TOGETHER FOR TRANSFORMATION

Research for a Changing World

Exploring transformational research to support collaboration, innovation and policy change.

University of Suffolk

BOOK OF ABSTRACTS

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TOGETHER FOR TRANSFORMATION 2023:

Research for a changing world

Exploring transformational research to support collaboration, innovation and policy change.

Whilst the University of Suffolk is the one of the newest universities in the UK, the University of Bologna founded in 1088 and, having operated continuously, holds the title of the oldest university in the world. But the University of Bologna was not the first university. That is the University of Al Qarawiynn, which began in 895 CE in Fez, in what is now Morocco. It was

established by a woman, Fatima bint Muhammad Al-Fihriya Al-Qurashiya (فاطمة بنت محمد

الفهرية القرشية), known simply as Fatima al-Fihri. The University of Al Qarawiynn was the first institution to award degrees and was from the outset based on research, collaboration, innovation, and change. It reached the height of its prestige and prominence when its curriculum was at its broadest in the 13th century. The University of Al Qarawiynn had flexible entrance requirements and students could join from 13 years of age and take as long, or as short a time as they needed to complete their studies. They followed personalised study programmes, and research informed the curriculum, teaching, and learning. Although the University of Suffolk doesn't admit students at 13, they are very proud to be 3rd in the country for widening participation, offer a variety of undergraduate and postgraduate courses based on research informed curricula and pedagogy.

This is a timely reminder as education today is facing one of its biggest periods of uncertainty, and some of the most exciting career opportunities might be for roles that do not even exist yet and in industries we cannot even imagine. To quote Pulitzer Prize-winning author Tom Friedman, we live in an "age of accelerations" (2017). As such, research has a vital role to play in anticipating future problems and challenges, fostering themes of debate, and developing concepts and reflections to generate new knowledge and skills. The future is exciting, exhilarating, and full of possibilities for higher education.

Future change is inevitable. The conference and the book of abstracts that follows imagines transformation through the lens of research. Our discussions may be challenging and perhaps even unsettling, but this is also a time when energy, creativity, and experimentation thrive. Through openness, sharing and innovation, we can create real impacts that both reflect and lead change – simultaneously evidencing and striving forward towards transformation.

Professor Dr Anne Bamford OBE

PhD, MA CA, B Ed, Dip Teach

BUSINESS & MANAGEMENT

Sherine Bandara

Mitra

The value of research

Sherine Bandara is the Client Services Manager for Mitra Innovation www.mitrai.com based in Martlesham in the UK. Mitra is a company that brings digital technology solutions to the operations of organisations in diverse sectors around the world. In her presentation Sherine will discuss the importance of business research for the company, illustrated by their collaboration with the University of Suffolk in the development of a KTP.

Sarah Corrie

University of Suffolk

Developing Leaders for an Uncertain Future: An investigation of the Benefits of Formulation-Based Executive Coaching.

Aim

This presentation describes recent research which examines how the use of formulation might enhance the practice of executive coaching for leaders and for leadership development.

Background

Executive coaching is now a well-established means of developing leaders, and widely regarded as an effective intervention for a range of issues facing individuals, teams, and organisations. Yet, as the business world becomes more uncertain, unpredictable, complex, and global, coaches need new methods for working effectively with the challenges that their clients face. Although its theoretical influences are expanding, historically coaching literature has paid scant attention to the role of formulation. Formulation is the process through which a coach conceptualises a client's dilemma or concern, identifies the factors of influence, and uses this understanding to devise innovative interventions. Already well-established in psychology, formulation is increasingly identified as a necessary skill for coaches. This research project contributes to the emerging literature on how formulation can support executive coaching and how to develop formulations that can enhance coaching outcomes.

Method

The research findings are derived from realist evaluation, an approach to data analysis developed within a critical realist paradigm.

Findings

The findings suggest that formulation can assist executive coaches in working with leaders, and especially in helping leaders manage complexity. The results also suggest that coaches find formulation beneficial to understanding their clients' needs, and as a basis for selecting interventions to bring about desired change. The implications of underpinning coaching with formulation are considered along with recommendations for future research and practice.

Obinna Ejiogu

University of Suffolk

Understanding micro, small and medium-sized enterprises (MSMEs) survival strategies in developing economies: Early insights from a Nigerian viewing.

Aim(s)

The paper aims to provide insights into the experiences of Nigerian MSMEs in terms of religious beliefs in the decisions of business owners. The central question is "what roles do MSME owners' cultures and belief play in their businesses' survival, considering the troubled economies in which they operate?".

Background

Lots of jobs worldwide are provided by MSMEs, which account for 90% of all businesses. MSMEs are better positioned in providing a greater range of employment prospects in terms of various specialties than larger firms can often create. To spur socioeconomic advancement, developing nations like Nigeria have prioritized supporting MSMEs. MSMEs account for over 55% of the GDP and 65% of employment in such developing countries. Yet in Nigeria, many MSMEs fail to survive their first two years, while others either decline, stagnate or operate at sub-optimal levels.

Method(s)

The participants were MSME owner-managers of MSMEs in Nigeria who participated electronically via Microsoft Teams. The study used the convenience non-probability sampling technique to identify twenty-three respondents where saturation point was reached. To thematically organise and analyse the data, King's template analysis technique was used.

Findings

Through empirical doctoral research the study reveals the relationship with values based in religious views of the economic and business landscape as central to decision making with the MSME.

Conclusions

This paper introduces the post pandemic Nigerian context to consider the impact of beliefs upon MSMEs as a channel for introduction of new technology, operational knowledge, and innovative goods. It recognises the central contribution of how the belief system, through religious values, might provide fuller insights to the nature of HRD within Nigerian MSMEs.

Nafiseh Javan

University of Suffolk

The consumer behaviour paradigm in uncertainty or crisis.

Human fear and resulting panic during disasters or health crises, such as the Covid-19 pandemic, have been explained as natural reactions. When one feels threatened, the inability to cope with the existing equilibrium may contribute to unexpected responses.

This study inductively explores factors influencing people's decision-making about essential goods during the Covid-19 pandemic and amid lockdowns. Also, it aims to understand if they altered during that prolonged crisis, how this experience might impact their future shopping decisions, and if their fairness/values towards others changed during such circumstances.

This research is qualitative and exploratory, using social constructionism and interpretivism epistemology. The study used semi-structured interviews to gain in-depth information about the participants thoughts and feelings in such a situation.

The thematic analysis results revealed several themes that influence people's decision-making in such circumstances; Psychological Factors, Social Factors, and Changes to adapt to the new situation. Also, the findings revealed that people stockpiled groceries much more during the

first lockdown; however, they were more concerned about their children's education or social interactions during the second and third lockdowns. Moreover, in terms of a future crisis, they would act the same if the government cannot support them sufficiently or if they feel threatened. Finally, many participants talked about their hesitance to reach out to others when they feel insecure.

The study's results will provide recommendations for policymakers and governments.

Corretter Ongus

University of Suffolk

The future as prohibited cognitive terrain, 'gender', and money as cursed: ethnographic research findings in Kenya'.

I am a third-year Kenyan doctoral student at Suffolk Business School, University of Suffolk, United Kingdom. Summer last year (July 2022), I returned to the rural part of Kenya to collect my primary data. My research explores the degree to which culture, language, and belief, shapes individual investment decisions in Kenya. However, for the purposes of this paper, I would like to focus on the specific research findings and the degree to which the perception about money, future, and the view of gender as status characteristic, reflects on the investment decision making. On a more critical-reflexive level, then, this presentation explores the challenges and practicalities faced by those required to make such decisions.

The Kenya Integrated Household and Budget Survey (KIHBS) finds that 46% of the total Kenyan population is experiencing absolute poverty, i.e., below the poverty line, whereas 49% of the rural population is experiencing absolute poverty. Alleviating poverty is one of the key challenges of the development of economies in Kenya. The United Nations Conference on Trade and Development noted that over the past two decades the average investment rate in Africa has hovered around 18%, which is well below the 25% threshold required to improve the country's economy (UNCTAD, 2012).

While several studies have been conducted on the barriers to the economic development of Kenya such as, trouble with inflation, corruption, crumbling infrastructure and high inequality continue to hinder the nation's development (UN.ECA, 2016). The Kenyan economy has not been observed in the context of culture, linguistic and belief system. To what degree do these findings, then, reveal a fear of the cultural interference and control of individual financial decisions? Is this something that the government, international agencies, investment firms and financial institutions need to be aware of?

Laura Reeves

University of Suffolk

Reflecting on an evaluation project: The paradoxes of conducting realist interviews in organizational research

This paper aims to reflect on the use and understanding of realist interviews in organizational research. Over the past 6 months I have been involved in the evaluation of the University of Suffolk's micro-placement scheme; an employability initiative providing students with a 30-hour work placement. The project adopted realist evaluation, which follows the use of realist interviews as a research method. This type of interview is used to inspire, validate, falsify and/or modify claims. Emphasis is placed on presenting interviewees with theories for them to comment on with a view to providing refinement. Hence, interviews require structure in approach and question, yet also require probing into the answers provided which is more akin to semi-structured interview. Both structured and semi-structured interviews are prevalent in qualitative management and organization research, and researchers tend to use either/or when deciding on the type of interview they use as a research method. My research diary will be relied on as the data for this paper. The diary was a reflection tool where I articulated my views, thoughts, and experiences of the realist interview process. The findings will be presented around three themes: the interviewer's role, the structure of the interview and questioning in realist interviews. In the

discussion/conclusion I will argue that realist interviews are both structured and semi-structured. Hence, realist interviews are rooted in paradoxes and can encourage new ways of describing the qualitative interview. The paper concludes by considering the implications of realist interviews in how we understand and practice qualitative interviews in organizational research.

Warren Scott

University of Suffolk

New ways of being when engaging with Wicked problems.

The growth of multi-cause, ever-changing, unresolvable problems, known as 'Wicked' problems, has created complex and different types of challenges for those engaging with, and responsible for, addressing them. From societal issues such as the COVID-19 pandemic through to management and leadership problems, the effectiveness of linear problem-solving thinking, methodology and mindset, that has so often been used to attempt to address such problems in the past has, and is, being challenged. An understanding emerges that the problem is unlikely ever to be 'solved' in the traditional understanding of the word. Adding to the degree of Wickedness are competing expectations and demands across stakeholder groups, that single solutions can be arrived at in such a way that all stakeholder expectations can be either fully or mostly met.

Considering this context, what mindsets, abilities, skills and ways of engaging with the problem are needed? How are these different from the more usual ways of being for more single-cause, non-changing, solvable problems known as Tame problems? Based on phenomenological research interviews with leaders and managers in Healthcare who engage with wicked problems and using a Field theory lens, this presentation offers additional insight into current literature by highlighting how those engaging with Wicked problems are utilising different ways of sense-making and framing a problem, setting expectations, ways of thinking, ways of interacting, and different sets of abilities and skills, collectively named in this research as 'Ways of Being'.

Will Thomas

University of Suffolk

Voices of Partnership – participative research for inclusive leadership.

Thomas, W.[1]* Conquer, S[2] & Scott, W.[1]
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The report of the Messenger Review (Messenger et al, 2022), Leadership for a collaborative and inclusive future, calls for "a renewed sense of respect and value" and describes opportunities to promote "collaborative and inclusive behaviours" within a context in which health and care is provided in increasingly integrated ways. This paper presents findings from a small-scale piece of participative research, supported by the University's Participative Research Fund, which asked members of the community to share experiences of collaboration and inclusion (or exclusion).

This paper presents a summary of themes from these workshops and draws on existing literature on inclusive leadership (e.g. Roberson and Perry, 2022; Niishi and Leroy, 2022) and relational leadership (e.g. Cunliffe and Eriksen, 2011; Uhl-Bien, 2006; Uhl-Bien and Arena, 2018) to help place emerging findings in context. In doing so, we intend to start to explore what inclusive and successful partnerships look like, and the actions and behaviours of leaders that promote effective collaborative working.

