

# Institute for Lifecourse Development Early Career Academic conference 2025

Supporting and developing ECAs



# About the conference

## “Showcasing and developing ECAs”

- Showcasing excellent work by ILD ECAs
- Peer support
- Networking
- Opportunities for collaboration
- Development (peer coaching)

### ILD ECA Conference organising committee

Charmaine Brown  
Genevieve Breau  
Jane Matonhodze  
Mamodesan Okumagba  
Pasang Tamang  
Tiffeny James  
Quratulain Shahid  
Yemi Onilude

Photo of organising committee



# Overview of the day

Timing	Activity
12:00 – 12:45	Lunch
12:45 – 13:00	Welcome talks from the ECA representatives, Prof Andrew Westby, and Prof Claire Monks
13:00 – 14:00	Quick-fire 3-minute presentations
14:00 – 14:15	Refreshments break
14:15 – 15:00	Peer-coaching presentation and activity with Kristina Narvet (UCL)
15:00 – 16:00	Presentations from University of Greenwich funding awardees
16:00 – 17:00	Networking and refreshments (and feedback)

# Who is an ECA?

~~Early Career Researcher (ECR)~~

## Early Career Academic (ECA)

- Research track
- Teaching track

We use the UKRI definition that **any academic staff who self-identify** as an ECA may join the ILD ECA Network

Some opportunities we disseminate may have other criteria (i.e., length of time since completing a PhD)

# What the ILD ECA Network does

We hold ECA workshops and networking events

We disseminate information (e.g., about workshops, grant opportunities, resources) to our ILD ECA Network mailing list

We represent and advocate for ECAs at faculty and university-wide meetings including raising concerns

We also work together with the university-wide ECA network, and the British Academy ECR Network.

# ILD ECA network steering members

Dr. Genevieve Breau (ECA Lead-School of Human Sciences)

Dr. Charmaine Brown (ECA Lead-School of Education)

Dr. Tiffeny James (ECA Lead-ILD)

Dr. Yemi Onilude (ECA Lead-School of Health Sciences)

Dr. Marianne Markowski (ECA Lead-School of Health Sciences)

Prof Andrew Clark (ECA Champion)

Prof Claire Monks (Deputy Director ILD)

Prof Rosanna Pacella (Associate Dean Research and Knowledge Exchange, Director ILD)



# **Welcome from Prof Andrew Westby (OBE)**

**Deputy Vice-Chancellor at University of Greenwich**



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GREENWICH**

*Institute for Lifecourse  
Development*



# Quick-fire 3-minute presentations

**Why:** why did you do this work?  
*i.e. what is the background; why was this work needed?*

**How:** how did you conduct the work?  
*i.e. what methods did you use; what was your approach?*

**What:** what impact has this work had?  
*i.e. on the population it involves; have there been any outputs, presentations, collaborations etc?*





# Maricica Mistreanu

What Evidence is  
there that  
Developing  
Metacognition in  
Higher Education  
Students Improves  
their Motivation?

**Why:** why did you do this work?

*i.e. what is the background; why was this work needed?*

**How:** how did you conduct the work?

*i.e. what methods did you use; what was your approach?*

**Impact:** what impact has this work had?

*i.e. on the population it involves; have there been any outputs, presentations, collaborations etc?*

# Mamodesan Okumagba

Health Promotion  
through a National  
Public Health  
Museum in Nigeria

**Why:** why did you do this work?

*i.e. what is the background; why was this work needed?*

**How:** how did you conduct the work?

*i.e. what methods did you use; what was your approach?*

**Impact:** what impact has this work had?

*i.e. on the population it involves; have there been any outputs, presentations, collaborations etc?*

# Xiaonan Duan

Barriers Faced by  
Chinese  
Postgraduate  
Students in UK  
Higher Education

**Why:** why did you do this work?

*i.e. what is the background; why was this work needed?*

**How:** how did you conduct the work?

*i.e. what methods did you use; what was your approach?*

**Impact:** what impact has this work had?

*i.e. on the population it involves; have there been any outputs, presentations, collaborations etc?*

# Tiffeny James

The role of adverse  
childhood  
experiences and  
attachment in  
neuropsychiatric  
symptoms in  
dementia

**Why:** why did you do this work?

*i.e. what is the background; why was this work needed?*

**How:** how did you conduct the work?

*i.e. what methods did you use; what was your approach?*

**Impact:** what impact has this work had?

*i.e. on the population it involves; have there been any outputs, presentations, collaborations etc?*

