



University of
Northampton
Annual
Research
Conference
2022

21st-22nd June



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Welcome from Dr Cathy Smith, Dean of Research, Impact and Innovation

It gives me great pleasure to welcome you all to our 2022 Annual Research Conference and I know we will have people joining us from different countries and different places in the UK. The programme of presentations and events serves to illustrate the breath and variety of research currently being undertaken at UON and it is great to see the research of our PGR community showcased alongside that of our staff. This year is a big year for research with the REF2021 results released and showing that 79% of UON's research is internationally recognised, internationally excellent and world-leading. The research environment is a critical aspect of any REF submission and events like this give you the opportunity to showcase and develop your research, network with other researchers and share research experiences, all of which forms an essential part of developing a diverse and inclusive research culture here at UON. I hope everyone enjoys this event and benefits for the opportunities it offers. I will be attending as many presentations in person and online as I can, and my thanks go in advance to Simone Apel, Michelle Pyer, John Horton and other members of the Conference Organising Committee for organising this conference. Enjoy!

Conference organisers

Simone Apel, Deborah Babalola, Jacqueline Batchelor, Nour Benlakhdar, Shaowei He, John Horton, Paul Jackson, Hala Mansour, Michelle Pyer, Dilshad Sarwar.

Inclusivity at the conference

Everyone involved in the conference should be able to enjoy it and benefit from attending, whether they are an organiser, supporter, presenter or audience member. Those who are most affected by prejudice, micro-aggressions or abuse of power are often those who face other systemic barriers relating to their race, ethnicity, class, sexuality, gender or (mental) health. Ahead of the conference, we are asking everyone involved to think about how to promote inclusivity, and to play their role in actioning change. We want a conference which is safer, more accessible, more inclusive, and convivial, not just for those who already experience these spaces as comfortable or welcoming, but for everyone. We all have a role to play in challenging and changing the environment around in supporting access for all. Participation in the conference is conditional on behaving in accordance with UON's **Equality, Diversity and Inclusion Policy** and **Together@UON Commitment to Equality and Inclusion**, in ways that are fair, collegiate, caring, equitable, inclusive, respectful, non-exploitative and anti-discriminatory.

Your wellbeing

We are really keen to help everyone who engages with the conference to enjoy themselves and to feel comfortable participating, whether this is online or in person (or both!). We recognise that, for a range of different reasons, attending conference sessions can be anxiety provoking for some. If you can relate to this, we'd like to help. To help allay any fears for presenters at the conference we have:

- Timetabled two Chairs to each session, to help things run smoothly, and to support Chairs who might be nervous or unsure about Chairing for the first time;
- Arranged IT support for conference sessions during our face-to-face day on Wednesday 22nd June;
- Allocated Graduate School Hosts to all online sessions to help troubleshoot Collaborate challenges if they arise (which we hope they won't!) on the 21st June;
- Created detailed guidance for the Chairs of sessions so that they are fully briefed and ready to support presenters;
- Created guidance for Pecha Kucha presenters to dispel any uncertainties about this new (to UON!) method of presenting;
- Scheduled regular breaks in the programme for some downtime between presentations.

If you are a first-time presenter or attendee to conferences, you can check in with one of the conference organising team beforehand for a chat about what to expect on the day, and/ or a run through of your presentation. Feel free to share suggestions for how we can improve your experience too. If you are a PGR your supervisors are also there to support you with any concerns you might have.

Quiet zone and further support: anyone needing some downtime during our face-to-face conference day on the 22nd June (presenters, chairs and attendees) can use our designated quiet zone during our face to face day on the 21st June:

- **Quiet zone - Multi-Faith Chaplaincy:** (between the Medical Centre and Laundry, for a campus map see [here](#).) ID cards are needed to access the space and anyone needing some quiet time is welcome to use the Meeting Room, and to help themselves to hot drinks in the kitchen on the 21st June (excluding 1-2pm when Holy Communion takes place);
- **Time to chat:** want to take a break and could do with some company? Ring or text the conference team on 07563 380449 and we'll come and find you. 😊

Sharing information via social media/ elsewhere

We welcome social media use during the conference (Twitter #UoNResearchConf22). Unless explicitly told otherwise by a presenter, we work on the basis that permission is granted for audience members to share photos or screenshots of slides. Presenters who do not give permission for information to be shared in this way should make their session Chair aware of this on the day so that it can be communicated to attendees.

Your feedback

We would love to have your feedback about the conference, so that we can work to improve it in future years. Please use this code on your device or click the image if you are using a computer to access an online survey and let us know what you think:



Presentation types

Oral presentations

Oral presentations will run in inter-disciplinary sessions during the conference. Up to four papers are scheduled in each session, and speakers will have ten minutes for their presentation, with a further five minutes scheduled for questions.

Pecha Kucha

Pecha Kucha is a fun event that challenges speakers to communicate their research in a different way, in a fixed time and using only images. Speakers have a maximum of 20 slides and each slide is presented for 20 seconds. The slides move automatically as the presenter is speaking and this means that presentations must be concise to get their key messages across in the time, synchronising what they say to their slides – no easy task! Within the Pecha Kucha format there is no opportunity for questions (though if we have time at the end of the session we can facilitate an open question opportunity for all speakers). Audience members are encouraged to speak to presenters during the break that follows.

Roundtable discussions

Research centres from across the University have designed interesting, themed academic discussions with contributions from their researchers. These range from an open discussion format to a series of presentations on similar themes followed by an overarching discussion.

Keynote biographies

Tuesday 21st June: Dr Brahim Herbane. Associate Head (Research and Enterprise) at Leicester Castle Business School, De Montfort University

Looking beyond REF 2021 – New Horizons and Challenges for University Research Environments.

Dr Brahim Herbane is currently Associate Head (Research and Enterprise) at Leicester Castle Business School, De Montfort University, Leicester. He holds a PhD in Strategic Management and is a Technical Specialist member of the Institute of Risk Management. His research on organizational resilience and business continuity management has appeared in journals including Long Range Planning, Public Management Review, Business History, International Small Business Journal, Entrepreneurship & Regional Development and Journal of Contingencies & Crisis Management. He is currently a member of the editorial board for the International Small Business Journal. In addition to a broad role in research management at Leicester Castle Business School, he has been working on several key research environment developments, including responsible use of research metrics, impact and knowledge exchange, and equality and diversity. He led on the submission to UoA17 (Business and Management Studies) for REF2021 and he has been involved in submissions to REF2014 and preceding research assessment exercises.

Wednesday 22nd June: Dr David Smart. Clinical Director GPA Federation, Chair Action for Happiness Northamptonshire and Chair of the Health and Well-being Forum Northampton.

Supporting yourself and others as a researcher: a GP journey through common mood disorder to the Ten Keys to Happier Living.

