Research at Regent
NEWSLETTER

Welcome to the first Research at Regent Newsletter of 2022!

We are pleased to bring you this issue which recognises and celebrates student engagement from a variety of perspectives.

We begin with a think piece by Dr Michael Pinfold, Regent College's Director of Students, who discusses the various ways that students can get involved with Regent and the importance of promoting diverse student voices. In Research in Focus, we delve into some of the research behind representative student organisations and hear from Regent's recently elected Student President, Kshama Patel.

In this issue, Enrichment Coordinator, Dr Saini Manninen, speaks about the advantages of engaging with co-curricular enrichment opportunities outside of taught programmes, whilst Regent student Bart Helinski reflects on his experience researching work placements and discusses the benefits of taking up a sandwich course.

Careers and Employability Advisor, Stephen Roach, presents on a research study on adult apprenticeships and is happy to report that Regent brought in a series of industry professionals to speak to students during the recent national Apprenticeship Week. Ian Moore, Regent's Digital Librarian, also takes a look at how diversity can power innovation in research.

We are thrilled to announce two exciting opportunities for staff at Regent to engage in developmental research activities. The brand new £10,000 Regent Research Fund will allow academic staff to apply for grants of up to £1,000 for research projects and research-related activities during the academic year 2022-2023. In addition, as part of Regent's sponsorship of the Centre for Business and Economic Research's 11th International Conference, we are inviting up to 10 staff to attend and present papers at the Said Business School at the University of Oxford from 8-9 August 2022.

In our Spotlight on Student Research, Mirela Ionela Chirea discusses her dissertation research on sustainability in the circular economy. We recap an excellent Research Roundtable talk by Dr Khondokar Farid Ahmmed who also presents a summary of his research on social capital and young entrepreneurs in the time of Covid-19.

We continue to support the development of research skills with the Research Toolbox, which takes a look at reference management systems and Top Tips for Students, where we hear from our academics on what to consider when writing a research proposal. This issue also celebrates the publications and presentations of staff and students, and brings you an update on staff and professional development at Regent.

We hope that this newsletter will continue to inspire you and kindle your curiosity!

**Dr Anna Wharton,
Research Officer / Editor**

Always in Conversation: Student Engagement and the Student Voice

By Dr Michael Pinfold,
Director of Students

Regent College London exists as an institution that transforms lives, and as such, it is vital that channels of communication are open and available to all its constituent members. The largest group of people at Regent College is its students, and so it is of the utmost importance to hear their concerns, respond to issues that preoccupy them, and hold open and honest conversations with them.

The students are the 'customers' and they are investing their time, energy, finances, and commitment in order to benefit and reap reward. It is incumbent upon the institution to be tolerant in its listening, effective in its response, and immediate in its willingness to engage.

There are multiple routes of communication that exist at Regent College to ensure that the institution is always in conversation with students and aware of their perceptions, misgivings, hopes, and aspirations. The Student Voice Committees meet twice a year while the Student Council operates biannually.

A Student Representation System is in place with a newly elected Student President and Representatives nominated to speak on behalf of taught Programmes, operating Partnerships and Schools, and to relay information about classroom experiences. Representatives are invited to important Committees so that we can incorporate the views of students and share with them any major developments taking place.

We also ensure that our Quality Assurance systems reflect student input and that we monitor the student experience on each course through the use of surveys and module evaluation questionnaires. Instant polling is being introduced to keep up with technological potential and capture the views of our students at every opportunity.

Those of us who work at Regent College are privileged to have the opportunity to interact with a diverse population of students from different backgrounds and educational experiences, who bring with them rich cultural and social perspectives that enhance our understanding of the world.

When we choose to listen and not to dismiss, to take on board and not to negate, we all benefit. As each problem presented is solved and each misunderstanding explained, so the experience of everyone across our community is improved. As each success is celebrated and each step forward encouraged and applauded, so is our shared ethos enhanced.

Research in Focus
Opening a window into relevant research

Representative Student Organisations: A Key Area of Student Engagement

By Dr Anna Wharton, Research Officer with Kshama Patel, Student President

Dr Anna Wharton

Kshama Patel

The term 'student engagement' can cover a wide range of events and activities. Research suggests that it is primarily concerned with enhancing the student experience and is beneficial not only for students, but for the higher education institutions within which they are involved. This is because part of the aim of student engagement is the collaborative improvement of teaching and learning, and the provision of opportunities for students to be heard as active participants in the learning experience, rather than passive recipients of education.

One aspect of such engagement is student representation through student unions, groups, or organisations. Student representatives are typically volunteers who are elected and choose to use their personal time to listen to and advocate for their peers and the betterment of their programmes and courses. Part of this may include collecting feedback from their cohort and bringing that to meetings with the institution's management, academic, or professional services teams. These are situations in which student representatives can advocate for changes to existing provisions or services so that they better serve the student body.

The UK's Quality Assurance Agency (QAA) for higher education additionally provides advice and guidance around student engagement and ways that institutions can work with representative student groups. Guidance addresses various avenues to cooperate with student representatives, including involving the student voice at all institutional levels, highlighting the student body's diversity in the representation process, and appropriately resourcing and supporting representative groups.

