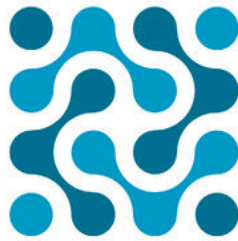


**COLOCWIWM
RHWYDWAITH
YMCHWILWYR
GYRFA CYNNAR**
CYMRU GYSYLLTIEDIG



**EARLY CAREER
RESEARCHERS
NETWORK
COLLOQUIUM**
A CONNECTED WALES

**Cysylltu Ymchwilwyr
Ar Draws Cymru**

**Connecting Researchers
Across Wales**



**CYMDEITHAS DDYSGEDIG CYMRU
THE LEARNED SOCIETY OF WALES**

Cyngor Cyllido Addysg
Uwch Cymru
Higher Education Funding
Council for Wales

hefcw

W E L C O M E

A CONNECTED WALES

We are delighted to welcome researchers from across Wales and from a wide range of research disciplines to join us for the Learned Society of Wales' second ECR Colloquium, 'A Connected Wales'.

The theme has been chosen to reflect the Society's commitment to developing a cohesive and interdisciplinary research network in Wales, and to connect Welsh research with policy and practice. The Colloquium aims to build on the success of the 2023 Colloquium by creating a platform for researchers to exchange ideas and enhance their research skillsets. The Colloquium is underpinned by three key aims:

- Spotlight the exciting and important research work being carried out by early-career researchers across Wales, and facilitate knowledge exchange between ECRs, LSW Fellows, and key stakeholders from policy and practice.
- Shape the Colloquium programme alongside ECRs in Wales to ensure it meets their training and professional development needs.
- Support the development of ECRs in Wales by creating opportunities for personal, professional and leadership development through practical experience and tailored workshops.



**Olivia Harrison, Chief Executive
Learned Society of Wales**

AGENDA

09.15	Arrival and Registration			
09.15 - 10.00	Informal Networking and Refreshments			
10.00 - 10.55	Main Hall: Welcome Olivia Harrison, Chief Executive of the Learned Society of Wales; and Professor Andrew Edwards, Pro Vice-Chancellor for Welsh Language, Civic Engagement and Strategic Partnerships at Bangor University			
	Main Hall: Keynote Professor Enlli Thomas, FLSW, Professor in Education and Associate Pro Vice-Chancellor at Bangor University			
10.55 - 11.00	Break			
11.00 - 11.45	Room A: Workshop Dr Menna Brown	Room B: Workshop Dr Tegan Brierley-Sollis	Room C: Flash-Talks 'A More Equal Wales'	Main Hall: Flash-Talks 'A Healthier Wales'
11.45 - 12.00	Break and Refreshments			
12.00 - 12.45	Room A: Quiet Room	Room B: Workshop Dr Felicity Healey-Benson	Room C: Flash-Talks 'A Prosperous Wales'	Main Hall: Flash-Talks 'A Resilient Wales'
12.45 - 14.00	Lunch, Networking and Poster Presentations			
14.00 - 15.30	Room A: Quiet Room	Main Hall: Grant-Writing Panel		
15.30 - 15.50	Main Hall: Closing Remarks Dr Iestyn Woolway, Bangor University, LSW Dillwyn Medal Awardee; and Professor Raluca Radulescu FLSW, Director of Research, Impact and Engagement, Bangor University			
16.00	Close			

MAIN HALL, 10.00 - 10.55

WELCOME SPEECH AND KEYNOTE



WELCOME SPEECH

Professor Andrew Edwards is Pro Vice-Chancellor (Welsh Language, Civic and Strategic Engagement and EDI), Bangor University.

As Pro Vice-Chancellor, Andrew has strategic responsibility for Welsh language and culture, public engagement, the skills agenda, equality diversity and inclusion, health and wellbeing and maintaining and building civic engagement with local, regional and national partners. Before becoming PVC in 2020, Andrew was Dean of Arts, Humanities and Business at Bangor from 2012. A historian, Andrew's research focusses on the history of the Labour party in Wales, Welsh devolution, and political change in the UK. He is a Fellow of the Royal Historical Society and the Higher Education Academy.



KEYNOTE SPEECH: 'SURVIVING AND THRIVING IN RESEARCH: THE STEPS TO SUCCESS'



Professor Enlli Thomas, is Professor of Education Research, Pro Vice-Chancellor and Head of the College of Arts, Humanities and Social Sciences, Bangor University.

She is also a Visiting Professor at Umeå University, Sweden. Her research encompasses psycholinguistic, sociolinguistic and educational approaches to the study of Welsh language acquisition and use in Welsh-English bilinguals.