# Bing Yin

International  
Young Learners'  
Adaptation to the  
UK School System

**Why:** why did you do this work?

*i.e. what is the background; why was this work needed?*

**How:** how did you conduct the work?

*i.e. what methods did you use; what was your approach?*

**Impact:** what impact has this work had?

*i.e. on the population it involves; have there been any outputs, presentations, collaborations etc?*

# Marianne Markowski

Mobile methods -  
Sustainability in  
Woolwich, London,  
as observed walking  
by an  
intergenerational  
group of residents

**Why:** why did you do this work?

*i.e. what is the background; why was this work needed?*

**How:** how did you conduct the work?

*i.e. what methods did you use; what was your approach?*

**Impact:** what impact has this work had?

*i.e. on the population it involves; have there been any outputs, presentations, collaborations etc?*



# Helen Downham

Prison libraries and  
their future potential

**Why:** why did you do this work?

*i.e. what is the background; why was this work needed?*

**How:** how did you conduct the work?

*i.e. what methods did you use; what was your approach?*

**Impact:** what impact has this work had?

*i.e. on the population it involves; have there been any outputs, presentations, collaborations etc?*

# Shaiyini Ravindran

Factors influencing  
the management of  
type 2 diabetes  
among ethnic  
minorities living in  
United Kingdom

**Why:** why did you do this work?

*i.e. what is the background; why was this work needed?*

**How:** how did you conduct the work?

*i.e. what methods did you use; what was your approach?*

**Impact:** what impact has this work had?

*i.e. on the population it involves; have there been any outputs, presentations, collaborations etc?*

# Charmaine Brown

Community Voices  
'From Time'

**Why:** why did you do this work?

*i.e. what is the background; why was this work needed?*

**How:** how did you conduct the work?

*i.e. what methods did you use; what was your approach?*

**Impact:** what impact has this work had?

*i.e. on the population it involves; have there been any outputs, presentations, collaborations etc?*

# Sally Bashford- Squires

Creating a documentary  
to disseminate research

**Why:** why did you do this work?

*i.e. what is the background; why was this work needed?*

**How:** how did you conduct the work?

*i.e. what methods did you use; what was your approach?*

**Impact:** what impact has this work had?

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# Yemi Onilude

## TITLE

**Why:** why did you do this work?

*i.e. what is the background; why was this work needed?*

**How:** how did you conduct the work?

*i.e. what methods did you use; what was your approach?*

**Impact:** what impact has this work had?

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# **15-minute refreshment break**



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# Peer coaching session

Introduction to G.R.O.W. model

30<sup>th</sup> June 2025



# Introduction

Kristina Narvet

Education Manager (UG & PGT)

