



University
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Children & Young People's
Wellbeing @ Exeter

Annual Symposium
Monday 23rd June 2025
Connection

RESEARCH
NETWORKS

Children & Young People's
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Welcome & Introductions

Network Leads

Anna Adlam, Gretchen Bjornstad & Marie Clancy

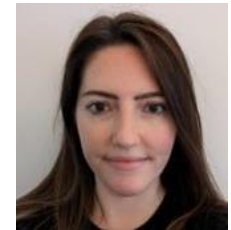
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Welcome!



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Children & Young People's Wellbeing Research Network Goals



1. To conduct **collaborative** high-quality and high-impact **interdisciplinary research** projects that address key questions and challenges in children and young people's wellbeing.
2. To secure **external funding** and support to sustain and expand our research activities and infrastructure.
3. To establish and strengthen **collaborations and partnerships with other academic institutions, organisations, and networks**, both nationally and internationally, to enhance our research capacity and reach.
4. To attract more **postgraduate and early career researcher** groups into CYP health and wellbeing research by promoting the network within college-level postgraduate and ECR groups and at PGR events.
5. To **disseminate and communicate** our research findings and deliver impact.
6. To foster **equality, diversity, and inclusion** in our network.

1



Meaningful Involvement of Children
and Young People in Research

2



Bio-psycho-social-cultural
Mechanisms of Mental Health

3



Mental Health and Education

4



Adverse Childhood Experiences

Four Research Themes

Ways to connect...



Get to know each other
with topics for
conversation

Anna Adlam

Ask me about:

Neurocognitive function, Neurodisability,
Psychological interventions

Tea/coffee &
lunch breaks
with posters



CYPW Network Symposium 2025
Lightning Talks Feedback

Speaker/ Poster Presenter Name:

Comments, Questions, Offers of Support:

Lightening talks with
comments, questions,
offers of support

**Building
collaborations
session (themes)**

Instructions for facilitators

1. Brief introductions

(name, where you work, what you do, and two 1-sentence statements outlining possible research ideas)

2. Imagining collaborations

(suggest one possible collaboration with another member of the group)

3. Identify ideas worth exploring further

(group discussion, with breakouts as appropriate: what would it take to move the idea further?)

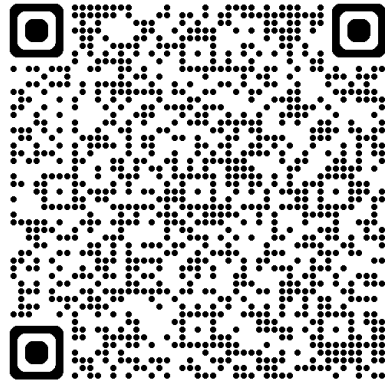


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Book your Writing Retreat

We are excited to offer writing retreats at Reed Hall on
Monday 7th and Wednesday 9th July



Sign up here to express your interest

Priority will be given to developing collaborations discussed today!

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Programme for the day

9:00-9:30	Arrival, Tea & Coffee
9:30-09:45	Welcome & Introductions (Anna Adlam, Gretchen Bjornstad & Marie Clancy)
09:45-11:00	Lightning Research Talks
11:00-11:20	Tea & Coffee, Posters and Networking
11:20-11:40	Research Services & Exeter Innovation Presentations (Karolina Jaworek & Hannah Williams)
11:40-12:00	Themes Panel Update & Discussion
12:00-13:00	Lunch, Posters and Networking
13:00-14:30	Collaboration Workshop
14:50-15:00	Wrap up, next steps and close



Please note we plan to take some photographs as a record of the day. Please speak to us if you have any concerns.