FLASH TALKS: A MORE EQUAL WALES



Dr Engin Ackay
(University of South
Wales) and **Dr Sanar**
Muhyaddin (Wrexham
University)

Career Barriers for Academic Immigrants in Wales: A Policy Recommendation

To assist in career progression within a diverse and more equal Wales, this study will examine the career barriers experienced by academic immigrants in the region. It begins with an overview of the history, background, and statistics regarding different types of academic immigrants and the current workforce equality, diversity, and inclusion strategy. We aim to investigate the existing gaps in the strategy by conducting semi-structured interviews with 50 participants from the Welsh universities. Furthermore, we will scrutinize career barriers in various contexts, including societal, community, university, school, college, and workplace levels. This research contributes to the literature on the application of a more equal workplace for academics in Wales. The exploratory nature of this study will identify the areas for future research. Based on the finding facts, we will offer suggestions for policymakers in the Welsh government and civil society organizations to focus on interventions in supporting immigrant academics.



Dr Gwennan Haf
Barton, Wrexham
University

Support for Neurodivergent Staff Working in UK Higher Education

The current research will explore support experiences and wellbeing of neurodivergent staff working in UK Higher Education (HE); it is a collaboration between Wrexham and Keele Universities, conducted by a neurodiverse team of researchers from a variety of subject areas, led by Dr Emma Harrison and Dr Nicola Marsh. The term 'neurodivergent' refers to those with different ways of thinking, processing information, or communicating to the 'norm'. A crucial gap has been identified in the literature regarding support experiences and wellbeing of neurodivergent academic and professional services staff in HE. The current proposal focuses on the first stage of the research that involves hosting an Event Day - a networking event where various interested parties (e.g., HR, EDI staff, Lecturers) are invited to engage in collaborative investigation and qualitative data collection. The findings from this day will inform the subsequent phases of the research. The Event Day and additional phases of the research will reflect the theme of 'A Connected Wales'. The scope of the research will cover the UK but will align with Wales' positive goals for future generations. The Event Day will encourage a range of individuals to come together from across the UK HE sector to discuss support, wellbeing, and good practice regarding creating and maintaining inclusive university communities, which in turn will elicit a 'sense of community'.

FLASH TALKS: A MORE EQUAL WALES



Allison Turner,
University of South
Wales

Assessing Awareness of Sexism and Misogyny Among Police Recruits

Governmental Reports such as the Operation Hotton Report and the Baroness Casey Review, have both highlighted a negative police culture within the Metropolitan Police consisting of sexism, racism and homophobia. This has led to a lack of public trust in the police, which will inevitably impact upon the provision of an effective and efficient police service. This discussion will highlight the results from a current empirical study being conducted by the researcher, which aims to identify levels of knowledge held by police recruits across England and Wales, around sexism and misogyny. The presentation will seek to reflect the theme of 'A Connected Wales', by offering insights into the research being conducted by the University of South Wales in collaboration with police forces across England and Wales, which seeks to tackle gender inequality within policing and which will identify key issues connected to knowledge held by police recruits based around sexism and misogyny. It will also provide a brief exploration of possible solutions through reform of police policy and practice, such as transformational leadership and education.



Dr Caitlin Baker,
Aberystwyth
University

Confidence in Interracial Contact: An Investigation into Improving Conversations about Race

After the death of George Floyd in the USA in 2020, many institutions have increased their interest in and dedication to initiatives promoting equity, diversity and inclusion (EDI). Whilst much research and policy has been dedicated to implicit and explicit racial attitudes, many do not consider the 'impact' of Strategic Colour Blindness. Strategic Colour Blindness (SCB) occurs when individuals avoid acknowledging the impact of racial differences on the experiences and outcomes of racially or ethnically minoritized groups, even in situations in which it is relevant, due to concerns of being seen as racist. This colourblind approach is commonly used by institutions to encourage peaceful interracial interactions. Although this approach is used with the best of intentions, research has shown that this approach tends to negatively impacts both White and racially/ethnically minoritized groups, leading them to avoid engaging with one another. The purpose of my research is to investigate how people talk about (or do not talk) about race, the qualities of those that do and don't, with the intention of developing interventions and policies to help people and institutions gain confidence in interracial contact. My research falls in line with the Antiracist Wales Strategy, and intends to create a more equal Wales, and a Wales of cohesive communities living and thriving happily together.

