where he worked closely with John Hefin MBE (former Head of Drama, BBC Wales) and Elan Closs Stephens CBE (former Chair of the S4C Authority) in establishing and running a new degree in Film and Television Studies in 1997. Ben also co-founded (and named) the Ffresh Film Festival. Ben was involved in the formation and running of the North West Consortium Doctoral Training Partnership, across seven Higher Education institutions, which was awarded £14million by the Arts and Humanities Research Council in 2014.
**Professor Sarah Hayes**

Sarah Hayes is Professor of Higher Education Policy in the Education Observatory, Faculty of Education, Health and Wellbeing, at University of Wolverhampton and a joint Unit of Assessment Coordinator for the Education submission to the Research Excellence Framework (REF). Sarah is an Honorary Professor at Aston University and a Principal Fellow of the Higher Education Academy (PFHEA). Sarah has worked in Higher Education for 22 years, leading taught programmes in Sociology, Education and Computing, and undertaking research and supervision across these areas. Sarah is an Associate Editor for the Springer Journal: Postdigital Science and Education (PDSE). She has edited several Special Issues, published articles, books and chapters through a range of publishers, and led and participated in a range of funded research projects and consultancy. With Prof Petar Jandrić she is jointly editing a new book: ‘Teaching and Learning in the Times of Covid-19’, which will be published in September 2020 through the Springer PDSE Book Series.

**Dr Jenni Jones**

My career has been a mixture of Human Resources and Learning and Development roles within both the private and public sector. In 2004, I joined the University of Wolverhampton Business School, where I teach both undergraduate and postgraduate courses. I am Course Leader for the PGCert/MA in Coaching and Mentoring Programmes (since 2005), lead all our ILM Coaching and Mentoring awards and lead the Business School/Institute of Directors Student Mentoring programme (since 2011). Throughout my working life, I have continued to study a variety of qualifications, including the CIPD professional qualifications, two Masters and a PhD in mentoring and learning. I also regularly carry out external consultancy work within the private, public and not-for-profit sector. I have had a number of articles published and an edited book.

My passions are all aspects of learning and teaching, coaching/mentoring and leadership. I often train mentors within the Police (where I have received a special recognition award from both the West Midlands Police and the British Association for Women in Policing), the Institute of Directors and the Black Country Chamber. I have also received two awards for my teaching; an ‘Innovation’ Teaching Award for my Career Management/Employability Skills module (2009) and a ‘Rising Star’ Teaching Award (2006).

**Dr Martin Khechara**

Martin Khechara is an Associate Professor for engagement in science technology engineering and maths (STEM). A former research scientist he specialises in microbiology and now has an international profile for his pedagogical research in student and public engagement. Other than his role as an educator Martin is a science communicator, presenter, writer and performer and believes in the power of STEM and study at university to change lives and actively works in the community to bring the magic of STEM subjects to those that need it the most.

**Professor Megan Lawton**

Megan has an eclectic background, qualifications, and experience, which includes a Doctorate in Professional Studies (Learning and Teaching). She is a National Teaching Fellow (2017) recognised for her work for enabling people to reach their potential, through innovation, creativity and technology-supported learning. She has published on flipped learning, visual research methodology, academic development, ePortfolio-based learning, patchwork text assessment, developmental mentoring and international and transnational education (TNE). Megan is an experienced Assessor, Accréditéur and Consultant for the Advance HE particularly on curriculum design for academic practice.
Professor Geoff Layer

Geoff Layer has been Vice-Chancellor of the University of Wolverhampton since August 2011. He graduated from Newcastle Polytechnic with a LLB (Hons) and entered a teaching and research career, initially in Manchester and then in Luton. He joined the Sheffield Business School in 1983 as a Lecturer in Law. Whilst at Sheffield Hallam University, he established a suite of access and student support initiatives leading to the establishment of a national reputation for inclusive learning. He was an adviser to a range of national quality assurance and educational development initiatives and became Professor of Lifelong Learning in 1996. He joined the University of Bradford in 1999 and became Pro Vice-Chancellor and then Deputy Vice-Chancellor (Academic), until joining Wolverhampton in 2011.