Initial conversations that include members of communities that are under-represented or excluded will provide an opportunity to understand how existing models and ideas reproduce and sustain hierarchies, power structures and patterns of (under)representation. This space will also provide an opportunity to begin conversations about how new ways of leading within integrated care systems might start to emerge. The intention is that this small-scale study will

inform an application for a more substantial piece of work supporting inclusive leadership practice particularly within integrated care systems – its focus, methodology and methods.

Tom Vine

University of Suffolk

Assessment by diorama: Fabricating a critical management education.

This presentation explores the potential of the diorama as an innovative and effective pedagogical method for cultivating critical thinking on management degree programmes. Additionally, assessment by diorama appears to be a leveller between native English speaking and non-native English-speaking students. When subject to conventional methods of assessment, bright non-native English speaking students who are capable of thinking innovatively and critically are often constrained by the limits of their written English. However, through the medium of diorama they are better able to convey these skills without inviting inadvertent prejudice.

Critical thinking and management degrees have not always made easy bedfellows. This chapter reflects on pedagogical research at Suffolk Business School in the UK in which MBA students were offered an alternative method of assessment on one of their modules. The assessment invited students to construct a diorama exploring the controversial relationship between organizational architecture and organizational behaviour. Whereas the traditional written medium of assessment appears to prime students to convey their thoughts idealistically (i.e., to describe organizations and their associated dynamics in accordance with corporate rhetoric), this small-scale trial of assessment by diorama suggests that the method primes students to think about organizations as they are (i.e., imperfect, incomplete and impermanent.) To this end, and notwithstanding the fact that dioramas are often used by planners and architects to depict idealised housing or industrial developments, the medium appears to represent an excellent means of encouraging students to think beyond assumptions; in short, to think critically.

To help understand the results of this research, the presentation stresses the etymology of diorama; the word is a concatenation of the Greek the di- ("through") and orama ("that which is seen"). Certainly, the medium appears to have inspired Suffolk Business School students to pay closer attention to that which is seen, rather than that which is constructed through marketing and corporate discourses. More generally, it seems that students more readily associate the arts – including diorama – as a form of 'warts-and-all' representation than they do the written word. Notably, in an era in which the methods of visual ethnography and storytelling, for example, are beginning to gain traction in organization and management studies, the potential for further creative investigation afforded by methods drawn from the arts and humanities (which, of course, includes diorama) warrant exploration.

CULTURE & HERITAGE

Jenny Amos

University of Suffolk

New ways of evidencing language change: Evidence from an Island variety.

Yod-Dropping is a well-attested feature of East Anglian English, with some observing that it is probably one of the best-known features of East Anglian dialects. This is the process through which words such as cute are pronounced as 'koot'. However, a newer development in many dialect varieties across East Anglia (known as yod-coalescence) sees words with initial 't' and 'd' sounds take on a different form (so that, for example, tune becomes 'choon' and duke rhymes with 'juke', in place of 'toon' and 'dook', respectively).

This presentation discusses an innovative methodological approach which utilises the language game Pig Latin in order to investigate how 'entrenched' yod-coalescence has become within the speech community of Mersea Island, Essex. Participants were given a number of test words in sequence via Microsoft PowerPoint which they were first asked to read unaltered, and then produce in the equivalent Pig Latin form. This was followed by a classic sociolinguistic interview in order to collect speech in more naturalistic contexts. Language games have been used in previous research to explore how speakers process sound structure, but not to comment on the process and stability of dialect change. We will see that, not only can such methods engage participants in ways which lead to targeted post-experiment discussions, producing additional data sources, but also provide unique insights to speakers' underlying sound structure during times of change.

Susan Barnet and Jane Watt

University of Suffolk

Blast Radius Challenge Lab.

Aims

This presentation reflects on outcomes of the Blast Radius Challenge Lab on Orford Ness led by Barnet and Watt as part of their Close Look, Distant View, symposium (March 2023). They will examine how the Lab acts as a catalyst towards transformative readings of landscape through active knowledge exchange between national, international, early career and established academics, the community, and external experts.

Background

Close Look, Distant View is developed by Barnet and Watt in collaboration with curator Emma Roodhouse (Colchester and Ipswich Museums), in partnership with The Hold Suffolk Archives. It brings together artists and researchers from University of Suffolk, Anglia Ruskin University, University of Southampton, California Institute of Technology, and Tate examining new research and shifting perceptions of watery landscapes in art, science and digital technology. This is part of Barnet and Watt's ongoing research project Blast Radius which explores ways to bring together specialists across disciplines to exchange knowledge within the landscape.

Method

Barnet and Watt employ the site of internationally significant Orford Ness National Nature Reserve as a starting point for Blast Radius. As a former military test site, evaluating explosions towards measuring the extent of destructive capacities, Blast Radius employs similar evaluative

technologies, but towards the creation of artworks and the assessment of a site's ecology; the impact of a creative impulse. The Challenge Lab employs active field research based around creative collaboration, engaging practice as a means of knowledge exchange to stimulate new ways of examining and understanding the landscape around us.

Findings

Lab findings will be presented, including topics such as: Hidden Waterscapes – Principles of Dormancy; Visualising Politics and History of Waterways; and Landscape, Impact of Environmental and Climate Change on Coastal Landscapes.

Conclusions

This paper is an opportunity to reflect on the feasibility of the Challenge Lab as a viable research model and identify future directions for this as a way of working.

Noel Bowler

University of Suffolk

Above the Fold.

The proposal for this paper is to reflect on my long-term research and most recent publication, Above the Fold (2021).

Above the Fold is a series of photographs that articulate, through depicting the contemporary workspace, the media in a globalised workplace. Set against the backdrop of a post-truth media landscape, Above the Fold speaks to the importance of the visual archive by creating a dialog around the past, present, and potentially the future, of contemporary work practice.

Between 2011 and 2018, I began negotiating access to some of the most prominent newsrooms from around the globe. Centred around newspapers with the largest printed outputs by paid circulation, my photographs use a particular visual aesthetic to create a discourse around the impact of the newspaper on the growth of our society, and the effects of technological change on the globalised workspace. Far from receding into memory, these spaces continue to flourish in the face of technological advance and political upheaval, the pathos of the 'has been' exists within this work as a dialectical shift between the past, the present and what will come.

Sara de Freitas et al.

University of Suffolk

Suffolk Stories: A Participatory Design Research Approach to Developing a Game Demonstrator for Heritage Trails

de Freitas, S.[1]*, Clayden, A., [2]Steventon, H., [2]McCook, B., [2]Thomas, N., [2]Hodgkinson, A., [2]Ruiter, K.,[2]Caldwell, N., [2]Rawlins, M., [3]Gladwell, V., [2]Martin, R., & Pimm, D. [2]

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Designed to educate and inspire 'adventurers' to explore their environment more over time. The project brings together archivists, historians, educators, game designers and developers to design an immersive experience. As well as adopting participatory design approaches, the paper will consider a framework for similar future projects. This paper will outline the methodology and framework for a mixed reality heritage game trail. The trail brings together a physical trail in the historic maritime town of Ipswich with a gamified experience – melding experiences that use physical, digital and virtual spaces to evoke and inspire learning through exploration. Educational trails are based upon the work of Vannevar Bush, the idea has been developed over time and implemented into different contexts, such as on a virtual campus for school children and as a museum visit. This instantiation of the trail includes students and focuses upon the educational value and benefit to the 'adventurer' in terms of learning gain and user engagement. The research

undertaken will include data from surveys. Stories left by the adventurers are also considered, in the form of video blogs and montages designed to evoke their experience of the trail. The story of the educational collaborative game trail follows Thomas Wolsey's life arc and is part of celebrations of his 550th anniversary.

Mark Edwards

University of Suffolk

Two Gardens: Landscapes of Englishness.

The proposal for this paper is to examine two bodies of photographs which I made in two distinct locations: the gardens of the renowned environmentalist and scholar, Ted Ellis and the writer, Ronald Blythe. While bringing this work within the sphere of landscape and Englishness it extends the enquiry into the contexts of spectral geography, spatiality and hauntology. This is further extended to incorporate what David Matless refers to as 'landscapes of reconstruction' and 'new citizenship', both of which reflected the national response to the post-war landscape.

Ellis lived with his family, from the 1946 until his death forty years later, at his cottage, situated on the edge of the Norfolk broads in Surlingham. It occupies a space bordering the nature reserve Ellis established and represents a private garden constructed for the production of fruit, food and flowers. The pictures of this garden represent a body of photographic images I made there from 1999-2004.

The second garden is that of the late writer Ronald Blythe. Formerly the home of the landscape painter, John Nash, it lies in the heart of 'Constable country'. The body of colour photographs examines not only the garden that Nash established there in 1946, but also Blythe's additions to it as it became a collage of absence and presence. Made from 2016-2019 the series is formed of eighteen colour photographs.

In addition, the English tradition of landscape painting and literature places the work within a diverse range of ongoing topographical practices.

Nicola Foster, Amanda Hodgkinson, and Pat Hurrell

University of Suffolk

The Invisible Role of the Arts and the Humanities in the Collective Transformation of the World we all Encounter.

The arts and humanities are not the first port of call for governments and institutions to resolve practical problems, such as public health, housing, environmental sustainability, transport, food security, public order, and political security. Hence, government and institutions research funding of universities is better justified in specific sciences relevant to the specific public issue identified by governments and institutions. The sciences were designed to conform to systematic methodology which made it possible to measure physical practical objectives. And yet, while the sciences can make physical life comfortable in a way which can be measured the arts and humanities can claim to 'make life worth living', beyond mere survival. However, this is not easily measurable, since what counts as 'a life worth living' depends on individual and communal values, desires and aspirations, which are neither identical not static.

While the sciences can provide measurable systematic methodology and outcomes, they can do so by utilising categories, concepts and values generated through arts and humanities projects. The generation of multiple concepts, values and categories, as well as their critiques and wide circulation, (in language, performance, visual, aural, touch, smell and taste), is the contribution of the arts and humanities. These multiplicity of concepts, values and categories are made possible by the status of 'relative autonomy' enjoyed by the arts and humanities to the extent that they are not expected to resolve practical problems of physical survival as their primary function.

The paper will make visible specific examples of the ways in which the arts and humanities contributed in the past, and continue to contribute in the present, often invisibly, to the collective transformation of the world we encounter (individually and communally). We will provide

examples which are open to interpretation and argue that dominant interpretations taken forward at specific historical or present times are always already the collective work of politics. It is in the context of politics that concepts, categories, methodologies, and classifications in general, take place.

Brian McCook

University of Suffolk

Citizens of Nowhere? Community and Belonging in a Networked Age.

The late twentieth century bore witness to the birth of the post-industrial society, marked by the rise of integrated, transnational networks of capital, an information-based 24/7 economy, a global mass media, and dramatic advances in digital communication and transportation technologies. Over the last fifty years, local and national identities once perceived as immutable are rapidly shifting in the wake of these developments. This paper considers the interaction between media, the state, economy, and society, considering how recent transformations in communications and technology are presently transforming our understandings of self and community, citizenship and belonging.

Key questions asked include: Do new technologies and media advances contribute to the breakdown and atomisation of society? Conversely, do they provide a means through which new social formations can emerge to challenge and transform existing power structures and political alignments? What happens to civil society when the public sphere goes digital? What is the role of the state in defining your digital rights? Fundamentally, how has the rise of mass media, especially internet platforms, transformed our understanding of individual and collective rights and responsibilities?

Keith Ruiter

University of Suffolk

Trees Holding Hands: Customary Law, Comparative History, and Polyjuridical Futures.

This paper, based on research from my current monograph project, makes the case for looking to Indigenous legal studies to guide and inform new approaches to studies of medieval customary law and its history. Focusing on the situation in medieval Scandinavia and Iceland, I will highlight the methodological challenges of approaching historical customary law and customary legal cultures, identify the opportunities presented by Indigenous legal revitalization work by organisations like the Indigenous Law Research Unit at the University of Victoria, and point to the ways in which reframing our understandings of early customary legal orders and engaging in respectful dialogue between Indigenous and European knowledge systems can facilitate work towards robust polyjuridical social institutions in the present and the future. This forward-looking paper will also frame the work for a new, collaborative, international research project, funded by Berit Wallenbergs Stiftelse, which – in partnership with researchers at Uppsala University and the University of the Highlands and Islands – will showcase landscape perspectives of customary law as practiced in Sweden, its change over time, and the ways in which revisiting this history and heritage invites a different approach to resource extraction in Sápmi that goes beyond token 'consultation'.