Regent College holds regular elections of Student Representatives and a Student President. This system of representation ensures that students have an avenue to raise their voices and to work in partnership with academic and services teams. Through doing so, they can contribute to the continued improvement of programmes, courses, and processes at Regent.

Kshama Patel, Regent's recently elected Student President, is keen to serve as that voice for her fellow students, and brings to the role a passion for learning and a drive to grow her experiences and skills through providing a space for her peers to be heard. Inspired to return to education by her experience as a learning mentor to struggling school children, Kshama is confident in her ability to lead by example and to facilitate open communication with each of her team members for the improvement of all students.

Indeed, Regent recognises the importance and value of engaging through student representation. As Student President, Kshama Patel, states, 'I will use my role as Student President to engage with Regent in improving the experience for the student. I will be the voice of the students and ensure that their views are always heard and actioned... I encourage all students to look at broadening their experience at Regent and join in the exciting movements and developments taking place.'

Student Enrichment
More than just academic learning

SCOPE
Success **C**haracter **O**pportunity
Progress **E**nhancement

Enrichment is Essential, Not an Add-on

By Dr Saini Manninen, Enrichment / SCOPE Coordinator

Regent College offers its students a wide range of enrichment activities, including a variety of personal and professional development opportunities. These co-curricular (running in parallel to students' academic programmes), non-assessed webinars and masterclasses make up the Success, Character, Opportunity, and Progress Enhancement (SCOPE) programme. This varied and responsive programme offers a holistic approach to education that not only complements but goes well beyond students' academic learning.

But what exactly is the value of enrichment and why should higher education institutions invest in it? Enrichment is often discussed in the context of further education where younger students are seen to need extra-curricular activities to develop their confidence and transferable skills. Indeed, an Association of Colleges (AoC) survey from 2019 showed that there is 'a high level of commitment and breadth of activity' in UK further education colleges offering engaging enrichment programmes.

However, it is important to understand that enrichment opportunities are incredibly valuable for mature students as well, are vital in higher education, and should cover a broad range of activities. Eddie Playfair, Senior Policy Manager at AoC, points out, though, that measuring the outcomes and value of enrichment can be complicated due to the sheer broadness of the activities.

Student feedback from Regent's SCOPE sessions tells us that attendees feel the activities they attended gave them new knowledge, improved their confidence, helped them to feel part of a community, and were 'transformative'. That word – 'transformative' – is key when thinking about student enrichment.

The theory of transformative learning suggests that learning can alter one's being, beliefs, or even core self. In fact, the concept of learning as a transformative process is particularly linked to adult learners who often learn by building on their previous lived experiences. This is especially important at Regent where many of our students are mature learners. Enrichment activities, especially those focusing on personal development, are therefore a crucial tool in allowing our students to examine the ways they see themselves and to reassess their goals.

It is also important, as the student feedback tells us, that enrichment helps to create a sense of community at Regent. Although all SCOPE sessions currently run online, they are a place where students have the opportunity to meet peers from other schools and to interact socially outside of classes, enhancing their cultural capital.

Indeed, the aim of the team working behind the programme is to foster a culture of enrichment at Regent that will encourage students to start their own co-curricular activities, clubs, and societies. I am excited to see what we can create together.

The Value of Sandwich Courses: What I Learned Researching Work Placements

By Bart Helinski, BSc (Hons) Business Management Student, Second Year

I began my Business Management course with Regent College in 2020 and getting back into education after more than ten years away from it was not easy. However, once I got back into a routine, I started exploring the resources and opportunities provided through Regent College and through our partner institution, the University of Bolton. That is when I came across the Bolton Awards, which enables students to gain work experience and obtain necessary skills before graduating. Working towards the award, I met with careers advisors who first suggested a work placement, which prompted me to begin to research the possibility.

Work placements are structured programmes related to university coursework. Many universities support these placements through 'sandwich' courses, which allow students to sign up for a placement and start gathering the necessary industry experience whilst studying around it. There are various ways to explore placement options. The best starting point is a conversation with a university career advisor, as they often know of or can access a database of companies that offer such opportunities.

Once a student decides to take on a placement, it is worth considering the benefits and possible risks. Research suggests that placements are useful to introduce a student to a particular type of work as they are able to apply the knowledge they are learning in their university course and turn it into experience. Thus, by the end of their university course, not only do they have the necessary qualification, but also the skills and experience, which play a crucial role in the job market today. Furthermore, one study found that students who decided to enrol in a sandwich course return to university even more motivated to succeed after their year in a work placement.

However, it is important to understand that a work placement may not be for everyone as signing up for the placement requires students to extend learning for an additional year. Moreover, they may be asked to relocate by the company with which they are doing a placement, which increases the risk of ending up in an environment that they do not enjoy. Therefore, it is important to consider any potential issues or disadvantages with a particular placement.