Between 2000 and 2006 he was the Director of Action on Access, an agency established to advise HEFCE on its Widening Participation Strategy. He has been a consultant to Universities UK, Higher Education Quality Council and many universities in Widening Participation and Learning and Teaching Strategies. He was also Director of the HEFCE Innovations Co-ordination Team from 2000-2002 and has researched and published widely on Inclusive Education. He is a Fellow of the Royal Society of Arts, a Principal Fellow of the Higher Education Academy, a Fellow of Leeds College of Music and was awarded the OBE for services to Higher Education in 2003.

Professor Silke Machold

I am Professor of Corporate Governance and Dean of Research at the University of Wolverhampton. Since 2014, I have also served as the Vice-President (Governance) at the European Academy of Management.

My research interests are in corporate governance and especially board behaviours and performance from strategic management and OB perspectives. Recent projects investigated board behaviours, board task performance, and board leadership in different organisational settings. I have also been involved in a number of national and international projects focusing on the determinants and effects of gender diversity on boards.

Chris Martin (Final Year EdD – Educational Enquiry)

Chris is a secondary school teacher of Modern Foreign Languages and has been teaching for twelve years. He completed his BA in Linguistics and French and his PGCE at Wolverhampton. Chris has taught in a number of schools across the West Midlands where he has taught French, German and Spanish to all ages. His doctoral research focuses on the role of parents’ orientations towards language learning and how these could potentially influence their children’s views and motivation to learn a modern foreign language at secondary school. He has begun to build a publication profile in peer-reviewed research outputs and has presented at a number of conferences including the 2019 European Conference on Language Learning at UCL, London.

Jo Mills

Jo Mills is a Research Impact Officer working within the Research Policy Unit at the University of Wolverhampton, specialising in the arts and humanities. She has worked at the institution in a range of roles since 2006, most recently (and currently) as a PhD student. She is also a practicing artist, working in photography, moving image, installation and digital media - focusing on the liminal space between the real and the unreal, and the relationship between spectator and artwork; where those experiencing the work are both proactive and central to the work itself, allowing the opportunity for the work to evolve with every view/experience.
Thivashni Naidu
Thivashni Naidu is an international teacher with 27 years’ experience (UK, South Africa, and United Arab Emirates). Currently lecturing English at Sorbonne University Abu Dhabi and teaching for the Ministry of Education, Thivashni is in the final year of a PHD at the University of Wolverhampton in the UK. Her thesis explores female Emirati learners’ experiences of a western education system using ethnographic case study research. She has presented her research at: European conference on Education, University of London; Asian Conference on Language, Tokyo; International conference of Emirati Womanhood, New York University Abu Dhabi and at two Annual Research Conferences at Wolverhampton University. Having spent 6 years as an ethnographer in the United Arab Emirates; Thivashni’s research interests are voices of Emirati women, learner identity and culturally responsive curriculums.

Dr Hilary Paniagua
Hilary is a Senior Lecturer, Senior Researcher and Advanced Nurse Practitioner (ANP) who has made significant contributions to the learning and motivation of students undertaking post graduate and doctorate courses within the University of Wolverhampton. After working for several years as an ANP in women’s health she pursued a career in academia, ultimately becoming a researcher and author. Her career interest focuses on issues concerning the narrative understanding of general practice and how it happens. As Editor-in-Chief of the online journal and member of two nursing journal editorial boards, Hilary has written extensively on issues relating to advanced practice nursing, primary care, law and research. She currently teaches on Doctorate and Specialist Practice programmes within the University. Hilary is currently Chair of the research ethics committee within the Faculty of Education, Health and Wellbeing in Wolverhampton University and she is also Chair of the Black Country NHS Research Ethics Committee. She received her doctorate in Swansea Universi

Dr Metka Potocnik
Dr. Metka Potocnik is a graduate of Queen Mary University London (PhD), King’s College London (L.LM) and University of Ljubljana, Faculty of Law (L.LB), specialising in intellectual property, international arbitration and commercial law. She is qualified in Slovenia (Bar Member since 2008), with practical experience in commercial cases (Court of Appeal Ljubljana). She lectured at QMUL, King’s College, UCL and University of Surrey. Dr Potocnik is the Wolverhampton Law School Coordinator of the West Midlands Legal Doctoral Network and the member of the editorial board of the Wolverhampton Law Journal.