David is a father of Rebecca and Polly and Grandfather of Rupert with a family and personal history of depression and anxiety. He recently stood down from clinical practice as a GP after 30 years at Leicester Terrace Health Care Centre, Northampton. This is an urban practice with significant deprivation, with an outstanding Care Quality Commission rating. David continues as Clinical Director of General Practice Alliance Federation which is an organisation supporting GP practices across Northampton, leading on mental health and prevention and Personalisation programme this includes the social prescribing services. He chairs the local Health and Well-being forum for Northampton championing community resilience, especially post COVID. David was a member of NHSE expert reference group developing "A Framework for Community Mental Health Support, Care and treatment for Adults and Older Adults". He has held previous roles in mental health education, 20 years with commissioning mental health services and engagement with Royal College of General Practice mental health programmes. He is part of the advisory group for the Prevention Concordat for Public Health England and was awarded a lifetime achievement award for Mental Health by the Royal College of General Practitioners in 2021. With a strong family and personal history of depression he has been championing improved care of depression in primary care for all of his 30-year career. He chairs the Northants Action for Happiness Hub steering group, which promotes a social movement using Ten Keys to Happier Living (GREAT DREAM). Most of David's current work is available on the website: <https://northantsgpalliance.com/resources/patient-facing-resources/>

Conference Programme: Tuesday 21st June (on Blackboard Collaborate)

9am	Collaborate room 1 open for tech help
9:30-9:45	Welcome and introduction by Dr Cathy Smith, Dean of Research, Impact and Innovation, University of Northampton. Collaborate room 1
9:45-10:30	Key note: Dr Brahim Herbane from DeMontfort University. Looking beyond REF 2021 – New Horizons and Challenges for University Research Environments. Collaborate room 1
10:30-10:45	15 mins Break
10:45-11:45	<p>4 presentations, 2 roundtable sessions</p> <p>(Paper session A: 4 presentations, Collaborate room 1) CHAIRS: Patrice Seuwou & Prerna Kumari Alison Loddick - Understanding why university students engage or disengage with their studies Chimeuma Darlington-Beke - Student mobility for quality higher education: the case of Nigerian students who attend or have attended UK universities Sally Sharp – Student wellbeing: Reflections on Recruitment and Sampling Hilary Gbedemah – Examining girls’ experiences of discriminatory practices in Ghanaian secondary education against international human rights standards</p> <p>(Roundtable session A, Collaborate room 2) Finding Emotions in the History of the Far Right Convenors: Mark Rothery, Paul Jackson, Clive Henry, Siobhan Hyland</p> <p>(Roundtable session B, Collaborate room 3) Emerging economies in uncertain times Convenors: Alison Hulme, Shaowei He</p>
11:45-12:00	15 mins Break
12:00-13:00	<p>(Paper session B: 4 presentations, Collaborate room 1) CHAIRS: ‘Yinka Amure & Udoka Okonta Prerna Kumari and Hala Mansour - Human Resource Recruitment and Selection practices alongside Knowledge Transfer in Higher Education Hala Mansour, Divya Shukla, Mike Wahl - Multi- level leadership traits analysis that enables collective well- being during crisis Mehran Sepehri - Measuring and Improving Resiliency, a Quantitative Approach Nader Saadeh - Exploring leadership development practices and link to organisational performance in Jordanian four-star hotels</p> <p>(Paper session C: 4 presentations, Collaborate room 2) CHAIRS: Chimeuma Darlington Beke & Claire Drakeley Hala Georges - Research-in-Progress: Political Public Art Simon Sneddon - L-ions in the DRC: Cobalt, ELVs and Injustice Elodie Rene - Assessing the transformative power of green nudges</p>

	Rajani Padmanabhan - Moving towards inclusive practice: examining staff and student perception of inclusive provision in one school in Bangalore, India
13:00-14:00	1 hr lunch break
14:00-14:45	<p>(Paper session D: 3 presentations, Collaborate room 1) CHAIRS: Sally Laurie & Xianrong Wang Ouarda Dsouli - The impact of COVID 19 on the progress of the MBA students – Evidence from the University of Northampton (UON) Cristina Devecchi and Alison Ward - Exploring Covid-19 Vaccine Confidence in low uptake areas and populations in Peterborough and Cambridgeshire Deborah Babalola - Exploring Health Literacy among the general population in Nigeria</p>
14:45-15:00	15 mins Break
15:00-16:15	<p>(Paper session E: 4 presentations, Collaborate room 1) CHAIRS: Eddie Tembo & Adeboye Dada Jonathan Maumy - A quantitative evaluation into factors affecting service quality levels of tenants residing within the UK's private rented sector Stacie Gray - Explaining Elite Athletes' Corruption Behaviours: A Case Study of Doping and Match Fixing Jonathan Francis - The use of a magnetic probe coupler to aid the reliability of manual ultrasonic testing (MUT) on Carbon Steel components Claire Morgan - Between Sensationalism and Scepticism: On overview of how parapsychology is discussed in cyberspace</p> <p>(Roundtable session C, Collaborate room 2) HEBC (Health, Education and Behaviour Change) roundtable --Rachel Maunder, Sarah Cave, Andrew Debenham, Dr Claire Monks (University of Greenwich), Beth Garrett & Ryan Moore - Trainee teachers' attitudes, knowledge, and confidence towards delivering the statutory Relationships Education in primary school settings. --Hayley Barton - 'Food for Thought?': The Role of Lifestyle in Mitigating Cognitive Declines across Older Adulthood' --David Biggs - Graduate employability: An update on behaviours prized by employers for entry level consulting roles. --Karishma Jivraj, Carey Allen, Paige Skevington - What wellbeing initiatives do students want access to at the University of Northampton? --Josephine Chen-Wilson, Leah Hudson, Wendy Nicholls (University of Wolverhampton) and Tracey Devonport (University of Wolverhampton) - How do you feel about that? A new tool to explore emotion regulations in primary school children</p> <p>(Roundtable session D, Collaborate room 3) The Centre for Physical Activity and Life Sciences Convenors: Karen Anthony, Tony Kay, Anthony Baross, Jamal Nasir, Declan Ryan</p>

Conference Programme: Wednesday 22nd June (face to face: Waterside Campus)

9am	<i>Registration & refreshments in the Town Hall</i>
9:30-9:45	Welcome by Dr Cathy Smith, Dean of Research, Impact and Innovation University of Northampton. Winners of Images of Research 2022.
9:45-10:45	Pecha Kucha - 20 slides@20 seconds each: Communicating research in a different way Introduction and Chair: Simone Apel, The Graduate School. Jay Batchelor - Sound Communication? Language Preference of the Deaf community in Accessing Services John McMahon - Assessing the Impact of Perceived Powerfulness on Performance Gosia Plotka - Fostering cognitive empathy with LEGO Serious Play® Hilary Scott - Making and using podcasts as a teaching and learning tool Abigail Webber - Where do you get your ideas from? Why a writer's research can be the key to unlocking a television drama script. Lorna Jowett - Disruptive Innovation, or, the Feminist Killjoy approach to research
10:45-11:15	<i>30 mins Break</i>
11:15-12:00	Introduction by Professor Matthew McCormack, Head of Graduate School; Key note speaker Dr David Smart. Chair Action for Happiness Northamptonshire and Chair of the Health and Well-being Forum Northampton.
12:10-13:10	(Paper session A: 4 presentations, Creative Hub, Town Hall) CHAIRS: Gosia Plotka & Noor Mohammedali Jo Pattison - A Voice of One's Own John Pendleton - Using queer/trans theory to explore the experiences of cis men Federico Farini - Intergenerational Solidarity, Agency, Trust In Primary School Children's Narratives During the Covid-19 Pandemic Louise Spiers - "They would think I had some sort of mental illness": An IPA study of anomalous experiences in epilepsy (Paper session B: 4 presentations, CH105) CHAIRS: Adrian Leibowitz & Patrick Yeboah Sally Ayres - Negotiating Trauma; the impact of Heterotopias on Rachel in The Girl on a Train and Esme in The Vanishing Act of Esme Lennox Allyson Green - Tattooing, Trauma and the Body: Reclaiming the Body After Trauma Claire Harrison-Breed - Tilting the Diamond: The Study of Developmental Trauma and Dissociation in Children Karishma Jivraj, Alasdair Gordon-Finlayson, Evgenia Volkovyskaya, Thomas Sanderson and Jack Farr - Experiences of disengagement and wellbeing in Psychology: a cross-project collaboration identifying risk factors and strategies for resilience-
13:10-14:00	<i>Lunch</i>
14:00-15:00	(Paper session C: 4 presentations, Creative Hub, Town Hall) CHAIRS: Stuart Farquhar & Kate Macintyre