Overall, there is no doubt that a work placement can be beneficial; however, it is important to consider the pros and cons of a placement. While exploring this option, I have had the opportunity to speak with my personal tutor and with a Careers Advisor. These conversations have been invaluable and I would advise other students to take advantage of these resources and explore the possibility of doing their own work placements.
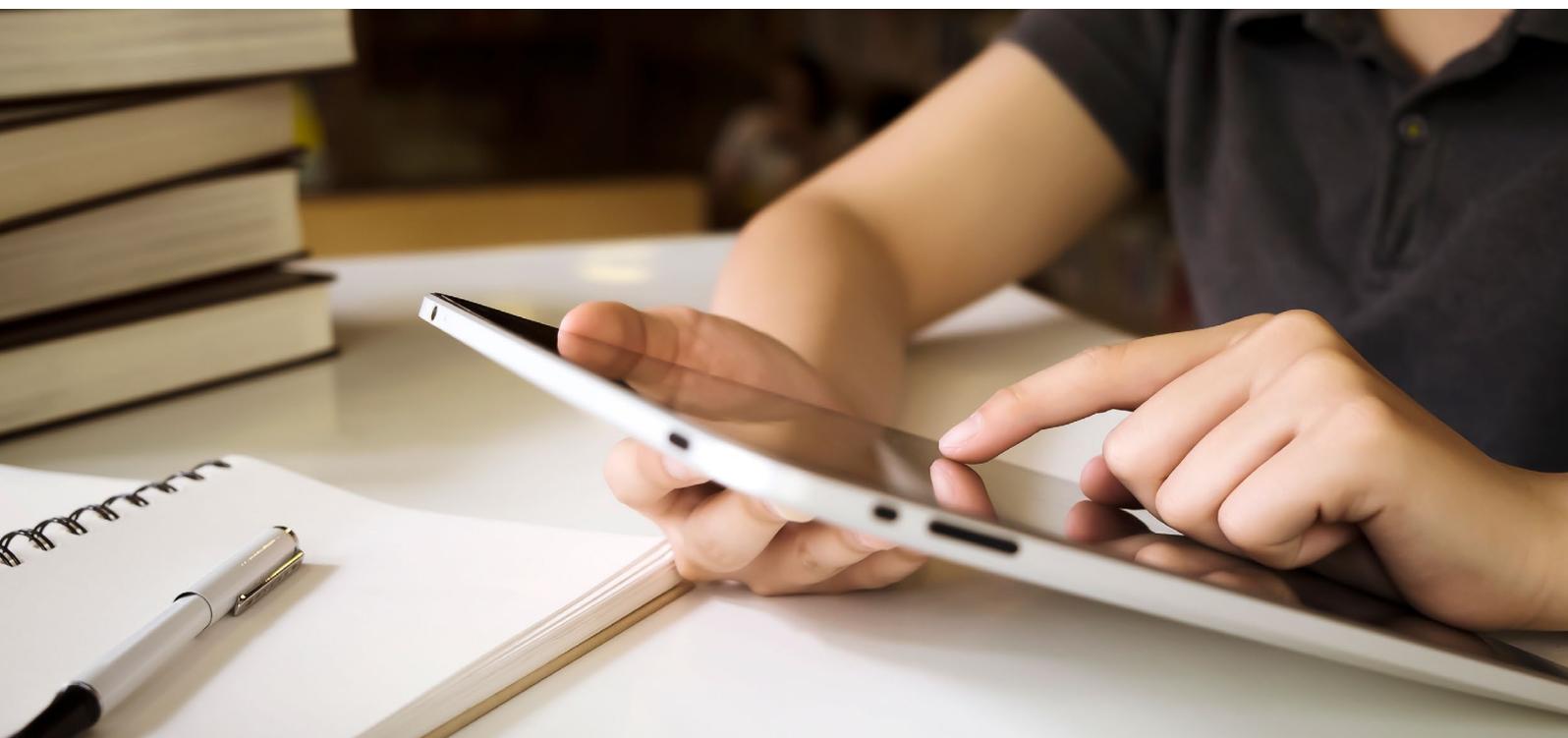
Careers and Employability Support
Underpinning careers guidance with evidence-based research

✻ CAREERS
CAREERS AND EMPLOYABILITY

Understanding the Value of Apprenticeships for Adults

By Stephen Roach,
Careers & Employability Advisor

The apprenticeship pathway has long been associated with assisting young people aged 16–24 to enter the labour market. However, in 2005, the UK government introduced financial support for adult apprentices to increase the country's competitiveness and productivity, and to support the upskilling of adults in the workplace.

Apprenticeship statistics show that since 2010, there has been an increase in the number of adult apprentices. Indeed, new registrations in 2019-20 showed that 47% of apprentices were aged 25+ while the proportion of male and female apprentices were nearly equal. The statistics also demonstrate that adult apprentices dominated the Health and Social Care and Management and Customer Service sectors.

One recent report explores the experiences and perspectives of apprentices aged 25+ and their employers, who are undertaking the government-supported apprenticeship programme introduced in 2005 in England. The report showed that adult apprentices who had previously been employed by the organisation prior to their apprenticeship programme often desired to gain formal qualifications, to raise self-confidence, and to improve career prospects. For apprentices recruited with little to no relevant work experience, the opportunity for significant new learning was often a key benefit for them.