Evelyn Price
I was a stay-at-home mum for fifteen years after a career in property sales and development. Wanting to get back into the workplace I answered an advertisement for exam invigilators at the University of Wolverhampton, having always enjoyed the idea of academia but never having the courage to find out whether I would be accepted. As a member of staff, I was immediately made to feel part of the University family, giving me the impetus to apply to study for my own degree, a BA (hons) in English and History. After achieving a double-first (2013) I realized I really enjoyed learning at the University, so went on to complete an MA with distinction in English Literature (2014) and am now a part-time Ph.D. candidate.
My area of study is the Friends Ambulance, a Quaker unit engaged in humanitarian aid post both World Wars. My dissertation explores the impact of this small Quaker unit as an independent Non-Governmental Organization (NGO) on humanitarian relief. I am also a PGR representative and attend the University Research Committee as part of my duties.
Professor Ross Prior
Professor Ross W. Prior is the Founding and current Principal Editor of the Journal of Applied Arts and Health (Intellect), now in its 11th year of publication, is the premier international journal in the field. He is also a reviewer and editorial board member of e-journals: ArtsPraxis (New York University) and Journal of Performance Magic (University of Huddersfield). He edited the 2018 book Using Art as Research in Learning and Teaching and is currently co-editing a forthcoming book Applied Arts and Health, Education and Community: Building Bridges (2021).

Dr Stefano Vaglio
I am currently Senior Lecturer in Animal Behaviour at University of Wolverhampton, where I also serve as Faculty rep on the University Research Concordat Sub-committee and the University Ethics Sub-committee’s Working Group on Animal Research, and Honorary Research Fellow in Anthropology at Durham University. I am Principal Investigator of the EU-funded projects International Zoo Conservation & Management (2019-2022) and The Enriched Primate (2020-2022). Additionally, I am Research Associate at ARCA Foundation - Garda Zoological Park, and Member of the Board of Directors of the École Nature Recherche and Trunks & Leaves.

In 2003 I graduated with first class honours in Biology at Pisa University (Italy). Following a career break, I gained my PhD in Anthropology from Florence University (Italy) in 2009. Before moving to Durham University (UK), I worked as a Postdoctoral Fellow on chemical communication in non-human primates and humans at Florence University (Italy), and as a Part-time Research Scientist on captive primate welfare and in situ conservation initiatives at Parco Natura Viva-Garda Zoological Park (Italy). From October 2013 to December 2015 I worked at Durham University as a Marie Curie Postdoctoral Fellow in Anthropology. In January 2016 I moved to the University of Wolverhampton as a Lecturer in Animal Behaviour, while I have continued my research work in collaboration with the Primatology Group at Durham University as an Honorary Research Fellow.

Vickie Warren
I am a communications, media and PR specialist.

I am a communications professional with 15 years’ experience as a public relations manager and journalist. My key skills involve finding an organisation’s best stories and sharing successes with a wide variety of audiences. I am experienced in digital and social media strategies, crisis communications, organisational development and stakeholder management.

Specialist areas include internal and external communications, PR analytics and evaluation, media liaison, social and digital media, video-led strategies, reputation management and crisis communications.

Dr Chris Wyatt
Chris is an Impact Officer at the University and has a background in academia and the Civil Service, especially dealing with impact and award management. He has also worked on research projects relating to contemporary developments in Afghanistan and the Middle East. Chris was awarded his PhD at the University of Leeds in 1995 and his research interests are on the history of Afghanistan. He is currently working on the politics of the Amanullah period, from 1919-1929, and is writing an article about the role of contending perceptions of religion, the state, homeland and nation in the fall of the regime.