	<p>John Sinclair - Holocene and Quaternary beach characteristics of the Start Bay area, South Devon</p> <p>Jamie Wildman - The extinction and reintroduction of the chequered skipper butterfly <i>Carterocephalus palaemon</i> in England</p> <p>Mateusz Gizicki - The investigation of efficacy and fire propagation thwarting characteristics of a fire protection system in the Lift Industry applications</p> <p>Jay Batchelor - Sound Communication? Language Preference of the Deaf community in Accessing Services</p> <p>(Paper session D: 4 presentations, CH105) CHAIRS: Deborah Babalola & Tracey Redwood</p> <p>Qiuling Bi - Critical Thinking Instruction Through Project-based Learning in Chinese EFL classes</p> <p>Nefi Charalambous-Darden - Teachers' perceptions on Inclusive Education for children with Autism Spectrum Disorder in Cyprus.</p> <p>Rosie Robson - Children's perspectives on play-based experiences in early childhood settings and their effects on their attitudes to school</p> <p>Claire Dugan-Clements - Perspectives on Age in Early Childhood Settings and their Communities: How do young children view people aged 55 plus? How do people aged 55 plus view young children? The initial findings</p>
15:00-15:20	20 mins Break
15:20-16:20	<p>(Paper session E: 4 presentations, Creative Hub, Town Hall)</p> <p>CHAIRS: Ouarda Dsouli & Precious Okunhon</p> <p>Christopher Wilson - Transitioning from Head teacher Researcher to PGR Researcher</p> <p>Robin Sturman-Coombs - Agency, Culture or Structure? Which is most influential in the development and application of intuitive reasoning.</p> <p>Liz Gulliford, Edward Brooks, Oliver Coates - Using Exemplar Narratives in Moral Education: What is Known and How to Use it</p> <p>Wray Irwin - Using Carspecken's five stage critical ethnography in social innovation research.</p>
16:20-16:30	Closing remarks and summing up: Professor Matthew McCormack, Head of Graduate School (Creative Hub, Town Hall)

Oral presentation abstracts (first author A-Z)

Key:

Title of presentation

Author name(s)

Abstract

Negotiating Trauma; the impact of Heterotopias on Rachel in *The Girl on a Train* and Esme in *The Vanishing Act of Esme Lennox*

Ayres, Sally

Rachel, the girl associated with the train and Esme, who is incarcerated in an asylum, are fictional characters who are both traumatized by events outside of their control. In this presentation I will discuss the role of Michel Foucault's heterotopia and how it impacts on their lives. For Rachel, the heterotopian train becomes a source of comfort. However, Esme's experience of the heterotopian asylum fills her with terror and constrains her for most of her life. The role of the heterotopia, therefore, affects individuals in diverse ways, according to the location involved.

Exploring Health Literacy among the general population in Nigeria

Babalola, Deborah

Health literacy have been defined as the care user's ability to make decisions that affect daily living. This study was focused on health literacy among the general population, which is an identified gap in the different studies on health literacy in Nigeria. The research questions addressed were: What is the understanding of health literacy and What are the factors that could determine health literacy among the general population in Nigeria? Health literacy questionnaire, a standardised tool, which tests nine domains of health literacy was utilised, through an online and printed survey. So far, 565 of the survey have been retrieved and analysed using regression analysis. The key findings from the study will be discussed in the presentation.

Sound Communication? Language Preference of the Deaf community in Accessing Services

Batchelor, Jacqueline

Communication and language difficulties are common in the Deaf community resulting in breakdown in accessing services and impacting on quality of life. Research results show the continued lack of awareness and provision for Deaf people in accessing services. Though it has been acknowledged over a number of decades, no standardised tool is yet in place to support Deaf people in accessing services. This research provides new knowledge with a unique proposed solution which can be furthered with additional research, staff training and support for implementation into services.

Critical Thinking Instruction Through Project-based Learning in Chinese EFL classes

Bi, Qiuling

Given an absence of critical thinking (CT) and limitations of a didactic teaching approach in Chinese higher education, this research attempted to use a student-centred pedagogy of project-

based learning (PBL) with explicit CT strategies to explore whether it improves students' thinking.

Three objectives were to identify if the PBL approach in EFL classes improves thinking skills, explore how CT strategies affect CT development, and investigate their attitudes towards PBL. An embedded case study design was employed to obtain data from CT tests, questionnaires, interviews and writing projects. The results indicated that participants' generic and content-specific thinking skills in writing improved significantly after PBL. In addition, their CT dispositions developed unevenly with high inquisitiveness but low truth-seeking and open-mindedness. Finally, students hold positive attitudes towards the CT-oriented PBL teaching approach.

Teachers' perceptions on Inclusive Education for children with Autism Spectrum Disorder in Cyprus.

Charalambous Darden, Nefi

This research study investigates the views and attitudes of Cypriot teachers towards the inclusive education policy of pupils with Autism Spectrum Disorder (ASD). The purpose of this research is to conduct a formative assessment regarding teachers' views on the education of children with ASD, the training of these teachers on the topic of inclusive education and their satisfaction with the implementation of inclusive education. The sample of the study consists of primary school teachers, who teach in three schools with Special Education Units (SEU) and three schools without SEUs, in the Limassol district. The research consists of two phases. Initially a questionnaire was completed and analysed, and subsequently interviews were undertaken, based on the data derived from the questionnaires. The data and the findings from the analysis of each phase are presented separately. The results of the interview analysis will be presented.

Student mobility for quality higher education: the case of Nigerian students who attend or have attended UK universities

Darlington Beke, Chimeuma

In recent years Nigerians make up the largest international student contingent in UK universities from Africa (ICF Monitor, 2022; UKCISA Report, 2020). Given the growth of international student mobility, the UK appears to be Nigerian students' preferred location (Alloh 2018; Ayling, 2021). This presentation seeks to account for the lived experiences of the Nigerian student community who have recently undertaken or are currently engaged in HE studies. Specifically, the presentation will showcase preliminary findings from semi-structured interviews conducted with 30 Nigerians over a two-year period. These students have experienced the British system of education at postgraduate level during a period of global health and economic uncertainty. Their stories continue to represent the ideals of a post-colonial legacy. However, contemporary Nigerian students accounted for a 'return migration trajectory' that has specific local economic and equality objectives.