Mike Sauter

University of Suffolk

Biography of a Bourgeois Killer: Peter Kürten, The Vampire of Düsseldorf.

This project examines the life of Peter Kürten (1883 – 1931), a Weimar-era criminal, who was executed by guillotine in Cologne after having been found guilty of committing multiple murders and rapes in late-1920s Düsseldorf. The aim is to understand his life against the backdrop of Wilhelmine Germany (1871 – 1919), rather than Weimar Germany (1919 – 1933), which is the usual

frame.

Although Kürten has not been studied much – a total of five books dedicated to him have appeared in the past ninety years – he garners mention in journal articles and books that deal either with serial killers, or criminality in Weimar. Both latter approaches are unhelpful. With respect to serial killers, the studies erase the backdrops that formed the different criminals. So, Kürten is merely one example of a numinous trans-historical crime problem. As to Weimar, the studies understand him through the era's ostensible decadence. Kürten was, however, a product of the same historical currents that, ultimately, overwhelmed Weimar. As a result, we know little about Kürten, but are rich in studies that tell us what his crime spree meant.

This project will situate Kürten's life (and death) against Imperial Germany's tumultuous economic development and wrenching social dislocation. Kürten emerged from an urbanizing world, where family dysfunction was endemic – his father was an abusive drunk – and other forms of dysfunction – theft, prostitution, animal cruelty – were the stuff of daily life. His criminality has, thus, an historical foundation that must be reconstructed before any broader lessons can be learned.

Andrea Smith

University of Suffolk

Transforming the airwaves – a century of radio drama.

One hundred years ago, in May 1923, British radio listeners heard something entirely new: a full-length radio drama. The BBC production of Shakespeare's Twelfth Night transformed the medium and showed that there was a new way to tell the celebrated playwright's stories. This paper will explain how it was done, what effect it had on the airwaves and the legacy left by this performance that continues to this day. It will do this by examining first-hand accounts of the production from those taking part and those who heard it, as well as those involved in subsequent productions. It will show that this experimental broadcast had all the ambition of modern audio drama, but without the sophisticated technology. And it will show that while for many years the work involved in getting this play to air was attributed to a man, it was in fact a woman who was behind this hugely significant moment in radio history. This broadcast of Twelfth Night was the first of more than 400 productions of Shakespeare's plays on BBC radio, which are still being produced. It was also a trailblazer for similar productions in America, Canada and Australia in the decades that followed. In addition, this first attempt at radio drama was the precursor of the audio drama boom that we are seeing today from companies like Audible, as the inheritors of this pioneering BBC production continue to transform our listening in the twenty-first century.

EDUCATION

Abbie Cairns

Norwich University of the Arts

The role of artist-teachers in transforming the lives of adult learners in adult community learning.

This paper will explore how artist-teachers within an adult community learning (ACL) context transform the lives of adult learners enrolled in art courses. ACL is comprised of community-based learning opportunities delivered by local authorities and general further education colleges, typically to learners aged 19+.

ACL provides accredited and non-accredited adult learners and has qualities that set it apart from other educational sectors, with classes on average lasting two hours a week. The sector aims to reach learners who are socially isolated, lack confidence, or are from diverse backgrounds, including those who have previously missed out on education due to social and individual disadvantages.

This paper draws upon interview data from 17 artist-teachers in ACL and seven managers working in the sector. Data were collected within a second-generation grounded theory approach. The paper uses interview extracts to demonstrate how artist-teachers in ACL help to transform the lives of their adult art learners by providing a classroom that promotes socialization, and the wider benefits of this, including improved mental health, well-being, and confidence of adult learners. How the art context contributes to this is also explored.

Brenna Farrow and Helen Caldwell

University of Northampton

Students' professional identity development through teaching English in local schools in Hong Kong.

There has been an increased interest in the student experience of learning in addition to the inclusion of representations of the student voice in research in Higher Education. Concerning the former, Active Blended Learning (ABL) has been at the forefront of teaching and learning initiatives at the University of Northampton (UoN); and students at the university have placed high value on the practical aspects of work-based learning on module evaluations. The research project reported in this article was part of the UoN learning and teaching development that embraced ABL, and thus sought to develop a model for the development of professional identity for our student teachers and those that wanted to work with children in another capacity. The project came with a small grant for research funding by the university. The project comprised an investigation of students' professional identity and its development because we had noticed a strong sense of professional identity from previous student cohorts. In addition, we sought to discover what value overseas mobility experiences played in professional identity development. The authors sought to develop a theoretical model that could be applied for students interested in careers with children. There were 21 undergraduate students studying in the second year of two bachelor's degree programmes, who took the opportunity to engage with the summer programme in Hong Kong for five weeks. The students were situated in various regular local primary and secondary schools to teach English through activity. Findings indicated the students had been engaged in personal and group transformative learning experiences, and as a result, a keen sense of professionalism emerged.

Jo Finch

University of Suffolk

Failing to Fail or Fast Tracking to Failure in Practice Placements?

"Fail to Fail" has emerged as a popular soundbite within a variety of professions with assessed practice placements. The phrase implies that there is a phenomenon of practice educators/mentors, routinely failing to fail students on placement. This suggests there may be people across professions, who are not competent, or may pose potential risks to service users and patients. This position has been particularly vociferous in nursing but has also crept into social work and other professions.

The research undertook a critical literature review that sought to explore:

1. The extent to which the empirical evidence supports the claim that there is a failure to fail in placement settings across professions

2. The extent to which, some groups of students are more likely to be "failed to fail" than others.

I argue that the "failure to fail" explanation is potentially damaging to social work as well as other professions and serves to obscure important evidence about who is failed on placement and who might be given the benefit of the doubt. I argue that there is very limited empirical evidence of "failure to fail" in placements but there is stronger evidence about which students are being fast tracked to failure, namely students from racialised minority groups. I conclude that understanding the reasons why it "might" or "could" be challenging to fail, alongside acknowledgement of the existence of racial and other discrimination in practice placements, is more helpful in strengthening practice education, rather than populist and unevidenced soundbites.

Clare Gartland and Violeta Negrea

University of Suffolk

Student Ambassadors Widening Participation in HE.

Partnering with universities in France, Romania and Turkey, the Erasmus + Diploma project focuses on training student ambassadors to support inclusive approaches in Higher Education. To address inequalities in Higher Education, participation is critical to tackling issues of social exclusion across Europe. Research indicates that young people from underrepresented backgrounds lack access to relevant cultural, social, and academic capital needed to access higher education. Student ambassadors are widely used in supporting underrepresented groups in developing valuable knowledge, skills, and identities for higher education access and progression. However, there is limited research investigating effective student ambassador practices or how to train and support them. The Diploma project aims to address this gap in knowledge through an umbrella review of current research.

The first phase of the project focused on policy and practice in widening participation in higher education. Evidence of effective widening participation activities has been gathered through rigorous systematic review methodology that synthesised findings from existing reviews. Findings from this research will be used in the development of ambassador training. Findings reveal student ambassadors' significant role in widening participation approaches at all stages in the student lifecycle (pre-entry, retention, and progression). Outreach activity is found to be most effective if planned for specific local contexts in collaboration with stakeholder groups such as schools, charities and other Higher Education Institutions. Carefully targeted, long-term approaches that gradually build younger students' repertoire of possible future selves, self-efficacy in subject disciplines, and knowledge of progression routes and careers are also effective.

Tanya Heasley

Canterbury Christ Church University

Teachers' experience of anger and positive education: An Interpretative Phenomenological Analysis.

It is unknown if positive education has an impact on teacher anger. Therefore, this study set out to explore, interpret, and communicate teachers' experiences and perceptions of positive education and anger.

Teacher anger is a global problem. Moreover, teacher violence against children is prevalent in many countries. Several studies suggest that students, teachers, and school communities are affected by teachers' anger. The goal of positive education is to enhance both academic achievement and promote mental well-being. As positive education emerges as a whole-school approach, it is believed to benefit students, teachers and cultivate healthy school environments.

Four teachers were recruited to participate in this qualitative study. An interpretative phenomenological analysis (IPA) was used to frame the study. Rather than seek a causal explanation for teacher anger, using IPA provided an in-depth understanding of anger and positive education from the teacher's perspective.

Four superordinate themes and seven subordinate themes emerged from the IPA with regards to the teachers' lived experience of anger and positive education. In part one, the perceptions and expressions of anger vary among teachers. However, there was a general consensus that lack of time affects teachers' anger. Furthermore, all teachers said they were angry and overwhelmed by their workload. In part two, the teachers described that positive education led to a flourishing life and positively contributed to strengthening relationships, as well as empowered children to do well academically.

Overall, teachers perceive that positive education enhanced their ability to manage their anger and provides a pedagogical foundation to teaching.

David James and Phil Nicholson

University of Suffolk

Music education in Suffolk.

James, D*[1]., Nicholson, P[1]. & Atkins, D[1].
*Lead presenter
[1] University of Suffolk, United Kingdom

Aims and background

In England, music education is described as a 'postcode lottery', with those living in more rural areas considered less likely to experience and access high-quality provision compared to those living in more urban areas. In this paper, we will share findings from a commissioned research project aimed at exploring and mapping music making education in Suffolk, one of the more rural counties in England. The overarching aims of the project were to outline gaps and barriers to children and young people's participation in music making as well as identify effective ways to increase engagement and create greater access. Our particular focus here will be on the experiences and perceptions of children and young people and on the conditions that support and/or constrain their participation in music education.

Methods

The data presented were generated from two semi-structured in person focus groups with children and young people (ages 11-18) in Suffolk. Data were transcribed and coded using a deductive approach based on bio-ecological systems theory. The focus groups were informed by the British Educational Research Association's Ethical Guidelines and institutional approval was obtained.

Findings and conclusions

Findings about music making will be presented in relation to each layer of Bronfenbrenner's bioecological systems framework alongside reflections on the music making journey through schools. The policy implications of the findings will be discussed with a focus on how policymakers can plan for all children and young people in Suffolk to experience high-quality music education.

Ivana Lessner Listiakova

University of Suffolk

Initial training of professionals for inclusive holistic practice

Aims

The everyday reality of professionals working with children and adults with special educational needs and disabilities was explored with the aim to identify how their values are actioned in practice in the current systems and policy environments. The paper draws on their reflections on the training they received in preparation for their profession.

Background

The study was conducted in Slovakia where despite the inclusive rhetoric of policies in education and social care, driven by the pan-European developments, systems and processes remain directed by medicalised defectological legacies of the post-Soviet era.

Method(s)

In this qualitative study, perspectives of therapeutic pedagogues were collected through semi-structured online interviews (n=18) focused on questions about their professional experience, examples of everyday practice, including achievements and challenges. Further discussions focused on opinions on inclusion and evaluating its feasibility in the current conditions. Additional themes emerged from inductive coding of data that were then analysed using a theoretical framework of behaviours, knowledge, and beliefs for analysing inclusive education.

Findings

Besides findings about barriers in systems of practice and attitudes of other professionals, therapeutic pedagogues reflected on components of their initial training that contributed to their skills in facilitating inclusive holistic practices despite the identified challenges. These comprised self-experiential training in creative, relational methods and the experience of feeling valued and respected, leading to high flexibility and a pro-active approach in establishing collaboration and change.

Conclusions

Implications for implementation of the results into initial university training of professionals more widely are suggested.