Organisations highlighted the challenges that they were facing with the capability and age profiles of their workforce and staff retention. Managers revealed that the key motivations for recruiting adult apprenticeships focused on workforce planning; organisational culture, workforce quality and performance; and corporate social responsibility.

Challenges highlighted by the adult apprentices included balancing the demands of the apprenticeship commitments, their job, and their personal commitments; tensions related to the balance of theory and practice; and progression beyond their apprenticeship programme.

All government-supported apprenticeships additionally require apprentices to obtain learning credits, which was shown to have a positive impact on adult apprentices. Indeed, the report's findings revealed a demand from adult apprentices for learning opportunities in English, maths, and ICT to support their career aspirations.

As suggested, apprenticeships provide an excellent opportunity to not only learn in the workplace but obtain a formal qualification, increase confidence, and enhance career options. Regent College recently hosted a successful series of talks for Apprenticeship Week that included external speakers from the IT sector, the science industries, and the police force. Businesses involved in engineering, food production, and electrical systems design also spoke about opportunities in their industries.

For more information on apprenticeships, you can contact Regent's Careers & Employability Advisor at Stephen.roach@rcl.ac.uk.

Inclusion and Diversity Matter(s)

Diversity: Driving Innovation in Academia

By Ian Moore, Academic Resources Manager and Digital Librarian

A recent report on the experiences of ethnic minority postgraduate researchers looks at the 'growing evidence that diversity and inclusivity within higher education institutions increases innovation and creativity, as well as productivity.' It supports the understanding that these student researchers want to engage with and feel a sense of belonging with their university, which can in turn build confidence and increase their capacity to be involved in more whilst learning. Indeed, the study suggests, amongst other things, that institutions can appoint cultural or inclusion ambassadors to increase the profile of diversity, equality, and inclusion.

I recently had the opportunity to attend a webinar titled 'Could Diversity Drive Innovation in the Sciences?' which was hosted by ProQuest and presented by Dr Bas Hofstra. Dr Hofstra shared his research which investigated whether diversity breeds innovation by exploring doctoral dissertations and theses on ProQuest to track whether the doctoral students had gone on to an academic career and to become a supervisor of students. Using criteria taken from the US Census, the research identified first names which are more common to people of colour, and which are more likely to be associated with people who identify as female.

By following the metadata, Dr Hofstra was able to contact dissertation authors and their supervisors and found that if the mentor/supervisor of a doctoral student is from the same or a similar background, the student is more likely to go on to have an academic career. This could be due to the supervisor having already found a pathway to becoming an academic and the doctoral student learning to follow the same or a similar pathway. Doctoral students who engage in this way, by taking advantage of the opportunity to learn from their supervisor, appear more likely to obtain an academic post.

Dr Hofstra found that women and people of colour tended to produce slightly more novel research that challenged the status quo. However, this research tended to make less of an impact. That is, it was less likely to be taken up by the science community or to be adapted as an article for a peer reviewed journal.

Dr Hofstra's research also suggested that the more diverse and broader a pool of researchers, the more likely the research was considered innovative. However, it appears that diverse perspectives and ideas may not always be rewarded as relatively small numbers of doctoral students from visible minorities go on to an academic career. This has become known as the Diversity-Innovation Paradox.

However, it is possible to diversify the pathway to the professoriate and support talented individuals from minority backgrounds to progress their research interests and become part of an academic faculty. One such way to do this is for an organisation to provide mentors to whom minority and underrepresented students can relate. Please check out Dr Hofstra's work to further understand the Diversity-Innovation Paradox and its impact in academia.

Announcing the Regent Research Fund 2022

Dr Chris Wood, Director of Research, Publications and Enrichment

We are excited to announce the inaugural Regent Research Fund, a £10,000 annual fund for academics who are completing or planning to undertake research activity focused on enhancing the teaching, learning, assessment and curriculum continuum (TLACC).

The fund will be open to applications from all academics working at Regent College London. Although all proposals will require a named lead academic, we will welcome joint bids, and collaborative projects that involve non-academic staff or students.

Typically, we will be looking to award grants of between £500 to £1,000 to seed fund research activity and engagement, with money to be spent during the academic year 2022-2023. Subject to take-up and range of proposed activities, we may also consider applications for smaller grants, and may commission projects that contribute to areas of research that directly support Regent's strategic priorities.

We will be running information workshops during March and April to provide staff with more details about the Fund, and information about how and when to apply (see timeline) and what types of activities the grants can be spent on. While we are looking to attract diverse proposals, we will be encouraging projects that are cross-disciplinary, focus on enhancing outcomes for widening access students, or explore the benefits of technology-enabled TLACC in a post Covid-19 higher education landscape.

The first information workshops for any staff interested in finding out more about the Fund and in submitting an application will be held on 7th March at 5pm and 11th March at 1pm. Further workshops will be announced shortly.

Award Timeline

Promotion and Workshops for Staff

Judging Panel and Awards Announced

Award winners contribute to Roundtables and Newsletter Articles

| March-April 2022 | May-June 2022 | July-August 2022 | Sep 2022-Aug 2023 | Autumn-Spring 2023 | Summer 2023 |

Bidding Window (deadline 23:59 Thursday 30 June 2022)

Approved Expenditure Period

Regent Research Fund Conference

For more information, please contact Dr Anna Wharton, Research Officer.