IOE, UCL's Faculty of Education and Society

Internal UCL Coach

Deputy Co-Chair of Astrea, UCL's network for women in Professional Services



# Mentoring vs. Coaching

## Mentoring

**Topics discussed are the area of the mentor's expertise**

**Advice based on personal experience/knowledge**

**Directive**

**Informal**

## Coaching

**Topics discussed based on coachee's priorities**

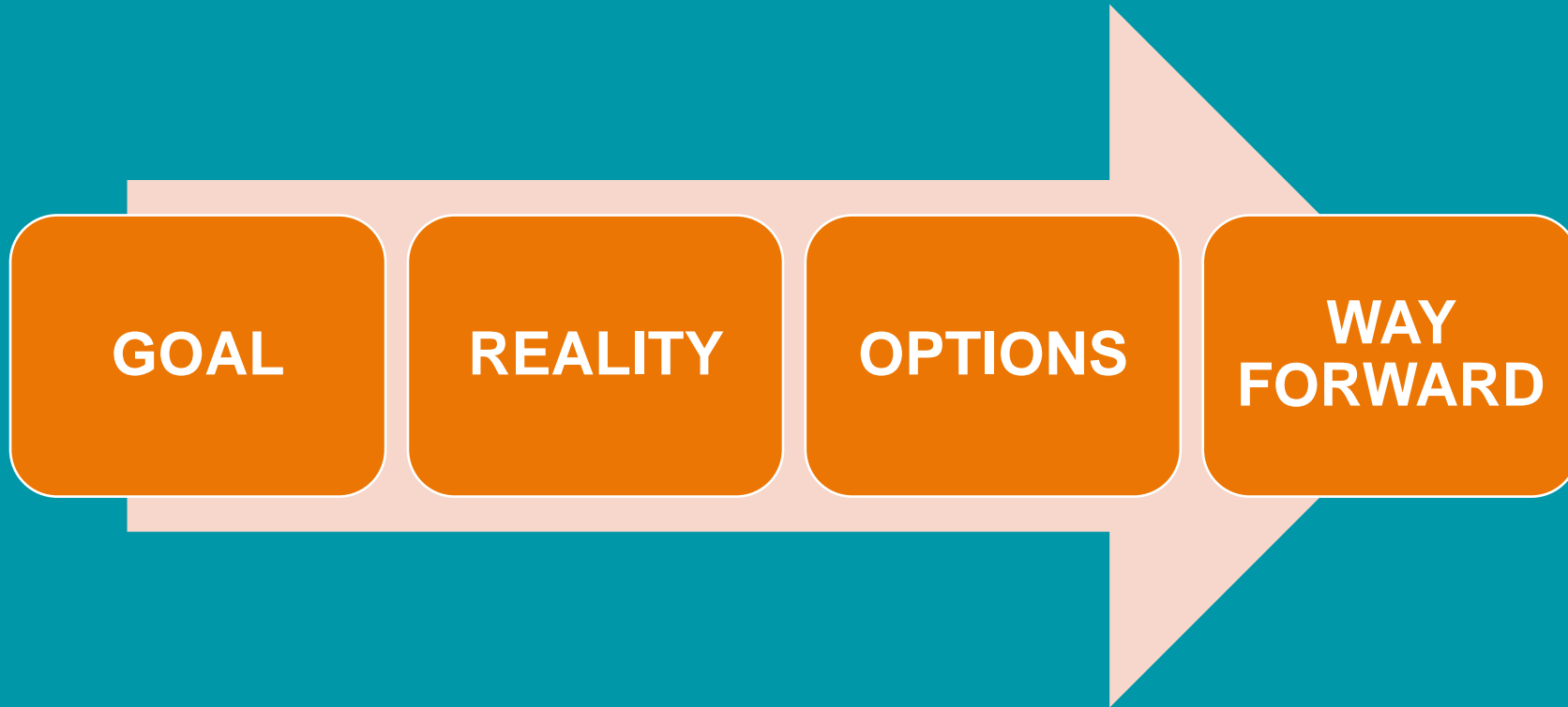
**Co-creation of actionable steps**

**Non-directive**

**Structured**



# G.R.O.W. Model



# G.R.O.W. Model

## GOAL

To get a **clear idea of the destination** a coachee wishes to reach **as specifically as possible**, and allow them to articulate what benefits achieving this will provide

## REALITY

To ascertain **where they are now** in relation to that goal, and allow them to articulate what negatives will stop as a result of moving from this reality

## OPTIONS

To generate as many possible **ways for them to move from their reality towards their goal**. The key here is volume, diversity and that they don't get fixated on one 'idea'

## WAY FORWARD

To commit to a way forward and ensure they are motivated to carry out the **specific agreed actions**



# G.R.O.W. Model – example questions

## GOAL

What is your goal? Why is it important to you? How would you benefit from this? How would it feel if you achieved this? What would success look like? What would be a feasible timeframe to achieve this?

Establish an emotional connection with the goal

## REALITY

Where are you now (e.g. 1-10)? What can help you? Who can support you on the way? What may be potential obstacles? How can you mitigate/overcome these?

Connect with reality and keep the vision of success in mind

## OPTIONS

How can you move towards achieving your goal? What options are available to you? What would help you move forward? How can you get the support you need to achieve this?

Explore, imagine, create

## WAY FORWARD

How can you bridge the gap between now and achieving your goal? What would be the one thing to start with? What action(s) would bring you closer? What will be your first/second/third step? What will be the timeframes for these?

Create a feasible plan with actions and timeframes





# Peer Coaching – 25 mins

In pairs, coach each other using the G.R.O.W. model

Swap roles (~12 mins each)

Feedback/comments



Find out more about Coach@UCL



Find us on LinkedIn – UCL  
Organisational Development



# Thank you!



# ILD funding award winners

**Titilayo Oshodi**

*Exploration of attitudes of nursing students  
towards Statistics: A descriptive exploratory study*

**Yemi Onilude & Jane Matonhodze**

*Presentation title*

**Genevieve Breau**

*Working Together to Make a Video About Bowel  
Checks*



***Exploration of  
attitudes of nursing  
students towards  
Statistics: A  
descriptive  
exploratory study***

By

Titilayo Oshodi, John  
Foster, Gana  
Ganesalingam, Patti  
Evans, and Claire  
Sevenoaks



# ECA Pilot Funding: why?

**Title:** “*Exploration of attitudes of nursing students towards Statistics: A descriptive Exploratory Study*”

**Background:** 99% of nursing students would always choose to critique qualitative over quantitative research articles for the RESE1173 assignment

**Aims:** To explore the attitudes of nursing students towards Statistics, and how best to deliver Statistical information to nursing students.

