

RESEARCHERS' WEEK PROGRAMME 2022

Annual Research
Conference (ARC2022)

20 June 2022

Inclusivity Conference

21 June 2022

Researchers' Week Events

22 – 24 June 2022

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ARC 2022

Welcome to the Annual Research Conference ARC2022.

This year the theme of the conference is **'Inclusivity in Research'**.

ARC2022 comprises live on campus presentations, live online presentations and pre-recorded presentations.

The conference will also feature the Research Student Poster Competition, the Doctoral Depictions Photo Competition and other online resources.

All live online presentations will be run via Microsoft Teams accessed via the links available on the website www.wlv.ac.uk/arc. Here you will also find links to the pre-recorded presentations, and live streams of the on campus presentations.

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

WELCOME to ARC2022

Monday 20 June 2022 at 9:00 am

Celebration of Research Excellence



**Professor Silke Machold,
Dean of Research**

Research at the University of Wolverhampton is at its highest ever level. May 2022 saw the release of the Research Excellence Framework (REF), which assesses the quality and impact of research submitted by UK universities across all disciplines. It grades research from nationally recognised (1*) to world-leading (4*) and was last carried out in 2014.

Since then, the University of Wolverhampton has significantly grown its research and submitted 4 new subject areas and 75% more staff than in REF2014. The results show that more than half of its research is judged as internationally excellent (3*) and world-leading (4*).

Professor Machold will take this opportunity to celebrate our research successes.



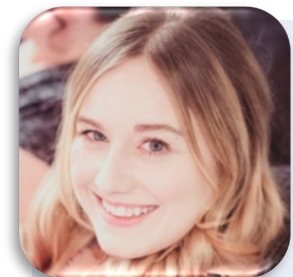
ARC2022 SCHEDULE AM

8:30 onwards	Registration & Information Point for On Campus attendees (MC437)					
9:00-9:55	Welcome & Celebration of Research Excellence - Professor Silke Machold Dean of Research [On Campus] (MC001, Lecture Theatre)					
	Parallel Session 1 (MC406)	Parallel Session 2 (MC408)	Parallel Session 3 (MC413)	Parallel Session 4 (MC414)	Parallel Session 5 (MC415)	Parallel Session 6 (MC419)
10:00-10:25	Natalie Quinn-Walker - Why aren't male victims of domestic abuse listened to? [Pre-recorded]	Nicola Derrer-Rendall - How inclusive do Project Students really want the roles to be in the Supervisory Relationship? [On Campus]	Law Research: the Next Generation 2.2 Panel [On Campus] Chair & Discussant: Dr Metka Potočnik	Jessie Allen - Conversations with strangers in healthcare spaces [On Campus]	Emeritus Professor Roger Seifert - British trade unions' responses to strikes in the West Indies 1934-1938: solidarity with strings [On Campus]	Inclusivity in Community Research & Development Panel [On campus] Professor Laura Caulfield - Introduction
10:30 -10:55	Nneoma Otuegbe - What About Us? Traumatic History and Contemporary Black Women's Writing [On Campus]	Dr Lydia Lewis - Doctoral students' experiences of academic (non) belonging within the neoliberal higher education environment [On Campus]	Presenters: Ayodeji Ariyo - Directors' Duty to Creditors in the UK: Knocking the Door of Insolvency Elizabeth Iwurie - A Legal Inquiry into Intellectual Property Rights in Nigeria: Suitability for Creative Industries? Discussing Theory and Method	Krista Ball - Exploring therapeutic bias towards people who are attracted to children but do not offend [On Campus] Ursala Khan - Counselling Client's Perspective of Cultural Competence [On Campus]	Guriqbal Singh - Servant leadership in Family Firms [On Campus]	Dr James Rees & Sophie Wilson (BVSC) - Example of successful long-running collaboration between ICRD and BVSC Research Dr Josh Blamire - Alternative Futures in the Face of Crises: A Trip to Britain's Highest Leave-voting Town
11:00-11:25	Anastasia Novoselova - What makes a book review helpful? [On Campus]	Dr Marion West - 'Out of the blue': idioms and advice in online doctoral supervision meetings [On Campus]	Dr Matthew Davis - The Challenges for Individuals to Recognise Themselves as Victims of Human Trafficking	Rebecca Homer - The lived experience of pregnancy with Inflammatory Bowel Disease [On Campus]	Begonya Ebot - Effectiveness of Social embeddedness on black women-owned business outcomes [Online]	Dr Rachel Hopley - #WolvesWellbeingandMe : how some communities have been disproportionately impacted by the Covid-19 pandemic in Wolverhampton
11:25 - 11:35	Break					
11:35-12:00	Judith Hamilton - When interviews won't do: using timelines in qualitative research [On Campus]	Tracy Wallis - How do trainee teachers on an employment-based route experience 'becoming' a teacher? [Online]	Swee Yee Shea - Study of Corporate Rescue in Malaysia and Challenges to Research	Nkosilathi Moyo - Investigating adult nurses' ability to deliver nursing care in clinical practice. [On Campus]	Marc Groves - Perceptions of Mental Health Employment Support Service Providers in the West Midlands Combined Authority. [On campus]	Dr Bozena Sojka - Young People's Engagements with Heritage in 'left behind' places
12:05-12:30	Emmanuel Kapofu - How Intergenerational change in the Southern African Pentecostals affects practice and identity: West Midlands churches [On Campus]	Angela Bonehill & Deb Nye - Quality of Education in a Safe Space: The Role of Feminist Pedagogy is Empowering Learners [Online]	Dr Lézelle Jacobs & Prof Peter Walton - Corporate Governance and Insolvency Act 2020 – A sneak peak into the process evaluation of the Government's Post-Implementation Review. [On Campus]	Stef Cormack - Improving paramedic team performance when attending a cardiac arrest – the POHCAAT [Online]	Hajrija Dergic - Green Marketing: Who cares? [On Campus]	Loreal Stokes & Dr Metka Potočnik - That's me!: Eliminating barriers to postgraduate research study in the West Midlands [On Campus]
12:35 -13:00	Alexander Pointon - The Importance of Adult Fans in Influencing LGBTQ+ Representation in American Children's Animation. [Online]	Angela Bonehill - Exploring pedagogical interactions between children and home tutors: through the Kaleidoscope [Online]			Sandra Pratt - We are unique: Exploring students' linguistic and cultural identities. [On Campus]	
1:00 - 1:30	Lunch					

ARC2022 SCHEDULE PM

	Parallel Session 1 (MC406)	Parallel Session 2 (MC408)	Parallel Session 3 (MC413)	Parallel Session 4 (MC414)	Parallel Session 5 (MC415)
1:30-1:55	Dr Howard Fuller - The ' Find the Captain ' – Project: Hunting for the Greatest Royal Navy Shipwreck of the Nineteenth-Century [On Campus]	Dr Karl Royle and Prof Sarah Hayes - Empowering learners in the digital economy: sharing our DIONE Project framework for international micro-collaborations [Online]	Dr Denise Doyle (with Dr Richard Glover and Dr Martin Khechara) - Arts, Science and Technology in the ISSM Project and Exhibition [Online]	Queenette Uche Anwuluorah - What Influences Participation in Medical/Health Research among Black, Asian and Minority Ethnic Groups? [On Campus]	Dr Laura Nicklin, Dr Joanne Lloyd & Prof Chris Fullwood - Understanding and reducing risks associated with the convergence of gaming and gambling: importance for facilitating inclusion [On Campus]
2:00-2:25	Professor Keith Gildart - Of Hopes, Dreams, and Tombstones: mapping a musical journey from 1960s America to 1970s Britain [On Campus]	Dr Jenni Jones - The business of coaching and mentoring; best practice for HEIs [On Campus]	Reena Patel - Physical activity in healthcare curricula [Pre-recorded]	Fatma Guzel - "Expiry Date for a Healthy Child": Autism, Motherhood and Seeking Treatment Transnationally [On Campus]	Dr Laura Nicklin & Dr Joanne Lloyd - Inclusive practice in Online learning: Diverse experiences of the Covid-19 rapid transition to online learning. [Pre-recorded]
2:30 - 2:55	Oscar Owen - The Use of Masculine Identity as a Weapon During Wartime Captivity [On Campus]	Steve Pendleton - Does poor motivation explain the academic performance of socioeconomically disadvantaged school students? [On Campus]	Dr Gurpinder Singh Lalli - You have to start with a seed! A case study of school food education at Ingalls Academy [Pre-recorded]	Rebecca Timmins - Which student nurses experienced the most moral distress in a global pandemic (COVID 19)? [Pre-recorded] Sarah Halls - Avoidant Restrictive Food Intake Disorder (ARFID) and School. [Pre-recorded]	Dr Joshua Stubbs, Dr Laura Nicklin & Dr Joanne Lloyd - Using inclusive research practices to explore peoples' experiences of being exposed to real-world violence online [On Campus]
3:00 - 3:25	Oliver Price - Militant Tendency, MI5 and subversion in Cold War Britain [On Campus]	Xiuzhen Guo - The comparison of primary mathematical curriculum between Mainland China and England [Online]	Prof Alan Nevill - BMI is dead; long live waist-circumference indices [Pre-recorded]	Dr Jenni Jones, Prof Ross Prior, Dr Louise Fenton, Lynn Ellison, Dawn Jones, Dr Chinny Nzekwe-Excel, Janet Cash, & Dr Eun Sun Godwin - Sharing our 'FABSS-ulous' learning and teaching research [On Campus]	Dr Lisa Orchard - Defining Online Behaviour: Considerations for Research [Pre-recorded]
3:30-3:55		Marc Smale - Research Inquires Arising from COVID-19 Pandemic: the digital divide. [Pre-recorded]	Prof Andy Lane - Reflections of inclusive research: what's in and what's out? [Pre-recorded]		
4:00-4:15	Conference closing - Professor Silke Machold, Dean of Research [On Campus] (MC001, Lecture Theatre)				

Parallel Session 1



Natalie Quinn-Walker
Research Student
Faculty of Arts, Business & Social Sciences

Why aren't male victims of domestic abuse listened to?

This presentation will explore the definition of domestic abuse, understand the dynamics of gender-based violence and outline the inequalities faced by male domestic abuse victims due to the historical concept of relationship violence. The presentation aims to enhance the knowledge and understanding of the nature of abuse and the division of support available for victims based upon their gender. Overviews of the prevalence of domestic abuse in the United Kingdom will provide further insight into whether the current supportive agencies and networks meet the needs of domestic abuse victims, particularly male victims as well as explore why victims do not report their abuse.

Domestic abuse is considered an obstruction of the victim's ability to live a healthy existence, potentially resulting in them feeling powerless when making the most straightforward decisions, such as what clothes they wish to wear and where they can go. Domestic abuse is gender-neutral, yet UK policies such as 'End Violence against Women and Girls 2010-2015' focus on female victims. Society has developed the illusion that men are perpetrators, aggressors, and dominators within an intimate relationship; however, men can suffer domestic abuse. This has increased the stigmatisation suffered by male victims, as they are expected to be strong, independent characters.