Exploring Covid-19 Vaccine Confidence in low uptake areas and populations in Peterborough and Cambridgeshire

Devecchi, Cristina., Ward, Alison

The project, commissioned by the NHS Cambridge and Peterborough CCG in collaboration with Cambridge City Council and Peterborough City Council, aimed to gain greater insights into Covid19 vaccine hesitancy in lower uptake areas and specific populations in Cambridge City, Peterborough City and Wisbech, to inform ways of enhancing confidence and vaccine take-up. Findings from a 3 stage design including focus groups, interviews and a survey with health professionals, community leaders and community members, show that vaccine hesitancy and confidence are complex phenomena and that attitudes are fluid and impacted by many

individual, social and policy related factors. The presentation will provide some key recommendations and areas for further research.

The impact of COVID 19 on the progress of the MBA students – Evidence from the University of Northampton (UON)

Dsouli, Ouarda., Elgergeni, Siham., Seuwou, Patrice

We have lived through unprecedented times, with Covid-19 having had a profound global impact on lives and organisations, including higher education. The COVID-19 Pandemic impacted all operational aspects of higher education worldwide. Universities worldwide had to act proactively to mitigate learning losses through deploying remote learning (Marinoni et al., 2020). The Pandemic transformed the way teaching took place, further accelerated the transformation to online learning and teaching, and boosted the need for active blended learning. In addition, to the move to remote learning, academics and management staff had to take a range of active emergency decisions to allow additional flexibility. They also had to ensure that underrepresented, vulnerable and disadvantaged learners were not left behind. These decisions impacted higher education students, and the literature has reported impacts in recent publications (Carr, et al., 2022; Chen, & Lucock, 2022; Mulrooney & Kelly, 2020). This project aims to identify factors impacting UON MBA students' performance at the time of crisis and explore the challenges faced UON MBA students' from ethnic minority backgrounds during COVID-19. The proposed presentation for this conference will involve a presentation of the research findings from a systematic review of the literature on the factors that impact students. The systematic review will examine a range of factors (personal, financial, academic, political) that have impacted students' progress during the Covid. The outcomes of the proposed project are envisaged to potentially lead to the adoption of suitable and inclusive policies and practices in relation to equality, diversity, and inclusion.

Perspectives on Age in Early Childhood Settings and their Communities: How do young children view people aged 55 plus? How do people aged 55 plus view young children? The initial findings

Dugan-Clements, Claire

The aim of this research is to find out what children think of people over the age of 55 by focusing on their views of their grandparents using an interpretive, qualitative approach. Practitioners in three setting Early Years setting completed an adaptation of photovoice and conversational style, semi structured interviews with the children. The recorded conversations were transcribed and analysed using a six phased thematic analysis to code and interpret the conversations, based on Braun and Clark's (2019) Reflexive thematic analysis approach (RTA). This presentation discusses the initial findings.

Intergenerational Solidarity, Agency, Trust in Primary School Children's Narratives During the Covid-19 Pandemic

Farini, Federico

Children in Europe are living through and contributing to unusual times. This statement is particularly apt to describe the experience of children in education. In the last two years, the geography of education has been radically altered. However, the voices of children have been often surrogated by the voices of adults, speaking on behalf of children. By discussing data produced in London schools with children age 9-11, this presentation aims to bring to the fore the voices of children. The audio-recording of lessons in 2 London schools had been planned as part of the Horizon2020 project www.child-up.eu. to allow a sociological analysis of educational interactions. Audio-recordings took place in December 2020 following 4-weeks closures due to

several cases of Covid-19.

Data showed that on return to school in December, teachers were inviting children to share stories of their experiences during the 4-weeks absence. Children's stories were analytically approached with the instruments offered by narrative analysis, consequently to the idea that narratives were used by children to interpret and present their realities, making sense of events in a situation of generalized uncertainty. The presentation will discuss three themes highlighted by narrative analysis:

- 1) Solidarity between children and parents, in form of intergenerational collaboration in home schooling and the re-design of domestic spaces and family time;
- 2) perceptions of pandemic-related health and economic uncertainty and authorship of imagined futures;
- 3) Changes in the dynamics of intergenerational trust, including display of agency as active participation in the management of family challenges.

The use of a magnetic probe coupler to aid the reliability of manual ultrasonic testing (MUT) on Carbon Steel components

Francis, Jonathan., Mabbutt, Steve., Bennecer, Abdeldjalil

The reliability of MUT is arguably sub-par. There has been very limited work on the reliability of MUT of corrosion as most of the research focused on MUT of weldments. The current body of literature showed a host of human factors that affected MUT, and a survey carried out on Non-destructive testing (NDT) personnel working in industry highlighted that two areas of concern were the task and the inspector. It is proposed that the use of a magnetic probe coupler will aid the task and the inspector in carrying out a reliable MUT inspection. It will do this by ensuring that probe coupling is maintained to the Carbon Steel surface when working in a variety of positions while improving the tactility of scanning a component. It will greatly aid the monitoring of known areas of wall loss by ensuring that the probe is coupled consistently and accurately in the same position. The areas of wall loss can be easily marked when the technician is not manually trying to hold the probe to the test piece. The research will look to demonstrate the effectiveness of the magnetic probe coupler utilising it in corrosion inspections trials.

Examining Girls' Experiences of Discriminatory Practices in Ghanaian Secondary Education Against International Human Rights Standards

Gbedemah, Hilary

Discriminatory practices abuses in schools are rarely viewed through the human rights perspective as this dimension is relatively new. The absence of systematically collected data further perpetuates the abuses (Tomaševski, 2001:43). The research examines how Ghana has complied with the human rights' standards of non-discrimination in education at the upper secondary (Senior High) school level especially concerning girls. Using phenomenological and ethnographical approaches, opportunity and purposive sampling, questionnaires and interviews, it investigates how non-compliance affects access, viewed not only in terms of gender parity which critical feminists argue is too narrow to measure the desired international improvements sought (Chisamya 2012:753; Subramanian, 2005:401), but the psychological aspects of access which are impeded where there are psychological, social and cognitive barriers to education. The research elicited the voice of female and male students, teachers, traditional and religious leaders, whose feedback suggested findings of discrimination in leadership roles, the imposition of higher moral benchmarking, exclusion in voice and participation, and rights' violations involving violence, exploitative sexual relationships, and toxic masculinities which affect girls' rights within education. The originality of the research lies in the multidisciplinary approach in bridging the gap between gender, education and human rights law.