To develop tailored pedagogical interventions for nursing students to improve their attitudes and promote the statistical literacy needed in their future practice.

To produce evidence which could be used in developing strategies that could support students in understanding basic statistics in quantitative research.

To contribute to the development of a sound basis for evaluating nursing interventions.

# What the funding was intended for?

Gift vouchers for research participants

Dissemination Events: Presentations at national and international Conferences

Hourly Paid Lecturers (HPLs) for cover our lectures when we are involved in activities related to our research.

Employ people to assist with data analysis via the job shop



# What have we done with the funding?

Funding not effectively used due to time constraints

Outcome for our application to the ECA Pilot Project Fund was received 22/04/2024, with £4,000 to be spent by the end of July 2024

£1,500 worth of gift vouchers (with expiry date of 31/07/25) were purchased on 04/07/24 through by the Senior Research Administrator

29 vouchers worth £725 were issued to the participants from July-Nov 2024. Thirty-one (31) vouchers £775 were hurriedly disbursed to same participants on 09/06/25 to avoid waste

# Our Study

UREB Ref: 23.4.5.40

Nine (n=9) Nursing students recruited

Focus Group

Online via MS Teams and recorded

Thematic Analysis

# Themes

Four themes identified; they were as follows:

- Understanding of statistics and Use of statistics in practice
- Previous knowledge of statistics
- Challenges of understanding quantitative research paper
- Support from university in understanding statistics.



# Understanding of statistics and Use of statistics in practice

Participants said statistics is essential in nursing, it provided evidence based nursing and best patient care. Statistics is collection of data, and they are useful in (clinical) decision making.

Students were able to define statistics as calculations of numbers, probabilities and analysing data.

As students see statistics involved numeracy, they believe any calculation in practice is linked to statistics. This indicates that students need to be better informed as to the difference between statistics and such as drug calculations and data gathered from vital observations such as BP/Pulse measures.

# Previous knowledge of statistics

Some participants had previous knowledge of statistics from higher levels at college doing maths and statistics or at university doing a statistical or mathematical degree. Some had utilised statistics in their previous work. Some had knowledge of using software SPSS

Some found anything to do with maths caused them anxiety and stress due to their experiences in school / college. As a result of their previous experiences, they felt they could not tackle mathematical tasks.

There was lack of teaching of statistics for undergraduate students and some teaching staff lack knowledge in statistics.

# Challenges of understanding quantitative research paper

Most students did not choose quantitative research paper due to time constraints. They felt the qualitative research paper was easy to read and much more applicable to practice. Numbers in quantitative research paper made it appear complicated.

Some students found it challenging interpreting statistical values such as P values. They felt some research papers did not clearly explain the statistical methods used or the statistical analysis.

Perhaps with the quantitative research paper the lecturers need to explain in simple terms and illustrate how to read and explore a quantitative research paper methodically.

# Support from university in understanding statistics.

Librarian has a one-to-one booked session. In seminars the lecturers try to present research concepts to students. Some students said the lecturers explained these well and were very basic. But other students still found it difficult to read and critique research papers, especially quantitative research papers.

Students said they had support through weekly drop-in online sessions, and lectures and seminars were very helpful.

If the students were introduced to research in the 1<sup>st</sup> year and provided explanations of basic statistics such as P values, it might help them to improve confidence in reading quantitative research papers. This might help students to build up knowledge in application of research findings in practice.

# Recommendations



Students need to be introduced to research from 1<sup>st</sup> year. Need to teach what are symbols, basic statistics such as mean, median, mode, P values, standard deviation, correlation between variables etc. By explaining the pie chart or graph we may be able to reduce the anxiety believing it's maths.



We could have separate modules or core competencies having to be reached in both quantitative and qualitative research methods so that students don't take what they perceive to be an easier strategic decision.



By understanding basic statistics, they will be able to read and understand quantitative research papers. It will also be helpful for students to understand various quantitative research designs and what tools are used for data collection. This will help students to understand basic statistics and critique quantitative research paper.