Nneoma Otuegbe
Research Student
Faculty of Arts Business & Social Sciences

What About Us? Traumatic History and Contemporary Black Women's Writing

The historical trauma of transatlantic slavery and Colonialism continue to impact the lives and identity of black people. The two phenomena also continue to feature in contemporary black women's writing decades after the abolition of slavery and the independence of once colonised nations.

How much do we talk about those dark times in history? Should we talk about them? How does remembering help people heal? What about the ways in which the trauma affects black women specifically? Is there a link between motherhood and the transference of traumatic history? Dionne Brand once wrote, "If we can pass on bone structure, why not memory?"

Questions of inclusivity in postcolonial studies and global feminisms as well as trauma studies are raised in this reflection on what it means to be a black woman in the 21st century.



Anastasia Novoselova
Lecturer in English Language and Linguistics
Faculty of Arts, Business & Social Sciences

What makes a book review helpful?

Online product reviews, also often referred to as electronic word of mouth (EWOM), have become an important factor in people's purchase decisions. In fact, according to some studies, EWOM data has been shown to have a greater influence on purchase decisions than formal product descriptions by the manufacturer. The phenomenon has been a focus of research in different fields, such as marketing and tourism management, which studied the correlation between the scores and the sentiment expressed in reviews and product sales, the effect of reviews on potential customers' trust perceptions, and identification of fake reviews. In this study, our aim is to determine the characteristics of helpful versus unhelpful book reviews, using tool of corpus linguistics research.

The study is based on a large collection of online book reviews obtained from the Amazon website covering the period May 1996 and July 2014. In order to obtain insights into the relationship between discursive content of reviews and consumer perception of their helpfulness, two corpora of 'helpful' and 'unhelpful' reviews were created. Corpus-assisted discourse analysis was then applied to identify significant lexical means associated with either type of reviews. Our preliminary results demonstrate that helpful book reviews tend to be characterized by a significant self-mention of a reviewer and their reading experience, external influence and engagement with the audience.



Judith Hamilton
Research Student & Senior Lecturer in Linguistics & TESOL
Faculty of Arts, Business & Social Sciences

When interviews won't do: using timelines in qualitative research

In 2021, I conducted a small-scale pilot study as part of my EdD exploring the attitudes of lecturers to their students' use of language. I interviewed 3 experienced lecturers at the University of Wolverhampton using a data collection technique favoured by many qualitative researchers: semi-structured interviews. The results were thought-provoking, not least because they revealed the limitations of such interviews for gathering information about, and probing lecturers' attitudes and beliefs about their students' use of language.

As a result of my pilot study, I have decided to use timelines (sometimes known as lifelines or life maps), which can be defined as visual representations of specific periods or events in someone's life, as a way to prompt participants to begin talking about their attitudes to different varieties of language and the experiences they have had in the past. In this session, I will talk about the limitations of semi-structured interviews and show how timelines have been used as a data collection instrument before talking about how I aim to use them in my research. Time permitting, you will have the opportunity to produce a timeline of your own and I would very much welcome a discussion on the pros and cons on the use of timelines in qualitative research.



Emmanuel Kapofu
Research Student
 Faculty of Arts, Business & Social Sciences

How Intergenerational change in the Southern African Pentecostals affects practice and identity: West Midlands churches

The research will seek to evaluate practice and attitude to views on contemporary variables like authority structure, patriarchy, women in leadership, gender, education, between first generation and second-generation Pentecostals settled in the West Midlands.

I am curious to see to what degree, acculturation has morphed views, practice, and identity in both the younger and older Pentecostals. Additionally, I want to see if those mutations in both practice and identity, have affected the growth or decline of these churches.

Using Vertovec's (2007) theory of superdiversity, the research will allow the various layers of identities to manifest, in painting a picture of where the Southern African Pentecostals are at, here and now.



Alexander Pointon
Research Student
 Faculty of Arts, Business & Social Sciences

The Importance of Adult Fans in Influencing LGBTQ+ Representation in American Children's Animation

Whereas LGBTQ+ representation in American animation has changed exponentially over the past twenty years, it has proven more challenging to implement LGBTQ+ representation in children's animation without attracting the ire of conservative commentators. For this reason, this presentation will highlight the importance of adult LGBTQ+ fandoms of children's animated series and films in influencing the way in which gender and sexuality is represented to children who would otherwise not have a voice in deciding to what extent and in what ways it is presented to them.

This presentation will highlight the dynamics of fandoms of multiple animated series and include recent examples to demonstrate how fandoms take both micropolitical and macropolitical actions towards influencing as to what representations of gender and sexuality are and are not shown in children's animation in comparison to the efforts of conservative groups. In doing so, it will highlight the importance of fan commentary and discussion which can offer insights as to how fans are capable of queering children's animation not only through the medium of fan fiction but also analysis. This presentation will demonstrate not only the importance of adult LGBTQ+ fandom in raising inclusivity in American children's animation, but also the importance of including the views of fans in academic research as individuals capable of giving first hand experiences and deep insights into the popular culture which they consider themselves to be fans of.



Dr Howard Fuller
Reader in War Studies
 Faculty of Arts, Business & Social Sciences

'Find the Captain': Hunting for the Greatest Royal Navy Shipwreck of the Nineteenth-Century

This presentation will outline the University's bold new project to 'Find the Captain' in 2022-23.

HMS Captain was the pride of Queen Victoria's navy—the most powerful seagoing ironclad in the world—and she capsized in a storm off Cape Finisterre, Spain in 1870. Nearly the entire crew of 500 men as well as her controversial designer, Captain Cowper Coles, went down with the ship. News of the disaster traumatized the mid-Victorians like nothing else, and the subsequent court martial condemned not just a bad design producing an 'inherently unstable' sail-and-turret warship but the British public for pressuring a reluctant Admiralty to build the ship anyway.

Dr Fuller is the author of 'Turret versus Broadside: An Anatomy of British Naval Prestige, Revolution and Disasters, 1860-1870' (Helion, 2020), the first academic study of the Captain's fateful career. He is also the Project Manager for the University's attempt to lead an international, multi-institutional effort to discover the wreck of this iconic man-of-war.

The discussion will chart how this particular 'research' project has rapidly evolved this past year, current plans for raising funds and securing patrons, the marine survey-expeditions planned for this summer and for 2023—and why we bother looking for lost historical artefacts like shipwrecks at all.

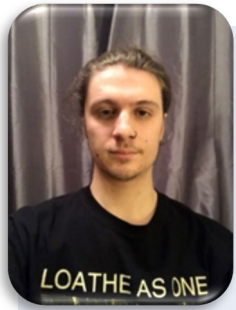


Professor Keith Gildart
Professor of Labour and Social History
 Faculty of Arts, Business & Social Sciences

Of Hopes, Dreams, and Tombstones: mapping a musical journey from 1960s America to 1970s Britain

This presentation traces the journey of a piece of recorded music from 1960s America to 1970s Britain. 'Of Hopes, Dreams, and Tombstones' by Jimmy Fraser was released in 1965 to promote President Lyndon B. Johnson's Back to School Campaign. Over ten years later, the record formed part of the soundscape of deindustrialisation in 1970s Britain through the Northern Soul scene in northern England and north Wales. The popularity of 'rare' American soul music in industrial working class communities reached its peak in a period of coal mine and steel plant closures. The scene coalesced around iconic clubs and associated dance nights held in miners' welfare halls, community centres, and pubs in close proximity to existing and recently closed industrial plants.

The sound of Jimmy Fraser and Northern Soul more generally accompanied the swift transformation of towns and villages from economic affluence and vibrancy to locales impacted by rising unemployment and cultural dislocation. 'Of Hopes, Dreams, and Tombstones' provides an entry point into two distinct periods of US and UK history and explores the ways in which music was used to influence the career choices of young men and women and soundtracked their experiences of social change.



Oscar Owen
Research Student
Faculty of Arts, Business & Social Sciences

The Use of Masculine Identity as a Weapon During Wartime Captivity

In wartime, men who are taken captive are often subjected to humiliation and mistreatment that uses their identity as men as a weapon against them. Captivity and surrender carries a certain stigma of emasculatory shame, especially for men who have been infused with ideas of the battlefield as the arena of masculine achievement and of the soldier as the epitome of masculinity.

The different forms that this abuse can take, range in their severity and can include, at the more extreme end of the spectrum, the sexual abuse of victims. Male victims of sexual assault have long been underrepresented in official capacities because of the stigma that assault carries with it and the lack of understanding that surrounds the act. The use of emasculatory abuse and humiliation to break the prisoner and to demonstrate the superiority of the perpetrator is a phenomenon which has become a worryingly common part of modern warfare, particularly in conflicts fuelled by racial and ethnic rhetoric



Oliver Price
Research Student
Faculty of Arts, Business & Social Sciences

Militant Tendency, MI5 and subversion in Cold War Britain

Britain's domestic security service, MI5, would be best known today for its counterterrorism work. During the twentieth century, however, it primarily focused on countering subversion - 'activities threatening the safety or well-being of the State and intended to undermine or overthrow Parliamentary democracy by political, industrial or violent means.' This led MI5 to investigate many groups and organisations including the Communist Party of Great Britain (CPGB), the Campaign for Nuclear Disarmament (CND) and the Anti-Apartheid Movement (AAM).

For much of the Cold War communists were considered the primary subversive threat to Britain, whilst Trotskyists were not believed to pose a credible threat. In the 1970s, however, this changed with the emergence of the Trotskyist group, Militant Tendency, which infiltrated the Labour Party and enabled Trotskyists to gain a power base on Liverpool City Council. This presentation will explain how the rise of Militant led intelligence officials to re-evaluate their long-held beliefs about Trotskyists and will discuss how MI5 sought to counter its threat.



Parallel Session 2



Nicola Derrer-Rendall
Research Student
Faculty of Education, Health & Wellbeing

How inclusive do Project Students really want the roles to be in the Supervisory Relationship?

The final year project emphasises the need for students to take responsibility for a whole research process. As is highlighted by Lindsay (1997), the project is often the first piece of independent research the undergraduate student has ever completed, therefore potentially seeming like a huge and overwhelming challenge to undertake.

Despite being such a focal element for most UG degree programmes, there remains very limited research on the expectations of students and the 'lived' experience of the undergraduate project (Todd, Bannister & Clegg, 2004).

Brewer, Dewhurst & Doran (2012) further support this viewpoint identifying clear variation in the perceptions and expectations of the supervisory relationship by UG project students. In a short preliminary study exploring students' expectations several key themes were identified as important which identified how inclusive students wished their role and that of the supervisors to be.

It was concluded that students wish to take a leading role in the supervisory relationship and to have 'Ownership' of their study but want their supervisor to support and guide them through 'collaboration' and providing clear structure and guidance. A key requirement from students to feel that the supervisor is supporting them and providing them with the opportunities needed to succeed, is that the supervisor is perceived to be accessible.



Dr Lydia Lewis
Research Fellow, Education Observatory
Faculty of Education, Health & Wellbeing

Doctoral students' experiences of academic (non-) belonging within the neoliberal HE environment

In the UK and many other countries globally, university culture today is shaped by the wider 'neoliberal' policy context, and is characterised by corporate values of competitiveness, performance and profitability. This culture often conflicts with traditional educational values and antagonises collegiality and collective ways of working, and has significant implications for doctoral researchers.

