



SPRINGBOARD

PROMOTING INCLUSIVITY IN
RESEARCH AND THE WORKPLACE

Springboard 2024

**Promoting Inclusivity
in Research and
the Workplace.**

**Prifysgol Wreccsam
Wrexham University**

Springboard Schedule 2024

Monday 15th April

Session 1

Hybrid B21 - Recorded • 10:00-10:45
Shivani Sanger

Breaking Boundaries: Navigating Discrimination in Postgraduate Research - A British Indian Punjabi Perspective.

Session 2

Online Session - Recorded • 12:00-13:00
Adjust

Neurodiversity Understood | Lunch and Learn.

Tuesday 16th April

Session 3

Face-to-face - B21 • 10:30-11:00
Sarah Roberts & Rachel Jones

Inclusion Services – Supporting Students with Neurodiversity.

Session 4

Online Session - Recorded • 12:00-12:30
Nettie Thomas

Introduction to Irlens and making a positive impact on the student journey.

Wednesday 17th April - Full Conference Day

Session 9

United Kitchen • 08:30-09:00

Cultural Breakfast Celebration.

Session 10

Nick Whitehead Theatre - Hybrid- Recorded • 09:15-10:00

Welcoming address - Maria Hinfelaar

Keynote Speaker - Louise Bright

Wales Women in STEM.

Training and Guidance in Equality, diversity and Inclusion.

Session 11

Online - Recorded • 10:15-11:00

Hayley Douglas

Discovering Discourse and Diversity:
How Discourse Analysis methodology can
be used to reveal hidden oppression in
teaching, research and practice.

Session 12

Face-to-face
B07 • 10:15-12:00

Yasmin Washbrook/Alison Bloomfield

Race Equality Charter Training Session.

Session 13

Face-to-face -
B108 • 11:15-12:00

Tegan Brierly Sollis

Trauma Informed Language: Culture Café.

Session 14

Face-to-face
B07 • 12:00-13:00

Outside In

What We Value – considerations for academics
engaging with experts through experience in
teaching and research.

Session 15

Student Union • 13:15 - 13:45

Teresa Davies

Welsh Bingo

Celebrating our Research in Inclusivity.

Session 16

Face-to-Face - Room B07
Recorded • 14:00 - 14:45

Alec Shepley & Tracy Simpson

Celebrating Difference –
How the arts raise
awareness of EDI.

Session 17

Online - Recorded
14:00-14:45

Leighann Ryan Culleton

The Importance of Collaborative
Research on the Wellbeing
of Seldom Heard Young People
(15-21 years) Engaged in
Alternative Education.

Session 18

Face-to-face - B108
Recorded • 14:00-14:45

Joy Hall

LGBTQ+ Health and
implications for research.

Session 19

Online - Recorded
15:00 - 15:45

Wulf Livingston

Participatory Research
Considerations.

Session 20

Hybrid - Recorded
B108 • 15:00 - 15:45

Gwen Barton

Neurodivergent staff in UK
Higher Education (HE)
Research Group.

Session 21

Face-to-face - B07-
Recorded • 15:00 - 15:45

Dawn Jones

'I don't know how to help and
nobody will help me': exploring
parents' and carers' experiences
of care and support services
for their child with a learning
disability in North Wales.

Springboard Schedule 2024

Thursday 18th April

Session 5

Online - Recorded • 10:00-10:45
Caro Gorden

Unlocking Potential: Navigating Neurodiversity
in the Higher Education Workplace.

Session 6

Online • 13:00-14:00
Rose Norton, Ali Bloomfield, Stacey Ledger

Supporting Neurodiversity at Wrexham University.

Friday 19th April

Session 7

Online • 10:00-10:45
Carey Pridgeon

Perception by others once difference from accepted normality can no longer be concealed.

Session 8

Online - Recorded • 13:00-13:45
Frances Thomason

Conference Close but what's next...the launch of Neurodiversity Staff Network.

Monday 15th April 2024

Time: 10:00-10:45 • Session: Hybrid: B21/ Teams - Recorded

Shivani Sanger

Breaking Boundaries: Navigating Discrimination in Postgraduate Research - A British Indian Punjabi Perspective.

In “Breaking Boundaries: Navigating Discrimination in Postgraduate Research - A British Indian Punjabi Perspective,” I will share numerous experiences I have had in my nearly five-year journey through my postgraduate studies, focusing on the discrimination encountered as a British Indian Punjabi woman. The talk delves into the challenges, ranging from subtle microaggressions to overt stereotyping and cultural insensitivity, that have shaped my academic experience.