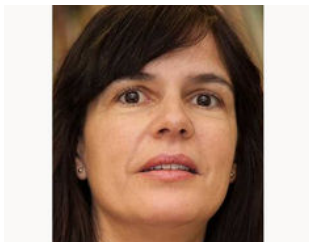
FLASH TALKS: A HEALTHIER WALES



Dr Caitlyn Donaldson,
Cardiff University

Creating a Healthier Wales: Child Mental Health and the Role of Schools

Schools are an important setting for intervention to improve mental health. There is growing evidence that school climate, including the extent to which schools support children's sense of being accepted and belonging, can impact child mental health. However, most research has been done in secondary schools. At the primary school level, the climate at lower levels of nesting, for example at the year group or classroom level, maybe more relevant than in secondary schools, as children typically spend the school day with the same teacher and group of children. Data on emotional and behavioural difficulties from 32,606 children in primary schools in Wales (ages 7-11) were analysed using multilevel modelling to estimate how strongly child mental health clusters within year group and within schools. To create a healthier, more prosperous Wales, supporting child mental health at the earliest ages is vital. Schools have an important role to play in this, and optimising school climate, so that children feel that they belong and are accepted, is an important pathway to a healthier, more resilient future generation.



Dr Rhian Grace Lloyd,
Bangor University,

Exploring the Life Experiences and Needs of Caregivers in North Wales



The aim of the research is to develop knowledge and understanding of the significance of different caring activities and their impact on the identity of individuals who provide care. Thirteen detailed interviews were conducted based on the established theory of 11 women and 2 men within the 50- 70's age range. Research findings demonstrate the following themes: Adopting identity or rejecting title, label of carer; reasons for caring: responsibility, duty, guilt; change in relationship between carer and cared for individual; change in carer's life pattern e.g. change in social role, work, relationship, social life; impact on carer's different well-being. The research recommendations suggest: Contributing to knowledge and understanding of the complex situation of self-identifying as a carer through developing a carer identity model. A carer identity model highlights different types of carer: Independent carer; Occasional 'drop-in' carer; Constant carer; Immersed carer; Disenfranchised carer and hidden missing carer. A carer's identity model toolkit is introduced to train resourceful and curious professionals to assess, analyse and evaluate the life experiences of caregivers.

FLASH TALKS: A HEALTHIER WALES



Dr Paula Foscarini-Craggs, Cardiff University

The Role of Clinical Research in Addressing Health Inequalities

The COVID pandemic highlighted the role of demographic factors in predicting health outcomes. Research shows that individuals from more deprived communities, black and minority ethnic backgrounds, and other vulnerable populations experience a higher health burden, lower quality of life, and more barriers to accessing healthcare. Some research has estimated that these health inequalities result in an additional cost of approximately £320 million per year for the Welsh NHS. While COVID pandemic highlighted these disparities, it also underscored the critical role that clinical research plays in preventing and treating physical health conditions. Results from clinical research are only relevant to clinical practice if they can be generalised to a diverse group of individuals, and they have considered the wide range of logistical, social, psychological, and biological factors that may impact the delivery of the intervention. For this to happen, research studies need to include a wider range of individuals but there can be significant barriers to participating in research. Common barriers are socioeconomic status, language, bureaucratic, and health literacy and understanding research. Critically it is the responsibility of the researcher to ensure that research is designed to remove as many of the barriers as possible.



Dr Nicky Heady, Swansea University

The Prevalence of Health Service Referrals of Looked after Children with a Neurodevelopmental Disorder in Wales: An Electronic Cohort Study

Looked after children (LAC) remain one of our most vulnerable populations in society. Even though they are positioned at the forefront of government policy and legislation, many continue to attain poor health and social outcomes. Literature on LAC with a neurodevelopmental disorder (NDD) is extremely limited. This presentation will share the findings of a novel electronic cohort study which explored the prevalence and health service referrals of LAC with a NDD versus all children/young persons with a NDD in Wales. NDDs significantly affect mental and physical health and investigating their prevalence will contribute to tailored healthcare services, early interventions, and support systems to meet the unique needs of looked after children. Addressing all of these challenges will equate to a healthier population. The findings contribute to existing literature on LAC and highlight important information for stakeholders that support these children.

WORKSHOP

The Power of Social Connections: Embedding Patient and Public Involvement (PPI) into the Research Cycle



**Dr Menna Brown, Senior Lecturer,
Swansea University**

Patient and Public Involvement (PPI) is a critical component of the research cycle, from the development of the research proposal right through to dissemination. It is also increasingly becoming a mandatory component for health and social care research; evidenced by recent changes to funder requirements. While it may not be so widely embedded into other academic disciplines it has much to offer the early career researcher (ECR).

Patients are widely recognised for their position as 'expert patients' they bring with them a wealth of knowledge, experience and insight that can afford the researcher insight into real world issues and social phenomena prior to the commencement of a research study, including meaningful exploration of research priorities; the inclusion of people and communities with 'lived experiences' means that research priorities, interventions, innovations, can be developed which are in line with public and patient need. Inclusion can also afford meaningful acceptance of outputs.

As such this session will outline why it is important to consider PPI, the benefits of doing so, resources available, and specific examples of how to include PPI into research projects using examples from completed projects. Examples will be drawn from across the research cycle and will aim cover a range of disciplines to ensure wide applicability. The session will include small-group discussions where attendees will be invited to consider challenges/barriers faced in their own research fields with a view to identifying valuable approaches to addressing them that can be shared and disseminated to enhance best practice.