The aim of this research is to explore the lived experiences of academic belonging and non-belonging among a diversity of doctoral researchers across pre-92 and post-92 ('new') universities in England within the current 'neoliberal' higher education environment, taking account of social structural variables. A cross-institutional research design was used involving focus groups with thirty-four doctoral students located in the areas of education and applied health research at two Midlands universities.

Themes emerging from the focus groups include: enterprise culture and the need for self-promotion; the importance and mitigating effects of relationships with supervisors, but also the reductive effects on these; sparsity and competition in relation to research and teaching assistant roles; the limited, reductionist and self-responsibilising nature of student counselling services; the importance of office space; feelings of isolation and institutional detachment for international students based overseas; and disidentification with, or personal distancing from, academia for some 'non-traditional' student groups.

Potential implications for policy, practice and provisioning will be considered.

Funder: ESRC SMaRteN Student Mental Health Network.



Dr Marion West
Senior Lecturer in Sociology and Linguistics / ERAS Fellow
Faculty of Arts Business & Social Sciences

'Out of the blue': idioms and advice in online doctoral supervision meetings

This Conversation Analytic analysis of online doctoral supervision meetings from 2021, firstly focuses on the use of idioms in sequences of talk. How does one student frame the impact of COVID on their access to research material, and how does the supervisor respond? How does another supervisor use idiom to persuade the student to thread a consistent argument through their writing? How is the same idiom taken up by the student to resist the advice? (Kitzinger 2000). What is the second supervisor's contribution at this stage? How does another supervisor embolden their student to own their positionality?

The presentation also explores supervisors' methods for moving students on so that: 'At some stage this is all going to come together in a marvellous way'. Kitzinger, C. (2000)

Kitzinger, C. (2000) How to resist an idiom. *Research on Language and Social Interaction* 33(2):121-154.



Tracy Wallis
Research Student
Faculty of Education, Health & Wellbeing

How do trainee teachers on an employment-based route experience 'becoming' a teacher?

Beijaard proposes that there is 'a constant becoming' to being a teacher. In my doctoral thesis, teacher identity is conceptualised as both dynamic (Sexton 2008) and relational (Sachs 2001 and Beijaard, Meijar and Verloop 2004). Mead (in Morris 1934) suggests that we make meaning through our interactions and relationships with others in relational contexts. The meanings to be made of the teacher trainees is of themselves as teachers as their teacher identities emerge through their interactions with other professionals, pupils and parents / carers.

The study explores, through the lenses of trainee teachers on an Employment-Based Route (EBR) into primary teaching, how teacher identity evolves for them and how they experience 'becoming' teachers. Of the 22 trainee teachers involved in the study, 17 had previously worked as Teaching Assistants (TAs) for between 3-8 years prior to training to teach. This meant they had substantial experience of working in educational settings prior to training to teach. There is also a distinction between those who were training in the same school to where they had previously been working as TAs and those who had previously worked in those roles but had moved to a different school to train to teach. A phenomenon to emerge from the data was that the trainees experienced 'unbecoming' TAs prior to experiencing 'becoming' teachers.



Angela Bonehill/ Deb Nye
Research Students and Lecturers at Coventry University
Faculty of Education, Health & Wellbeing

Quality of Education in a Safe Space: The Role of Feminist Pedagogy is Empowering Learners

This presentation builds on the work of Page (2014) and Noddings (1984, 2003) on the teaching approaches of feminist pedagogy in a classroom environment. Feminist pedagogy embraces teaching strategies, student-teacher relationships and classroom practices. Teachers and students act as subjects rather than objects, a learning community that is empowered through their own experiences (Shrewsbury 1987).

It highlights the importance of providing an 'inclusive safe space' for students to engage in an environment to use their own life experiences to share and scaffold their learning to create empowerment, recognition and celebration of their own community (Boostrom 1998).

Ludlow (2004) highlights that in an inclusive safe space classroom, educators might strive for an environment that examines the effects of power and privilege. Hooks (1994) reminds us that we are preparing students to participate in and understand life experiences that are varied and not always safe.

The journey of the university student in the 21st century is now dedicated to employability of the postgraduate. Feminist pedagogy recognises power implications of the traditional methods and focuses on the potential of empowerment which enables the individual to 'act and change' conditions for the whole population (Lane 1983).



Angela Bonehill
 Research Student & Course Director at Coventry University
 Faculty of Education, Health & Wellbeing

Exploring pedagogical interactions between children and home tutors: through the Kaleidoscope

This presentation concerns the interactions between a tutor and a child within the home. I have been a 'private' tutor since 2014 and I am interested in the sharing of experiences between the child, the parents, and the tutor.

My research draws on the work of Hajar (2018) who discusses parental perspectives of private tutoring & Dawson (2010) who argues that home tuition could be absorbing the unmet demand for gaps in education tapping into the insecurity of parents and pupils. In my experience parents engage with private tutors for many different reasons and this can depend on where the child is in their education. For example, many parents access tutors to support with exams.

I have used a 'Kaleidoscope' metaphor to show that there is a mixture of patterns that can occur in the lives of students that can impact on their learning. The movement of the kaleidoscope can show how the colours change and overlap, this occurs with students, a change or transition in their lives or environment can have a different outcome.

Researchers have highlighted that private tutoring promoted 'pupils' engagement and positive behaviour, social and emotional learning', it improved emotional regulation, self-esteem and communication skills, it raised achievement. Drawing on Mercon-Vergas et al., (2020) notion of inverse proximal processes, suggests that although the classroom isn't a negative place however it does not always meet the needs of every child.



Dr Jenni Jones
 Associate Professor in Coaching and Mentoring
 Faculty of Arts, Business & Social Sciences

The business of coaching and mentoring; best practice for HEIs

The purpose of this presentation would be to share the insights from evaluating two coaching and mentoring programmes focused on the increasingly important aim of enhancing the chances of professional-level employment for all undergraduate students at two UK universities.

Two similar programmes are compared; the first study is a coaching programme delivered in two phases involving over 1,500 students within a Business School. The second study is a mentoring programme involving over 250 students over a 10-year period within the Business School at a different institution.

The study pays particular attention to the learning gained by students and the ability of coaching and mentoring to enhance student's confidence levels and networks; putting all students in a better position for the job of their dreams.

In addition, the set up of the two programmes was compared against the key success criteria from the literature, endorsed by coaching and mentoring experts. The results highlight the importance of integrating with other initiatives, senior management commitment, budget, an application process, clear matching process, trained coaches and mentors, induction for both parties, supportive material, ongoing supervision, and robust evaluation and record keeping.

As a result, the evaluation offers recommendations and a good practice model for enhancing coaching and mentoring success within Higher Education Institutions (HEIs).



Dr Karl Royle, Principal Lecturer & Professor Sarah Hayes, Professor of Higher Education Policy
 Faculty of Education, Health & Wellbeing

Empowering learners in the digital economy: sharing our DIONE Project framework for international micro-collaborations

The most profound technologies are those that disappear (Weiser 1991) and weave themselves into our lives in what some commentators are describing as a postdigital age (Jandrić et al, 2018). Where our human activities are intertwined with our digital habits, technology is ubiquitous and our activities generate data that is used within the digital economy for both social and economic purposes.

This presentation looks at our work in the DIONE Erasmus + Project on digital humanities. Here we combine our research into the Postdigital and individual positionalities (Hayes, 2021) with a framework for teaching and learning about the postdigital age. We borrow from the field of Agile Work practices to create enquiry-based projects in the form of international micro-collaborations between students and educationalists across Europe. These investigate how their everyday interactions contribute to the digital economy and how they might intervene and take control of their data, in order to generate common goods. The presentation details the framework and its relationship to extant EU digital competencies. The framework borrows from the 'situationist' movement by developing micro-provocations designed to enable learners to look differently at the situations in which they find themselves, and speculate on how things might be made alternatively.



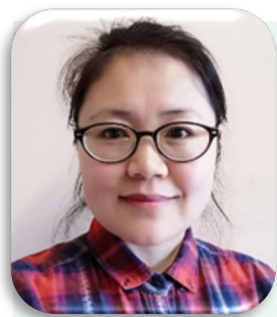
Steve Pendleton
 Research Student
 Faculty of Education, Health & Wellbeing

Does poor motivation explain the academic performance of socioeconomically disadvantaged school students?

Around the world, school students with low socioeconomic status (SES) achieve lower grades than their peers. In England, since 2011, the government has given schools additional funding to address this attainment gap via the Pupil Premium. Schools have been closely monitored for the impact yet the gap has not closed. In fact, it has been growing since 2016.

My research suggests that schools may be missing something. Studies show that low SES students are less well motivated to learn. Strategies that schools are using to try to close the attainment gap are not addressing student motivation. On the contrary, they could be making the problem worse!

I am a PhD researcher, currently completing my literature review, examining psychological theories of motivation and what they tell us about the impact of poverty on school students. I am also looking at school culture, including the development of school accountability measures, and what effects they may have on motivation. In my research, I am hoping to use mixed methods to investigate why students with low SES do not have the same motivation to learn as their peers and hence offer guidance to schools as to how they can more effectively address the academic attainment gap.



Xiuzhen Guo
Research Student
 Faculty of Education, Health & Wellbeing

The comparison of primary mathematical curriculum between Mainland China and England

Curriculum, as the skeleton of a subject, is always be given high hopes to improve the quality and efficiency of education. The philosophy of mathematics and mathematical education is considered to be the determinant of the mathematical curriculum. Previous studies on comparison between curricula usually focus on the curriculum standards (the topics covered, and the depth and coherence of the topics). There has been little research on the analysis of the underpinned philosophies of the curriculum. The current study on the comparison of primary mathematical curriculum between China and England will focus on the analysis of aims and curriculum standards on one year group (Year 5) from the philosophical perspective. To understand the potential implementation of the curriculum, a survey among teachers from Hebei province in mainland China and the West Midlands will be conducted. The survey will help to understand the teacher's philosophies of nature of mathematics and mathematics teaching and learning. The finding in this study hopefully will stimulate a discussion among educators and teachers in the two cultures about the importance of the philosophy of mathematics and mathematics education in the mathematics instructions in classroom. A mutual understanding is also expected from exploring the underpinned philosophies in the two curricula to promote further reflection on mathematical education.



Marc Smale
Senior lecturer in Primary Initial Teacher Training
 Faculty of Education, Health & Wellbeing

Research Inquires Arising from COVID-19 Pandemic: the digital divide

20th March 2020, COVID-19 presented unique challenges to teaching and learning within the UK education sector with schools experiencing closures. It is highly probable that most settings would have not mirrored a traditional online experience that aligns to Means, Bakia, and Murphy (2014, cited in Hodges et al., 2020) model of good practice which involves mixed content with meaningful and a variety of interactions. However, there was an expectation that teaching staff taught online, and most children learned online. This requirement carried with it assumptions:

- Digital competence: staff had the capability to teach using this approach to support pupil progress.
- Digital Infrastructure: schools had the capacity to deliver digitally, or staffs' home circumstances did so.