Omoboroji Rich

University of Suffolk

Co-Creating Learning Hubs

Rich, O.,[1]* Hickey, A.,[2] Cornelius, M.,[2] Cracknell, L.,[2] DaCosta, C.,[2] Lecluyse, W.,[2] Lessner Listiakova, I.,[2] Nicholson, P.,[2] Patel, A.,[2] Ruiter, K.,[2] Stella, M.,[2] Trowsdale, J.[2] and Wallace, K.[2]

*Lead presenter

[1] University of Suffolk, United Kingdom

[2] University of Suffolk, United Kingdom

Background

"The Suffolk Learning Hub" is a learning and teaching initiative at the University of Suffolk and represents a platform for extended learning and skill building, aligned to the University's widening

participation agenda supporting access and progression in higher education of diverse learners. The aim is to support the students' learning trajectory across the modular design of the block approach, bridging and connecting learning and establishing effective pedagogies. It contains a resource pool of online, interactive, activities centred around the learning dimensions of University Life and Wellbeing, Academic, Transferable and Employability skills. It aims to empower students in taking ownership of their own learning needs while providing scaffolded support in developing their skills.

Aims

The aim of the 'Co-Creating Learning Hubs' project is to strengthen the current programme by embracing the idea of students as experts on their own learning with academics and learning designers bringing in expertise of effective blended pedagogies.

Methods

The research elements of the project are two-fold comprising a layer of a co-designed evaluation study of the co-developed/co-created Learning Hub activities and a layer of evaluating the experience of researchers of being involved in such collaborative endeavour.

Results

The envisaged impact of the project on the collaborating researchers is increased sense of belonging to the university as a learning community and improved transferable skills identified in individual reflections. The produced outputs will directly enhance student engagement with the Learning Hubs with predicted positive impact on academic attainment, NSS results and graduate employability (of students from diverse backgrounds).

Jo Trowsdale

University of Suffolk

Real-world learning: probing possibilities through a particular educational model

Background

Many educational models draw on situated, real-world, project-based learning designs, reflecting a popular, implicit understanding that real-world learning is relevant and motivating. In early years education, the real-world is adapted and modified to facilitate meaningful imaginative play. At the other end of formal education, the real-world is typically experienced in forms of 'apprenticeship' – both indicating the need for mediation through curriculum and pedagogy.

Aim

This paper explores a distinct (art-making) model tested in primary schools which draws on these dimensions of both early years and further/higher education. It advances an argument for the significance of the culture of a practice as an underdeveloped dimension for real-world learning.

Method

Data was gathered over 2 years working with 14 teachers from 7 primary schools and 5 professional art-makers, designing new schemes of work. It comprised a) fieldnotes from observations, formal and informal conversations b) interviews (pre-, mid- and end of project – teachers; pre and end with art-makers and senior school leaders c) teacher planning, written and visual material. Ethical approval was given by the university ethics committee.

Findings

Teachers valued the engagement, positive learning behaviours, bounded autonomy and learning that the model generated. These qualities, reliant on two key principles of the model (a real-world, art-making community of practice and a core commission), were inherent in the expected practices and cultures of the real-world community of practice.

Conclusion

The use of the cultures and practices of real-world communities of practice as design foundations for school curricula warrants further research attention.

Paulo Vieira Braga and Carmen Ortiz Granero

University of Suffolk

Effective assessment in a block pedagogy: understanding the impact of summative assessment type on student achievement.

[2]Buck, E., [1]*Vieira Braga, P.R. & [2]Ortiz Granero, C.M.
*Lead presenter
[1] University of Suffolk, England
[2] University of Suffolk, England

Courses with a block curriculum design enable students to focus on one module at a time throughout the academic year. In recent years, research relating to block design has increased, as well as its adoption among Higher Education Institutions (HEIs). However, there is a lack of research relating to assessments in block. This study aims to evaluate the impact of block curriculum design upon student academic achievement when summative assessments are adapted for block, subsequently identifying which assessment methods appear better suited for block modules. Using a quasi-experimental design and by comparing means using Independent Samples t tests, the final grades of students enrolled in block modules where the summative assessment was adapted for the new curriculum design were compared to the final grades of students enrolled in the same modules following the previous curriculum design. Results indicated that there was no statistically significant difference between the two groups. Furthermore, the final grades of students were compared by the type of summative assessment they experienced in a block module, and students who had a single time-constrained summative assessment or had multiple, smaller summative assessments throughout the module experienced statistically significant higher final grades when compared to students who had a single essay/report as a summative assessment ($p<0.05$ and Cohen's $d>0.5$). The results from this study indicate that the type of summative assessment has an impact on students' academic achievement in block modules, and therefore, assessment design should be at the heart of staff training and curriculum considerations when developing block pedagogy.

Reilly Willis and Paulo Vieira Braga

University of Suffolk

Evolving Concepts of 'Student Engagement'

Willis, RAD,[1]* Vieria, P.B.[2]
*Lead presenter
[1] University of Suffolk, UK
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Aims

As the University of Suffolk has pioneered innovative approaches to learning and teaching through block and blend, it is an opportune moment to reflect on evolving concepts of 'student engagement'. This also sits within the wider HE environment focusing on student belonging.

Background

raditionally, engagement has informally been associated with, or even equated to, attendance. With the University's evolving concepts around learning and teaching, perhaps it is also the time to develop outdated notions of engagement.

Methods

This research is evaluating the current state of affairs through triangulated data. 178 student perspectives and 43 staff perspectives were gathered on what 'engagement' means. These are then compared against University of Suffolk policies on engagement, identifying points of agreement and areas of conflicting opinions. These findings are then mapped against wider literature to more fully understand current perceptions of 'engagement' – University of Suffolk students, staff, policies, and the wider HE context.

Conclusions

From there, the research will use University of Suffolk innovations in block and blend to consider whether there are new and powerful ways of conceptualising student engagement, both at the University and in the wider HE environment.

HEALTH & WELLBEING

Brian Castellani

Durham University

Mitigating the impact of air pollution on dementia and brain health: Setting the policy agenda.

Background

Emerging research suggests exposure to high levels of air pollution at critical points in the life-course is detrimental to brain health, including cognitive decline and dementia. Social determinants play a significant role, including socio-economic deprivation, environmental factors and heightened health and social inequalities. Policies have been proposed more generally, but their benefits for brain health have yet to be fully explored. Objective and methods: Over the course of two years, we worked as a consortium of 20+ academics in a participatory and consensus method to develop the first policy agenda for mitigating air pollution's impact on brain health and dementia, including an umbrella review and engaging 11 stakeholder organisations. Results: We identified three policy domains and 14 priority areas. Research and Funding included: (1) embracing the complexities of place approach that (2) highlights vulnerable populations; (3) details the impact of ambient PM2.5 on brain health, including current and historical high-resolution exposure models; (4) emphasises the importance of indoor air pollution; (5) catalogues the multiple pathways to disease for brain health and dementia, including those most at risk; (6) embraces a life course perspective; and (7) radically rethinks funding. Education and Awareness included: (8) making this unrecognised public health issue known; (9) developing educational products; (10) attaching air pollution and brain health to existing strategies and campaigns; and (11) providing publicly available monitoring, assessment and screening tools. Policy Evaluation included: (12) conducting complex systems evaluation; (13) engaging in co-production; and (14) evaluating air quality policies for their brain health benefits. Given the pressing issues of brain health, dementia and air pollution, setting a policy agenda is crucial. Policy needs to be matched by scientific evidence and appropriate guidelines, including bespoke strategies to optimise impact and mitigate unintended consequences. This session will present this work.

Samantha Chenery-Morris

University of Suffolk

Inclusivity in menopause transition.

Dr Samantha Chenery- Morris, Nafiseh Javan, Obinna Ejiogu, Professor Valerie Gladwell, Zarah Abdullahi and Catherine Playfair

Aim

To explore the amount and extent of staff diversity within Suffolk and North East Essex (SNEE) and Hertfordshire and West Essex (HWS) Integrated Care Systems (ICSs) and gain an understanding of staff experiences of menopause transition and support.

Background

The average age for menopause is 51, with many factors influencing the start of menopause, such as ethnicity, cultural beliefs, socioeconomic background, and general health issues (Gold, 2011; Schoenaker et al., 2014). Therefore, the ICS wanted to explore these factors.

Method

A concurrent, exploratory, mixed-method project using secondary data from the NHS Staff survey and focus group interviews with staff (Creswell 2009).

Findings

The NHS Staff survey of the two ICS included 41,353 staff. 64% of the workforce are aged 41-65 and the majority are female (77%). One in five staff (20%) are from an ethnic minority and 4% identify as LGBTQ+.

Four staff focus groups with a total of eight participants from mixed backgrounds were conducted. Five themes were identified and discussed. The two ICS were already undertaking a wide range of measures to support staff with the menopause transition. However, these initiatives were not always or widely known and policies to support staff were not compassionately enacted or followed. There was differential access to reasonable adjustments in the workplace.

Conclusion

recommendations include individual, managerial and organisational and societal changes to increase menopause knowledge and support in the workplace.

Su Conquer

University of Suffolk

Transforming integrated care through co-production: a systematic review using meta-ethnography.

Conquer S[1]*, Windle K[2], Iles R[3], Heathershaw R[4], Ski CF[5]
*Lead presenter
[1,4,5] University of Suffolk, UK
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[3] Guy's and St Thomas' NHS Trust, UK

Introduction

There is a requirement for systems and services to work on an equal basis with people who use and provide integrated care. In response, co-production has become popular in the design and transformation of services, using an array of approaches globally. This review explores multi-context and multi-method examples of co-production in integrated care.

Aims

To examine how co-production with service users, unpaid carers and staff, affects integrated care service design and transformation. Meta-ethnographies can generate theories by interpreting patterns between studies set in different contexts.

Methods

A systematic review using meta-ethnography with input from an advisory group (patient and public involvement (PPI)). Nine electronic academic databases and four electronic grey literature databases were searched for publications between 2012–2022. A total of 10 studies were included. Data were extracted, analysed, translated, and interpreted using meta-ethnography and PPI.

Findings

Included studies demonstrated a variety of integrated care provisions for diverse populations. Co-production was found to impact integrated care through person-centred design, strategic design, and collaboration. Service transformation was affected through structural changes, accessibility, and acceptability of service delivery. The methods organically drew out new interpretations, including a cyclic framework for application within the field.

Conclusion

Effective co-production requires a process with a well-defined focus. Implementing co-delivery, with peer support, facilitates service user involvement to be embedded at a higher level. An additional step on the ladder of co-production is proposed; a cyclic co-delivery framework. This innovation may enable better-sustained person-centred integrated care services.

Noreen Cushen-Brewster

University of Suffolk

An Evaluation of Specialist Palliative care service implemented in a community setting within the Norfolk & Waveney Integrated Care Board.

Noreen Cushen-Brewster, Ella Malloy, Jane Black

Aim(s)

The aim was to explore the effectiveness of the implementation of a Specialist Palliative Care (SPC) service in a community hospital in Great Yarmouth & Waveney (GY&W).

Background

SPC is normally delivered by a very skilled team; if patients require admission to manage complex symptoms they are usually admitted to a hospice. In GY&W there was no hospice inpatient provision, therefore, a local hospice and a community organisation developed a SPC service in a local community hospital. This SPC model is novel and the evaluation was commissioned to assess its effectiveness following 2yrs after its implementation.

Method(s)

A mixed methods approach was used, analysis of existing quantitative data was completed, semi-structured interviews were used to explore the experiences of individuals either providing or using the SPC service.

Findings

A total of 1800 referrals were received, 189 admissions to the specialist beds were reported, with 19,712 telephone calls recorded to a 24-hour helpline. Twenty-five semi-structured interviews were completed which included ten patients and carers; four SPC staff members, eight community service providers; and three stakeholders. The findings suggest that the service had a positive impact on the delivery of care.

Conclusion

Overall, the implementation of the SPC had a positive effect, staff from different organisations worked together collaboratively. Coordination and communication were reported as being good. Patients and carers endorsed the service, and suggested they received very high-quality care with easy access to members of the team whenever needed.

Gavin Devereux and Scarlett Moloney

University of Suffolk

The relationship between traffic related air pollution and airway inflammation in primary school children at school pick-up time.

Aims

The project aims to investigate the relationship between traffic related air pollution and airway inflammation in primary school children at school pick-up time.

Background

The health benefits of exercise are well established and participating in active travel to and from school is encouraged as a flexible and accessible form of daily exercise to contribute towards meeting the World Health Organisations exercise guidelines for children. The outcome of this

study will strengthen evidence-based policy making and inform the creators of travel and school policy of the potential impact of strategies to reduce air pollution around schools on children's health. The study involves a primary school partner in an urban environment, with roadside and tree-lined park walking conditions at school pick-up time.