WORKSHOP

Nurturing Ethical Engagement: Prioritising Wellbeing in Sensitive Research



Dr Tegan Brierley-Sollis, Lecturer in Policing, Criminology and Trauma Informed Approaches, Wrexham University

SAMHSA (2014) define trauma as ‘...an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual’s functioning and mental, physical, social, emotional, or spiritual well-being’ (p.7). Researchers may find themselves studying areas of trauma, adversity and distress, and thus will be immersed in sensitive literature/data.

Vicarious trauma refers to the range of effects and behavioural responses after exposure to traumatic material (including work-related narratives) (Molnar et al., 2017). Exposure of a trauma narratives can lead to a transference of emotional residue from those who have experienced trauma on to those who engage them in an empathic relationship (McCann and Pearlman, 1990). Thus, vicarious trauma is considered a potential risk for researchers and requires careful management and support mechanisms to enhance and maintain wellbeing (AbiNadar et al., 2023). In Wales, the ‘Trauma-Informed Wales: A Societal Approach to Understanding, Preventing and Supporting the Impacts of Trauma and Adversity’ outline five practice principles of a trauma-informed approach which include; a universal approach which does no harm, person-centred, relationship-focused, resilience and strengths-focused and inclusive (ACE Hub Wales and TSW, 2022).

The workshop will first focus on ‘looking out’ - focus will be on how researchers can apply a trauma-informed lens using 10 principles to avoid re-traumatisation and ensure the research process considers the impact trauma may have. The second half of the workshop will focus on ‘looking in’ - exploring the researcher’s own wellbeing when researching traumatic and sensitive research. Participants will have the opportunity to share their own ideas/thoughts on how to minimise researcher harm.

The workshop will appeal to those in the social sciences and humanities, but it will also benefit any researchers working with human beings or emotionally invoking materials. Researchers from other disciplinary backgrounds will find the workshop appealing, as it will enable them to reflect on ethical engagement while conducting research and how they care for themselves during their work.

FLASH TALKS: A PROSPEROUS WALES



Dr Rachel Hale,
Cardiff University

Connecting Wales to EU Policies in the ALCHIMIA Horizon Europe Research Project

Cardiff University social scientists are part of an international interdisciplinary Horizon Europe research project (ALCHIMIA) which is developing and piloting a digital platform, consisting of artificial intelligence and Big Data, to optimise electric arc furnace steel making processes and make it more environmentally sustainable. While the digital platform is being developed for two corporations in the EU, as an open access project, the platform will eventually be available to businesses outside the EU. As part of the decarbonisation of the steel industry in the UK, including in Wales at the Tata Steel plant in Port Talbot, UK steelmaking is transitioning from using blast furnaces to electric arc furnaces. As a result, the ALCHIMIA project has potential to help UK steelmaking to become even more sustainable in the future. As an EU funded project, outcomes include social science insights about human-centered design of artificial intelligence and skills and training needs coming from this industrial digital and decarbonisation transition, may inform future EU policies on artificial intelligence, which may be transferrable to the UK and Welsh policy landscape.



Alex Ioannou,
Bangor University

Reframing Eryri Through Place-Based Collaborations and Multidisciplinary Methods

In the public consciousness, Eryri is held as ecologically vital and culturally significant. However, its landscapes and biodiversity are changing whilst becoming increasingly vulnerable to climate change and biodiversity loss. This fact is compounded by historically narrow understandings of Eryri that perpetuate limited systemic ways of thinking and current decision-making structures which are extremely fragmented, insufficiently democratised and lack space for imagination. My interdisciplinary doctoral research project is interrogating the embedded politics, power relations, and responsibilities connected to Dyffryn Ogwen and is exploring new imaginings that would support place-led adaptation. It seeks to inform Welsh Government policy and legislation to build place-based collaborations and adopt multidisciplinary methods within 'place planning' approaches. I will be drawing on local interviews and archival material from Bangor University Archives.

FLASH TALKS: A PROSPEROUS WALES



Dr Emily Lowthian,
Swansea University

Educational Pathways and Outcomes of Care-Experienced Children: A Population-Scale Data Linkage Study

Children who have spent time in local authority care are at a greater risk for lower educational attainment. Research has shown that suspensions or exclusions from school, or being diagnosed with autistic spectrum disorder could be a risk factor. However, attending a school where educationally disadvantaged pupils are prioritised could be a support factor. Although, there are knowledge gaps remaining. So, our research tackles three key questions: 1. Can we identify groups of children who have moved through the care-system similarly to grasp more detailed understanding of experiences? 2. What is the educational attainment at age 7 and 11 for the different groups of care? 3. What school and individual aspects support or risk educational attainment for these groups? Using population data in Wales, we accessed data on 1137 children born between 2000 and 2003, linking social service data with health, education, and demographic information. We found that children who are adopted early have the greatest chance at attaining the expected educational levels, whereas children who spent most of their time in foster care are the least likely. Aspects of Special Educational Needs, Free School Meals and Attendance could be supporting factors, contributing to our understanding of how to develop “a more equal” Wales.