A Pecha Kucha recorded presentation will present two case studies the author is currently engaged with; both investigate measuring digital competence and implementation of digital technologies. The author makes a stance that the digital inequality debate is a wider concern, not just associated to accessibility and infrastructure being barriers. Digital wellbeing should also be a considered contributor to the digital divide alongside digital competence and digital poverty. The digital divide forms part of a wider discourse around the term digital inclusion. They argue that digital inclusion is an umbrella term that is inclusive of the factors associated to digital poverty, competence and wellbeing.

Parallel Session 3

Law Research: the Next Generation 2.2 Panel

Chair & discussant: Dr Metka Potočnik, Lecturer in Law

After the presentations, Dr Metka Potočnik will comment on all papers, and invite questions from the audience (30 minutes)



Ayodeji Ariyo
Research Student (Law)
 Faculty of Arts, Business & Social Sciences

'Directors' Duty to Creditors in the UK: Knocking the Door of Insolvency

There is currently a lack of unified approach on this aspect of law in the UK. Although the Court of Appeal appears to have shed some light in *BTI 2014 v Sequana* [2019] Civ 112, [2019] 2 All ER 784, the position is not certain as it concerns to creditors rights and remedies despite that the Companies Act 2006 provides that directors must take into consideration the interest of creditors in certain circumstances. This situation is evident in recent decided Supreme Court cases of *Marex v Sevilleja* [2020] UKSC 31 and *Re Noble Vintners Ltd* [2019] EWHC 2806 (Ch).

This presentation argues that rather than having a disparity of approaches, there is a need for a unified statutory position on the duty owed by directors of insolvent companies to creditors and the remedy available for its consequent breach. A unified approach to such an important issue is essential to a consistent and fair insolvency regime.



Elizabeth Ivwurie
Research Student (Law)
 Faculty of Arts, Business & Social Sciences

Suitability of the Nigerian Intellectual Property Law Regime for the Film and Music Creative Industries

Nigeria as a society is significantly driven by culture, and in this sense, the creative industries cannot fully appreciate IP through the traditional lens due to the absence of cultural undertones in economic or utilitarian traditional lenses used to view intellectual property, as these theories fail to capture the Nigerian creative industries completely. The justifications that have been given for intellectual property often fall into categories which are agnostic to all other concerns, but more particularly social concerns.

The theory and methods to be discussed posit social themes that explore intellectual property as a social product with a social function. The research strategy and methods of data collection used to explore social utility, culture, identity politics and technology will be discussed, and in the context of intellectual property, as means to create new candidates in today's ownership economy.



Dr Matthew Davis
Lecturer in Law
Faculty of Arts, Business & Social Sciences

The Challenges for Individuals to recognise themselves as Victims of Human Trafficking

With the situation in Ukraine raising important discussions about the obligations of States to manage the migration crisis alongside their current responses to other conflicts across the world, this presentation will focus on one of the many global crime issues which has gained more media attraction of late, human trafficking.

Whilst the attention of what crime control policies States take to combat human trafficking, it can often take dominance over the victim centred approach and the effect the crime has on victims trapped in exploitation, and keeping them in abusive environments. The UK relies on victims coming forward to assist in criminal prosecutions against their traffickers.

However, the self-identification of victims of human trafficking is challenging for a number of reasons. This short presentation will examine what these are, identifying what the main barriers are and the dynamics between offender and victim which it difficult for victims to escape from. The main themes discussed will be deception, coercion and control over another person and how these play out within an exploitative environment.

The presentation will lead onto the next piece of research on the impact of Covid-19 has had on the identification of victims of human trafficking in the UK.



Dr Lézelle Jacobs, Senior Lecturer in Law & Professor Peter Walton, Professor of Insolvency Law
Faculty of Arts, Business & Social Sciences

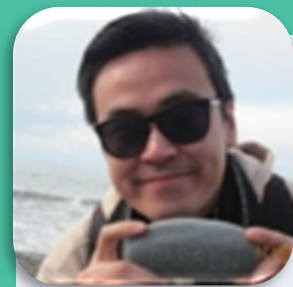
Corporate Governance and Insolvency Act 2020 – A sneak peak into the process evaluation of the Government’s Post-Implementation Review

The Corporate Insolvency and Governance Act 2020 (CIGA) introduced three permanent measures aimed to relieve the burden on businesses both during and after the Covid-19 pandemic:

- Restructuring Plan under Part 26A of the Companies Act 2006
- Company Moratorium under Part A1 of the Insolvency Act 1986
- Restriction on Ipso Facto (Termination) clauses under s 233B of the Insolvency Act 1986.

CIGA is the most significant change to the UK’s corporate insolvency regime in 20 years. The Government made a commitment to review the three permanent measures no later than three years after they came into force (on 26 June 2020).

As part of this Post-Implementation Review (PIR), the Government commissioned the University of Wolverhampton to provide an evidence base by way of a process evaluation of how the permanent measures have been used and received by various stakeholders. The PIR provides the Insolvency Service with an opportunity to gather primary research on how the measures are working and to establish whether any refinements or changes to the policy need to be made. The process evaluation seeks to track the progress in the delivery of the measures. During this presentation the researchers will share some of the data and initial findings from the first stage process evaluation of the research project and provide commentary and analysis thereof.



Swee Yee Shea
Research Student (Law)
Faculty of Arts, Business & Social Sciences

Study of corporate rescue in Malaysia and challenges to research

This presentation will give the audience an overview of the corporate rescue culture and framework in Malaysia. Explaining the evolvement of primary legislation pertaining to the corporate rescue.

The presenter will share with the audience the challenges faced in conducting the research.



**Dr Denise Doyle, Reader in Digital Media with
Dr Richard Glover, Reader in Music and
Dr Martin Khechara, Associate Professor for Engagement in STEM**
Faculty of Arts, Business & Social Sciences & Faculty of Science & Engineering



Arts, Science and Technology in the ISSM Project and Exhibition

A team of multi-disciplinary researchers from the University of Wolverhampton undertook a research project entitled Identifying Successful STARTS Methodologies (ISSM) (2019-2021)¹ in order to analyse the innovative and collaborative strategies utilized by the global Science, Technology and Arts (=STARTS) Prize Winners and nominees. The aim was to identify and articulate successful STARTS Methodologies through a series of inter-views and in-depth case studies of the recognized projects.

The project culminated in a series of case studies and an exhibition at the Made in Wolves Gallery at the University of Wolverhampton, during a number of the lockdowns of the COVID pandemic although it was further presented at the UK Garden of Earthly Delights at Ars Electronica in 2020.

The project identified three emerging themes: the significance of building a new language of art and science through a third space, the process of anti-disciplinarity as an emergent form of practice, and the importance of different ways of knowing through art and science. A number of the case studies and themes are presented by the team in this talk alongside images from the exhibition.



Reena Patel
Research Student
Faculty of Education, Health & Wellbeing

Physical activity in healthcare curricula

The cost of inactivity to the UK economy is estimated at £7.4 billion annually (Public Health England). Despite the widely reported benefits of physical activity, most adults and many children across the UK are insufficiently active to meet the Chief Medical Officers Physical Activity Guidelines (2019).

It is widely known that healthcare professionals are important facilitators for physical activity in their patients therefore education of the workforce in this area will help the care of people living with long-term health conditions associated with sedentary lifestyles.

This presentation will share the findings of a systematic review which aimed to identify effective and contemporary approaches to delivering physical activity education to health care professionals.



Dr Gurbinder Singh Lalli
Reader in Education for Social Justice and Inclusion
Faculty of Education, Health & Wellbeing

'You have to start with a seed!' A case study of school food education at Ingalls Academy

This case study was carried out at Ingalls Academy Primary School in England; a school known for adopting a whole-school food approach. This project builds on my PhD research and is important for the future of Public Health. A primary school was chosen due to the attention received in relation to food and nutrition education. The research involved capturing images, interviews and through this in-depth ethnographic inspired approach, the qualitative case study provided multiple examples of the benefits for prioritising nutrition education in schools.

In practice, this involved participating in 'taste education' lessons in which children discuss the sensory aspects of consuming fruit and vegetables. The research draws on current curriculum development, namely in identifying how nutrition education is being taught in order to influence policy and practice. The following research questions were designed to conduct this research: 1) how does the school approach food and nutrition education in relation to learning and integrating food into school life? 2) what are teachers', school leaders' and pupils' perspectives on the effectiveness of food in school life? 3) what are the factors that affect food and nutrition education? The findings highlight the everyday influence of food in school and its impact, both individually and locally. I reflect on how inclusive school meals are today.



Professor Alan Nevill
Professor of Sport/Recreation
Faculty of Education, Health & Wellbeing

BMI is dead; long live waist-circumference indices: But which waist-circumference index best predicts cardio- metabolic risk?

Body mass index (BMI) has long been used as the primary anthropometric index for monitoring weight status in clinical and public health settings, despite its limitations being historically well established. Research has also shown that waist circumference (WC) indices are better than BMI at predicting of non-communicable diseases and cardiometabolic risk (CMR) but there is still considerable debate as to which WC index is likely to be the best to replace BMI.

The research examined the efficacy of BMI and three waist-circumference indices; waist-to-height ratio, unadjusted waist circumference, and a waist circumference index independent of height, in explaining cardio-metabolic risk (CMR) in 53,390 participants. The four available CMR factors were high-density lipoproteins (HDL) cholesterol, glycated haemoglobin (HbA1c), systolic (SBP) and diastolic blood pressure (DBP).

The three waist-circumference indices were superior to BMI when predicting CMR factors, before and after controlling for age, sex and ethnicity. However, no single waist circumference index was consistently superior.

Results suggested that the waist-to-height ratio is the strongest predictor of glycated haemoglobin (HbA1c) confirming that shorter individuals are at great risk of Diabetes.

Overall, findings found that there is 'no one size fits all' in accurately predicting cardiometabolic risk.



Professor Andy Lane
Professor in Sport
 Faculty of Education, Health & Wellbeing

Reflections of inclusive research: what's in and what's out?

Developing inclusive research is challenging. A key component of the research process is to set delimitations so to give the study focus and prevent the researchers from being overwhelmed by the complexity of the phenomena under investigation. Inclusivity relates to who is a member of the research team and who is the focus of the research. When seeking to become more inclusive, a review of these decisions is important.

In this presentation, from the goal of wishing to be inclusive, I reflect and evaluate the decisions made in large scale projects. My largest project was the BBC Lab UK (Lane, Totterdell et al., 2016), an online project which collect data from over 70,000 participants on emotions, psychological skills, and previous experiences. In terms of staff inclusivity, all members of the sport Department (at the time) benefitted from this project from being invited to be a researcher or attend a conference. Whilst this looks inclusive, arguably, more opportunities could have offered for staff engagement, tailoring the request accordingly. In terms of findings from the project, it remains a dataset that is largely unexplored in terms of specific populations which could be the focus of future research. The presentation will explore key decisions made in the delimitation process and consider future lines of enquiry for mining the dataset.



Krista Ball
Research Student
 Faculty of Education, Health & Wellbeing

Exploring therapeutic bias towards people who are attracted to children but do not offend

Mental health issues amongst people who are attracted to children, but do not offend; also known as Non-Offending Minor Attracted People (NOMAPs) is an increasing concern. A third of this population experience severe mental health issues such as suicidal thoughts, depression, anxiety and addiction. It is not known who seeks psychological support due to stigma by societal perceptions as NOMAPs are often labelled as sex offenders. This dehumanisation results in lower therapeutic alliances and unsuccessful therapeutic outcomes.