The narrative aims to illuminate the pervasive nature of discrimination in academia, emphasising the impact on mental and emotional well-being. Through personal anecdotes, I highlight the intersectionality of these challenges, acknowledging the interconnected factors of race, ethnicity, and cultural background. The goal is to foster empathy and understanding among the audience, promoting a more inclusive and supportive academic environment.

While addressing the hardships faced, the talk emphasises resilience and personal growth, providing insights into coping



mechanisms and the importance of support networks. By advocating open dialogue, we can collectively work towards an inclusive academic environment that celebrates diversity and values unique perspectives.

“Breaking Boundaries” is not just a personal narrative but a catalyst for a broader conversation, encouraging a collective commitment to creating an academic landscape where everyone, regardless of background, can thrive and contribute meaningfully.

Monday 15th April 2024

Time: 12:00-13:00 • **Session:** Online Teams- Recorded

Adjust

Neurodiversity Understood | Lunch and Learn.

This 1hr session aims to start the conversation on neurodiversity in the workplace. By focusing on diverse thinking styles, such as dyslexia, autism, and ADHD, the session aims to offer a clear and practical understanding of neurodiversity.

Develop an introductory understanding of neurodiversity.

Learn to recognise and appreciate the strengths that come with thinking differently.

Challenge stereotypes and debunk myths surrounding neurodiversity.

Explore practical steps your organisation can take to foster a neuro-inclusive environment.



Tuesday 16th April 2024

Time: 10:30-11:00 • Session: Face-to-face Room B21

Sarah Roberts & Rachel Jones

Inclusion Services – Supporting Students with Neurodiversity.

- Provide an overview of the specialist support available to students who access our service
- Discuss how to access information relating to reasonable adjustments and how to implement them for the students you support
- Look at the OIA Good Practice Framework in relation to supporting students with disabilities



Tuesday 16th April 2024

Time:12:00-12:30 • **Session:** Online Teams- Recorded

Nettie Thomas

Introduction to Irlens and making a positive impact on the student journey.

Nettie Thomas, Lecturer in Nursing at Wrexham University is proud of her neurodiversity and feels that her Dyslexia and Irlen's Diagnosis enables her to be a better practitioner and support others in finding a pathway through academia.

In this session Nettie will explain that Irlen's is a visual processing condition whereby words on a page or screen can move around or create shapes and patterns, making it very difficult to read.

Nettie will provide practical tips and guidance that all staff can implement to promote a more inclusive and accessible working environment for staff and students.





Wednesday 17th April Full Conference Day

Time: 08:30-09:00 • Session: Face-to-face- United Kitchen

Cultural Breakfast Celebration

Start your day right! We will be hosting a unique showcase of cultural breakfast foods, in partnership with Aramark, in United Kitchen to celebrate our diverse cultures at the University.

This is a great opportunity to sample a taste sensation of breakfast items from around the world and enjoy some social time with colleagues from across the University.

Wednesday 17th April - Full Conference Day

Time: 09:15-10:00 • Session: Hybrid - Nick Whitehead Theatre - Recorded

Wales Women in STEM

Welcoming Address - **Maria Hinfelaar**

Keynote Speaker - **Louise Bright**

Dr Louise Bright is Pro Vice Chancellor Enterprise, Engagement and Partnerships at the University of South Wales. While previously seconded to the Welsh Government Louise undertook a study on how the Government might work with Welsh Universities to increase the levels of Research Council income.

The outcomes of the study formed the basis for a Ministerial approved report with policy implications. During her secondment she was also responsible for drafting a proposal to establish a National Science Academy for Wales. This was approved and Louise went on to work with Welsh Government on a consultancy basis including projects on the delivery of the National Science Academy and Welsh Government's Innovation Policy.

Louise was the Associate Director of the Leadership Foundation for Higher Education with responsibility for Wales. This role built on her experience of developing research students and academics to become effective researchers. Louise is a member of the UK HR Excellence in Research Panel, Welsh Government's Equity in STEM Board and was a member of the Chief Science



Advisor for Wales Task and Finish Group which informed a report on women in Science, Technology, Engineering and Medicine in Wales. Louise also leads the Wales Women in STEM Network.

Before moving into management, her research focused on freezing oocytes from patients whose fertility is threatened by chemotherapy or radiotherapy. Following her PhD, she successfully established a new, externally funded group that explored the pathogenesis of endometriosis.

Wednesday 17th April - Full Conference Day

Time: 10:15-11:00 • Session: Online- Recorded

Hayley Douglas

Discovering Discourse and Diversity: How Discourse Analysis methodology can be used to reveal hidden oppression in teaching, research and practice.