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Lightning Research Talks

Please save all questions until the end

Please use the **notecards** for other questions, notes, comments, offers of support, etc., and hand to speakers

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Lightning Research Talks

Name	Title
Kate Townsend	Children's rights
Lisa Price	Exploring the temporal relationship between physical activity and mental health
Fatma Sabet	Pupils' Voice in School Food Transformations (Video)
Rosie Jones McVey	Data Roles' in Alternative Youth Mental Health Care, and the Young People Who Defy Them
Rebecca Georgis	Psychosocial adaptation of refugee-background young people and communities
Doretta Caramaschi	ADHD and co-occurring conditions
Abby Russell	Support systems for self-harm and suicide
Darren Moore	Implementing an emotional regulation curriculum in primary schools
Thomas El-Hoss	Supporting Reunification: Learning from Applied Research
Florie Schmits	Together or Apart? Siblinghood and professional judgement in the care system

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Dr Kate Goldie Townsend

SPSPA, Politics

June 2025

Research project one

Children's rights and bodily and genital integrity

- Normative political philosophy
- Analysis of political thought on rights
- Interpreting existing institutions
- Analysis of inconsistencies in legislation concerning children's rights to bodily integrity when it comes to genital cutting and modification practices
- Account of the child as right-bearer as grounding for their rights in the world

Research project two

Children's rights and autonomy in education

- Exploring the impact of education policy on children and their rights
 - Building on theory of the child and account of right-bearing child
 - Special attention to autistic children in mainstream education
 - Analysis of impact of national curriculum on autistic children's wellbeing and performance.
-
- Considering ways to combine empirical work with theoretical work, e.g. through centring autistic children's perspectives (through voice and non-verbal communication) in the examination and discussion of if and how their rights are compromised by education policy



Assessing the temporal relationship between Physical activity and Affect in adolescents

Dr Lisa Price
Public health and Sport Science



Background

- Increased Negative Affect and a low Positive Affect is common across multiple psychopathologies
- Increasing episodes of positive affect can enhance wellbeing
- Positive and negative affect are therefore important targets for universal prevention programmes
- Single bouts of physical activity consistently lead to positive affect
- Evidence relating to physical activity and affect in free-living environments are limited by:
 - Inaccurate measures of exposure and outcome variables
 - Inability to assess fluctuations in physical activity and affect
 - Omission of key periods of the day
 - Omission of key contextual factors