This research explores whether a training intervention can reduce stigma bias and support professionals to competently work therapeutically. Participants shall complete the Stigma Inventory Scale (SIS) before watching a humanisation video on working therapeutically with a NOMAP (training condition) or a video on an unrelated topic (non-training condition) before reading one of two vignettes. Participants shall then answer questions about how competent they feel to work with the NOMAP before completing the SIS again followed by empathy and resilience questionnaires.

The results will explore whether therapists in the training group are able to set aside their biases and display empathy more readily than those who have no training. The study highlights original contribution to the field of Counselling Psychologists by bringing recognition to NOMAPs and increasing therapy input which is preventative rather than reactive in reducing NOMAPs who may go on to offend.

Parallel Session 4



Jessie Allen
Research Student
 Faculty of Education, Health & Wellbeing

Conversations with strangers in healthcare spaces

This symbolic interactionist study aims to understand the narrative behind Black African interactions with strangers about their health experiences. It brings together literature on representations, communication, and Goffman's (1959) identity performance theory with concepts of audience, diaspora, and identity. This study shows how Black African representation in the media provide symbolic spaces from which audiences of strangers form an understanding of them and informs how they are treated. The study builds on Stuart Hall's (1980) Encoding/Decoding theorisation on audiences alongside relevant acting and theatre performance theories. By adopting a dramaturgical autoethnographic approach, this method offered an opportunity for cultural criticism of the way the Western society has historically portrayed and interacted with Black Africans.

The research findings suggest that Black Africans are challenged when it comes to interpersonal communication, that they struggle to form therapeutic relationships, grapple with multiple subjectivities, suffer unjust life experiences and ultimately find it difficult to trust strangers. The findings add to W. E. B. DuBois' notion of double-consciousness by highlighting the impact these challenges have on Black Africans' feelings of vulnerability and commitment to conversations with strangers.



Ursala Khan
Research Student
 Faculty of Education, Health & Wellbeing

Counselling Client's Perspective of Cultural Competence

Black, Asian, and Minority Ethnic (BAME) groups of people are at higher risk of developing mental health problems, and more likely to experience inequalities from the initial assessment stage of therapy to treatment. There have been many theories and models developed around cultural competence, to support therapists in working in ways that are appropriate for people of different cultures to their own. However, assessment of cultural competence has largely focussed on therapist's assessing their own cultural competence. This study aims to explore client's perspectives of their therapist's cultural competence, to provide insight and perspective into culturally appropriate ways of working with a diverse clientele.

In this study, 10 BAME participants were recruited to take part in semi-structured online interviews. The participants had all either been in counselling and/or were currently in counselling. It is expected outcomes of the analysis will explore client's perception of their therapist's cultural competence, and the impact of cultural competence on the therapeutic relationship and on therapy outcomes. It will further inform existing cultural competence models and theory, and what clients believe is important in practice.

This study offers a unique perspective, focusing on the client's perspective of cultural competence, it will further help inform on developing mental health services that are inclusive, culturally appropriate, and accessible.



Rebecca Homer
Research Student
Faculty of Education, Health & Wellbeing

The lived experience of pregnancy with Inflammatory Bowel Disease

Inflammatory Bowel Disease is a chronic illness that affects one in 123 people in the United Kingdom (University of Nottingham, 2022), with a substantial proportion of these women of childbearing age. There is growing evidence that women with IBD may be experiencing pregnancy-related anxiety and making family planning decisions without full knowledge of the risks or support available, enabling them to make informed decisions.

A qualitative approach has been undertaken based on Interpretative phenomenological analysis (IPA) to investigate women’s lived experience of pregnancy with IBD.

Two main themes were identified: 1. IBD was perceived as a challenge to family planning and 2. The need for Health Care Professionals support.

Women relied on Health Care Professionals to understand their IBD experiences throughout pregnancy, and they actively sought help before and during pregnancy. The information acquired could aid medical experts in their treatment of IBD patients, while pregnant.



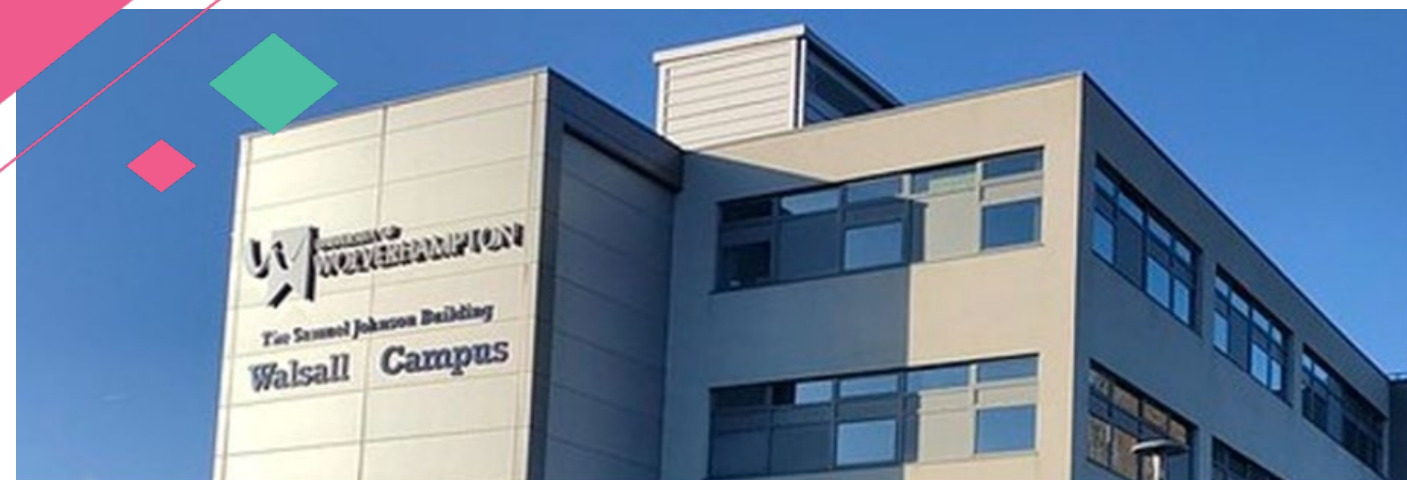
Nkosilathi Moyo
Research Student & Senior Lecturer in Adult Nursing
Faculty of Education, Health & Wellbeing

‘Investigating adult nurses’ ability to deliver nursing care in clinical practice

An investigation was undertaken to understand nurses’ concept of agency, or their ability to take action in clinical nursing care within hospital settings. It examined how free or constrained nurses felt in nursing care within their scope of practice. There were questions of what constituted freedom in nursing care.

Data was gathered using stories from nurses’ experiences in clinical practice. A purposive homogeneous sample of twelve nurses was used in this study; all of whom were insiders. The main themes which emerged were experiences and responsibilities in nursing care, the ability to provide nursing care, constraints in nursing care and collaborative nursing care.

The findings revealed that nursing care has changed over time, and nurses are now doing more clinical skills, but at a closer look, freedom appeared limited. Freedom, however, was whatever the nurse saw as such. Nurses were able to initiate and deliver basic nursing care; however, in some aspects of care, nurses needed approval from doctors first. When the findings were subjected further interpretation, the concept of agency was further compounded by the characteristics of power and authority, structuration, the cognitive empire, and colonialism. It was indicative that nurses should be allowed to develop their epistemic knowledge, deliver nursing care the way they saw appropriate and utilise clinical skills they were competent to perform.



Stef Cormack
Senior Lecturer in Paramedic Science
Faculty of Education, Health & Wellbeing

Improving paramedic team performance when attending a cardiac arrest – the POHCAAT

Paramedics are called to approx. 30,000 people who have suffered a cardiac arrest in the UK every year. Although paramedics are trained in CPR, the administration of lifesaving drugs and defibrillation, training in leadership, communication, and teamwork (known as non-technical skills) is limited. Literature from in-hospital cardiac arrest teams has found that training in these areas using observational assessment feedback tools improves team performance and in some cases survival.

It was identified that no such tool existed for paramedics and this study explored the non-technical skills needed by paramedics when attending a cardiac arrest, resulting in the design and testing of a new observational assessment tool – the Paramedic Out-of-Hospital Cardiac Arrest Assessment Tool (POHCAAT). The tool was designed to be used in an educational environment using simulated cardiac arrest scenarios to provide feedback to individual student or qualified paramedics. It focuses on their skills in coordinating the team, effective communication, and their ability to gather information to inform their decision-making. The tool was tested using simulated cardiac arrest scenarios and was found to be reliable and easy to use by other paramedics who were trained in its use. The next stage of the study is to incorporate the tool into UG paramedic education at the University of Wolverhampton and to continue its evaluation.



Queenette Uche Anwuluorah
Research Student
 Faculty of Education, Health & Wellbeing

What Influences Participation in Medical/Health Research among Black, Asian and Minority Ethnic Groups?

Improvements in health care rely significantly on human research participation. However, low rates of research participation from Black and minority ethnic groups (BAME) remains a major challenge. Evidence from the literature shows that, very few BAME individuals are enrolled into clinical research trials.

A study by Harrison and Smart (2016) found that even though the BAME communities made up about 14% of the UK population, only about 5% had ever partook in clinical research. A previous study by Godden et al., (2010) equally reported that enrolment levels of participants from minority ethnic groups was 30% lesser than the white participants. A similar study in the United States found that, although African Americans and Hispanic make up 12% and 16% of the US populace, only 5% and 1% of the research participants were African Americans and Hispanics respectively (Food and Drug Administration, 2011).

This lack of diversity has serious implication for public health and leads to inequity in health service provision. This presentation is reporting the findings of a scoping review, to map the factors affecting research participation of Black and minority groups in the United Kingdom, United States and Europe. The findings from this work are being used to develop a systematic review on the diversity of participation in dementia research.



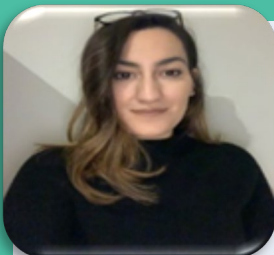
Rebecca Timmins
Senior Lecturer Nursing
 Faculty of Education, Health & Wellbeing

Which student nurses experienced the most moral distress in a global pandemic (COVID 19)?

In response to the fight against COVID 19, a call for action prevailed in ensuring as many health care professionals as possible were deployed to deliver care that was needed to meet patient demand (NMC 2020). All second, and third-year undergraduate nursing students in England were contacted and offered the choice of opting in to extended paid-placements to support the NHS front line (HEE 2020). Almost 25,000 students in healthcare professions opted in to join the COVID-19 fight.

The provision of healthcare to pre-COVID 19 standards was recognised as challenging. Difficult decisions regarding the distribution of scarce lifesaving resources occurred, conflicting with professionals' values (British Medical Association (BMA) 2020). Due to these constraints, the pandemic was suggested to intensify the experience of moral distress for health care staff (Daubman 2020 et al).

Following a literature review, the author found that student nurses were the least represented group when investigating moral distress. A mixed methods pilot study was undertaken using the Moral Distress Scale and focus groups to explore (1) If moral distress was experienced more in student nurses who opted into the extended placement than those who did not. (2) What educational initiatives could be implemented to reduce Moral Distress in this underrepresented group. This presentation discusses the pilot study performed by the author.