In this presentation Hayley Douglas (Senior Lecturer in Youth and Community Work), will explore the importance of discourse in shaping our experience of the world and the power that it holds.

Consequently how discourse reinforces oppression and discrimination will be discussed in relation to EDI, and importantly how Discourse Analysis methodology can reveal what is previously 'hidden' to create more opportunities for more inclusive and transformative conversations in teaching, research and practice.



Wednesday 17th April - Full Conference Day

Time: 11:15-12:00 • Session: Face-to-face - B108

Tegan Brierly Sollis

Trauma Informed Language: Culture Café.

Language matters and words have power. We need to be aware of the words we choose the tone we use and how we phrase information.

Join us at our Culture Café where we will be discussing the use of trauma sensitive language in research.



Wednesday 17th April - Full Conference Day

Time: 10:15-12:00 • Session: Face-to-face - B07

Yasmin Washbrook & Alison Bloomfield

Race Equality Charter Training Session.

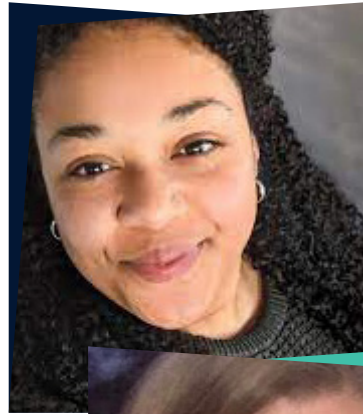
REC Module 1 (History, local and national context, policy and legislation, power and privilege, terms).

Aim: The module aims to support learners to gain an understanding of racism and discrimination in context to a higher education setting and the Race Equality Charter.

Learning objectives: We will do this by drawing on histories of racial categorization; exploring the impacts of racism in context with the local area and the university; developing an understanding of power and privilege; and outlining current policies and legislation developed to support equality and diversity in the workplace.

Learning outcomes:

- Understand historical factors that have influenced racist ideology (ideas and beliefs)
- Distinguish between race, ethnicity, nationality; racism, xenophobia and discrimination
- Develop an awareness of intersectionality, power and privilege
- Identify the impact of racism on the university, the local area and HEIs across the UK
- Outline current policy and legislation that shapes equality and diversity
- Identify and plan ways to help you to apply your learning to your work environment



Wednesday 17th April - Full Conference Day

Time: 09:15-10:00 • Session: Hybrid - Nick Whitehead Theatre - Recorded

Outside In

What We Value – considerations for academics engaging with experts through experience in teaching and research.

Gaining the views of individuals with lived experience for research and teaching can take many forms.

At Wrexham University, we have what is sometimes termed a human library of expertise through experience on hand - the focus group Outside In.

In this session, Outside In will summarise key considerations for academics who want to avoid tokenism or inadvertently othering participants when seeking viewpoints at any stage of the teaching / research processes.

WHAT PEOPLE WILL LEARN

- The details of the Outside In participation agreement including protocols for making contact
- Some examples of the diversity of lived experience that Outside In contributes (This is Me profiles)



CALLS TO ACTION

Outside In provides a valuable and existing library of experience for programmes within the Faculty of Social and Life Sciences.

This is an opportunity to increase your awareness of the group and have any questions you may have answered.



BINGO

Wednesday 17th April Full Conference Day

Time: 13:15-13:45 • Session: Session - Face-to-face - Students Union

Welsh Bingo

with Teresea Davies

Get ready for Eyes Down, come and enjoy a quick game of Bingo in the SU!
Anyone can join in, bring along your packed lunch, your dabber (or just a biro)
and test out your Welsh Skills.

Small donations to the Eisteddfod for a Bingo Card.

Tuesday 16th April 2024

Time: 14:00-14:45 • **Session:** Online - Recorded

Leighann Ryan Culleton

The Importance of Collaborative Research on the Wellbeing of Seldom Heard Young People (15-21 years) Engaged in Alternative Education.

Research approaches involving co-production are often suggested as an appropriate means to meet the requirements of real world problems.

Knowledge co-production can enhance research quality, deepen the understanding of the research question, produce more usable knowledge and increase the likelihood of its use in practice.

The Youthreach programme in Ireland provides two years integrated education, training and work experience for unemployed early school leavers without any qualifications or vocational training who are between 15 and 21 years of age.

Youthreach through its holistic approach aims to improve young people's capacity to successfully transition into adulthood and into further education and or employment.

Anecdotal evidence from staff in Youthreach highlight the biggest barrier to achieving their aims is the increasing number of young people presenting with mental health difficulties.