Methods

Twenty children aged 9 to 11 years will complete six 30-minute walks at the end of the school day, once per week for a period of six weeks. Three of the walking sessions will be a roadside route, the other three will be a tree-lined route, the order of which will be randomised. Airway inflammation will be measured via fractional exhaled nitric oxide (FeNO), before and after each walk.

Findings

Findings will be confirmed before the conference.

Conclusion

Conclusions will be confirmed before the conference.

Jan Fish

University of Lancaster

What is it like when someone close to you chooses an assisted death? The experience of British people bereaved by an assisted death and recommendations for more support.

Aim

To explore the experiences of people bereaved through assisted dying.

Background

Assisted dying is a choice to die voluntarily using self-administered drugs obtained from a clinician in a country with a permissive legal framework. This study is the first to explore the experiences of British people bereaved by assisted dying after their relatives travel abroad to die.

Methods

A qualitative methodology was used to analyse the experiences of British people bereaved through assisted dying to develop a constructed grounded theory of their experience.

Findings

Participants sought to honour the wishes of the person seeking an assisted death despite the anxiety and distress they experienced. They took on roles including responsibility to make the arrangements, engaging in gatekeeping information about the planned death from those who might not agree, and usually accompanying them to their death. Fear of legal sanction and social stigma led to secrecy associated with an experience of isolation and after the death, some engage in campaigning to change the law. A critical interpretive synthesis of the experience of those bereaved by suicide showed similarities to those bereaved by assisted death including the experience of stigma and isolation and having the capacity to campaign.

The subsequent campaigning helps those bereaved by assisted dying to make meaning of their experience, including the opportunity to justify their role to enable the death. The first application of the dual process model to anticipatory grief explores the experience of these bereaved people both before, during and after the assisted death.

Conclusion

Those bereaved by assisted death in the UK receive little support before, during and after the death. The dual process model assists understanding of how to support those within the UK and elsewhere, with the complex and challenging experience of being bereaved by assisted suicide.

David Heatley

University of Suffolk

A new form of fundamentally safe medical scanner to aid the diagnosis of a stroke.

Heatley, D.[1]* Harris, S.[2] Taylor, D.[2] el Rube', I.[3]
*Lead presenter
[1] University of Suffolk, UK.
[2] University of Suffolk, UK.
[3] Taif University, Saudi Arabia.

Aims

Develop the underlying science of a new medical scanner to diagnose whether a patient is experiencing a stroke. Crucially the scanner must be fundamentally safe for the patient and operator and be portable, so that it can be rapidly deployed at the site of the emergency with no prior planning or precautions. The principal aim is to improve the outlook of stroke patients by reducing the time between the onset of their symptoms and a formal diagnosis.

Background

In 2018 the annual cost of stroke to the UK economy was £26bn, projected to reach £75bn by 2035. A key contributor to the high cost is the proportion of surviving stroke patients who commence their treatment late in their pathway and consequently go on to require extensive long-term care. The proposed scanner will help to reduce that proportion.

Method

The new scanning beam uses a low intensity electro-magnetic field in the radio-frequency (RF)/microwave band. A bespoke algorithm displays the acquired data to the operator in a manner which highlights the presence of a stroke affected region in the brain.

Findings

An extensive programme of scans has been performed on materially correct representations (phantoms) of a human head containing a stroke affected region in the brain. That region was successfully detected.

Conclusions

Scanning at RF/microwave frequencies affords several benefits over X-ray CT and MRI which could be game changing for stroke diagnosis, improving the outlook for patients and helping to reduce the enormous cost of stroke to the nation's economy.

Dearbhla Jordan

Sport Ireland

Sport Ireland's Systemic Evaluation of Physical Activity Initiatives.

Aims

To develop a systemic evaluation approach to assess if Sport Ireland funded physical activity initiatives are achieving their intended impacts of increased participation.

Background

At Sport Ireland, we work with our funded bodies to increase levels of sport and physical activity participation across the country. Our work is underpinned by the National Sports Policy 2018-2027 which has set out a target of having 60% of the adult population (16+) regularly playing sport by 2027. We are aware that critical to bringing this vision to life is our capacity to make strong evidence informed decisions supported by robust evaluation systems. In an effort to evaluate the impact of our investment, we have adopted the use of the following 3 questions:

3. What works when trying to get people active?
4. Whom does this work for? (demographics of communities and target groups) &
5. What conditions must exist for this to work?

Methods

The systemic evaluation approach entails the use of a single item measure (M1) to gather data on our primary outcome of interest-levels of physical activity. This validated self-report seven-day recall measure provides with a proxy which can track an individual's rate of participation in sport and physical activity before engaging with an initiative, immediately after the initiative and at 3 month follow up, thereby, measuring the impact of the initiative. Data which has been collected on over 7,000 participants since 2019 has been collated on an interactive Sport Ireland Evaluation Dashboard.

Findings The M1 measure answers the questions of what works and for whom. The development of the dashboard provides an efficient tool for zoning in on potential initiatives that are taking place nationally and decide whether to undertake a more comprehensive qualitative evaluation to understand the mechanisms that facilitated success, thus answering our what conditions question. This allows for potential replication and scale up of effective initiatives.

Conclusions

To be able to demonstrate the movement of participants across different levels of activity over a range of programmes means that Sport Ireland can present strong visual evidence of the benefits of its work to government, partners, and the funded bodies. Further, it means we can gain a deeper understanding of what makes a physical activity initiative successful (or not) which will influence the NSP's target being met.

Vicky Lucas

University of Suffolk

The Effectiveness of Cognitive Behavioural Therapy for hand service patients with a psychological disorder.

Lucas, V.J.[1], Burke, S.[2], Selby, A. & Johnson, N.

*V. Lucas

[1] University of Suffolk, UK

[2] NHS, UK

Aims

To investigate the effectiveness of a cognitive behavioural therapy (CBT) service for patients with elective and traumatic hand conditions.

Background

Long standing view that the hand unit Pulvertaft at the University Hospitals Derby & Burton (UHDB) would benefit from having psychological support for the patients. High prevalence of injuries and chronic long-term conditions which results and impacts every aspect of life. Some of the presentations had a significant impact on patients psychologically which impacted on recovery.

Methods

Patients were screened with hand disorders, indicating recovery was being impacted with significant psychological presentations. Demographic data and psychological assessment scores (PHQ9, GAD7, IES) were prospectively collected for patients who underwent CBT before and after treatment.

Findings

114 patients attended an initial treatment session and 81 completed the treatment with full data available for 78 (68%) patients. Mean age was 41(range 13 – 84) and 60% were women. 64% had sustained a traumatic hand injury. PHQ9 (pre 16.2, sd 7.1; post 4.7, sd 4.6, p<0.0001), GAD7 (pre 15.2, sd 5.2; post 4.6, sd 4.1, p<0.0001) and IES (pre 61.0, sd 15.7; post 11.1, sd 12.3, p<0.0001) scores all decreased significantly following treatment.

Conclusions

Many patients with traumatic and elective hand conditions have associated psychological problems which may influence outcome. Staff were able to identify patients with a significant psychological disorder and access specific treatment for it within the same healthcare setting. CBT in a hand unit setting is an effective treatment.

Colin Martin

University of Suffolk

Translation and validation of the Birth Satisfaction Scale-Revised (BSS-R) for use in Portugal.

Moreira, H., 1 Hollins Martin, C.J., 2 and Martin, C.R. 3*

*Lead presenter

[1] University of Coimbra, Portugal

[2] Edinburgh Napier University, UK

[3] University of Suffolk, UK

Aims

To translate and validate the Birth Satisfaction Scale-Revised (BSS-R) into Portuguese for use in Portugal.

Background

The Birth Satisfaction Scale-Revised (BSS-R) is an internationally endorsed 'gold standard' self-report measure of birth experience. Comprising three sub-scales of 'stress experienced', 'women's attributes' and 'quality of care', the BSS-R can be used as a sub-scaled instrument for research or a total scored measure for clinical practice. One Portuguese-language version of the BSS-R is available, however, this was developed specifically for use in Brazil.

Method

Following translation, the Portuguese BSS-R was administered to postpartum Portuguese women and data examined to establish key psychometric characteristics. Confirmatory factor analysis, known-groups discriminant validity analysis and internal consistency analysis was undertaken on the Portuguese BSS-R.

Findings

Data from 1373 women was included in the analysis. The Portuguese BSS-R was established to have excellent psychometric properties and was found to be conceptually and measurement equivalent to the original UK version. The Portuguese BSS-R demonstrated sufficient unidimensionality and multidimensionality to support the use of the measure as a sub-scaled scored or total scored measure.

Conclusions

The Portuguese BSS-R was found to have excellent psychometric properties and is suitable for use for the self-report assessment of the birth experience of Portuguese women postpartum.

James Nobles

Leeds Beckett University

How are we progressing with systems approaches for population health improvement?

There is now substantial interest in the use of systems approaches to address complex population health issues like obesity. Although interest in them has grown, and indeed their implementation has gathered momentum, there is little understanding as to the current state of affairs. This talk aims to: (i) introduce systems approaches for population health improvement and their rationale, (ii) summarise the published evidence on systems approaches for various population health issues, and (iii) highlight some opportunities and challenges facing the evaluation of systems approaches. The talk will conclude by offering delegates more information about the Systems Evaluation Network.

Chris Owens

University of Suffolk

Using Ripple Effects Mapping as part of an evaluation of the Neighbourhood and Live Well Domain programme.

Owens, C.S.,[1]* Gladwell, V.,[1] Freeman, P.,[2] Corrigan, O.,[3] Danielsen, S.,[3] Ejiogu, O[1] & Rossiter, E.[1]

*Lead presenter

[1] University of Suffolk, Institute of Health and Wellbeing, United Kingdom

[2] University of Essex, United Kingdom

[3] Anglia Ruskin University, United Kingdom

Aims

To understand the actions, activities and impacts of the Neighbourhood and Live Well Domain programme using Ripple Effects Mapping (REM) and reflect on the use of REM.

Background

The two major programmes of the North East Essex Health and Wellbeing Alliance are the Neighbourhoods Programme and the Live Well Domain Programme (referred to in this study as the 'Neighbourhood and Live Well Domain programme'). An evaluation of the programme began in August 2022 and REM was undertaken as part of the evaluation.

Method(s)

An adapted method of REM was utilised whereby an initial REM workshop was held with 16 participants from the programme (members of the workforce, leaders and domain leads) in November 2022. Two groups were formed in the initial REM workshop and each group produced an output (map). A follow-up REM workshop is due to be held in May 2023. Outputs (maps) produced at the initial REM workshop were digitised and impact pathways will be identified on the outputs (maps) and these impact pathways will be subject to thematic analysis/content analysis with further development of these aspects after the follow-up REM workshop. Reflections on using REM will also be considered.

Findings

Impact pathways identified on each output (map) and the analysis of the impact pathways on each output (map) will highlight themes. Reflections from using REM will highlight aspects that worked well and improvement aspects.

Conclusions

The use of REM in this evaluation has been an effective method to use and the analysis will highlight themes.

Simon Penhall

Sheffield Hallam University

Refinement and use of the Common Purpose Model to encourage a whole system approach to physical activity promotion in South Tees.

PENHALL, Simon; Sheffield Hallam University, United Kingdom.

BROOM, David, R; Coventry University, United Kingdom.

SHEARN, Katie; Sheffield Hallam University, United Kingdom.

Aim

Update on the refinement and use of the common purpose model.

Background

You've Got This (YGT) is one of Sport England's 12 commissioned Local Delivery Pilots (LDPs). The purpose of the LDP programme was to apply a 'test and learn' approach, shifting from well-meaning but isolated interventions, to a whole system approach (WSA) to promoting physical activity. In 2021 we published the development of a theoretical model for a WSA to physical activity promotion in South Tees. It has been successfully used by the programme team with YGT partners and adapted over time.

Method(s)

An Embedded Researcher approach has been utilised as part of the process evaluation.