Jana Oehlke,
Swansea University

Using Game-Based Learning in Higher Education to Develop Soft Skills for a Prosperous Wales

While traditional lectures are not always successful in equipping students with personal and social skills, game-based learning has shown promising results in developing these skills in empirical studies. Engaging in gameplay is a complex activity, requiring players to interact with the game environment and other players, learning to understand visual and auditory information, and engaging in social play. Games use and prompt well-known learning theories such as experiential and problem-based learning, making them a potentially powerful tool for practicing competencies that are otherwise difficult to target in traditional higher education settings. This presentation aims to explore current developments in using game-based learning in higher education to teach soft skills, focusing on the observed benefits and challenges. This knowledge will contribute towards exploring new ways of teaching to reach the wellbeing goal of a prosperous Wales.

FLASH TALKS: A RESILIENT WALES



Dr Uliana Tykha,
Cardiff University

Hiraeth Across Nations: Repression and Resilience of the Welsh and Ukrainians

Drawing on interdisciplinary research from cultural studies and history, this presentation explores socio-political contexts that have shaped the concept of 'hiraeth' in Welsh and Ukrainian cultures. It examines how repressive regimes, such as English dominance in Wales, as well as Soviet occupation and the ongoing Russian war in Ukraine, have impacted national identities. 'Hiraeth' is viewed as a profound sense of longing, nostalgia, and belonging in Welsh and Ukrainian cultures. Both nations have survived periods of repression, such as the Welsh experience of English dominance exemplified by the infamous Boddi Tryweryn, and Ukraine's Holodomor - a tragic famine by the Soviet regime that took the lives of about 5 million Ukrainians. It was a Welsh journalist Gareth Jones, who first shed light on the hideous famine in Soviet Ukraine in 1933, and contributed to a greater international awareness of the tragedy. Furthermore, this abstract delves into the histories of linguisticicide experienced by both nations. In Wales, this is exemplified by Brad y Llyfrau Gleision, while in Ukraine, it encompasses numerous Soviet decrees aimed at banning the Ukrainian language and implementing forceful deportations. Additionally, it addresses current Russian aggression and prosecution of Ukrainian speakers in the ongoing war. Therefore, resilience is inherent in Welsh and Ukrainian cultures, as manifested by their efforts to preserve language, and traditions, and celebrate resistance against oppressive forces. The concept of 'hiraeth' serves as a catalyst for resilience in the face of adversity and fosters solidarity to confront generational trauma in Welsh and Ukrainian contexts.



Frederic Newsom,
Aberystwyth
University

How Strong is the Well-Being of Future Generations Act for Future Generations?

My research directly assesses, from a legal perspective, the Well-Being of Future Generations Act and its ability to achieve its aims; that being the integration of future generations into the policy considerations of Welsh public bodies. With regard to the theme of this year's LSW Colloquium, every 'Well-Being Goal' is being examined, specifically at how legal duties placed on each public body under the Act may assist, or hinder, the overall legislative aim. In my talk, I will focus on its limited legal capability for shifting public sector culture towards longer term considerations, as well as the lack of integrated or holistic approaches to well-being among those working in Wales's public sector. Using such methods of investigation should build a conversation around the plain understanding of the legislation and its provisions, as well as the suitability of legislation from government to direct the idea or concept of 'well-being'. Furthermore, it will pose the question on how far well-being should be incorporated amongst Welsh public sector bodies against their typical concerns and interests.

FLASH TALKS: A RESILIENT WALES



Dr Jessica Leoni Kevill,
Bangor University

The Persistence of Sewage Associated Viruses Under Climate Change Scenarios

Intensifying extreme weather events have increased the frequency of raw sewage discharge into coastal waters, contaminating them with hazardous viruses and bacteria. Heat waves also lead to more coastal and river visits, heightening public exposure to harmful viruses. Studying viral persistence is key to assessing water quality risks and informing the public about pathogen exposure risks. We conducted experiments examining how temperature (10-30°C), salinity (0-34 ppt), and UV impact the persistence of sewage-associated viruses like adenovirus, enterovirus, hepatitis A, influenza A, rotavirus, respiratory syncytial virus, and SARS-CoV-2 in river, estuary, and marine waters over two weeks. Viral persistence was determined using a capsid integrity qPCR assay eliminating damaged viruses. This data parameterized a model predicting human exposure risks. UV had the greatest impact reducing viral persistence across all sample types and viruses. Higher temperatures (30°C) increased viral degradation compared to 20°C and 10°C. Lower viral gene copies were found in seawater versus river water due to biotic factors. Non-enveloped enteric viruses persisted longer than enveloped viruses. The model showed increased viral exposure risks after extreme weather. In conclusion, extreme weather heightens human exposure to sewage pathogens. Mechanistic risk-based models can help mitigate exposure and improve public health.



