
Foreward

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Welcome to the sixth issue of Fields. The journal continues to celebrate original student research. This issue includes articles from the humanities, chemistry, social sciences, education, business studies and health. Fields continues to gain in strength, achieving high numbers of downloads and citations, reflecting the quality of research and the commitment of students and staff at the University.

I am very pleased to welcome Professor Hazel Bryan as guest editor of this issue. Hazel is Professor of Education and Dean of The School of Education and Professional Development at the University of Huddersfield. She was most recently Professor and Head of the School of Education and Humanities at the University of Gloucestershire and previously Head of Research, Knowledge Exchange and Consultancy at Canterbury Christ Church University.

Hazel brings an enthusiasm for research and scholarship and a desire to make a positive difference to the world of education which mirrors the ethos of Fields and the spirit of the papers in this issue. She is Chair of the International Professional Development (IPDA) and acts as Vice Chair on the Universities Council for the Education of Teachers (UCET). Hazel co-convenes the World Education Research Association (WERA) International Research Network entitled 'Education and Extremism'. Her research is situated at the interface between education policy and values and she has published in the areas of radicalisation, extremism, Prevent, constructs of teacher identity and professionalism.

Editorial

Professor Hazel Bryan

It is my pleasure to guest edit the sixth edition of the University of Huddersfield's peer-reviewed student research journal, *Fields*. The quality and wealth of research at the University is reflected in these fine papers, each one of which is situated within a theoretical and/or practice field of reference. Each paper listens to the voices of previous generations of academics and of current researchers, national and international. This is the joy of research, where, captured within any given literature review are myriad arguments and positions, from the past and from the present. Our student authors position themselves admirably within their respective fields of reference, taking their place as competent researchers within their fields. The overall edition offers an exceptionally engaging series of papers that both challenge and enlighten the reader. Enjoy!

Sally Bee-Booth's paper, 'Celebrating the individuality of young children: participatory assessment through child-led imaginary play in Reception Class' challenges contemporary Government policy that privileges adult-led, formally taught Literacy and Numeracy. This paper takes as its starting point the United Nations Convention on the Rights of Children (UN1989), and the social justice premise of children's agency. How, the paper asks, might assessment better capture and calibrate a child's learning and how can the child be part of this? Through the vehicle of child-led imaginary role play, Sally Bee-Booth is able to reveal new insights into children's learning. Her highly intensive small - scale case study, set in rural Yorkshire with predominantly white children adopts a post-structuralist approach to co-production and offers us the concept of intuitive knowing.

The second paper is also situated within professional practice, this time from the perspective of pharmaceutical care. Tino Knight asks 'Does a Student's Ethnicity affect their Understanding of Cultural Competency?' By revealing that the healthcare sector has no definition of cultural competency, this paper takes a critical look at person-centred pharmaceutical care, arguing that the ability to provide care to patients within a framework of cultural competency ensures that values, beliefs and behaviours are harnessed for the good of the patient. A stratified sampling technique was employed where participants (eight female Year 3 Pharmacy students, aged between 21-23years) were grouped according to their ethnicity for focus group discussion. The emerging themes give rise to a compelling discussion around the impact of ethnicity on patient interaction, on the lack of knowledges of other cultures, of unconscious bias and a lack of resources available to practitioners.

Thomas Shaw's paper takes us into the world of small and medium enterprises (SMEs), where he investigates 'UK SMEs and Business Studies Students: an investigation to perceptions of employability for entry-level positions in SMEs'. Working within an interpretivist paradigm Thomas explores the alignment between employer notions of employability and Business Studies student notions of employability. By undertaking semi structured interviews with four SMEs and ten undergraduate students (five male, five female), the research reveals that there is a misalignment of perceptions of employability, where significantly, technology has caused a shift in the characteristics employers are now seeking in entry-level employees. Whereas students believed their degree classification was a significant factor in their chances of employment, employers were particularly interested in experience and personality. This paper argues that the working environment has changed and technical advances have had a particular impact on employer attitudes.