This has allowed qualitative data collection with the YGT core team and wider stakeholder group that includes: ongoing observations at meetings, workshops and events; weekly reflection sessions with the core team and semi-structured interviews.

Findings

The key findings are that the common purpose model:

- Helps to build perspective and understanding around the wider influencing elements and complexities that are involved when a partner interacts with the programme.
- Supports the ongoing learning in YGT around engaging partners to work towards 'active lives as a way of life' and influence others to do the same.
- Provides a framework for the development of more micro level programme theories that drive more targeted research into areas of particular interest.

Conclusions

We encourage the use of the model locally in South Tees and nationally and welcome further input on its use and refinement.

Jessica Renzella

University of Oxford

Co-producing an action plan to improve diets in Newham

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*Lead presenter

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Background

Healthy diet is an essential component of good health, yet many areas of the UK struggle with high burdens of diet-related diseases. Efforts to address diet-related diseases in the London Borough of Newham have had limited success so far, likely because these have not taken into

account Newham's distinct local context. Newham is ethnically diverse and within the 20% most deprived areas of England.

To approach the problem differently, we used co-design and systems approaches to develop a healthy diet intervention in Newham; these engage residents in public health action and encourage approaches that tackle the underlying causes in the food system of poor-quality diets.

Methods

We ran 12 online group model building workshops with 33 Newham residents from six community neighbourhoods. Participants reflected the ethnic and religious diversity of Newham's population. The first workshop explored residents' views of what they believe is causing people to have unhealthy diets. Participants identified areas for action and brainstormed solutions to improve diets in the second workshop.

Findings and Conclusion

Each workshop produced a neighbourhood-specific systems map of 'what's causing people in Newham to have unhealthy diets'. Residents identified multiple and connected political and economic, physical environment, social-environment, and individual level causes of unhealthy diets. Suggested action areas ranged from increasing food and nutrition education and addressing the unhealthy influence of social media to alleviating poverty and improving food business practices. This information was then used to co-develop a context-specific food intervention with Newham food and health stakeholders.

Naomi Simons

Suffolk Mind

Validation of Modified ENA: the adaption of a clinical measure for general population use.

Martin, C., Gladwell, V., Simons, N., Tynedale-Hardy, C., Susserott, A., Protogerou, C.

Aims

to describe the psychometric properties of the Modified Emotional Needs Audit (ENA) and offer a recommendation based on these properties for its use in surveys within community samples. ENA was adapted from clinical to community use, with the aim of making it a suitable way of measuring the wellbeing of a whole system.

Background

The assessment of emotional needs is critical to understanding the well-being of the individual and at the population level, the emotional well-being of the community. The ENA was developed to assess this important dimension. The original ENA has been modified for contemporary use and the current investigation sought to determine key psychometric properties for determining its applicability for use in large surveys.

Method(s)

A cross-sectional survey design was used incorporating discrete embedded between-subjects design elements to assess known-groups discriminant validity characteristics of the Modified ENA. 792 participants provided complete and suitable data for statistical analysis. Exploratory factor analysis, internal consistency analysis, known-groups discriminant validity analysis, and assessment for divergent and convergent reliability analysis was undertaken.

Findings

The modified ENA was found to be a robust and reliable measure of emotional needs with generally excellent psychometric characteristics. The modified ENA was found to be multi-dimensional rather than uni-dimensional and thus has embedded sub-scales.

Conclusions

The modified ENA is a valid, robust and reliable measure of emotional needs suitable for use in large community survey studies. Future research may explore further the value and usefulness of sub-scales embedded within the tool.

Hannah Taylor

Essex County Council

Evaluating the Essex Local Delivery Pilot.

Introduction

The Active Essex Local Delivery Pilot (LDP) is one of twelve pilots funded by Sport England to 'do things differently' to reduce physical inactivity. In Essex, this involves taking a place-based systems approach, particularly aiming to embed or 'hardwire' physical activity into other sectors. In practice, this includes upskilling the workforce, embedding staff in other sectors and working collaboratively on projects.

Methodology

Evaluation of this project utilises realist evaluation and is conducted by embedded researchers using mixed methods, guided and supported by an academic partner. Areas of focus have been selected, which can be used as exemplars of the LDP's work and these are being explored in detail. Within each of these areas, initial theories have been collaboratively developed with the LPD team and are being tested and refined. The learnings from these feed into an explanatory framework which highlights the contexts and ways of working which have been shown to be most effective for the LDP.

Findings

Theories have been collaboratively developed for five areas of focus (Gamification, Working with the Sustainable Transport Team, Place Based Working, Youth Justice, Levelling Up) and a number of these have been tested and refined. Findings from this and other deep dive evaluation work feeds into an explanatory framework.

Discussion

Realist evaluation is an approach new to both Active Essex and Essex County Council and the embedded researchers have found it challenging at times to adopt. However, this approach has so far show to be useful for evaluating a large programme such as the LDP where it is not possible to evaluate everything happening, giving findings which are transferable to other areas of Essex and beyond.

Lotte Tyndale-Hardy

Suffolk Mind

A public health approach to mental health inequalities in Suffolk.

Tyndale-Hardy, L., Susserott, A., Simons, N.

Aims

to deliver tailored support in response to wellbeing data collected from the Suffolk population, with a particular focus on the geographic and demographic groups we know to be less well, following the COVID-19 pandemic.

Background

The pandemic has a significant impact on the wellbeing of the Suffolk population; and on some individuals and communities more acutely than others. Suffolk County Council Public Health partnered with Suffolk Mind to collect data (via the Emotional Needs Audit ENA) to understand and evidence this. Local decision makers (in the council, VCSE sector etc) are currently using this data to inform how they spend their allocated funds (50k~ per group) to improve mental health in their area of focus. These actions are funded by the Suffolk County Council COVID-19 recovery fund.

Method(s)

A cross-sectional survey design was used, it featured the ENA, demographic questions and postcodes. Thematic and statistical analysis are currently being used on the live dataset.

Findings and conclusions

data collection is ongoing. Preliminary results show trends in least well met needs: sleep, community, control, status, security, and best well met needs: giving attention, privacy, close relationships. Those who are unemployed and LBGT are least well, so far. And those who are retired and in the VCSE sector are among the most well. Final outcomes of the project will need to wait for project conclusion and evaluation.

Peter van der Graaf and Jenny Gillespie

Northumbria University and NHS Tayside

Implementation and evaluation of the Whole Systems Approach to Child Healthy Weight in Dundee: embedded & peer research insights, and action learning.

In this presentation we share reflections on the implementation and evaluation of a Whole System Approach (WSA) to Child Healthy Weight (CHW) in Dundee. The reflections are based on the findings from a recently completed developmental evaluation funded by NIHR PHIRST. We will describe our experience of participatory approaches, such as embedded and peer researchers, and action learning sets, and highlight key learning from the experience of initiating a WSA in Dundee and how this learning could be used to inform developments in Dundee as well as the implementation of a WSA in two other local authorities in Tayside. Findings are framed in terms of the Action Scales Model (Nobles et al., 2021) to explore stakeholders' knowledge of, and engagement with, the WSA and the perceived opportunity to contribute to actions that operate at the 'structures' and/or 'goals' levels of the system and to identify actionable recommendations.

Abigail Webb

University of Suffolk

Immersive-360° theatre: user experience in the virtual auditorium and platform efficacy for current and underserved audiences.

Webb, A.L.M., [1]*Hibbard, P.B., [2]Dawson, J., [3]van Dam, L. C., [2]Asher, J. M., & [4] Kellgren-Parker, L. J.

*Lead presenter

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We explore efficacy and social potential of immersive-360° theatre– live captured theatre performances filmed for virtual reality (VR) viewing - as a remote platform for audiences to view theatre. Survey and structured interview responses from 166 and 30 participants, respectively, self-categorised as regular (1) theatregoers, (2) novices, or (3) underserved audiences. We measured ratings for immersion, presence, and emotional arousal in the VR auditorium, technology acceptance, and social perceptions such as the platform's compatibility with traditional theatre and use as a social, wellbeing, and accessibility tool. Findings showed that in the VR theatre auditorium, ratings for presence and immersion are mixed, and the latter is likely to be influenced by external factors including hardware quality and environmental distractors. For most, immersive-360° theatre is regarded as a positive tool for wellbeing and accessibility, but both survey and interview responses highlighted the crucial absence of social aspects perceived as being central to the traditional theatre experience, and which cannot be replicated under remote conditions (e.g., at home using a VR headset alone). Despite this, the experience was enjoyable for most participants, and crucially, the majority of participants do not perceive VR theatre as a "threat" to its traditional counterpart. Rather, with certain improvements to the quality and comfort of the technology, it is seen as a compatible and complementary offering that has potential for use as a digital offering for underserved audiences and recruiting new

patrons. Suggestions for improving the quality of the VR theatre experience, and its accessibility, included improving the quality of VR headsets, visual resolution, and the inclusion of accessible user controls such as captioning, contrast settings and optional break points. An overarching suggestion for improvement by the majority of participants was to adapt the experience for a more "social experience" e.g., enabling the ability to share the experience with a viewing partner in real time.

Rachel Williams

Bradford Institute for Health Research

Living Well: Implementing and evaluating Bradford's whole systems approach to obesity.

Williams, R.L. [1&2]* & Dunlop, R.[2]

*Lead presenter

[1] Bradford Institute for Health Research, UK

[2] City of Bradford Metropolitan District Council, UK

Aim

Living Well (LW) aims to engage and enable the whole of the local system to work together with co-ordinated actions to make it easier for people in Bradford, UK to live healthier lives.

Background

Mapping work with Bradford partners and residents identified over 100 complex factors associated with obesity that work together to create an unhealthy system. LW is striving to undo this by harnessing the potential of the entire system to deliver work at scale to address these issues and make 'the healthy choice the easy choice' in Bradford.

Methods

Embedding evaluation into LW as an integral component creates the opportunity to explore collaboration and activity taking place across the system, identify leverage points and aids decision making. A combination of methods is being applied including a logic model, systems mapping, social network analysis, ripple effect mapping and project evaluations.

Findings

Findings demonstrate how LW is enabling behaviour change and impacting outcomes across three levels of the local system: individuals and families; communities and organisations: physical environment. Work has produced comprehensive mapping of stakeholder engagement, a visual map of the many complex factors that comprise the local obesity system and identification of activities contributing towards LW objectives. Future results will highlight the interactions among stakeholders and identify current district-wide focus and gaps.

Conclusions

Within the emerging fields of whole systems evaluation, LW is developing, implementing and evaluating its approach, which directly responds to the needs of the Bradford district and works towards 'Health in All Policies'.

SOCIAL JUSTICE & CRIME

Olumide Adisa

University of Suffolk

An evaluation of a national system-change model to improve national responses to domestic abuse perpetrators.

Olumide Adisa, Katherine Allen, Mark Manning, Miranda Horvath, and Joana Ferreira

There is a growing consensus that it is impossible to end domestic abuse without tackling the root cause of the problem. The Drive Partnership (DP) was formed in 2015, with the aim of addressing systemic gaps in the national response to domestic abuse perpetrators. In 2016, they launched the Drive Project, a bespoke intervention for high-harm, high-risk perpetrators, incorporating intensive case management, emotional support, and behavioural change work.

The DP commissioned University of Suffolk researchers to evaluate the DP's local and national systems change work. At the local level, this entailed exploring changes in organisational practice, culture and multi-agency working at three National Lottery funded Drive Project sites. The national systems change strand of the evaluation focused on assessing the impacts of the DP's policy influencing work, including the Domestic Abuse Strategy for England and Wales, and their work to identify and address systemic gaps and barriers.

Researchers gathered qualitative and documentary data (including interviews, observations, and discussion groups) across five Drive Project sites to decode the complexity involved in the local and national systems change interventions.

This paper discusses these findings using methods inspired by critical systems thinking. Through this study, we uncovered the interactions, interdependencies, and relationships among individuals, groups, communities, as well as local and national efforts to better understand the impacts of Drive. This paper further considers whether the systems change model for responding to all perpetrators have been optimised as well as identifying areas of learning.

Katherine Allen and Megan Hermolle

University of Suffolk

That's not the worst thing that ever happened': Sexual harassment, the continuum of sexual violence and narratives of minimisation.