Supporting this claim is the My World Survey, Ireland's national youth mental health study which highlighted that young people engaging in Youthreach are at significantly higher risk of experiencing difficulties with their mental health compared to youth people not in Youthreach, with young people in Youthreach reporting higher levels of anxiety, depression and self-harm (Jigsaw, 2019).

Young people's mental health presents a complex picture given that influences are multifaceted and can become increasingly varied as adolescent's transition into adulthood.

Research highlights the significant role psychological wellbeing plays in underpinning positive mental health.

A strong sense of wellbeing contributes to good mental health, acting as a guardian of positive mental health (WHO, 2005).

This presentation will discuss the research collaboration between South East Technological University (SETU), Youthreach & Tusla (Ireland child and family agency).

Collectively they looked to understand the overall wellbeing of young people engaging in Youthreach, identify current supportive approaches that are currently in place, highlight barriers for cultivating and enhancing young people's wellbeing in Youthreach settings and generate recommendations for research and practice moving forward. In addition to showcasing the research findings this presentation will also discuss the benefits and challenges encountered co-producing this research.

Wednesday 17th April - Full Conference Day

Time: 14:00-14:45 • Session: Face-to-face - B07 - Recorded

Alec Shepley & Tracy Simpson

Celebrating Difference – How the arts raise awareness of EDI.

Alec Shepley will talk about project work in Lincoln and Tracy Simpson will talk about project work in Wrexham.

Both will detail approaches to working with others in non-educational settings and offer examples of best practice.



Wednesday 17th April - Full Conference Day

Time: 14:00-14:45 • Session: Face-to-face B108 - Recorded

Joy Hall

LGBTQ+ Health and implications for research.

- Have a basic understanding of LGBTQ+ history.
- Explore some of the some of the common myths around being LGBTQ+
- Outline the impact of LGBTQ+ on people's health, together with implications for practice.
- Discuss some of the issues these may present when undertaking research with people from the LGBTQ+ community.



Wednesday 17th April - Full Conference Day

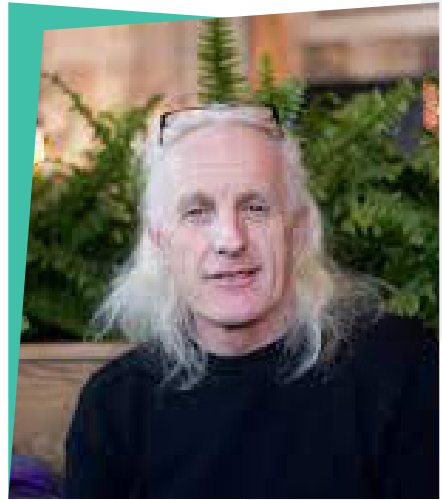
Time: 15:00-15:45 • Session: Online - Recorded

Wulf Livingston

Participatory Research Considerations.

This talk will reflect on my lessons learnt from involvement in seven research enterprises that have explicitly placed at their center the role of those with lived and living experience of alcohol and other drug use as peer-researchers.

The presentation will explore the following key messages (i) the moral imperative of such (ii) what we might mean by participatory research (iii) the grant application and ethical tribulations (iv) different peer journeys and (v) the resonance with Wrexham University, Cyfiandwr and Professional diversity, inclusion, trauma-informed and widening access ambitions.



Wednesday 17th April - Full Conference Day

Time: 14:00-14:45 • Session: Face-to-face B108 - Recorded

Gwen Barton

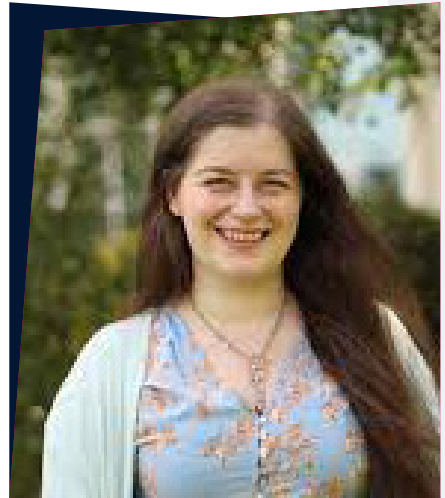
Neurodivergent staff in UK Higher Education (HE) Research Group.

The term “neurodivergent” refers to people with different ways of thinking, processing information, or communicating to the norm (i.e., neurotypical) and includes differences and conditions such as ADHD, Autism Spectrum Condition, Tourette’s, Dyslexia, Dyspraxia, and Irlen’s syndrome.