Regent Sponsors International Conference on the Restructuring of the Global Economy

University of Oxford 8-9 August 2022

We are very pleased to announce that Regent College is sponsoring the Centre for Business and Economic Research's (CBER) 11th International Conference on the 'Restructuring of the Global Economy'!

The Conference will be held at the prestigious Said Business School at the University of Oxford on 8-9 August 2022. It will showcase research around business, management education, teaching and learning methodologies and much more.

We will be offering opportunities for up to 10 staff to attend and present at the conference with conference fees paid. Dr Palto Datta and Dr Anna Wharton will be running an information session for colleagues on 14th March at 1pm to explain how staff can apply for a place and submit papers for presentation.

For more information, please contact Dr Anna Wharton, Research Officer.

Spotlight on Student Research

In this section, we highlight a piece of original research conducted by one of our students, celebrating the excellent work being done at Regent College London.

A Critical Examination of the Importance of Sustainability in the Circular Economy: UK Perspective

By Mirela Ionela Chirea, MSc International Management

The concept of a 'circular economy' appears to be gaining in popularity as people acquire more knowledge about its potential benefits. The circular economy can be defined as a 'regenerative system in which resource input and waste, emission, and energy leakage are minimized by slowing, closing and narrowing material and energy loops. This can be achieved through long-lasting design, maintenance, repair, reuse, remanufacturing, refurbishing and recycling.'

Companies who recognise the significance and benefits that a circular economy and sustainability can offer may integrate these into their plans, and work to apply them at an administrative level by concentrating their attention on the following areas:

✓ development
✓ production
✓ administration
✓ distribution

My dissertation investigates the links between sustainability and the circular economy, as conceptualised in Figure 1, and discusses the importance of deploying more effective investment and distribution methods on business models in London, United Kingdom.

The key objectives of my research were to examine the similarities and differences between sustainability and the circular economy; to look at the circular economy and how it relates to long-term growth; and to comprehend the circular economy's potential for creating a more sustainable environment for business models and innovation. Using a deductive research approach, I explored the most recent and relevant literature and utilised a quantitative survey to gather data.

My findings suggest that corporations are increasingly conscious of the circular economy and its implications in relation to sustainability. These findings also show that companies are willing to move towards a circular economy.

My study presents an analytic view of the circular economy and the importance of sustainability to the circular economy, making a significant contribution to the limited body of academic evidence on the relationship between the two concepts. This is an important step towards a greater understanding of how companies might use a circular economy to contribute to a more sustainable society.

There is no doubt that these two notions are significant for the advancement of society, which is additionally supported by their inclusion on government agendas and in business initiatives. Furthermore, taking a circular approach may assist a business to achieve more sustainable results while reducing supplementary effects. However, to create a truly sustainable circular economy, consumption and production systems must advance in parallel and it is essential that a sustainable circular economy develop and market products that are long-lasting and can be repurposed, repaired, and refurbished.
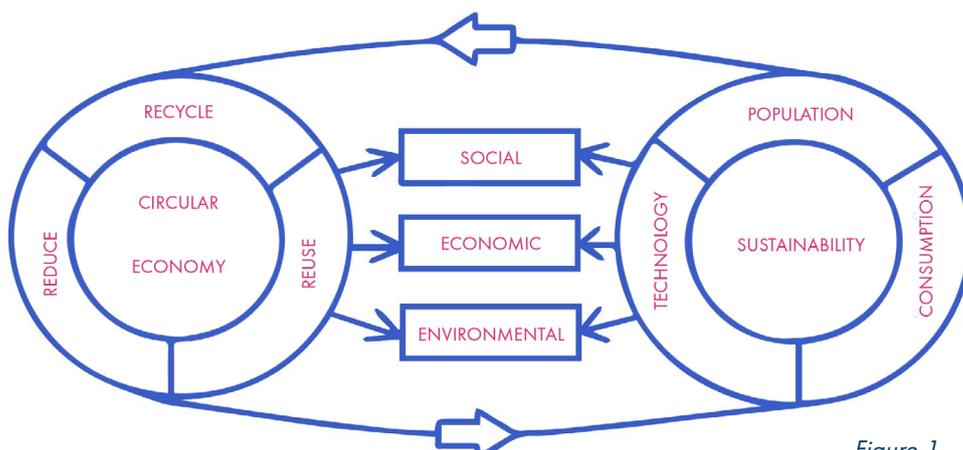

Figure 1

Research Roundtable Recap

We are pleased to share that we had a very successful first Research Roundtable presentation of 2022 with Dr Khondokar Farid Ahmmed.

Developing a Manuscript from a Thesis

With Dr Khondokar Farid Ahmmed, School of Business and Enterprise Lecturer

In January, Dr Khondokar shared his knowledge and experience of developing a manuscript from a thesis or research findings to submit to an academic journal. This included discussing the issues that can arise during the process and potential solutions to resolve those challenges.