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Methods

Baseline depression & anxiety

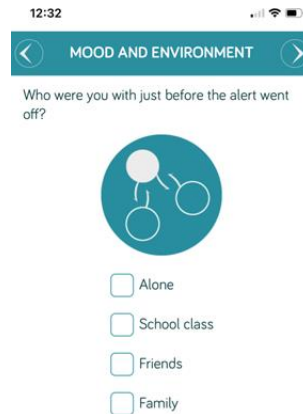
Ecological momentary assessment

- PANAS – SF
- Social and environmental context

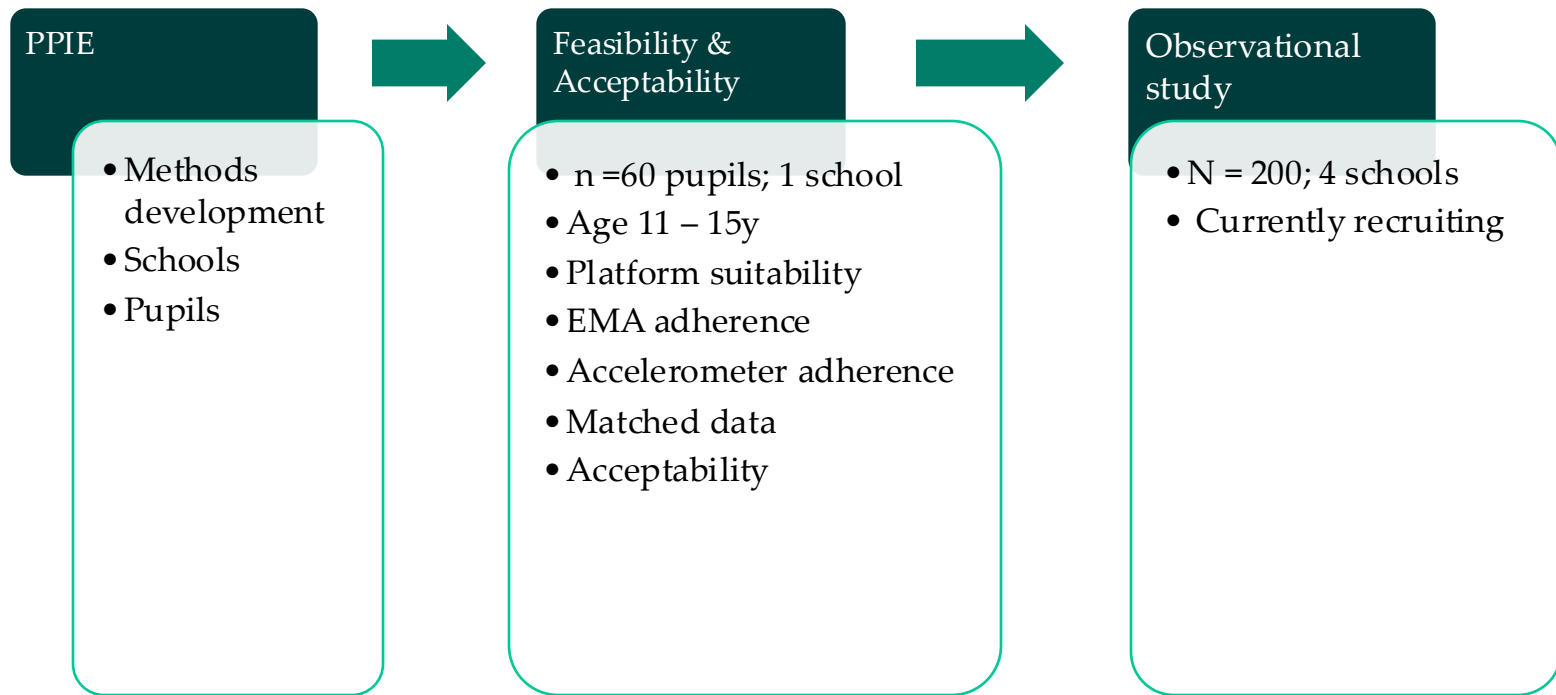
Continuous physical activity monitoring

- GENEActiv accelerometer

Acceptability



Schematic of work