Lois Nash,
Bangor University

Mercy Killing: Changing the Way We See Mercy Killers Within the Manslaughter Law



Assisting a death is illegal in England and Wales. Suicide is legal, but for sufferers who are unable to commit suicide, they live a life of pain and suffering due to their incurable conditions. Currently, individuals assisting the deaths of sufferers are charged with murder and are prosecuted. This means receiving life sentences in prison, even though the sufferers have asked for help to die. Sufferers have the option of requesting their death with the risk of those assisting them being imprisoned or suffering until their natural death occurs. The law does not allow for compassionate killing, and something must change. There is a growing tendency within civil society for the public to view compassionate murders in a more favourable way. Doctors have moved to a neutral position on the matter; however, the law remains firmly opposed. The research looks at current law, reform applications, ethical perspectives, and options for future reform. Previous applications have not been successful, and it is time for the law to change. To solve the issue, it's necessary to create a defence of compassionate killing to protect murderous actors in circumstances of assisted death. The research discusses the different possibilities for reform and the ethical implications involved in creating protections for murder.

WORKSHOP

Developing an Entrepreneurial Mindset to Support the ECR Career Journey



Dr Felicity Healey-Benson, Lead Researcher and Entrepreneurial Learning Champion, UWTSO

This interactive workshop will empower doctoral researchers and ECRs to recognise their transferable skills and build confidence in entrepreneurial opportunities within their research, as well as explore diverse career paths beyond academia.

We will "myth bust" assumptions on enterprise and being entrepreneurial, and highlight entrepreneurial strengths gained through the ECR journey that can lead to impactful outcomes. Attendees will be encouraged to work with people from different disciplines during group activities to foster interdisciplinary collaborations and knowledge sharing.

Key Objectives

- Highlight how the doctoral pathway cultivates entrepreneurial thinking
- Empower participants to recognise competencies applicable across industries and contexts
- Offer a framework for articulating holistic skillsets to employers and funders
- Inspire ECRs to own career trajectories with an entrepreneurial spirit

Main Hall, all day | Main exhibition 13.00 - 14.00

POSTER PRESENTERS



Cultivating Wellbeing: A Creative Exploration of ESOL Tutors' Strategies for Addressing Literacy and Language Difficulties in Wales

Zaina Aljumma,
University of South Wales



Accessing the Role, Impact and Development of Welsh Language Use in Adventure Sport Tourism (AST)

Olivia Bear,
Cardiff Met University



How Do We Use Memory When Learning a Foreign Language?

Dr Giulia Bovolenta,
Bangor University



The Digital Revolution: Data, Artificial Intelligence and the Development of Renewable Materials

Dr Owain Beynon,
UCL



Translanguaging as Pedagogy in Multilingual Settings

Dr Jessica Clapham,
UWTSD



Capturing Creativity - Mapping the Future of 'Môn Mam Cymru'

Dr Tristian Evans,
Wrexham University



Revelation and the Queer Historical Thriller in the Work of Sarah Waters

Dr Ben Fergusson,
Cardiff Met University



Harmonius Entrepreneurship: Empowering Welsh Ventures to Champion Peace, Justice, and Strong Institutions

Dr Felicity Healey-Benson,
UWTSD



Discovering New Treatments for Neurological Diseases Using Biophysical and Crystallographic Methods

Ellis Evan Jones,
Cardiff University,



Discerning Promising Practices: Innovation in High Growth Firms

Dr Songdi Li,
Cardiff Met University



Shaping Educators in the Digital Age: An International Comparative Study of Student Teachers' Identity Development

DrCarolyn Obonyo,
UWTSD



From Seeing Atoms to Reaching for the Stars and Unifying Light and Gravity

Kerry Pendergast,
Alpha Institute for Advanced Studies



Exploring Perceptions of Air Pollution in Wales: A Pilot Survey Study

Dr Lucy Perry,
Swansea University

Main Hall, all day | Main exhibition 13.00 - 14.00

POSTER PRESENTERS



Wastewater-Based Epidemiology: A Critical Tool for Informing Policy and Guiding Interventions to tackle Antimicrobial Resistance

Dr Reshma Silvester,
Bangor University



Rethinking Contemporary Migration and Reception Policies through the Initiatives 'Operation Pied Piper' and 'I Treni della Felicità'

Dr Elena Anna Spagnuolo,
Aberystwyth University



An Investigation Into the Effects on Learners' Self-esteem, When Studying a Higher Education (HE) Course in a Further Education (FE) College Setting

Dr Jodie Trotman,
Bridgend College



Supporting the Social and Emotional Development of Children and Young People across North Wales through Civic Mission Intervention.