Research-in-Progress: Political Public Art

Georges, Hala

Through this presentation, I would like to share Tolerable Art research-in progress, funded by ECR Small Grant scheme at UoN. The project started in April 2022. It is concerned with the shift in perception of the visual representation of historical and political matters in this day and age, particularly after Black Life Matters movement. It is questioning whether the role of art has shifted from glorifying the most powerful, to raising awareness of societal issues and making a statement against injustice. A historical study was conducted to find out the context surrounding the most problematic historical monuments in UK, which are related to slavery and colonialism. The results were used in a survey addressed to the public. Through this quantitative research, I am aiming to understand people's reactions to those historical statuses, and how their view has shifted in recent times. The innovative element in this project is responding to the research findings visually, in an attempt to try and create what would be a socially accepted piece of 'art'.

The investigation of efficacy and fire propagation thwarting characteristics of a fire protection system in the Lift Industry applications

Gizicki, Mateusz

The research aims to develop a bespoke fire protection system for the Lift Industry applications using numerical simulation and experimental testing. The model, thermal conductivity properties of the fire-resistant barrier will be supported and validated against experimental data available from previous research and/or generated as a part of this project. Data gathered in a process of the simulation will offer information on pressure distribution and temperature differences between divided compartments as well as on the fire protection body. The developed optimized model can be then used to examine the effectiveness of the system and to evaluate its efficacy as a prevention system to mitigate stack effects. Additionally, an approximated model of the system can be used in large-scale buildings simulations. Exploring pressure and temperature distribution in such buildings would give a good insight into the effect of the lift shaft on possible fire and smoke propagation.

Tattooing, Trauma and the Body: Reclaiming the Body After Trauma

Green, Allyson

Traditionally, tattooing has been viewed as a negative practice associated with the lower classes, bikers, gangs, prostitution, and heavy drinking. This has resulted in much prejudice and negativity towards the practice. Tattooed individuals have been perceived to be irresponsible trouble-makers, and although social attitudes towards the practice are slowly changing, stigma still remains within certain areas of society.

The process of being tattooed, however, may have positive connotations when linked to reclaiming the body after a physical trauma in the form of sexual or physical assault, rape, or surgery. Dissociation during and after trauma is a means by which the mind is attempting to shield itself from the fear and pain associated with the event, but it inevitably leads to severe emotional problems and instability.

Tattooing can be a symbolic method of reconnecting with and reclaiming the body, particularly for women who have experienced sexual assault or those who have experienced painful surgery or invasive medical treatment. The healing of the skin once the process is complete is synonymous with emotional healing. Choosing to be tattooed after such an event may enable victims to confront the trauma, reconnect with the body and move forward in a positive way.

Using Exemplar Narratives in Moral Education: What is Known and How to Use it

Gulliford, Liz., Brooks, Edward., Coates, Oliver

Zagzebski's 'Exemplarist Moral Theory' (EMT) holds that moral theory builds by identifying exemplars (recognised by admiration), and by reflective examination upon the characteristics of exemplars (Zagzebski, 2010; 2013; 2017). EMT has provoked considerable interest among educationalists as it has clear pedagogical implications (Croce & Vaccarezza, 2017; Kristjánsson, 2017). Effective features of exemplars, such as, 'attainableness' and 'relevance' (Han, Kim, Jeong & Cohen, 2017), 'importance' and 'surprisingness' (Van de Ven, Archer & Engelen, 2019) have been identified. However, little attention has been paid to psychological factors that make some exemplar narratives more persuasive than others. Classic research on communication modalities (Chaiken, 1980; Petty & Cacioppo, 1986;) has shown that different narrators have differential effects on the perceived credibility of a narrative and its power to move readers, with listener receptivity to morally salient content (Aquino, McFerran & Laven; 2011) and individual differences in people's ability to be 'transported' (Gerrig, 1993; Green & Brock, 2002) also playing a part in the likelihood of an exemplar narrative being emulated.

Multi- level leadership traits analysis that enables collective well- being during crisis

Hala Mansour, Hala., Shukla, Divya., Wahl, Mike

Following a mixed method research, this paper is researching the approaches of handling crisis in the context of Higher education (HE) in four countries belonging to Asian and western regions. Furthermore, the current research aims to build insights on multi-layer responses as expected contribution based on cross-countries data analysis. Of particular interest in Higher Education Leadership, this paper will provide theoretical and practical discussion of leading in crisis within the context of HE and its impact on collective well-being.

Tilting the Diamond: The Study of Developmental Trauma and Dissociation in Children

Harrison-Breed, Claire

Children that have experienced early childhood abuse and develop complex trauma often have a range of adaptive behaviours and emotional responses including dissociation to survive in a world that has not met their needs. It is recognised that for many children, the adaptations are then labelled as 'behavioural problems'. To date the breadth of available research and literature in the field of psychologically traumatised children that dissociation is underdeveloped (Sinason & Marks, 2021; Silberg, 2000). This research is designed to develop understanding of what meaning key people in the lives of traumatised children that dissociate, make of how the child presents both behaviorally and emotionally and the implications of this on meeting the needs of traumatised children.

Using Carspecken's five stage critical ethnography in social innovation research.

Irwin, Wray

Research into social innovation is difficult to undertake as societal change happens over prolonged periods of time, with outcomes and impacts occurring years after intentional actions, and subject to multiple variables. Social innovation also suffers from a lack of clarity on definition, conceptual frameworks, and process which tends to be made up by practitioners based on the principles of entrepreneurship. This presentation explores the application of Carspecken's (1996) critical educational ethnography as a methodology in researching social innovation when undertaking insider organisational research. The research indicates the methodology provides a theoretically robust grounding for research into social innovation but requires a pragmatic approach to fill the gaps left by Carspecken in the guidance.

Disruptive Innovation, or, the Feminist Killjoy approach to research

Jowett, Lorna

In business, 'disruptive innovation' describes how new ideas, services or technologies can enter the lower end of a market and eventually challenge the status quo or even displace established market leaders. In this 20/20 presentation, I argue that disruptive innovation can be adapted to academic research, using Sara Ahmed's concept of the feminist killjoy as a means of explaining its risks and benefits.

Experiences of disengagement and wellbeing in Psychology: a cross project collaboration identifying risk factors and strategies for resilience

Karishma, Jivraj., Gordon-Finlayson, Alasdair., Volkovyskaya, Evgenia., Sanderson, Thomas., Farr, Jack

Disruptions to academic engagement and student wellbeing have been a challenge in higher education following the Covid-19 pandemic (Universities UK, nd). This presentation will showcase findings from two funded projects in Psychology which explore 1) reasons for disengagement, 2) risk factors affecting wellbeing and 3) strategies for resilience amongst Psychology students at UON. The findings will demonstrate how incorporating peer-elicited student narratives using qualitative methodology (semi-structured interviews and focus groups) can inform effective retention practices, support our understanding of risk factors affecting wellbeing plus use the student voice to highlight useful resilience strategies for future cohorts. It is intended that the outcomes contribute towards a toolkit of resources for the attendance and engagement working group in Psychology and for wider academic teams / student groups to use to support student engagement, wellbeing and resilience in higher education.