Dr Khondokar outlined a number of ways to enhance the chances of being accepted for publication, including the following points:

- Focus on one research question
- Write your own research story rather than summarising the work of others
- Ensure you demonstrate reliability throughout your research
- Show two to three contributions, including contribution to theory
- Highlight the most interesting or new knowledge generated by your research

Click here to view Dr Khondokar's presentation.

Understanding Social Capital and Young Entrepreneurs during the Covid-19 pandemic in the UK

By Dr Khondokar Farid Ahmmed, School of Business and Enterprise Lecturer

Entrepreneurship and social capital researchers have often overlooked young entrepreneurs, particularly those set within the context of an abnormal business situation and have not considered how social capital might impact the development of their capacity to survive such a situation. My research works to fill this gap.

In the context of an abnormal business situation such as a pandemic, many young firms with low confidence may fail while other young firms may face uncertainty on whether they will be able to continue their business. However, other young firms with more confidence may learn from the abnormal situation and devise a future business plan and way forward through the abnormal situation to a more typical business environment. In this piece of research, I analysed data from more confident young firms within the context of the Covid-19 pandemic in the UK and found that bonding social capital has played a significant role in recovering confidence through the stress of the pandemic and moving from survival to growth.

My research introduces the term 'social motivators,' or individuals such as previous teachers, religious gurus, older experienced family members, friends, or clients. It was found that these social motivators can encourage and inspire young entrepreneurs when they openly share their business concerns. This bonding social capital can assist young entrepreneurs to recoup their confidence and to develop learning absorptive capabilities, which support the survival of their business through an abnormal situation.

I conclude with the recommendation that public institutions and researchers need to further investigate these experiences in order to support entrepreneurial development and strengthen the beneficial ties between young entrepreneurs and social motivators.

Full paper by Dr Khondokar Farid Ahmmed and co-authors forthcoming.

Top Tips for Students

We asked lecturers about their top tips for students.

What is your Top Tip for students on what to consider when writing a research proposal?

'Tell a consistent and coherent story! Keep it in the same tone and use the same terminology and writing style. Use linking sentences and signpost your readers through your report... Be clear! Make sure that your research ideas and questions are clearly stated. Be focused! Make sure that your passion for the research topic shines through. You want to establish the attention of your reader and convince them of your project's significance.'
- Maryam Ghasemi, School of Allied Health

'An analysis of the background of the problem, as well as its relationship to the needs, goals, and perceptions of the shareholders are the first steps in writing a research proposal. You should demonstrate how its solution will solve a problem and how people will benefit from it when you explain its features. Make your solution easy to understand by phrasing it in an easy to adopt manner. An effective proposal should include the following elements: a purpose, a problem, a rationale, and a conclusion.'
**- Dr Xavier Matieni, School of Computing and AI**

'Choose an area of research that you are genuinely interested in rather than following the trend or what others seem to be involved in. Once done, make sure that the proposal includes the following: a clear title as well as a concise introduction clearly illustrating what the topic is about, and most importantly, what would be the purpose and impact of your research.'
- Dr Sam Bazargan, School of Business and Enterprise

'For business, the topic should be based on a specific business problem to research. The student should refine the topic after reading 2-3 research papers. The research objectives must be very clear, focused, specific and S.M.A.R.T. Research is about staying narrow and going deep, rather than broad. Research must be based on a theoretical or conceptual model and the research methodology must be based on similar, previous research articles.'
- Dr Sumesh Dadwal, School of Business and Enterprise
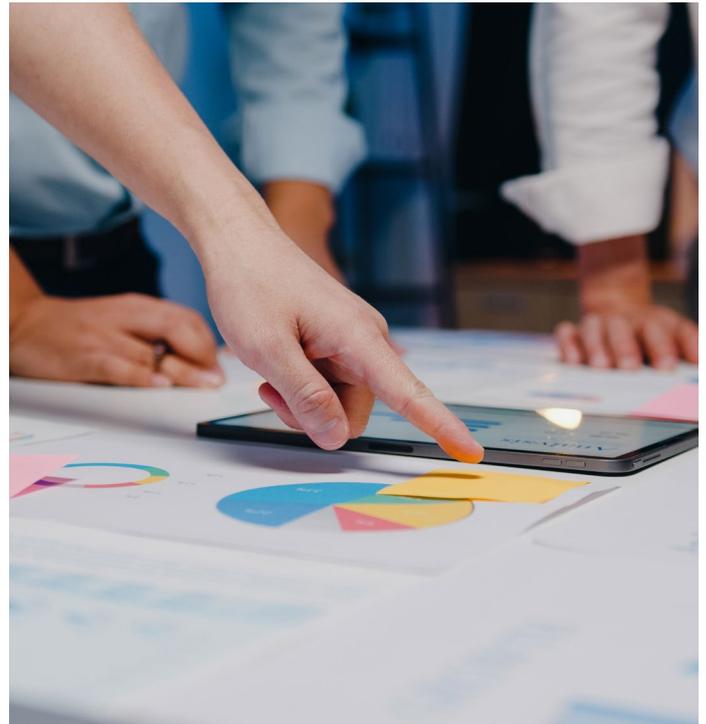
'The proposal should consider feasibility; is the research topic achievable within the available time? It should consider access to data; are you reasonably certain of being able to gain access to the data that you are likely to require for this topic? The proposal must look at the link to theory; does the topic contain issues that have a clear link to theory? It needs to look at preconceived ideas as well; a good research topic would not have preconceived ideas. Finally, the proposal should consider breadth; is there enough substance/depth to the topic?'
- Mohammad Islam, Head of School of Business and Enterprise