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Fatma Sabet

Pupils' Voice in School Food Transformations (Video)

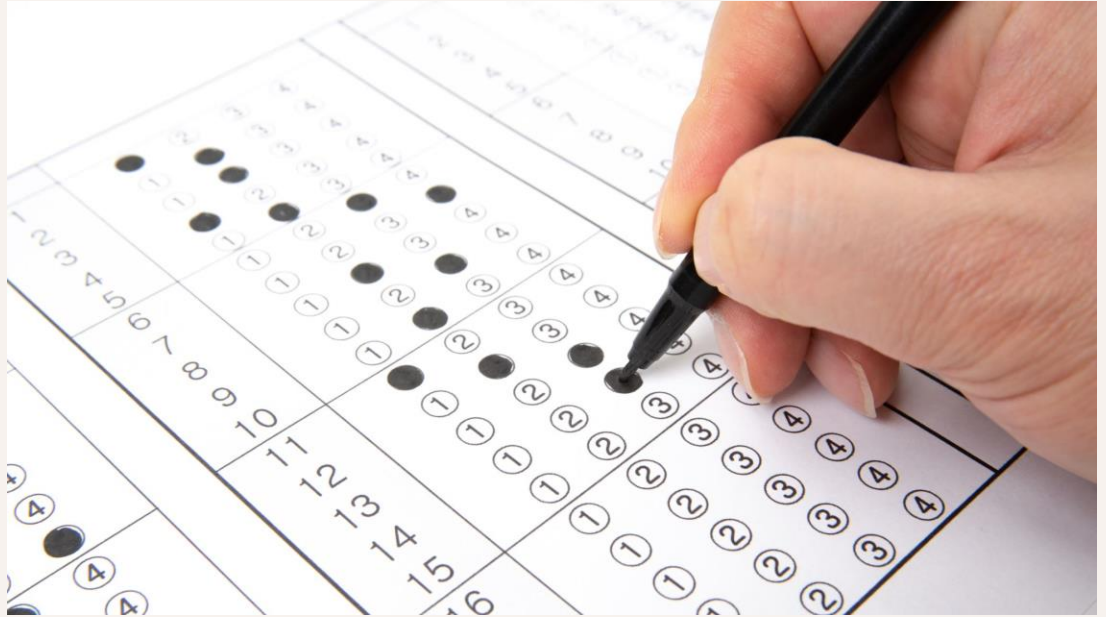
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Data Roles and the young people who defy them

DR ROSIE JONES MCVEY

R.JONES-
MCVEY@EXETER.AC.UK



Ethnographic study into VCSE CYP MH PROM service evaluation.