Human Resource Recruitment and Selection practices alongside Knowledge Transfer in Higher Education

Kumari, Prerna., Mansour, Hala

My research looks at Recruitment and Selection (R&S) and Knowledge Transfer (KT) which are both within the wider realm of management and contribute towards the attainment of Sustained Competitive Advantage (SCA) by capitalising on the human capital resource within firms. Such capital, as per the Resource Based View (RBV) of the firm, contributes towards long-term SCA. Knowledge resides in the minds of individuals primarily and gains higher significance in a knowledge-intensive industry such as Higher Education (HE)- this study is designed for a private university in the United Arab Emirates (UAE). The research aim is to critically explore the R&S practices for their consideration of KT at various levels in the organisation. The study adopts the social constructivist-interpretivist philosophy; and simple mixed methods research strategy using a two-staged approach including survey semi-structured interviews. The expected outcome of the study is a framework connecting R&S and KT at various organisational levels.

Understanding why university students engage or disengage with their studies

Loddick, Alison

Student engagement and disengagement have been linked to student achievement, retention, and satisfaction (Klem and Connel, 2004; Shernoff and Schmidt, 2007; Appleton, Christenson and Furlong, 2008, Finn, 2016; Khademi Ashkzari, Piryaei and Kamelifar, 2018). Despite extensive research, scholars have been unable to agree on a definition of student engagement and disengagement. This research aims to explore students' and lecturers' lived experiences to explain why students become academically engaged or disengaged. The most widely acknowledged research defining student engagement focuses on what student engagement entails, such as students attending lectures or investing time in challenging activities. Less research has been conducted to understand why students choose to engage in their studies. The

outcomes of this research are expected to aid universities in better understanding the student experience, so that appropriate support can be provided to improve the student experience and encourage them to participate in their studies. This presentation will share the literature review backing up the need for this research as well as exploring with the floor ways to engage students in participating with research.

A quantitative evaluation into factors affecting service quality levels of tenants residing within the UK's private rented sector

Maumy, Jonathan

I am a private landlord of 11 residential properties in the UK. I began in 2010 and specialise in below market rent properties and have many single parent families and people on housing benefits. Given the rising cost of living, the housing crisis and increasing inflation I want to be sure I am providing my tenants with the best service I can. During my DBA I have surveyed my own tenants to better understand their satisfaction levels, and what aspects of renting affect those satisfaction levels. I now want to broaden the research to better understand overall tenant satisfaction levels and evaluate what factors increase tenant satisfaction levels across a larger cross section of society. By understanding what tenants truly care about landlords - such as myself - can increase their tenants satisfaction levels which I believe is even more important than ever. From a business perspective increased satisfaction levels may lead to less churn of tenants and thus larger profit margins.

Assessing the Impact of Perceived Powerfulness on Performance

McMahon, John

This study examined historical literature on the manipulation of perceived powerfulness and performed a number of experiments using a control group to identify the most effective intervention. The results of this study informed an intervention that was used in a 10-day longitudinal study in a live working environment and compared the experiment group to a control group. This experiment found that the intervention group experienced greater feelings of powerfulness than the control group. In addition, the actual business performance data of both groups was tracked over the 10-day experiment. The results of this found that the intervention group outperformed the control group in key business metrics by about 7%.

Between Sensationalism and Scepticism: On overview of how parapsychology is discussed in cyberspace

Murphy-Morgan, Claire

Paranormal beliefs and experiences are widely reported across the globe. The field of parapsychology attempts to explore many of the claims that are made with scientific and methodological rigour. However, parapsychology faces a dichotomy of being presented as either entertainment via a proliferation of 'most haunted' websites or as a 'pseudoscience' via widely visited sources such as Wikipedia. Many scientists and researchers working in the field report their work being misrepresented or even publicly discredited online without recourse to respond.

This research seeks to assess the current position of parapsychology online, the role of Wikipedia and 'guerrilla scepticism', and the implications for a lack of fair and balanced presentation of a field of psychology.

Moving towards inclusive practice: examining staff and student perception of inclusive provision in one school in Bangalore, India

Padmanabhan, Rajani

In recent years several research projects have exposed the limitations of inclusion within the Indian education system (Johansson, 2014). There is a long-standing belief, in some Indian communities, that children with special educational needs (CWSN) can only be provided for in specialist school settings (Shah et al, 2016). Consequently, this paper presentation showcases findings from a case-study investigation into inclusive provision within one large mainstream school in Bangalore, India. Specifically, the presentation will highlight findings from a five-month investigation that utilised the data collection methods: observations, interviews and questionnaire. Three senior principals, 27 middle managers and 16 students were interviewed. Whilst, 120 teachers completed a questionnaire. The findings suggest that many teachers support inclusive classrooms. The multi-tiered model of inclusion followed in the school positively impacted achievement, social inclusion and sense of belonging of CWSN. People in leadership roles demonstrated a positive attitude and school culture. Taken together these findings suggest that continued professional development based on the experiences of teachers in their classes may result in the dissemination of effective inclusive practices.

A Voice of One's Own

Pattison, Jo

Historically, the voices of women have been hidden or distorted by patriarchal dominance. In 'A Room of One's Own' (1929), Virginia Woolf, a central figure of the modernist movement, encouraged women to write of their own experiences in order to redress the myths which supported inequalities. The narrative device 'stream of consciousness', first utilised by Dorothy Richardson in 1915, has come to be viewed as a typical feature of modernist writing and is experiencing something of a resurgence in the twenty-first century; it can be seen as a device used by a selection of female authors as they explore their protagonists' experiences of being perceived as female in contemporary society. An example of this is 'A Girl is a Half-formed Thing' (2013) by Eimear McBride.

Using queer/trans theory to explore the experiences of cis men

Pendleton, John

Midwifery in the UK is perhaps the world's most monogendered profession with only 0.3% of the workforce identifying as men. My PhD research is an interpretative phenomenological analysis of the experiences of 15 men who work as midwives. Having conducted in-depth interviews, I am now seeking a theoretical framework which will help interpret and make sense of these men making sense of their experiences. First, I wish to explore whether using a theoretical perspective intended to problematize notions of normativity in relation to sexuality is possible and appropriate when applied to cis man or whether this is cultural appropriation which risks depoliticizing this approach. Secondly, I want to understand how the 'third hermeneutic circle' – anticipating reactions of a readership – may impact on the analytic choices I make.

Fostering cognitive empathy with LEGO Serious Play®

Plotka, Gosia

Over the last years, growing awareness of how important cognitive empathy has been observed. Invented in the mid-90s by Johan Roos and Bart Victor in cooperation with Lego Group LEGO® Serious Play® (LSP) method is a powerful tool that by offering a safe environment and creating an opportunity for collaboration helps to identify a difference in values and focus on common interest. During this short presentation, I would like to share my experience with using LSP during work with students and training delivered to various professionals as well as discuss my future plans with embedding Readiness for Change enhancement to the original method.

Assessing the transformative power of green nudges

Rene, Elodie

The growing popularization of literature on behavioural economy and social psychology have highlighted to which extent human behaviours are subject to several cognitive bias leading individuals to take sub-optimal decisions. Recent studies on behavioural carbon lock-ins have analysed the unconscious mechanisms that are maintaining individuals into environmentally harmful behaviours, contributing to explain the inertia of our carbon-intensive modes of living. In the face of such challenges, a new literature has emerged with the aim of identifying appropriate tools that could counteract the bias in decision-making process. The nudge theory popularised by Thaler and Sunstein best seller (2008) correspond to the most famous approach in this regard. Nudges can be defined as information-based tools aimed at influencing people's behaviours through soft means, gently pushing them towards the good direction. Here we will critically analyse the transformative power of so-called "green nudges" in regards the behavioural changes needed to face the Anthropocene.