The fourth paper keeps a focus on professional practice, this time considering how the introduction of Outdoor Education supports learning at Key Stage 1. Emily Hooson's research focused on the effectiveness of outdoor education in relation to engagement and behaviour – two key elements in the complex process of learning. Key Stage 1 education has been influenced since 1945 by the ground breaking work of Reggio Emilia in Northern Italy, and the more recent Forest School approach to learning through outdoor education. By employing a case study approach to her research, Emily worked with twenty Yr 2 participants (10 boys, 10 girls) with mixed learning abilities. This convenience sample was situated in a rural school in North Wales. Observation, documentary analysis and focus groups (which included a child-led tour, and drawings by children of their favourite places to learn) comprised the methods. The research revealed outdoor education inspires children to be innovative through risk, challenge and play; it affords them agency and voice in their learning and is highly adaptable to individual needs.

The fifth paper takes us away from North Wales to Kipling's India. In 'An Empire of Glass: cracks in the foundations of Kipling's India' Aaisha Raja interrogates Kipling's 'Kim'. The duplicity of colonial discourse, the inequality produced by Orientalism and Postcolonialism and the irony of a discourse of civility engendered by an oppressive empire set the backdrop to this paper. Aaisha maps the strategies of surveillance employed by colonialist governmentality and explores how systems of knowledge work in this text – those used to govern the West and those used to govern the colonies. Against a backdrop of Victorian sensibilities, this paper shows Kipling's love of India and her people, situated against a rationalising, British governmental Empire. It reveals how invaders, in the form of the Russians and

French are kept out, whilst simultaneously keeping the British invaders in. India is crafted as seductive and idealised, with a focus on terrain and people, ironically the battle ground of power for imperialism. There is a tension here between an aesthetic fascination with India and a desire for control. That the Empire is fragile whilst appearing powerful is expressed through Kim himself – appearing both white and black, riddled with mimicry. The Empire is revealed as fragile, as glass.

Melisa Jackson's paper takes us from the India of Kipling to contemporary Huddersfield. In her study 'How do Refugees and Asylum-Seekers Experience Huddersfield as a 'Town of Sanctuary'? Melissa reminds us that there is the highest number of displaced people ever recorded in the world at present; that the refugee crisis, Brexit and the American presidential election are keeping this in the news, with a pervading rhetoric of the deserving and the undeserving. Melissa's research explores those who have the least agency, issues of powerlessness, social exclusion and discrimination. Interpretive Phenomenological Analysis (IPA) is the vehicle through which this study is undertaken. The participants, refugees and/or asylum seekers aged between 23-42 years take part in semi structured interviews and shed light on issues relating to dispersal, to liminality and to sanctuary. This paper reveals the profound impact that world events can have on the lives of vulnerable individuals.

From sweeping world events that impact on the plight of individuals to research into 'Morphological Properties of Hair and their Variation when Subjected to Oxidation via Chemical Bleaching', Raeesah Saddiq's research takes us into the laboratory. Raeesah used the four morphological properties of hair (diameter, cuticle damage, porosity and fluorescence) and tested them using three microscopic instruments (compound, scanning electron and fluorescence microscopy). The results revealed that there was a correlation between bleaching time and cuticle damage. In terms of fluorescence there was a difference between hairs with more or less pheomelanin and eumelanin. Raeesah Saddiq reveals a dark spot where fluorescence decreased markedly before building back up to pseudo-fluorescence.

The final paper in this edition takes us back into professional practice and the world of the undergraduate healthcare student. Titled 'What are the stressors and coping strategies adopted by undergraduate healthcare students during placement?', Kate Hardy's research investigates two key aspects of healthcare study. First, she seeks to identify the factors that cause stress relating to placements for undergraduate healthcare students. Second, Kate is interested not only in what the stressors are, but importantly, what it is that students do to manage their stress. Kate makes it clear in this paper that she is interested in finding solutions so that other students can be helped to manage

their stress. The methodology employed in this research is a focus group of eight participants, designed to set up opportunities for students to discuss their responses together, guided by semi-structured questions. The themes to emerge in terms of stressors included team, transport, academic, personal life and negative mood. In terms of coping strategies, the participants identified socialising and distraction.