New Concept: Data Roles

- Drawing on 'sick roles' (Parsons ,1951)
- How people are expected to engage with data AND the systemic impact of those expectations.
- "Datafiction of health" - more requirements on people to measure and record their health in different ways.

STATEMENTS	None of the time	Rarely	Some of the time
I've been feeling optimistic about the future	1	2	3
I've been feeling useful	1	2	3
I've been feeling relaxed	1	2	3
I've been dealing with problems well	1	2	3
I've been thinking clearly	1	2	3
I've been feeling close to other people	1	2	3
I've been able to make up my own mind about things	1	2	3

Data roles for service users require...

- Capacity for Paperwork
- On time, consistent attendance, in right frame of mind
- Able to handle the measurement encounter socially
- Emotional/psychological literacy
- FAITH in data
- "Routinized intimacy" (Armstrong)
- Accepting the measure's narrative of 'the problem'



What is the impact of these data roles?

- Incentive to 'measure up' fixability
- Measurement can weaken therapeutic relationships
- The most vulnerable groups are missing from measures
- IF money follows data, structural precarity with worsen for services that can best accommodate the ongoing needs of the most vulnerable groups.

Psychosocial Adaptation of Refugee Young People and Communities

Community learning for empowerment Groups

Presenter: Rebecca Georgis

Project Team: Sophie Yohani, Anna Kirova, Rebecca Gokiart

Community partners and leaders



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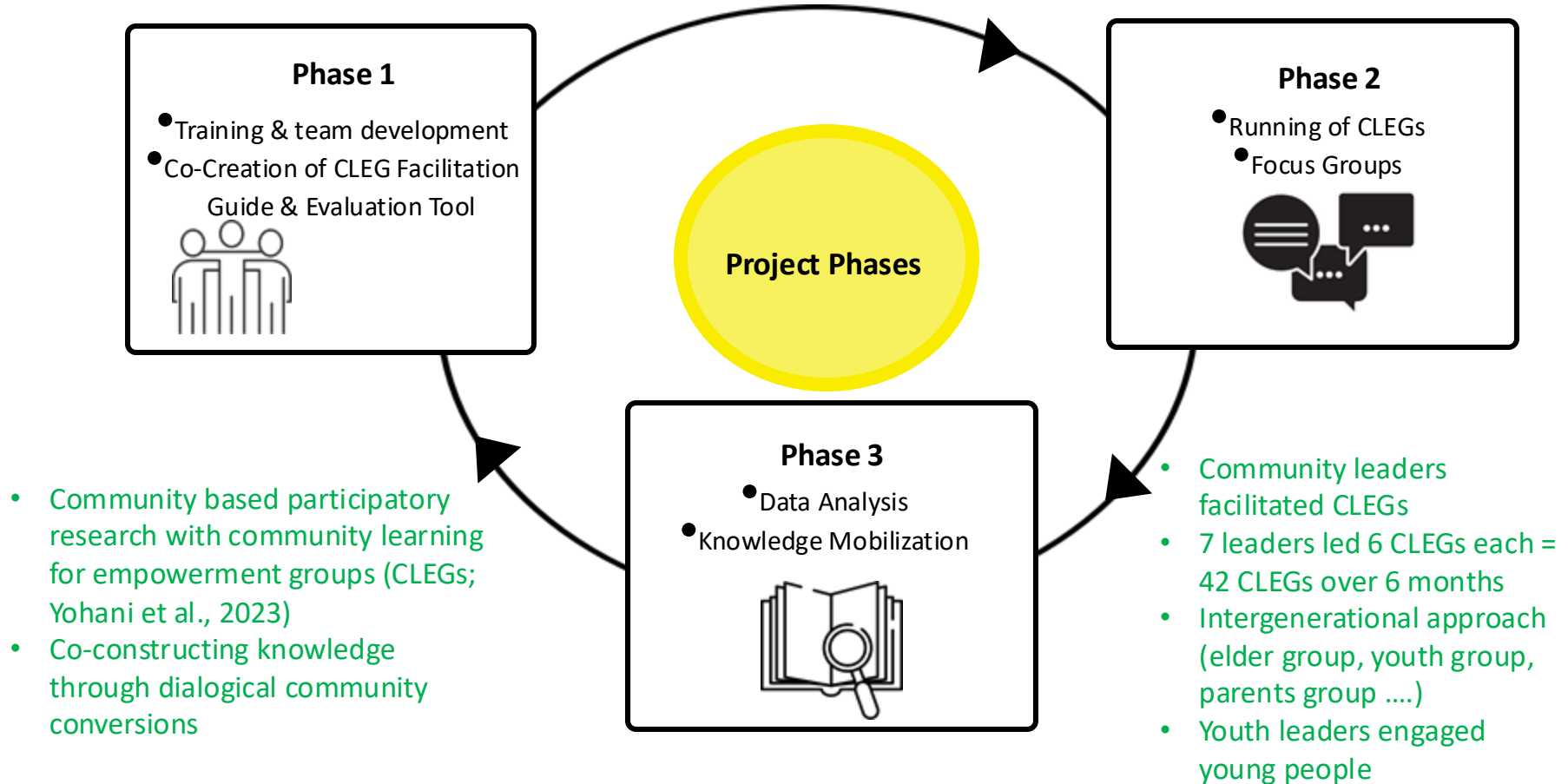