In 2<sup>nd</sup> and 3<sup>rd</sup> year we could build on their knowledge of quantitative research in the application of research in practice and dissertation project.



# How it fits into our longer career trajectory and programme of research

Next stage: To interview some lecturers who teach Statistics on how to alleviate anxiety related to learning and understanding statistics and the strategies they put in place to address or alleviate anxiety

Dissemination: Publication in journals, presentation at national and international conferences, NHS Trusts, Schools and Colleges, pedagogical symposium and Learning and Teaching Conferences

In line with the KEF3 Perspective of working with the public and business, we are collaborating with our NHS partners through consultation and sharing our findings. These activities can generate income for the university

We will also collaborate with schools and colleges to extend this research. This aligns with the KEF3 Perspective of Continuing Professional Development (CPD) and graduate start ups, which can generate income for the university.

If we improve the statistical knowledge of students, and when they qualify and are employed by our NHS Stakeholders, this will strengthen our partnership. They will be employing staff who are trained in research and skilled in statistical knowledge.

To develop skills in writing grant applications, and through this current research in Statistics, we will make contribution to wider research of the ILD and School of Health Sciences.

This research has a potential to be refined for an application for VC scholarship.

**Thank you**

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# Working Together to Make a Video About Bowel Checks

**Genevieve Breau**

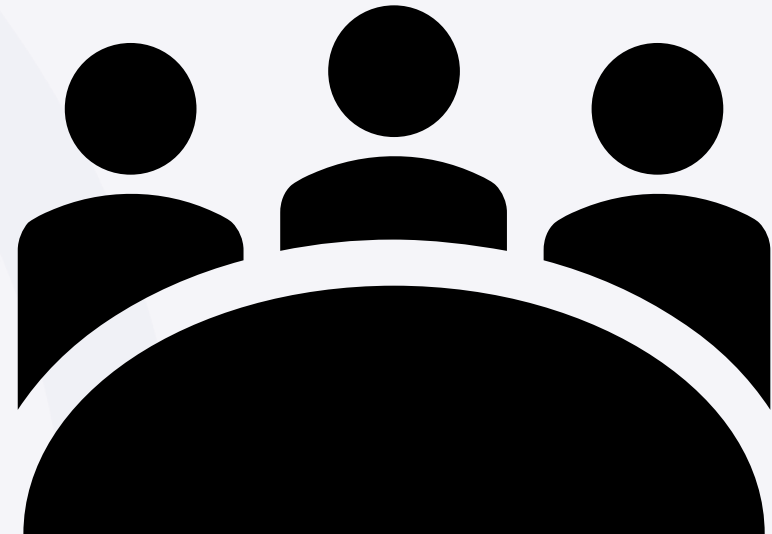
**Senior Lecturer in Public Health**

**University of Greenwich (London, UK)**

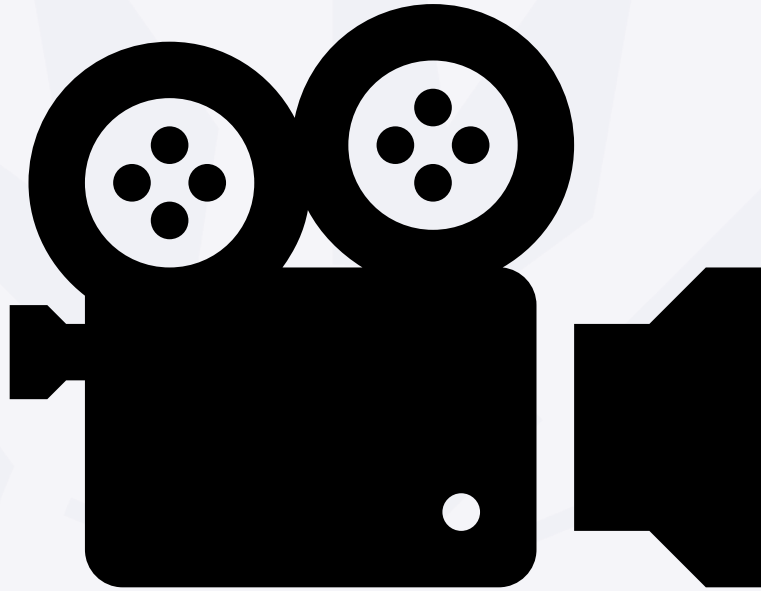


# Working with a Group

- For the past two years, I've worked with Bexley Mencap in Bexleyheath in London, United Kingdom.
- This is a group of people with learning disabilities who advocate for themselves.
- We have met several times, to talk about their ideas about how people with learning disabilities can be healthier.