Children's perspectives on play-based experiences in early childhood settings and their effects on their attitudes to school

Robson, Rosie

Aims and objectives of the research

The aim of the research is to explore primary aged children's views of how their diverse early childhood experiences in settings affect their transitions into primary education

Objectives

- To use children's drawings to express their views about the similarities and differences between their early childhood setting and primary school settings
- To observe and compare practices in early childhood and primary school settings
- To conduct interviews with early childhood practitioners and primary teachers to gain an understanding of what their practice is and why
- To use photomaps to support children when taking photographs of their favourite things within their early childhood settings or primary classroom

Research Methods

The research methods include:

1. Children's drawings of their favourite things within their early childhood settings or primary classroom

Rationale: When researching with young children, each child has their own needs, some children may prefer to draw, children may not be confident talking to the researcher and drawings are a useful tool for children to express their emotions and thoughts.

2. Photographs taken by the children of their favourite things within their early childhood settings or primary classroom

Rationale: This method provides another element of the child's voice – allowing non-verbal children the power to make their own decisions on what is important to them, children may choose to discuss their photos and may feel proud of these and thus want to tell the researcher about the photos they have chosen to take and why these are important.

3. Observations of practice in nurseries – Research will be conducted across 2 nursery schools with 3 practitioners from each setting observed using a timed sampling technique across 10 morning and 10 afternoon sessions. Research will be conducted across 2 primary school settings with 2 reception teachers and 2 Year One teachers from each school observed across various activities within the school timetable each day.

Rationale: To understand the approaches and pedagogies that teachers have adopted in their teaching methods with children. These will provide an insight into how the settings are run to support their children. The challenges posed may include practitioners/teachers adapting their behaviour when being observed to reflect ideologies they believe the researcher wants to see.

4. Semi structured interviews with 3 practitioners in both nursery school settings and 2 reception teachers and 2 Year one teachers across the 2 primary school settings within the study.

Rationale: Semi-structured interviews will provide insights into how the practitioners/teachers work and the ideologies that underpin their practices. A semi-structured interview allows the participant to express their views and discuss elements the researcher may not have included in the questions.

I aim to focus on children's transitions from nursery into primary education with the plan of a school whereby those children attending these early years settings with transition into. When working with each individual child they will be given the opportunity to produce drawings to express their views on the similarities and differences between their early childhood experiences and primary school. If the child wishes to discuss these drawings, that communication will also be recorded in the preliminary data collection. For those children who are not confident to draw and those children who wish to, the children will also be provided with a camera to take photographs to record those things that matter most to each individual child, where able to children will provide verbal guidance on the importance of these images to them.

Findings of "exploring leadership development practices and link to organisational performance in Jordanian four-star hotels

Saadah, Nader

As a previous professional in this sector and changed my career to academia, this dissertation is an exploration of leadership development practices and it's link to organisational performance exercised in Jordanian four-star hotels. It is conducted through a multiple case study approach. The study was done this year after Covid and took four case studies in Jordan. The research was done through open ended semi structured interviews to managers and employees. Accordingly, two managers and two employees were interviewed from each case.

Findings were scrutinized and then analysed through three levels: open coding, axial coding and selective coding.

Now, I am working on a framework to solve four-star hotels problems in leadership development depending on results. Results show significant challenges for implementing leadership development practices and poor enablers practice according to managers' and employees' perspectives.

Making and using podcasts as a teaching and learning tool

Scott, Hillary

The growth of podcasts over the past decade has been obvious for entertainment and personal development, but could they be a useful assessment tool to encourage students to reflect, analyse and discuss content across subject areas? This short research project discusses ways for an alternative to essays and group presentations which can increase attendance, facilitate group working and analysis and promote a deeper understanding of the worth of audio in blended learning environments.

Measuring and Improving Resiliency, a Quantitative Approach

Sepehri, Mehran

Resilience refers to the ability of a system to plan and prepare for adverse events and effectively absorb, recover, and adapt when these situations arise. Resiliency is key to sustainability and agility. To manage resiliency, it should be measured. Most resiliency studies are case based and qualitative. Quantitative models are presented to formulate and then optimize resiliency of a system.

Reflections on Recruitment and Sampling

Sharp, Sally

The focus of my research is student wellbeing. Ethical approval was gained in 2019 for face-to-face interviews with undergraduate students using Narrative Inquiry (NI). The interviews were planned to take place on several university campuses. The recruitment of participants began before the pandemic, but it did not go to plan. In March 2020 the spread of COVID-19 led to a national lockdown. As a result of social distancing guidelines, the research was reconsidered and amendments to the ethical application were requested. These comprised of a change of participants from undergraduate to PhD students and a move from face-to-face interviews to virtual interviewing. The amendments were approved and during the summer of 2020 recruitment of PhD students began. This presentation is based on researcher reflections of recruitment and sampling.

Holocene and Quaternary beach characteristics of the Start Bay area, South Devon

Sinclair, John

Beaches in southern England tend to feature large quantities of flint pebbles, even in locations such as South Devon where the nearest outcrops of Chalk and flint are some considerable distance from the beaches. This work presents analysis of the lithological make up and shape characteristics of beaches in the Start Bay area and assesses the extent to which published mechanisms for the supply of flint to this area over the past ~10 000 years may also have operated earlier in the Quaternary. Better understanding of past processes may help forecast the future response of the area to sea level rise.

L-ions in the DRC: Cobalt, ELVs and Injustice

Sneddon, Simon

This paper builds on previous research on lithium extraction in Chile, and focuses on the extraction of cobalt in the DRC. Cobalt is an essential constituent of a Lithium Ion (L-ion) battery, and more than 70% of the world's Cobalt is produced in the DRC. The Wilson Centre estimates that 15% of cobalt is being mined by children, and the mining process is linked to significant health and environmental impacts, including lung disease and heart failure to pollution and habitat destruction.

Green technologies, the paper argues, need to accurately reflect the true lifecycle cost of mineral extraction, and actively work to reduce the injustices it causes.

“They would think I had some sort of mental illness”: An IPA study of anomalous experiences in epilepsy

Spiers, Louise

The findings from my PhD study of eight individuals are presented in this paper. The participants describe a wide range of experiences of precognition, psychic events, near death (NDE) and out of body experiences (OBE), past lives, as well as psychic abilities and access to a non-shared reality that they connect directly to their epilepsy. I term such spiritual experiences in individuals with epilepsy Epileptiform Events (EFEs). The participants understand their EFEs to have a

profound spiritual meaning within their lives. The value and status of their EEs are at variance with the neuropsychiatric literature, which regards such experiences as problematic seizure-related events that require medication and that individuals would want to cease. The medical model assumes and acts as if individuals will not want to encounter these exceptional experiences, and if they do not, then this is also deemed to be a contributory factor of epilepsy-related psychosis. Consideration is given to the psychiatric diagnosis of EEs. I highlight the tension between the materialist neuro-normative approach the medical establishment has towards this condition, which is through symptoms and diagnosis, and the way that individuals experience it, which is as transformative and redolent with meaning. The likeness of EEs to other exceptional human experiences in individuals without epilepsy suggests that, in fact, not all spiritual experiences in individuals with epilepsy are merely undesirable symptoms of the condition or psychotic episodes but are in fact genuine spiritual experiences such as may be seen in non-epileptic populations.