Fatma Guzel
Research Student
 Faculty of Arts, Business & Social Sciences

"Expiry Date for a Healthy Child": Autism, Motherhood and Seeking Treatment Transnationally

We discuss overlapping and competing timeframes which govern transnational practices of first-generation Turkish immigrant mothers of children with autism in the United Kingdom. The data comes from a current project exploring a lived experience of available pre-post COVID-19 support for neurodiverse children in mainstream education, as narrated by their migrant mothers.

Thematic analysis of empirical material from in-depth interviews demonstrates that while talking about accessing help, the mothers constructed the concept of time around three different frames. Firstly, the timeframe of family life, including seeking support from friends and migrants 'community; secondly, the timeframes of health, education, and social services institutions in the UK, and thirdly, the timeframe of autism illness itself. Each frames follow not only different institutional, social, cultural, and linguistic practices, but also, they are regulated by different norms and behavioural scripts. Navigating constantly between lack of appointments, communication barriers and facilitators on the one side, as well as their own perceptions and expectations from schools, healthcare and social workers on the other side, migrant mothers of children with autism are pushed towards seeking 'treatment' in Turkey.



Sarah Halls
Research Student
 Faculty of Education, Health & Wellbeing

Avoidant Restrictive Food Intake Disorder (ARFID) and School

Avoidant Restrictive Food Intake Disorder (ARFID) is defined by an eating pattern characterised by a limited amount or variety of food (Thomas & Eddy, 2018). Literature states that children with ARFID often struggle to eat and drink well at school which can be due to a number of reasons, such as lack of availability of preferred food, changes in routine or sensory overload.

These difficulties can affect growth, weight, concentration, energy and learning abilities. Additionally, school is an important factor in the success of ARFID interventions (Harris & Shea, 2018). Despite this, there is currently very little research around ARFID and schools.

Here, the development of a training toolkit informed by parents, children and teachers that aims to raise awareness of ARFID in schools and promote support for children with ARFID in an educational setting is discussed.



Dr Jenni Jones, Associate Professor in Coaching and Mentoring,
Professor Ross Prior, Professor in Learning and Teaching in the Arts
& FABSS L&T research colleagues
Faculty of Arts, Business & Social Sciences

Sharing our 'FABSS-ulous' learning and teaching research

Members of FABSS will share their completed or ongoing research within the area of inclusivity, learning and teaching. Colleagues will share their research using the Pecha Kucha style but this time using 10 slides and having 5 minutes (30 secs per slide), with 5 minutes for quick fire questions for each presenter. So this subject seminar will be 1 hour long.

The topics will include research on learning, teaching and assessment with a particular focus on inclusivity and the lived experience of all students. Colleagues from all schools in the Faculty were invited to share their research through the LaTRiSS and ALTR research groups.



- Professor Ross Prior & Dr Louise Fenton - Educating Well: A Future Paradigm for Applied Arts and Health in Education
- Lynn Ellison & Dawn Jones - 'What am I doing?'
- Dr Chinny Nzekwe-Excel - Fostering the satisfying learning experience of our diverse and 'disadvantaged' students
- Janet Cash - Transforming Online Learning: From Distant Relative to Nearest and Dearest
- Dr Eun Sun Godwin - Rethinking a model of Trans-National Education (TNE) partnership
- Dr Jenni Jones - Busting the myths of feedback



Professor Roger Seifert
Emeritus Professor of Industrial Relations
Faculty of Arts, Business & Social Sciences

British trade unions' responses to strikes in the West Indies 1934-1938: solidarity with strings

In the years 1934-1938 there were a series of strikes and riots across the West Indies in protest against poor pay, terrible conditions, limited civic and worker rights, and violent police. Some writers have deemed these to be the start of the labour movement in the Caribbean. The focus here is the reaction of British trade unions – many made sympathetic noises but provided little support. The research seeks to explain this in terms of residual racism at home, British labour's support for Empire and colonialism, and ignorance. There were important counter-pressures from those in favour of independence, backing universal human and worker rights, and seeking international solidarity.

The study is based on nine cases with the research method in archival materials in the West Indies, union papers (mainly held at the MRC), and government documents (from Kew national archive). The cases range from sugar plantation workers in St Kitts in January 1935, to include coal miners in St Lucia in November 1935, general labourers in Barbados and Trinidad in June 1937, to sugar labourers in Jamaica in the summer of 1938.



Guriqbal Singh
Research Student
Faculty of Arts, Business & Social Sciences

Servant leadership in Family Firms

The use of servant leadership within family firms is a relatively new area of exploration. Many studies have revealed promising results of servant leadership within public sectors because servant leadership is a holistic approach to leadership. Servant leaders put the well-being and emotional health of their followers first. Thus, promoting a strong collaboration and commitment.

However, the private sector remains uncharted territory, especially regarding family firms. As researchers argue that servant leadership is unrealistic as it does not work in the business environment because extreme altruism is required to serve everybody, which is often rare among individuals leading businesses (Sun, 2013; Manz et al., 2001; Alvesson & Einola, 2019).

Eva et al. (2019) mention that follower autonomy and well-being are vital for business success. Ling et al. (2000), an ideal leader is an individual willing to be a servant, genuine and incorruptible. Traits which are at the very core of servant leadership. When an employee leaves the firm, their non-transferable human capital leaves (Swart, 2006). Most "wealth" in SMEs is often invested in skills and human capital instead of assets (Gorji, Carney & Prakash, 2019). Consequently, firms can retain human capital and gain social capital through servant leadership. Therefore, this presentation will increase understanding of servant leadership within family firms and its impact on job satisfaction of family and non-family employees.



Begonya Ebot
Research Student
 Faculty of Arts, Business & Social Sciences

Effectiveness of Social embeddedness on black women-owned business outcomes

Black women-owned businesses are one of the fastest growing ethnic minority businesses contributing to the economy in terms of employment and Gross Value Added (GVA). However, they are still underrepresented in entrepreneurship as only 28% of black entrepreneurs in the UK are women (British Business Bank, 2020). Moreover, even though black women-owned businesses are one of the fastest growing businesses, they also have the highest rate of failure. This research investigates the experiences black women entrepreneurs face which act as a barrier to their businesses and also the effectiveness of social embeddedness on the growth of these businesses.

With regard to the experiences, certain factors are taken into consideration such as money which is difficulties in accessing finance, market relating to the sector that these women get involved in, management which relates to their skills and experience, motherhood, societal factors and norms regarding gender, race and entrepreneurship, and institutional factors relating to systemic discrimination.

Embeddedness relates to black women entrepreneurs interacting and building relationships with others in society. This study considers embeddedness in family, friends and co-ethnic groups, embeddedness in the opportunity structure of the economy as well as institutional embeddedness to acquire valuable resources such as information, knowledge sharing, capital, trust, legitimacy, broader market, government support and training which will help to scaleup the business.



Marc Groves
Senior Lecturer in Social Work and Social Care
 Faculty of Education, Health & Wellbeing

Perceptions of Mental Health Employment Support Service Providers in the West Midlands Combined Authority

Mental Health, employment and social exclusion are social challenges that have received increased political interest within recent years. These issues are often considered to be inter-related within a 'place' and much of the literature is focused on the cause-and-effect relationships between them, areas of higher rates of deprivation, often have higher rates of mental health, and poorer employment opportunities. This research study (which is ongoing) seeks to highlight specifically the experiences of service providers (who's role is less researched) within organisations in the West Midlands a region / place with higher rates of deprivation than the average for England.

A qualitative approach has been undertaken based on Grounded Theory (GT) principles to investigate and highlight the experiences of mental health employment support workers. Several challenges occurred during the Covid 19 pandemic, changing the main methods of data collection from face to face semi structured interviews to online via MSTeams.

Themes highlighted for practitioners included social structural issues, cultural and relationship issues and time and nature issues. The data is currently in an analysis phase of the research process.

Conclusions and recommendations once the analysis phase has been completed, are intended to contribute to knowledge of practice, where ecological skills and knowledge are developed for practitioner supporting the importance of their role.



Hajrija Dergic
Research Student
 Faculty of Arts, Business & Social Sciences

Green Marketing: Who cares?

With over 99% of the UK business population made up of small and medium enterprises, and their carbon emissions accounting for between 60-70% pollution, it has become important to address and ensure businesses are undertaking environmental activities.

So where does green marketing fit? Is it just an oxymoron for something that does not and cannot go together? And is consumerism the only output?

This presentation will focus on the researcher's own doctoral research which seeks to give a voice to small and medium enterprises and understand how businesses from various UK business sectors define and adopt a green marketing orientation.



Sandra Pratt
Research Student
 Faculty of Arts, Business & Social Sciences

We are unique: Exploring students' linguistic and cultural identities

This presentation will explore British Sign Language (BSL) learners' perceptions of their language learning and cultural identity. The research makes use of language portraits as a starting point, with discussions about participants' lived language and cultural experiences (Busch 2017).

University of Wolverhampton students studying on the BSL course come with varied and rich backgrounds as well as cultural lived experiences. What do we find out when we explore these backgrounds and the diverse experiences which students bring? How do these experiences contribute to their learning journeys?

The aim of this research is to give students an 'authentic voice' by helping them to reflect on and explore their linguistic and cultural backgrounds. It aims to assist learners in exploring their own intersectionality during their programme of study. Particularly focusing on their development of language and culture, towards their future chosen career.

The research uses 'portraits' as a method of research allowing students to illustrate their languages and cultures in a visual way and then through an interview, express their lived experiences of language and culture.

Just like our students, this research is unique in that it will explore students' perspectives focusing particularly on their experiences, as they see it.



Dr Joanne Lloyd, Reader in Cyberpsychology, Dr Laura Nicklin, Lecturer in Education Studies & Professor Chris Fullwood, Professor in Cyberpsychology
Faculty of Education, Health & Wellbeing

Understanding and reducing risks associated with the convergence of gaming and gambling: importance for facilitating inclusion

Videogaming is a hugely popular pastime, offering an array of potential benefits for education, mental health and socialisation, and the importance of inclusivity and representation is increasingly being recognised by the gaming industry. However, there are elements within videogames which carry risk of harm, particularly for vulnerable groups, including players with additional mental health or learning needs. There has been particular concern over proliferation of gambling-like features in games, specifically 'loot boxes'; purchasable virtual containers whose contents vary randomly in value, garnering fears that they may act as a 'gateway' to problematic gambling.

To investigate this, we surveyed 1102 individuals who both purchase loot boxes and gamble, and found that one in five reported "gateway effects" (believed having purchased loot boxes causally influenced their gambling), while a further one in five reported "reverse gateway effects" (believed gambling causally influenced their subsequent loot box engagement). These individuals, who spent more than the others on loot boxes and engaged with them more compulsively, were more likely to be experiencing problematic gambling and higher impulsivity. Both individual traits (sensation-seeking), and external factors (normalisation of gambling-like behaviours) contributed to these effects.

Implications for protection of consumers will be discussed – considering how those at higher risk (e.g. due to psychological disorders) might be enabled to enjoy potential benefits of gaming whilst minimising possible risks.