Aims

The research team was commissioned by Crimestoppers to conduct a largescale mixed-methods research project exploring public knowledge and attitudes regarding sexual harassment in public spaces. The overarching aim of the research was to inform a national public awareness campaign to challenge harmful attitudes and encourage safe reporting.

Background

While sexual harassment has been recognized as a widespread, and highly gendered, social issue since the 1970s, there has been renewed interest in the problem in recent years following the resurgence of gender-based violence focused social change movements such as #MeToo. However, survey evidence suggests that street-level sexual harassment remains pervasive and often unchallenged/normalised.

Method(s)

Researchers developed an anonymous online survey on sexual harassment accessed by more than 1800 people. The survey was designed to explore beliefs and attitudes regarding sexual harassment, as well as track experiences of victimization/perpetration.

Researchers conducted individual interviews with eight participants (two men and six women), and three focus groups with 12 male participants.

Findings

Non-criminalised and non-physical forms of harassment were perceived as comparatively innocuous and unthreatening by a minority of survey participants, a finding which was reflected during focus groups with some of the (all-male) participants. However, this view is contradicted by the lived experiences of survey and interview participants recounting the intertwined and cumulative impacts of a lifetime of 'minor' incidents.

Conclusions

Our findings suggest sexual harassment is often experienced as a continuum with interconnected and unpredictable impacts, and that hierarchical classifications of 'most to least harmful' acts mischaracterise the perspectives of many victim-survivors.

Sara Christou

Loughborough University

Beyond the violence: women's homelessness and pathways out.

[1]*Christou, S.A., [2] Cain, R., [3]Chmutina, K., & [4]Kuzmina, K.

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Aims

(i) To investigate the complexities that shape women's experiences when transitioning out of homelessness

(ii) (ii) To inform the design of support services for women, using their narratives of lived experience.

Background

The meaning of home is a kaleidoscope of a person's life. A transition between 'homely' and 'unhomely' is revealed in particular through women's experiences of space as precarious, blurring the boundaries so as to no longer function as home.

Home is often idealised as a place of belonging, but the persistent factor of abuse causing women's homelessness, and homelessness as a violent cycle – means that a woman's 'choice' is more often between a violent home or violent homelessness.

In addition, women's experiences of homelessness remain under-researched. Subsequently, women's homelessness occurs at a greater rate than is considered and it remains hidden.

This presentation draws from current PhD research, unpacking commonalities that may support women in exiting homelessness.

Method(s)

Qualitative mixed methods approach, including semi-structured interviews, Photovoice, and photo elicitation interviews.

Findings

The study will involve approximately ten women who have experienced homelessness and are now residing in London. The purpose will be to illuminate the research through women's narratives.

This study is planned to take place between February 2023 and July 2023. Hence, this presentation will be based on iterative findings.

Conclusions

To understand how women exit the cycle of homelessness, we need to explore recovery from a strengths-based approach. In this presentation, I will consider the transformative notion of hope in supporting women's pathways-out, and move beyond the violence.

Sarah Corrie and David Lane

University of Suffolk and The Professional Development Foundation

How can we help people move from Post-Traumatic Stress to Post-Traumatic Growth? Insights from work with the Youth Justice System.

Corrie, S. [1]* and Lane, D.A.[2]

*Lead presenter

[1] University of Suffolk, UK

[2] The Professional Development Foundation

Aims

This presentation examines the phenomenon of post-traumatic growth, what is known about the factors that increase its likelihood and ways of enabling post-traumatic growth in others and perhaps ourselves.

Background

A significant number of individuals who experience trauma events not only survive their experiences but are also able to process what has occurred in ways that lead to beneficial changes in their lives. These beneficial changes suggest an ability to come to terms with the trauma itself and to find meaning in their experiences from which they can grow.

Method(s)

The presentation draws on data from the researchers' own work with post-traumatic stress and post-traumatic growth over many years in different contexts. The presentation also draws on our current work with colleagues in the Youth Justice system which supports frontline workers in understanding the role of trauma in youth offending and how to enable post-traumatic growth in youth offenders.

Findings

This presentation synthesizes current knowledge concerning the nature of post-traumatic growth and how to enable it. In reviewing the findings of the researchers' own work as well as the trauma literature, there is evidence to suggest that post-traumatic growth is a realizable outcome for many. Next steps in this line of work are considered in furthering our collective understanding of what it takes for individuals to move from surviving to thriving.

Arianna Barbin and Ioana Crivatu

University of Suffolk

A Quantitative Investigation of The Nature and Extent of Domestic Violence Reports to One English Police Force

A. Barbin.,[1]*I. Crivatu,[2] R. Spence[3]

*Lead presenter

[1] University of Suffolk, UK

[2] Bournemouth University/ University of Suffolk

[3] Middlesex University

This study, part of the Home Office-funded Bluestone Soteria programme (OSB), quantitatively explored the characteristics of domestic violence (DV) reports (2018-2020) to an English police force. OSB suggests that 1 in 3 rapes are DV-related which demonstrates the importance of understanding DV more generally so that officers can build a better picture of the breadth and scope of offending of both sex and DV suspects. This research supports the OSB work by exploring the wider context of DV reports. It investigated types of crimes occurring in a domestic situation, crime associations with victim and suspect-level factors, and predictors of three investigation outcomes: charge, case attrition and evidential difficulties despite victims' support in pursuing allegations.

Most suspects were male; most victims were female. Violence against the person was the most common type of offence, followed by stalking and harassment. The high proportion of interpersonal DV offences suggests, in line with OSB findings, the importance of having a holistic view of DV. Similar to OSB's findings on case outcomes, DV charge outcomes were low. Outcomes depended on victim-suspect relationship type, suspect age and number of victim allegations. Intimate partners were less likely than acquaintances to be charged.

More needs to be done to protect victims from DV and to keep them engaged in the investigation and prosecution processes. These findings feed back into OSB's learnings in terms of enabling officers to better understand the wider context of a suspect's offending history and to consider how offending patterns can be more appropriately disrupted.

Ngozi Fulani

University of Suffolk

Valerie's Law: Hashtag, A mono-versity challenge

Aim

includes advocating for Valerie's Law training to be mandatory for statutory and voluntary agencies including police and the Violence Against Women and Girls (VAWG) sector. Implementing Valerie's Law training into universities and other relevant establishments.

Background

In 2015 Valerie Forde and her toddler daughter, RJ were murdered by Valerie's ex-partner, the child's father. Valerie reported to police her ex-partner's threat to burn down the house with her and the children inside. The report was recorded as a 'threat to property'. The homicide report that followed identified many errors that contributed to their deaths.

Ngozi is the founder and CEO of Sistah Space. She developed Valerie's Law training after the vicious and avoidable murders of Valerie and baby, RJ. A catalogue of errors was identified in the homicide review that followed their deaths.

Methods

Case studies, homicide review study. Using the lived experiences and testimony of anonymous service users and others who reported that they had not received an adequate response because of their race.

Findings

A lack of understanding of the African and Caribbean history and cultures has seriously impacted black women affected by domestic abuse, who have been failed by police, the VAWG sector and other associated agencies.

Conclusion

There is clear evidence that African and Caribbean heritage (black) women and girls affected by domestic abuse are less likely to receive adequate support than their white and Asian counterparts. It is also likely that our story will be told for us by those who have not had 'lived experience' of black women. Changes need to be made on a local and global level. This includes the common practice of grouping every non-white demographic under the discriminatory title of 'BAME'. The only way that can happen is if all stakeholders recognise the part that they play in continuing the status quo and their contribution to the Eurocentric way of being.

Victoria Green and Lawrence Jordan

Marie Collins Foundation

Application of research to practice: Why it is important.

Research should form the cornerstone of our practice, otherwise why do it? At the Marie Collins Foundation we work to improve the response to children and their families when they have been the victims of technology-assisted child sexual abuse. An area that is over researched in some ways, and under researched in others. At MCF we use research to inform our approaches, we use it to evidence the impact of our practice, we use it to challenge myths and poor practice. The important thing for researchers to know is that it must be applicable, easily digestible and above all else, not repetitive. The thought of 'so what' needs to be part of the process. In this presentation we share what has been useful and how we have used it to improve outcomes for children, what has been frustrating and why, and what for us, the gaps in both approach and subject are, for you to consider going forward. We want to move from, the what that research tells us, to the how to use it, to truly transform practice in this changing world.

Linda Maguire and Emma Williams

The Centre for Policing Research and Learning, the Open University

Transforming learning and wellbeing support for police officers who investigate Rape and Other Sexual Offences (RASSO).

We present initial findings from Operation Soteria Bluestone, a Home Office funded project looking critically at how RASSO investigations are conducted, to improve conviction rates and better outcomes for victim-survivors. The project is a multi-university and police force collaboration across 19 forces in England and Wales, to create transformational change in RASSO investigations. This paper focuses on one aspect or pillar of work, to consider whether officers are empowered through learning, development and wellbeing support to do their job. We will share data from interviews, focus groups and a wellbeing survey. The provision for officers to receive specialist RASSO professional competencies and ringfenced time to be upskilled has a positive impact on victim-survivor engagement and the subsequent wellbeing of police officers. We will discuss the link between learning, development and wellbeing to enable long-term change in RASSO investigations. A reframing from the transactional offer for officers who work on RASSO cases to transformational change is required. Officers are presenting with stress and burnout indicators, yet they continue to work by harnessing collective, individual resilience through their desire to support victim-survivors. A lack of internal support in the workplace suggests an absence of organizational justice for officers, leading to potential issues with a perceived absence of procedural justice for victim-survivors. The transformation process will enable officers to be equipped to support victim-survivors to the best of their ability whilst improving conviction rates and restoring public trust and confidence in policing.

Mark Manning

University of Suffolk

Normalising professional ethics within police practice.

Recent events within policing in England and Wales have revealed practices which were criminal, culturally inappropriate, or morally repugnant and which fell below public expectations. In order to justify the existence of a police organisation vested with considerable powers, there is a requirement for a moral foundation through which trust and confidence can be developed (Kleinig, 1996). This is especially so, as in the public sphere, the matters which police officers are called to respond to frequently present as complex, moral dilemmas in which police officers are faced with making decisions where all the available options are 'wrong or evil' but may be legally justified as necessary in the circumstances (Kleinig, 1996, p. 55). This is compounded by the fact that, historically, policing has occurred beyond the supervisory gaze of police managers resulting in a significant degree of officer discretion despite concerted attempts to reduce it

through top-down management (Reiner, 2010. Drawing upon research conducted for the award of a PhD, I will argue that currently, the ethical dimensions of police work feature insufficiently in professional policing practice, at a time when the contested nature of police work becomes ever more evident. I will illustrate issues which compound the problem and discuss how by developing MacIntyre's (2007) notion of 'practice', within police recruitment, training and development could help to redress this shortcoming.

Laura Polley

University of Suffolk

Has the digital world promoted greater access to the pornography industry? Early research considerations of risk and power.

Polley, Laura .J.,[1]*

*Lead presenter

[1] University of Suffolk, United Kingdom.

Pornography, as a "dense transfer point for power", carries the potential to promote and exacerbate gender inequality within the wider society. Moreover, correlations have been drawn between pornography consumption in men and rape or violence against women. As such, pornography may not be rape, but it certainly normalises violence against women,

Platforms now exist where women can sell sexually explicit, self-produced content behind a paywall. Although explicit content is routinely banned from online platforms, the absence of any discussion of this within OnlyFans terms and conditions offers tacit permission for the exchange of pornography. The accessibility of OnlyFans creates space for women who would not ordinarily have access to the pornography industry, to self-produce and exchange their own pornography.

This research involved a rapid review of existing literature which aimed to explore:

1) The extent to which the OnlyFans platform can be defined as pornography within the context of feminist discussions of such.

2) The extent to which the harms associated with traditional pornography are mirrored or extended by the OnlyFans platform.

In a digital society, any woman with internet access is now at risk of falling victim to pornography's coercive and exploitative structures. I will argue that OnlyFans increases access to the pornography industry and reshapes the dynamics of power between creators and consumers.