Neurodivergence is an umbrella term that was created for these differences as a socially inclusive way to empower individuals rather than label them with deficits and disorders (Livingstone et al., 2023).

Throughout this research, we will use the term neurodivergent, neurodiverse, and neurotypical, but understand that some people do not identify with those labels and may use different language for themselves. Neurodivergent folks are often expected to assimilate into workplaces created by and for neurotypical people.

We hear lots about the support available for neurodivergent students, but nothing for neurodivergent staff. Consequently, staff can struggle, often in silence, to manage the challenges that other workers find



simple or commonplace. However, they also often excel at tasks that others find difficult. Everybody, neurodivergent and neurotypical, has strengths and challenges, and workplaces should try to understand, provide support, and help to nurture its workforce.

This research will explore the current support experiences and wellbeing of neurodivergent staff working in UK HE. This session will outline the first stages of the work and the broader planned projects.

Wednesday 17th April - Full Conference Day

Time: 15:00-15:45 • Session: Face-to-face: B07 - Recorded

Dawn Jones

'I don't know how to help and nobody will help me': exploring parents' and carers' experiences of care and support services for their child with a learning disability in North Wales.

This paper presents some of the emerging findings from a research project that I am currently conducting for Improvement Cymru on the parent/carer experience.

Following on from the evaluative literature review that I carried out in the summer of 2023 on models and principles of care for children and young people with learning disabilities in Wales, this current project's purpose is to build on and explore in more detail some of the findings of that review.

One finding in particular was seen to warrant further exploration: parents and carers of children and young people with a learning disability have very mixed experiences of the services that they are receiving for their child, but more detail as to how this is experienced on a day-to-day basis is needed.

Employing a qualitative, focus group method, parents and carers were provided with a safe space in which to discuss and reflect on their experiences, and this paper presents some of the person-centred narrative accounts that have been obtained to date.



Further, while the project is not yet complete, I present some of the emerging themes and findings/recommendations from the focus group data that will be used by Improvement Cymru to inform the current Welsh Vision and Learning Disabilities Strategy in Wales.

Thursday 18th April

Time: 10:00-10:45 • Session: Online - Recorded

Caro Gorden

Unlocking Potential: Navigating Neurodiversity in the Higher Education Workplace.

In an era where the understanding and recognition of neurodiversity are gaining ground, Higher Education institutions stand at the forefront of championing inclusivity for staff as well as students.

This presentation delves into the world of neurodiversity in the workplace, with special focus given to ADHD and autism.

As well as offering an account of lived experience of coping with neurodivergence in the workplace, this presentation aims to highlight the nature and prevalence of ADHD and autism, and we will discuss how the workplace can support neurodivergent employees in leveraging their unique talents.

We will talk about the current government-funded support offered to neurodivergent individuals that include specialist coaching sessions. We will discuss the transformative impact coaching can have on empowering neurodivergent individuals to navigate workplace challenges and harness their strengths. At the core of this message is the advocacy of creating neurodivergent-aware and inclusive practices within Higher Education.



Thursday 18th April

Time: 13:00-14:00 • Session: Online

Rose Norton, Ali Bloomfield & Stacey Ledger

Supporting Neurodiversity at Wrexham University.

The HR team will deliver a session that will provide you with an overview of the support available to Staff at the University, relating to Neurodiversity.

By attending this session, you will gain further understanding of how to support neurodiversity in the workplace, gain confidence in having conversations around neurodiversity, explore potential reasonable adjustments in the workplace and gain an understanding on how to signpost and seek appropriate support, for yourself, and if you have line management responsibility.



Thursday 18th April

Time: 10:00-10:45 • Session: Online - Recorded

Carey Pridgeon

Perception by others once difference from accepted normality can no longer be concealed.

This session takes you on a personal journey, with objective observations of a neurodivergent and disabled individual.

This honest reflection follows a journey from school, through a career in nursing and into academia, exploring the challenges, labels, and the feeling of hiding your unique self.



Friday 19th April

Time: 13:00- 13:45 • Session: Online - Recorded

Frances Thomason

Conference Close but what's next...the launch of Neurodiversity Staff Network.

After a week of events dedicated to promoting inclusivity in research and the workplace and celebrating our different minds, join our closing session to reflect on what we've learnt and what's coming next.

As the conference comes to an end, we're exciting to take the opportunity to launch the Neurodiversity Staff Network, a network dedicated to raising awareness, challenging misconceptions, and creating an inclusive environment for all staff.

This session will introduce the network, its aims and vision and how all can get involved.