'Do everything possible to express your passion for the research. Your research proposal should be persuasive as you want to engage the attention of your reader and prove to them the significance of your study.'
- Dr Joy Oko Uka, School of Allied Health

'The first step is to identify the topic of interest. Think about which areas have most interested you in your studies to date, and what you would most like to explore. If you choose a topic that you are not connected to, researching and writing a proposal will be onerous. Then start to read around those subjects to narrow down the field of interest. Now is a good time to approach your tutor/supervisor and talk to them about whether they would be prepared to guide you and help you narrow down your research topic. You can and must use your module tutor/dissertation supervisor as a sounding board as you develop your thinking.'
- Dr Morris Anglin, Head of School of Allied Health

Research Toolbox

Learn more about best practice techniques and digital tools that can support your academic studies and research projects.

In this issue we look at Zotero and Mendeley, two free and useful reference management systems. A reference manager supports you to collect, organise, and cite the sources that you are using in your academic writing and assignments.

It is essential to keep a thorough record of your sources and to file them in an orderly way to avoid confusion and possible plagiarism caused by poor organisation. Systematically organising your sources will save both frustration and time as you will be able to quickly pull up particular sources and insert them into the appropriate places in your academic writing.

A reference management system also allows you to sort your sources into different collections and groups, and permits you to search for a particular source by name or keyword without having to look through all your files.

Zotero and Mendeley can also help you by generating a reference list in many different referencing styles, including Harvard – the referencing style used at Regent College. This is a useful feature that will save you the time of manually inputting and formatting your sources. It is important to note that you must first save your sources correctly in the reference management system in order to generate an accurate reference list.

You can visit Zotero and Mendeley to find out more information.
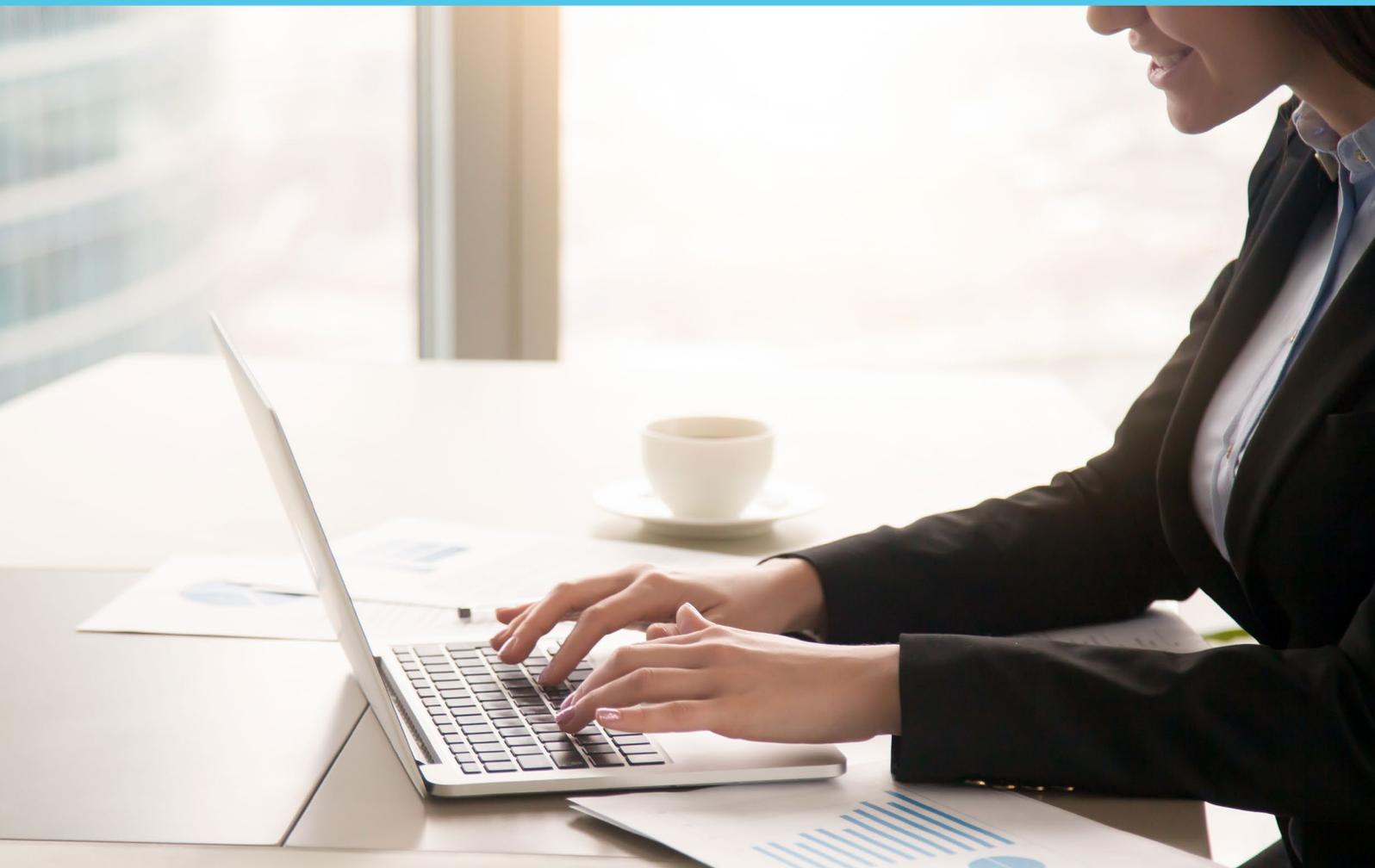
Publications, Presentations and Events