Paula Wood,
Wrexham University



Subtitling Chinese Cultural References in 'China in the Classics': Strategies and Reception

Liang Yuan,
UWTSD

Main Hall, all day | Main exhibition 13.00 - 14.00

INTERACTIVE WELSH QUILT EXHIBITION

Mothers' G(q)uilt: An Exploration of Maternal Emotional Experiences Through Textile Crafting.

Dr Sophia Komninou (Swansea University) and Dr Gillian McFadyen (Aberystwyth University)

Mothers, often at one of the most vulnerable stages of their lives, face the challenging decision of choosing the best infant feeding option for themselves, their baby, and their family. This decision is frequently complicated by physical, practical, or cultural obstacles. In the UK, only 1% of mothers manage to exclusively breastfeed for six months, in line with WHO guidelines (McAndrew et al., 2012). Mothers who begin breastfeeding but then switch to formula are particularly prone to feelings of distress (Komninou et al., 2017; Fallon et al., 2017), perceiving themselves as having "failed" to adhere to the "breast is best" message (Lagan et al., 2014). Drawing on feminist practices of craft as advocacy, consciousness raising, and co-production as well as Welsh quilting tradition, this project aims to provoke discourse surrounding the negative emotional impact associated with infant feeding. Audio recordings were collected from 12 mothers, capturing their emotions during the immediate postpartum period. Mothers also provided a baby garment that was repurposed as materials for a quilt top. Backed with calico fabric, the wadding, is embedded with electronic touch sensors this patchwork fabric was turned into a quilt and hybrid craft artefact. Audio clips are activated when metal buttons of the clothes are touched, interactively narrating mothers' experiences through the intimacy of touching a collaboratively crafted quilt. By embedding audio recordings into the fabric, this artwork symbolizes the complex and metaphorical landscape of maternal feeding experiences, providing a platform for visibility and understanding. This project encapsulates the rich tapestry of maternal emotions, intricately woven into an interactive quilt.

Main Hall, 14.00 - 15.30

Session Chair: Professor Martina Feilzer (FLSW), Bangor University

GRANT WRITING PANEL

This 90-minute interactive panel session aims to familiarise early-career researchers with all aspects of the funding process by answering the following questions:

1. How to identify appropriate funding opportunities and plan your application?
2. How to write a competitive and compelling application?
3. How are applications assessed and what happens next?

The session aims to be engaging and inspiring , to help you build confidence in applying for research funding.

Panel

- **Professor Shelagh Malham**, Professor in Marine Biology, Bangor University
- **Professor Simon Hands** FLSW, Professor of Theoretical Physics and Community Development Director, DiRAC High-Performance Computing, Liverpool University
- **Dominic Parkes**, Research, Engagement and Innovation Services, Swansea University
- **Dr Christie Smith**, Research Development Manager at Bangor University
- **Dr Fiona Dakin**, Policy and Public Affairs Manager, Learned Society of Wales
- **Shreya Choudhury**, Research Funding Officer, British Academy

MAIN HALL, 15.30 - 15.50

CLOSING REMARKS



DR IESTYN WOOLWAY

Dr Iestyn Woolway, Reader at Bangor University's School of Ocean Sciences, is a global leader in the field of climate change impact assessment, with much of his time is dedicated to the study of global environmental change. He has done pioneering work in applying state-of-the-art techniques, including artificial intelligence for integrating field-based observations with satellite data and model simulations, to answer key questions that relate to climate change. His work provides critical insights into how climate change will impact the environment providing roadmaps to resource managers tasked with accounting for ecosystem climate vulnerability in conservation and management decision-making. Iestyn is a recipient of the LSW 2023 Dillwyn Medal (STEMM).



PROFESSOR RALUCA RADULESCU

Professor Raluca Radulescu is a professor of Medieval Literature and Director of Research Impact and Engagement at Bangor University. She is the Director of the Centre for Arthurian Studies in the College of Arts, Humanities and Business and elected Vice-President of the International Arthurian Society. Raluca is a Fellow of the English Association, of the Royal Historical Society and of the Learned Society of Wales, and serves on the General Purposes, as well as the Researcher Development, committees of the latter.