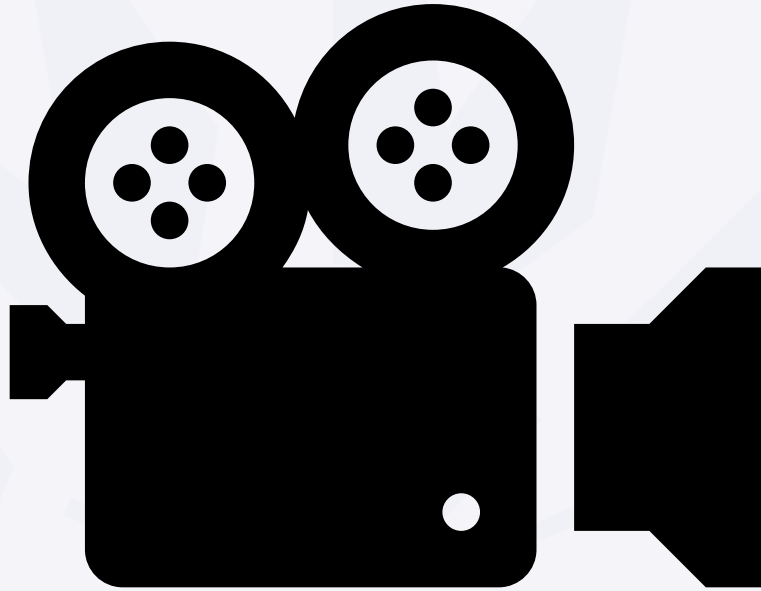


# Making a Video



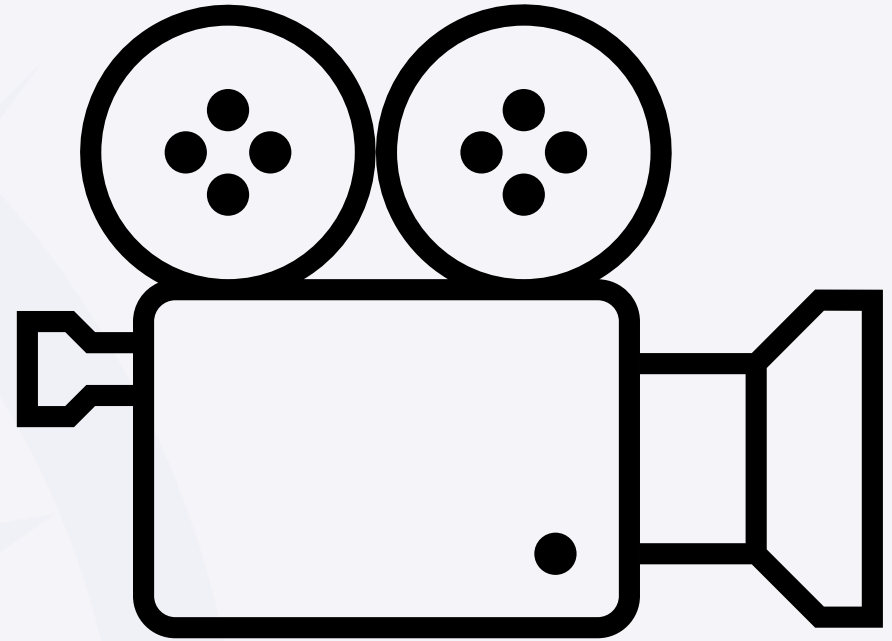
- Some of the group members suggested making a video about bowel screening.
- This is because not everyone who needs a bowel screening kit does this.
- There are many reasons why someone wouldn't do a bowel screening kit.

# Making a Video



- In May and June last year (2024), we met to talk about what would go in the video on bowel screening.
- Once we agreed what would go in the video, we met in July 2024 to film the video.
- We finished the video in July last year.

# Here's our video!



# What we learned

- Making the video was a bit hard, but both me and the self-advocates I worked with learned a lot.
- We want to share this video to encourage other people to get bowel screening.
- In the future, we would like to make more videos about different health topics.





# Thank you!

- The members of the Friday Respect group at Bexley Mencap.
- Jane Menzies and Steve Grimsey (staff at Bexley Mencap).
- Sarah Haddou (the research assistant who edited the video).
- The University of Greenwich (for giving funds to create the video)

# Conference feedback





**Thank you**