Explaining Elite Athletes' Corruption Behaviours: A Case Study of Doping and Match Fixing *Gray, Stacie*

Research question: Through a qualitative application of the theory of planned behaviour, the research aimed to increase understanding of elite athletes' reasons behind actual corruption behaviours, specifically doping and match fixing.

Research methods: Media interviews, admission statements and testimonies from dopers and match fixers who were caught, and those who self-admitted, were used. The match fixing sample comprised 21 elite level match fixers from 15 nations. The final doping sample comprised 34 elite level dopers from 10 nations. Data was analysed using deductive content analysis.

Results and findings: Elite athlete doping and match fixing behaviours were found to be influenced by attitudinal and subjective normative beliefs. Although elite dopers and match fixers reported similar beliefs, the results highlighted differences between the primary corruption motives. Two unique attitudes towards doping also emerged. Whilst behavioural control beliefs were found to influence athletes' doping decisions, none were reported for match fixing.

Implications: By identifying the reasons behind elite athletes' engagement in two forms of corruption, the results can be used to better inform the design of preventative anti-corruption (specifically doping and match fixing) strategies within elite sport.

Agency, Culture or Structure? Which is most influential in the development and application of intuitive reasoning

Sturman-Coombs, Robin

Intuition is a "below awareness" process of reasoning information which is brought to consciousness allowing for rapid judgements. It has started to attract significant attention within Social Work practice emphasised by tragic high-profile cases. Social Work is often seen as a profession that is stifled by pre-determined policies and frameworks, leaving little room or indeed confidence in applying intuitive reasoning. How much of this is influenced by the individual or their wider environment and culture is the focus of this paper.

Methodology: Data is collected through 3 focus groups with n=10 and analysed by way of Critical Discourse Analysis.

Conclusion-hypothesis: Initial suppositions suggest multiple inter-connected factors influencing construction and teaching of intuition by academics, with bias and reflexivity being dominant themes.

Where do you get your ideas from? Why a writer's research can be the key to unlocking a television drama script

Webber, Abigail

A brief examination of the various forms of research undertaken when writing a tv drama; from the practical details (how much was a pint of Guinness in 1954? What was the quickest way to cross the Thames in 1588?) to the exploration of the culture, manners, attitudes and opinions. All form the tapestry that creates an authentic background to the story, but some routes lead to discoveries that can change the story altogether.

The extinction and reintroduction of the chequered skipper butterfly *Carterocephalus palaemon* in England

Wildman, Jamie

The chequered skipper butterfly *Carterocephalus palaemon* was first recorded in England in 1798. Between then and its extinction year, 1976, only one attempt to determine the true extent of *C. palaemon*'s distribution and abundance was made – by Lynne Farrell in 1973. Using thousands of new records unavailable to Farrell collated from labelled specimens, manuscripts, private diaries, and anecdotal evidence, we whistle through 220 years of the butterfly's history – from its first record at Clapham Park Woods to its last at Luffenham Heath and Ring Haw. Through this enhanced dataset, we deepen understanding of the species in England and relate local extinction timings to environmental and anthropogenic drivers of decline. In 2018, *C. palaemon* was reintroduced to its former Rockingham Forest stronghold. We discuss the butterfly's prospects in England, and the ecology of the founder population over the past four years.

Transitioning from Head teacher Researcher to PGR Researcher

Wilson, Christopher

From national platforms, to Local Authority Dashboards to individual schools' assessment trackers, head teachers are used to 'results.' They pour over 'actual results,' 'pupil progress' and 'trends' relating to boys, girls, free school meal children and a host of other sub-categories in the constant quest to improve those results.

The improvement of those results, particularly for children from low socio economic backgrounds became my PGR research. However, whilst those results and data sets were mine as the head teacher to use as I see fit, they were not mine as a PGR researcher.

Similarly, the directives and initiatives that I may put in place as a result of that head teacher research would be driven through school precisely because I am the head teacher and therefore had that power. However, that power has the capability to corrupt data. My presentation will be about how I transitioned from head teacher to researcher.

Round table summaries

The Centre for Physical Activity and Life Sciences

Anthony, Karen., Kay, Tony., Baross, Anthony., Nasir, J., Ryan, Declan

The Centre for Physical Activity and Life Sciences is a multidisciplinary Research Centre including expertise in Biosciences, Sport & Exercise Sciences, Podiatry, Physiotherapy, and Occupational Therapy. The Centre includes three distinct but overlapping Research Groups: Molecular Bioscience, Sport & Exercise Medicine and Physical Activity and Health Promotion. This roundtable will showcase our current research across these areas highlighting the impact and future implications of our work.

Centre for Historical Studies

Finding Emotions in the History of the Far Right

This roundtable discussion (chaired by Dr Mark Rothery) will explore the relationship between emotions and the history of the far right in two ways. Firstly the panelists will briefly introduce their research and the way that the emotions of their subjects have played a part in shaping their research. Secondly, they will explore the emotions that they experienced as historians in researching their projects. How did this often emotive topic make them feel and how might this have impacted on the research process? To what extent should we be alive to the role of emotions in shaping research? Can we ever be truly stoic about our research?

China and Emerging Economies Centres

Emerging economies in uncertain times

This roundtable (convened by Alison Hulme and Shaowei He) event will draw upon the knowledge of academics within CEEC and its associate members to explore how the uncertainty of the times in which we are currently living is affecting emerging economies specifically. 'Uncertainty' will be interpreted in various terms, including, but not limited to, environmental, economic and social uncertainty (including for example health and military crises as well as political upheaval). The discussion will include specific examples, geographic and thematic areas of focus, but will also explore the challenges and potential of uncertainty for specific nations and regions, and for global humanity more generally.

Centre for Psychological and Sociological Sciences

'Food for Thought?': The Role of Lifestyle in Mitigating Cognitive Declines across Older Adulthood'

The presentation order:

1. Trainee teachers' attitudes, knowledge, and confidence towards delivering the statutory Relationships Education in primary school settings.

Dr Rachel Maunder, Sarah Cave, Andrew Debenham, Dr Claire Monks (University of Greenwich), Beth Garrett & Ryan Moore

2. 'Food for Thought?': The Role of Lifestyle in Mitigating Cognitive Declines across Older Adulthood'

Hayley Barton

3. Graduate employability: An update on behaviours prized by employers for entry level consulting roles.

Dr David Biggs

4. What wellbeing initiatives do students want access to at the University of Northampton

Dr Karishma Jivraj, Carey Allen, Paige Skevington

5. How do you feel about that? A new tool to explore emotion regulations in primary school children

Dr Josephine Chen-Wilson, Leah Hudson, Dr Wendy Nicholls (University of Wolverhampton) and Dr Tracey Devonport (University of Wolverhampton).