EXHIBITORS



Dr Rhiannon Robinson, Welsh Crucible

Rhiannon completed her PhD in Biochemistry at Sussex University and after a short period of postdoctoral research in the Institute of Cancer Research in London, returned to her home of South Wales. She continued her career in Cancer Research in the School of Medicine at Cardiff University. During this time, she participated in staff training, science communication and engagement with academics and the wider public. The 'wider public' sometimes being campers at music festivals in Brecon! Rhiannon has moved into Researcher Development and is the Organisational and Staff Development Officer at Cardiff University where she has enjoyed all aspects of supporting research staff and working towards improving the research environment across the University. As the Welsh Crucible Programme Manager, she has enjoyed working alongside the best team and fellow Welsh Crucible Champions.



Dr Elen Keen, Coleg Cymraeg

Cymraeg

Elen completed her PhD at the School of Language, Culture and the Arts, Bangor University in 2023 after spending time studying the far-reaching contribution of Professor J. Lloyd Williams (1854-1945) to the world of folk singing in Wales. Articles based on her work were published in Canu Gwerin (Journal of the Welsh Folk Song Society) and Hanes Cerddoriaeth yng Nghymru magazine and she was responsible for introducing undergraduate modules in Welsh music history. She now works as a Subject Support Officer with the Coleg Cymraeg Cenedlaethol, a body that creates training and study opportunities through the medium of Welsh.



Isis Menteth Wheelwright, British Academy ECR Network

Isis is responsible for running two regional clusters of the British Academy's Early Career Researcher Network, as well as recruiting their next delivery partners for their Northwest, North Wales area. Before joining the Academy 8 months ago, Isis worked as a Research Assistant at Concordia University in Montreal, and a Research Degree's Administrator for Manchester Metropolitan University. In her spare time, she works as a freelance writer and zine curator. Isis recently completed an MA in Sociology from Concordia University, Montreal, in addition to obtaining a First Class BA (Hons) from the University of Manchester in Politics and Modern History.

Main Hall, all day | Main exhibition 13.00 - 14.00

EXHIBITORS



Brogan Cabraal, Healthcare Science Cymru

The Healthcare Science Programme Team, part of Health Education and Improvement Wales (HEIW), are specifically dedicated to the 54 different professions that make up Healthcare Science. This includes Radiographers, Operating Department Practitioners, Physiologists, Laboratory Sciences, Medical Engineering and more. As part of their work, along with the Healthcare Science Research and Innovation Group (RIG), they have recently developed a five-year research and innovation strategy for Healthcare Science, to build research capacity across NHS Wales. Members of the team, including Brogan Cabraal, Neurophysiologist and Healthcare Science Clinical Lead for Research and Innovation, are in attendance to share news of this soon to be released strategy and the coming engagement events planned around this.

ACKNOWLEDGEMENTS

The Learned Society of Wales would like to thank Bangor University and Reichel Hall for hosting the event and all those who supported us in making the day a success.

We would especially like to extend a warm thank you to the members of LSW Advisory Group and ECR Committee who have provided their time to help us develop and deliver the Colloquium programme:

ECR Committee

- Dr Tegan Brierley-Sollis, Wrexham University
- Dr Menna Brown, Swansea University
- Dr Jessica Leoni Kevill, Bangor University
- Dr Muhammad Naeem Anwar, Swansea University
- Phoebe Grandfield, Cardiff Metropolitan University
- Dr Sanar Muhyaddin, Wrexham University
- Dr Felicity Healey-Benson, University of Wales Trinity Saint David

Advisory Group

- Dr Emily Cock, Cardiff University
- Dr Emrys Evans, Swansea University
- Dr Shareena Hamzah-Osbourne, Swansea University
- Dr Lucy Trotter, Aberystwyth University
- Professor Alma Harris FLSW, Cardiff Metropolitan University
- Professor Raluca Radulescu FLSW, Bangor University
- Professor Simon Hands FLSW, University of Liverpool
- Professor Andrew Rowley FLSW, Swansea University

If you would like to be part of ECR Committee for next years Colloquium, please let us know by contacting us at researcherdevelopment@lsw.wales.ac.uk. This is an opportunity to gain experience and confidence in organising and running academic events, develop your leadership skills, enhance your CV, and represent your institution.



WALES' NATIONAL NETWORK FOR RESEARCHER DEVELOPMENT

We are a national network for Early Career Researchers (ECRs) to meet, learn and collaborate. Registration is free and open to all.

We cover all academic disciplines and institutions in Wales, as well as researchers in the third sector, government and industry. This network is aimed at anyone who is starting a career in research or starting to work with researchers.

Our network offers ECRs, from final-year PhD onwards, a focussed programme of activities. These strengthen researchers' skills and capacity. We run workshops and conferences, grant schemes and awards. We encourage inter-disciplinary collaboration by bringing together researchers from across Wales to work with our Fellows.

- Engage with creative and inspiring ideas from the cutting-edge of research and practice;
- Gain experiences and skills that support your professional development and profile;
- Develop strong networks and collaborate across academic disciplines and sectors.

**Join the network and subscribe
to our monthly newsletter.**