Mirela Ionela Chirea and **Daniel Tsegaye**, MSc students from Regent College's School of Business and Enterprise, had the opportunity to present their research at the Centre for Business and Economic Research's 10th International Conference on the Restructuring of the Global Economy in December 2021. Mirela, the only student presenter in her session, received the Best Paper Presenter Award for her presentation on the circular economy.

Dr Palto Datta and **Mirela Ionela Chirea** have jointly authored a paper for publication, building on Mirela's dissertation work around the importance of sustainability in the circular economy within a UK context.

Dr Palto Datta delivered a keynote address in December 2021 at the World Conference 'Blue Economy, Green Economy and the Digital Business toward Sustainable Development.' The conference was part of the EU's Erasmus+ project, hosted by Narotama University in collaboration with RUDN University. Dr Datta has also co-authored a recently published book called 'The Art of Entrepreneurship: The path to success and wealth creation.' Click here for more information.

Staff & Professional Development

By Rajib Mustofa, Quality Enhancement Manager

A very Happy New Year to all colleagues at Regent College and welcome to the first briefing on Staff Development for 2022. In this issue of the Research at Regent newsletter, we bring information about key staff development opportunities at our partner institutions that you may wish to consider. Notable events and sessions that may be of interest include the following:

1 Reportable Events and Academic Governance in 2022 Refresher and Update with the University of Bolton

24th March 2022, 10:00

This webinar will cover Reportable Events and a refresher on the basics, an update on OfS 2021 changes to Reportable Events, and a closer look at General Ongoing Conditions of Registration (GOCOR). The event is open to all University staff and staff of the University of Bolton Group and Partnership network. No prior knowledge of reportable events is assumed.

Note: Staff will need to seek approval from their respective Heads of Schools/Line Managers to attend. Bookings will need to be made through Aamena Hanif, University Partnerships Manager.

2 Advance HE: Employability Symposium 2022 on Sustainable and Innovative Approaches to Employability

26th April 2022, 09:30

This symposium aims to showcase a diverse range of work, activities, and creative practices. It will provide a space to discuss and share the most up to date practices in embedding employability amongst a peer network. The symposium will consider employability initiatives around sustainable development, inclusivity and equitable opportunities, interdisciplinary approaches, global citizenship and partnership with students. Click here for more details.

Note: There is a fee involved for attendance and staff will need to seek approval from their respective Heads of Schools/Line Managers to attend.

3 Employable (post)graduates: Experience of Practices and Knowledge Exchange

10th June 2022

The Off Campus Division at the University of Bolton would like to invite all partners to this conference. Calls to present at this event are open to all partners to create a community of interdisciplinary support showcasing ideas and good practice. Three primary areas of interest are:

- What is employability?
- How do we do employability?
- Wider impact of employability?

These areas are not exhaustive, and the University is open to additional proposals. Staff interested in attending or presenting at the event will need to confirm their attendance and presentation themes to Elena Polisca (Senior Partnership Manager and/or Denise Whitehead (Partnership Coordinator) through their respective line managers.

Note: Staff will need to seek approval from their respective Heads of Schools/Line Managers to attend. Bookings will need to be made through Aamena Hanif, University Partnerships Manager.

Please watch this space for periodic updates about key events. If you know about events that you would like to circulate, please contact me on Teams or by email on Rajib.Mustofa@rcl.ac.uk.

Join the Research Development Group

Staff members, we would love for you to join our voluntary, monthly meeting of academic and professional staff championing research engagement at Regent.

The Group has already contributed brilliantly to the establishment of Research Roundtable and the Research at Regent newsletter and is currently engaged in discussions to progress research engagement at Regent.

If you would like to come along, please contact Dr Anna Wharton, Research Officer, at anna.wharton@rcl.ac.uk.

Call for contributions

We welcome ideas and research from everyone at Regent and are happy to support research engagement across all schools and teams. We also invite members of staff to support future newsletters as part of the editorial team and to recommend student contributions to the newsletter that are well done, original, or innovative.

If you would like to contribute to or support future issues of this newsletter, please contact Dr Anna Wharton, Research Officer, at anna.wharton@rcl.ac.uk.