Dr Laura Nicklin, Lecturer in Education Studies & Dr Joanne Lloyd is a Reader in Cyberpsychology
Faculty of Education, Health & Wellbeing

Inclusive practice in Online learning: Diverse experiences of the Covid-19 rapid transition to online learning.

In line with the theme of creating inclusive online spaces, this presentation explores a recently published interdisciplinary project surrounding diverse student and staff experiences of the Covid-19 rapid digital learning transition via a case study of a social-science department at a UK University, including recommendations for future practice within the legacy of such digital and educational change. To identify and understand experiences with a diverse and inclusive sample, staff and students were purposively recruited from various role-profiles, backgrounds and individual needs including those with additional learning/ mental health/ wellbeing/ caring and other additional needs.

Covid-19, and resulting global restrictions on provision, meant HEIs had to respond to restrictions by unprecedented rapid development in digital learning, and staff and students experienced an accelerated adoption of digital technologies. The impact of this is an area of immediate interdisciplinary interest. To explore in-depth accounts of diverse student and staff experiences, qualitative data were collected via semi-structured interviews or written reflections. The 'bricolage' data were analysed inductively, utilising framework analysis built around five themes: 'methods and means of engagement'; 'learning maintenance, destruction and construction'; 'remote education and resource accessibility and literacy'; 'support and communication'; and 'life and learning: responses, adaptations and impacts'. Challenges, successes, and innovation outcomes were identified, particularly relevant to supporting those with additional needs. Insights informed practical recommendations for HEI's, presented here.



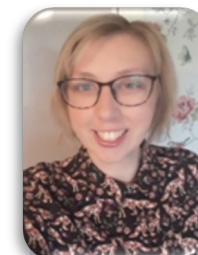
Dr Joshua Stubbs, Research Associate in Cyberpsychology, Dr Laura Nicklin, Lecturer in Education Studies & Dr Joanne Lloyd, Reader in Cyberpsychology
Faculty of Education, Health & Wellbeing

'Using inclusive research practices to explore peoples' experiences of being exposed to real-world violence online

In this presentation, we will reflect on our experience using stakeholder engagement – or public participant involvement (PPI) – workshops to inform our ongoing research on the psychological impact of being exposed to user-generated content displaying real-world violence online. The aim of this research is to generate a better understanding of peoples' experiences of viewing real-world violence online, with an ultimate view to enhancing our understanding of what could be done to establish more accommodating, shared online spaces.

To inform this research, we consulted people who have previously been exposed to real-world violence online and can therefore be thought of as 'experts by experience', who provided us with valuable feedback on our planned research. We will reflect on this process, and what our current findings suggest could be done to promote inclusive online practices and policies.

In particular, we will highlight that although being exposed to real-world violence online can be extremely distressing, some people use it as a resource for psychological grounding or (perceived) strengthening, which suggests that efforts to direct people away from viewing or disseminating such content ought to be informed by a more nuanced understanding of the multiple – and multifaceted – motivations for engaging in this behaviour.



Dr Lisa Orchard Senior Lecturer
Faculty of Education, Health & Wellbeing

Defining Online Behaviour: Considerations for Research

In September 2021 I took part in an academic Twitter discussion run by the British Psychological Society's Cyberpsychology Section (#CyberSectionChat). These discussions are a monthly occurrence, and the topic of September happened to be "online behaviour". As a cyberpsychology researcher, I use the term "online behaviour" every day to talk about the psychology of what happens within digital spaces, such as the Internet. For instance, posting a selfie to a social media page, could be considered an online behaviour. However, the Twitter chat sparked fascinating discussions around clarifying the definition of "online behaviour" and understanding the assumptions underlying this terminology.

Following the discussion, a group of interested academics, from different institutions and stages within their academic career, came together to discuss these ideas further. A theoretical paper was organically developed within the group. We propose that online behaviour can be further categorised into online-exclusive, online-mediated, and online-recorded behaviours, and that such a distinction can aid conversations when applying cyberpsychology to wider topics, such as online safety and digital inclusion. This short presentation will provide an overview of our work and discussions.

This presentation is based on a research paper (currently under review) with four external collaborators: Dr Linda Kaye (Edge Hill University), Anastasia Rousaki (Nottingham Trent University), Laura Joyner (University of Westminster) and Laura Barrett (Open University).

Introduction by Professor Laura Caulfield, Director ICRD

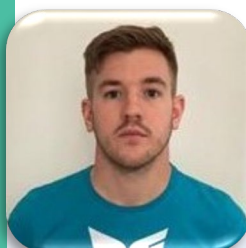
The Institute for Community Research and Development (ICRD) works with and in our local communities to deliver effective community-based transformational projects, drives policy developments, and promote social mobility. Drawing on a history of collaborative research across our faculties of Social Science, and Health, Education, and Well-being, ICRD uses interdisciplinary expertise to affect positive change in local communities, increase knowledge, and shape local and national policy. ICRD undertakes pioneering community development studies that improve the life chance of individuals in the region, and works with our partnership networks to champion for change. Inclusivity in Research is at the heart of all our projects. This panel will reflect the breadth of our research and includes papers across our research themes of criminal justice, immigration and migration, and social inequality. We will showcase various approaches to research that aims to give a stronger voice to communities/service users in the research process.



Dr Rachel Hopley, Research Fellow

#WolvesWellbeingandMe – how some communities have been disproportionately impacted by the Covid-19 pandemic in Wolverhampton

As part of the #WolvesWellbeingandMe programme we collated evidence of those likely to have been disproportionately impacted by the Covid-19 pandemic and supported some of these communities to tell their unique experience of the pandemic and its impact upon their mental health and wellbeing. The project has engaged with groups of refugees and migrants, women, ethnic minorities, adults with learning disabilities, unemployed people, and parents/carers of children with Special Educational Needs (and Disabilities) (SEND) to provide people with the skills, knowledge and tools to collate and share their own stories. In this presentation we will share our reflections and learning of engaging with communities in this co-creative approach and the flexibility required with different groups. Groups involved in the co-creation activities will also share their reflections of being involved in the process.



Dr Josh Blamire, Research Associate

Alternative Futures in the Face of Crises: A Trip to Britain's Highest Leave-voting Town

Josh Blamire joined ICRD in November 2021. Prior to that, he worked with an interdisciplinary team at the University of Exeter across two ESRC-funded projects exploring Brexit & COVID-19. In this talk, Josh will discuss findings from his residential ethnographic fieldwork in Boston (Lincolnshire), a town located within a rural setting which suffers significant deprivation and performs poorly across a range of socio-economic and health indicators. Notably, the town returned the highest vote for Leave in the 2016 EU Referendum and later experienced some of the highest coronavirus infection rates in the country.

The research will explore themes of identity, belonging, social and political polarisation and multiculturalism and in so doing will challenge popular political and media discourses which have come to dominate understandings of Brexit-COVID-19-Britain. Tellingly, while Boston is overwhelmingly associated with violent crime, rural poverty, ill health, poor social cohesion and Brexit within the national media, the ethnographic research opens up more nuanced understandings which more fully account for what people have to say about their place and their lives in the current moment. Josh will also be joined by project artist in residence, Helen Snell, who will share some of her collaborative work in co-curating an art exhibition with research participants exploring their everyday experiences of Brexit & COVID-19.

Dr James Rees, Deputy Director, ICRD & Sophie Wilson (BVSC - Birmingham Voluntary Service Council)



Example of successful long-running collaboration between the Institute for Community Research and Development (ICRD) and BVSC Research

This presentation describes a successful long-running collaboration between the Institute for Community Research and Development (ICRD) and BVSC Research, a voluntary sector support agency in Birmingham.

The collaboration has been based on joint delivery of a range of research projects in the areas of violence reduction, population mental health, the impact of and responses to Covid-19, and poverty and inequality. The projects have been based primarily in the West Midlands, tend to focus on issues that benefit the public and voluntary sector, are generally funded by public sector agencies or Foundations, and they have direct impact on policy and practice. A final crucial element of many projects is an embedded ethos of co-production and in particular working closely with community peer researchers and/or people with lived experience of a particular condition or situation.

In the presentation we will provide a broad overview and set out:

- How the collaboration came about, and how it has been sustained (for instance the importance of resources/capacity/communication)
- A brief overview of the projects involved and their impact
- Draw out some key principles of working in this way across sector boundaries, ie fostering knowledge exchange
- Outline the benefits of 'peer community research'
- Consider the longer-term outcomes and impacts of this kind of collaboration, and what Universities can learn from it.



Dr Bozena Sojka, Research Fellow

Young People's Engagements with Heritage in 'left behind' places

There is a well-established body of knowledge regarding the benefits of arts-related activities and themes of personal development, skills, identity, belonging, social inclusion, social cohesion, and positive health and wellbeing of young people.

Meanwhile, much less is known about the precise contribution of heritage to observing these outcomes in young people (as compared to, for instance, simply participating in organised activity). Moreover, the proclaimed benefits are also rarely brought into conversation with key policy hooks such as social and cultural capital, social polarisation, inequality and, more recently, 'left behind' places and the Levelling Up agenda.

The project is currently engaging with young people involved with heritage programmes across England and is conducted for and on behalf of Historic England. This paper investigates the ways in which researchers can involve young people in research on heritage.



Loreal Stokes, Project Manager with
Dr Metka Potočnik, Project Team Member

That's me!: Eliminating barriers to postgraduate research study in the West Midlands

Following a bid approved by Research England and the Office for Students (OfS), the University of Wolverhampton and Birmingham City University (BCU) are working in collaboration to tackle persistent inequalities that create barriers for postgraduate research students from BAME groups across the region.

The project 'That's me!: Eliminating barriers to postgraduate research study in the West Midlands' will focus on three large key professional and practice-based subjects – Health, Education, and Business & Law. According to HESA (Higher Education Statistics Agency) data, these subjects accounted for 20% of all postgraduate research students in 2019/20 with less than 25% from Black and Minority Ethnic backgrounds.

The project aims to eliminate barriers and improve access to postgraduate research study by tackling university cultures and processes, creating an enabling regional employment environment, and facilitating outstanding supervisory and peer support, geared towards championing successful research and researcher careers.