Adeela Rehman

Fatima Jinnah Women University, Pakistan

Socio-cultural factors towards violent extremist behaviours among youth in Pakistan.

Aim

This study aimed to explore the socio-cultural factors associated with violent extremist behaviors among youth in Pakistan to understand social justice and crime.

Background

Social justice is influenced by sociocultural & institutional conditions. Social capital plays an important role in promoting social justice and countering violent extremism.

Method

By using qualitative research design, a focus group discussion was conducted with the teachers of higher education institutions to understand the socio-cultural factors contributing to youth's indulgence in violent behaviors.

Findings

The findings of the study elaborated various socio-cultural, financial as well as institutional factors contributing towards violent extremism among youth in higher education institutions such as ethnicity, intolerance, lack of religious knowledge, radicalization, and financial deprivation. Furthermore, findings also highlighted lack of trust in the judiciary leads to mistrust and strong socio-economic status promotes crime and violent extremism in society. Higher education is lacking with such curricula and teaching practices that promote tolerance and peace among the societies.

Conclusion

The study concluded that social capital and the social justice system influenced violent behaviors among youth in Pakistan. Many push and pull factors are the biggest challenges for educational institutions to counter violent extremism. It is recommended that the legal system should be strengthened to promote social justice at the individual and at the state level.

Emily Setty

University of Surrey

Friendships and relationships during lockdown: The perspectives and experiences of young people and young adults.

Dr Emily Setty, Senior Lecturer in Criminology, University of Surrey

Dr Emma Dobson, Research Fellow, Durham University

Aims

This study explored the impacts of lockdown on young people regarding their friendships and relationships, and their experiences of using online technology to host their socio-sexual interactions during the period. It identifies how young people and young adults navigated the positive and negative aspects of online interactions and the implications for healthy and unhealthy friendships and relationships.

Background

The study was conducted because of the broad consensus surrounding the significance of friendships and relationships to youth socio-sexual life and development.

Method(s)

The study expanded on findings from a web-based small-scale survey of young people about how they were interacting with others during lockdown. It involved qualitative one-to-one interviews with 38 young adults aged 18 to 24 and 14 focus groups with young people aged 13 to 20.

Findings

The study found that young people and young adults were ambivalent about shifting their interactions online during lockdown. They experienced significant disruption and change to their friendships and relationships with varying experiences of these impacts. The meanings of healthy and unhealthy relationships to participants were both shaped by, and influential over, these experiences. There were different perspectives on the 'legacy effects' of lockdown and the priorities for addressing the issues and challenges raised.

Conclusions

The study suggests that interventions should recognise the heterogeneity of young people's and young adults' perspectives and experiences and should address the tensions and ambivalence entailed in online interactions and the socio-cultural barriers and facilitators of healthy and unhealthy relationships and friendships both online and offline.

Duncan Weaver

University of Suffolk

Designing out injustice: the Aarhus Convention and procedural justice.

Procedural justice, or a focus on 'getting the process right' for victims, suspects and communities, has gained a foothold in criminology. But what lessons about procedural justice can be learned from other disciplines? How can non-criminological attempts at 'getting the process right' help public authorities design out injustice from their working practices and organisational arrangements? This paper will take one case from international law, the Aarhus Convention on information access, public participation, and access to justice in environmental matters, and assess it for its application to procedural justice. After introducing the Aarhus Convention, the paper will firstly offer a theoretical framework that presents procedural justice as solidarising in its ability to infuse the routine work of public authorities with cosmopolitan human values. It will secondly examine the Convention's procedural rights to information access, public participation, and legal redress, assessing how they can be embedded in public authorities' daily work. Thirdly, it will critically appraise the Aarhus Convention's organisational machinery, and its solidarising qualities. Particular effort will be made to assess the Aarhus Convention compliance mechanism as a restorative dialogue tool. The paper will close by offering thoughts on how Aarhus' solidarising principles and practices can inform criminologists' and practitioners' attempts to design out injustice and achieve more dialogue in their field. And solidarisation – the infusion of cosmopolitan and human-oriented values within existing power structures – will itself be portrayed as a concept worthy of further work, not least in critical and/or radical criminology.

SUSTAINABILITY

Ufuoma Egbegbedia

University of Suffolk

Learn, Unlearn and Relearn into a Sustainable Future: Sustainability Consciousness in Nigeria.

After years of speedy urbanization, population growth, and industrialization, Nigeria is now home to some of the world's environmental and natural resource problems (Dwivedi and Vajpeyi, 1995). Increasingly, they are crafting regulatory policies to address these problems, relying principally on conventional command-and-control (CAC), and demand-and-supply approaches: legal mandates requiring firms and farms to take certain actions (Adams, 2010). However, Nigeria has made some progress, and the overall record of accomplishment is mixed at best, and the reasons for this are well known; bad governance, elevated levels of corruption, poor accountability, little or no checks and balances within the arms of government, written regulations being riddled with gaps and inconsistencies just to name a few (Goodland, 1992 & 1994). Also, environmental regulatory agencies lack funding and trained personnel, public infrastructure needed to control certain environmental issues are yet to be built, difficulty to monitor small and informal firms within Nigeria, and most importantly, the political will to enforce and monitor regulations are often limited (Ikporukpo, 1983).

Nigeria is faced with the twin goals of meeting socio-economic development and ensuring environmental sustainability simultaneously. The development of a nation's environmental policy is very much dependent on its economic level, politics, and the environmental knowledge of its citizens (Ikporukpo, 1983 & 2002). Moreso, this paper emerges from a PhD on an evaluation of environmental policies and regulations in Nigeria, the lived experiences of victims of environmental degradation in Nigeria and a better approach to the topic of sustainability consciousness in the Nigerian context. As the saying goes, "someone who is hungry could care less about their immediate environment."

The central question here is, "can the needs of the environment be made a priority for Nigeria with the ever-raising socio-economic issues?". Areola, 2001; Agboola & Agboola, 1997 have all revealed that the lived experiences of victims of environmental degradation have been under reported, the loopholes in environmental policies and regulations have been improperly analyzed, and a contemporary approach to sustainability consciousness needs to emerge. This study aims to provide insights for future investigations. This research adopts a phenomenological approach through the interpretivist lens, in-depth semi-structured interviews of both pre-colonial and post-colonial lived experiences of victims affected by environmental degradation in Nigeria, policy makers, and decision makers in oil companies, would be used to explore and interpret these events.

This paper seeks to give a voice to victims of environmental degradation, contribute to existing knowledge, and advance theoretical and practical understanding on the subject matter of sustainability consciousness in the Nigerian context.

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S.H.E.P.E: Sustainable healthy eating practices for everyone.

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Aim

To assess nutrition literacy, food security and nutrition environment among the adult population (18+ years old) in Suffolk.

Background

Sustainable healthy eating practices are complex and evolutionary. Knowledge of healthy food preparation and consumption can indicate improved adherence to such practices but can be impacted by food security and nutrition environment. In the wake of a cost-of-living crisis, increased prevalence of diet-related diseases and the environmental burden of food systems, data in this area is crucial in supporting work towards sustainable healthy eating practices for everyone (SHEPE).

Method

A cross sectional study comprising three open source, pre-validated surveys – adapted into a single modular survey - will collect data from adult residents in Suffolk including: population descriptors, determinants of health, nutrition literacy - The General Nutrition Literacy Questionnaire (GNLQ), food security - The Food Insecurity Experience Scale (FIES), and nutrition environment measures - Perceived Nutrition Environment Measures Survey (NEMS-P). Data analysis will comprise correlation and regression methods in relation to the research questions: What are the nutrition literacy, food security and nutrition environment scores of adults living in Suffolk and, are there associations between population subgroups and survey scores?

Conclusions

It is hoped that early findings will be shared within this presentation and the SHEPE project will be officially launched at the Together for Transformation conference.

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Community resilience; people, place, and practice.

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This presentation outlines initial findings from Phase 1 of the Almshouse Resilient Communities (ARC) for the Future project, led by UCL in collaboration with University of Suffolk and seven almshouse charities. Overall, the project aims to provide answers to the research question: How can almshouse communities become more resilient? ARC takes a contextualised holistic approach, examining three forms of resilience and their interdependencies: (1) community or social resilience, (2) resilience in the built environment and (3) resilience in almshouse charity governance. This presentation examines the second form, resilience in the built environment, specifically spatial arrangements, community space and the role these play in place attachment and wellbeing for older people.

Drawing from interviews with residents and staff, site observations and field notes, this presentation explores the importance of internal and external communal spaces in relationship to place attachment, developing social capital and the contribution to resilience within the defined setting of the almshouse. Described through images and drawings these communal spaces are examined in the context of the residents' lived experience.

Analysis of the role communal space plays in the daily lives of older people in almshouses, enables speculation on the importance of providing opportunities for social interaction when

designing and adapting housing for society more generally, reinforcing the connection between physical and mental health and housing for designers and housing professionals. Exploring initial findings from Phase 1 has informed subsequent phases; the final of which is the development of a toolkit for residents, almshouse charities and housing providers.

Hannah Steventon

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Using Creative Facilitation in a Challenge Lab to generate thematic research and innovation from a multi-organisational participant group.

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Developing shared priorities for collaborative research, knowledge exchange and innovation from a participant group representing different sectors can present challenges. University of Suffolk academics and business development worked with a facilitation expert to address these challenges using creative engagement techniques within a Challenge Lab.

We present three one-day Challenge Labs across sustainability, health & wellbeing: the impact of poorer sleep associated with Long-Covid; policy and research on air quality in region; and hemp-based building materials.

These Challenge Labs drew together participants with lived experience, and from community, public sector, and commercial organisations, enabling input and decision-making from a range of voices within policy and community including organisations who encounter barriers to collaborative communication. Discursive table-top presentations enabled participants to share and explore existing knowledge and activities.

Each Challenge Lab utilised a networked model of interaction and Creative Facilitation processes, designed for individual and group flow. By using a network model and Creative Facilitation (CF) processes, the events were able to harness collective intelligence and create opportunities for individual and group flow. Detailed session plans designed for each event were adapted as the day progressed.

Many research aims emerged from all participants and were prioritised through multiple interactions and iterations. As these were assessed during the day, a communal view of shared priorities was reached. Participants reported that CF process enabled greater focus; the power of the Challenge Labs were observed as "the art of the possible"; "great format and networking"; "range of perspective and collaborative approach". Rich events are leading to rich outcomes; transforming the research agenda and our collective power to enact change.

An accompanying poster presents collaborative, participative and policy action outcomes following one of the Challenge Labs addressing the question: "What Next?"

Nicholas Tucker

University of Suffolk

Synthetic Biology & the New Alchemy; Making sustainable plastics from bacteria.

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Aims
Use synthetic biology to produce solvents from sustainable biological feedstocks and waste streams.

Introduction

Plastics are typically produced from fossil fuel feedstocks such as liquid petroleum gases, natural gas liquids and natural gas. Collectively, the amount used for plastic production is equivalent to approximately 1.3 billion barrels of crude oil per annum. Synthetic biology can be used to engineer bacteria to make plastic from sustainable biological feedstock.

Background

Synthetic biology combines genes from various organisms to create new metabolic pathways to make high-value chemicals for various industries including pharmaceuticals and plastics. Our industrial partner aims to produce plastic from sustainable biological feedstocks. Model organisms such as E. coli are useful to optimise synthetic pathways but are limited by sensitivity to the product. For this reason, we use Pseudomonas putida which is naturally solvent tolerant.

Methods

Microbiology, synthetic biology, genomics, transcriptomics, Tn-Sequencing, genetics.

Findings

Our data shows upregulation of efflux pumps which actively expel toxic compounds from the cell, thus preventing cytotoxicity. The most strongly upregulated pumps belong to the resistance, nodulation and division (RND) family of transporters. We also identified two transcriptional regulators that are implicated in the global solvent stress response of P. putida.

Conclusions

Pseudomonas spp. have an expanded repertoire of drug efflux machinery that enables them to resist the effects of various toxic chemicals including antibiotics and solvents. Understanding how these systems are regulated improves efficiency of sustainable biotechnology processes and improves our understanding of antibiotic resistance.