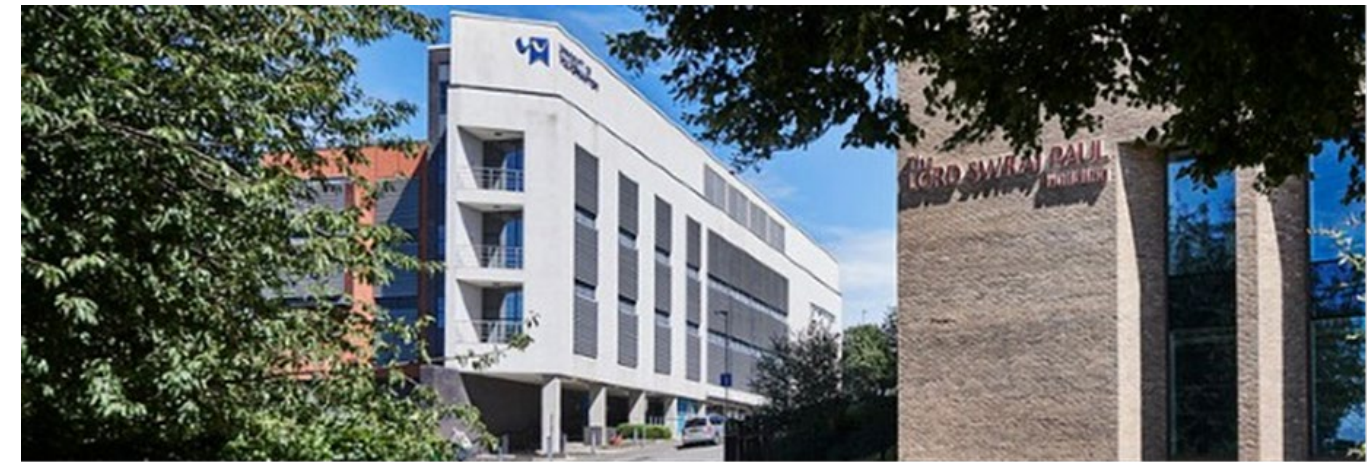
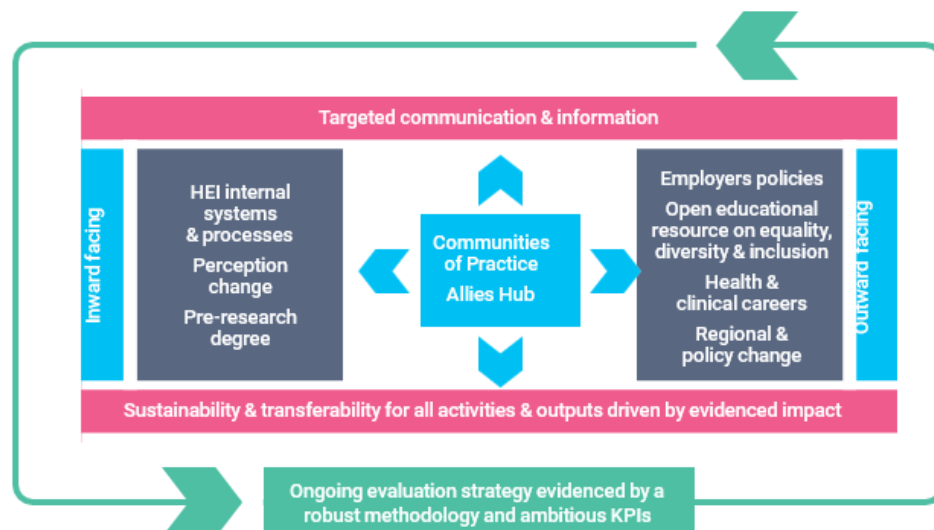
The project focuses on access to research degrees from three key entry points:

- 1) Undergraduate (UG)
- 2) Postgraduate taught (PGT)
- and 3) professionals from historically excluded groups wishing to return to postgraduate (PGR) study and tailors interventions to the needs of learners at these junctures.

A regional consortium of employers, policymakers and relevant networks are involved in the project with a role to:

- Create a pipeline for their own employees to access PGR study
- Contribute to an employers' forum to shape career paths for doctorates and influence organisational and regional policies
- And raise the profile of the project through a range of media and communications platforms.

The project will include two major vertical workstreams; an inward-facing process and culture change workstream for Higher Education Institutions, and an outward-facing workstream to create sustainable change at regional level via open educational resources (OER), policies of participating employers, and a wider regional workforce development strategy. Targeted communication and information will run as a horizontal workstream and sustainable and transferable considerations will be woven into all project activities. Alongside this, an ongoing robust evaluation will be at the heart of the project.



RESEARCHERS' WEEK & INCLUSIVITY CONFERENCE 2022



Tuesday 21 June to Friday 24 June 2022



Online

Welcome to Researchers' Week

This year Researchers' week is teaming up with the Inclusivity Conference, to consider the theme of Inclusivity as it relates to everything that we do as we build the foundations of the Inclusive University.

Researchers' week sessions and the Inclusivity Conference are scheduled to be held online.

Please use the booking links in the programme, also available online at www.wlv.ac.uk/arc

Day 1: The Inclusivity Conference Tuesday 21 June 2022

9:00 am to 9:20 am	Setting the context for Inclusivity – Professor Ian Campbell
9:20 am to 9:40 am	Building the Foundations of the Inclusive University – Professor Julia Clarke
9:40 am to 10:20 am	Address by Deans of Faculties - Professor Damien Page, Professor David Proverbs & Professor Clare Schofield.
10:20 am to 10:35 am	Break
10:35 am to 10:45 am	UoW Student Union (SU): Focus on Inclusive Student Belonging - Nirmla Devi, CEO
10:45 am to 11:15am	SU Liberation Reps – Panel discussion (Chair: Angel Morpew)
11:15 am to 12:00 pm	Inclusive Pedagogy/Spaces – Panel discussion (Chair: Professor Phil Gravestock) Professor Dave Webster, Dr Laurence Eagle, Dr Debra Cureton, Professor John Traxler, Tanya Mpofu & Jo-Anne Watts
12:00 pm to 12:15 pm	Creating LGBTQ+ inclusive spaces? - Dr James Lovelock
12:15 pm to 1:00 pm	Lunch
1:00 pm to 1:15pm	Closing the gaps through inclusive practice at UoW - Dr Ada Adeghe
1:15 pm to 4:15 pm	School/Department-led Activities (Chaired by School Inclusivity Leads/E&D Champions)
4:15 pm to 4:30 pm	Reflections on Day One - Professor Phil Gravestock

[Link to join event in MS Teams](#)

[Inclusivity Conference](#)

Day 2: Inclusivity and Research: EDI, Decolonising Research, and the Research Degree Wednesday 22 June 2022

9:00 am to 9:15 am	The Inclusive University Angela Spence, Chair, UoW Board of Governors
9:15 am to 10:15 am	Feedback from Faculties/Professional departments Dr Lisa Millar, Dr Ruth Shiner & Dr Rachel Morgan-Guthrie
10:15 am to 10:30 am	Break
10:30 am to 11:50 am	Decolonising Research/Research degrees Dr Debra Cureton
11:50 am to 12:00 pm	Break
12:00 pm to 12:20 pm	SU Decolonise Project Angel Morphew, VP diversity
12:20 pm to 12:45 pm	Justice Equity Diversity Inclusion (JEDI) Project Louis Gray & Ahecia Taylor
12:45 pm to 1:30 pm	Lunch
1:30 pm to 2:30 pm	Keynote Dr Arun Verma, Head of the Race Equality Charter, Advance HE
2:30 pm to 4:00 pm	Symposia <ul style="list-style-type: none"> ▪ WLT Awards Show Case (Chair: Prof Megan Lawton) ▪ WLT Innovations Awards Show Case (Chair: Prof John Traxler) ▪ Inclusivity In Sports Research Show Case (Chair: Dr Ronnie Richards) ▪ LGBTQi+ Research (Chair: Dr James Lovelock)
4:00 pm to 4:15 pm	Bringing it all together Professor Phil Gravestock
4:15 pm to 4:30 pm	Closing Remarks Professor Julia Clarke
6:00 pm to 7:00 pm	The University of Wolverhampton Lecture by Clare Dickens MBE. Suicide Prevention and Postvention.

[Booking link for the day](#)

[Inclusivity and Research](#)

[Booking link for UoW Lecture](#)

[Suicide Prevention and Postvention](#)

Keynote Speaker

Wednesday 22 June 2022, 1:30 -2:30pm



Dr Arun Verma
Head of the Race Equality Charter, Advance HE

Dr Arun Verma is the Head of the Race Equality Charter at Advance HE. His PhD explored students' workplace experiences, retention and success through the lens of intersectionality.

After academia, he went onto work in government where he embedded intersectionality and anti-racist practice in the re-design of an entire domestic abuse and mental health system, which led to more inclusive commissioning programmes.

Arun is a leading figure in implementing and integrating intersectionality into systems and institutional transformation.

University of Wolverhampton Lecture

Wednesday 22 June 2022, 6-7pm



Clare Dickens, MBE
Academic Lead for Mental Health and Wellbeing

Suicide Prevention and Postvention

Clare is from a Mental Health Nursing background gaining practice and management experience within an array of settings to include psychiatric intensive care, substance misuse, primary care and mental health rehabilitation settings over the past 20 years. Clare has gained national and international esteem within the sphere of suicide prevention and Higher Education Student and staff Mental Health.

Clare won the Times Higher Education Award for outstanding student support in 2016 for her teaching and learning for staff; she has authored publications within the scope of suicide prevention practice and student mental health, and contributed to national policy guidance working with Universities UK Suicide Safer Universities. Clare is the chair of Wolverhampton's Suicide Prevention Stakeholder's Forum, overseeing the cities action plan for suicide prevention.

In 2021, Clare received an MBE for services to education and improving suicide awareness. Clare led the development of the award-winning Three Minutes to Save a Life programme, which aims to give people the confidence and understanding required to tackle issues surrounding suicide, self-harm, and emotional resilience.

Day 3: Making a Difference: Beyond the University Walls Thursday 23 June 2022

10:00 am to 11:30 am

Impact

Short sessions 25 mins each covering:

- What does impact mean?
- How can impact be built into research from the start?
- How can impact be measured?

Jo Mills, Dr Chris Wyatt and Dr Andrea Scarpato

11:30 am to 11:45 am

Screen Break

11:45 am to 1:00 pm

Outreach

How to do outreach activities – thinking outside the box when engaging in dissemination.

Associate Professor Martin Khechara and Team

1:00 pm to 2:00 pm

Lunch

2:00 pm to 2:55 pm

Knowledge Exchange

What it is? Examples of knowledge exchange and how we can all engage in knowledge exchange to make a difference.

Professor Aurelian Mbzibain, & Ella Haruna

2:55 pm to 3:05 pm

Screen Break

3:05 pm to 4:00 pm

Intellectual Property Rights

How to protect the intellectual property of the work that you carry out, including copyright, patents, trademarks, trade secrets and Design Rights.

Dr Gavin Smeilus

Booking link for the day

[Making a difference beyond the University Walls](#)

Day 4: Publishing Your Work and Celebrating Success Friday 24 June 2022

10:00 am to 10:45 am

Giving a Powerful Presentation

A whistle-stop tour to giving a powerful presentation.

This will cover:

- Knowing your audience
- Story arcs
- Making it meaningful
- Accompanying information

Dr Debra Cureton

10:45 am to 11:30 am

Presenting to Diverse Audiences

This session addresses the different types of audiences that you could be including in your dissemination plans, and how this can help you make impact

Dr Debra Cureton

11:30 am to 11:45 am

Screen Break

11:45 am to 12:30 pm

Writing for Peer Review

This session considers the unwritten rules we all wished we knew when we started writing for peer review.

Dr Debra Cureton

12:30 pm to 1:00 pm

Lunch

1:00 pm to 2:15 pm

The Research Gala Event

Hosted by Associate Professor Martin Khechara , Dr Debra Cureton and Special Guests

2:15 pm to 2:30 pm

Close of the Conference

Professor Silke Machold.

Booking Link for the Day

[Disseminating Your Research and Celebrating Success](#)

Find out more about our research at: wlv.ac.uk/research

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