Project Background

- Post-settlement supports focus on addressing immediate physical and mental health needs, overlooking psychosocial needs
- Project aims: a) Examine the psychosocial adaptation needs, challenges and processes of different Syrian refugee groups in Canada and b) Understand the processes involved in developing and implementing community learning empowerment groups
- ADAPTation after mass trauma model (Silove, 2013; Kay & Silove, 2017)



Methodological Approach



Findings



Video by Joud Nour Eddin (youth leader)



SSHRC  CRSH

Social Sciences and Humanities Research Council of Canada
Conseil de recherches en sciences humaines du Canada

Next steps and new projects in the works ...

Contact:

r.georgis@exeter.ac.uk

Thank you!

Psychosocial adaptation and pathways into higher education for refugee background and asylum-seeking young people (mixed methods, longitudinal, creative methodologies)

Gender, generational status, wellbeing and educational experiences of refugee-background young people (a scoping review)

Migrant, refugee and ethnic minority parents with young children with special educational needs (in development)

Epigenomic Analyses of ADHD co-occurring with Anxiety in the Avon Longitudinal Study of Parents and Children

Dr Doretta Caramaschi



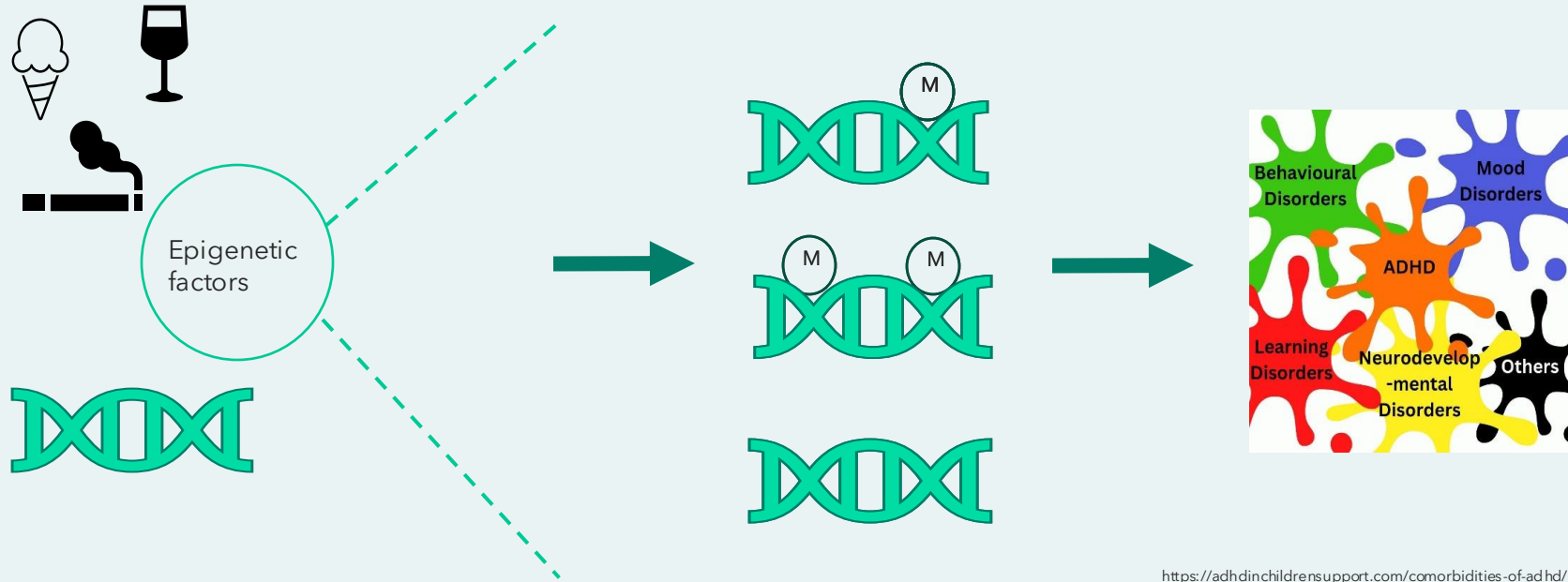
PenCRU & Family Faculty

thewaterloofoundation*

Background

- Attention-deficit hyperactivity disorder is the most prevalent neurodevelopmental condition, affecting 5-7% of children (Polanczyk et al., 2007)
- More than 70% of children with ADHD have co-occurring mental health conditions (Gillberg et al., 2004)
- Overlap of symptoms and genetic factors have been proposed to explain the co-occurrence (e.g. Michelini et al., 2014)
- Biomarkers of ADHD have been proposed, though not looking at the co-occurrence with mental health conditions (e.g. Neumann et al., 2020)
- Since neurodevelopmental genes and pathways have multiple brain effects across development, we hypothesise common biomarkers across ADHD and mental health.

Epigenetic markers



Avon Longitudinal Study of Parents and Children

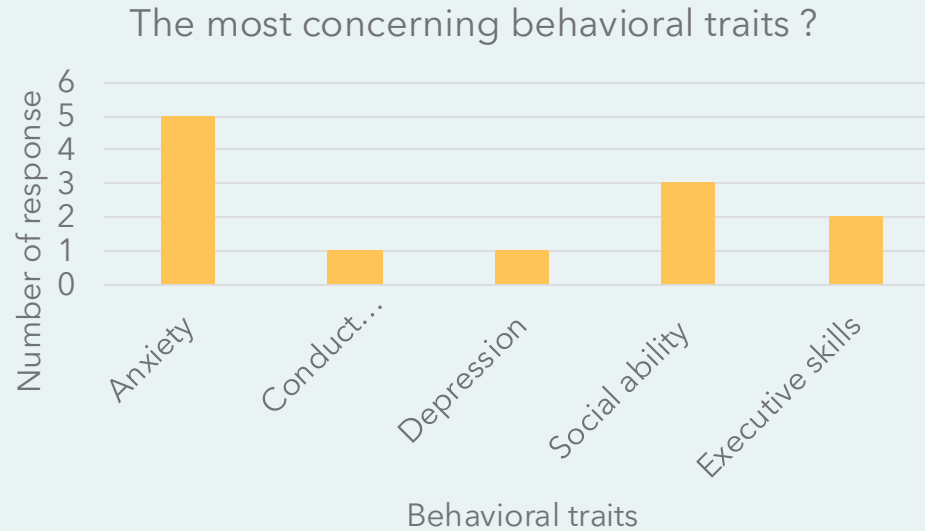
Born in 1992-1993 in Bristol

~8000 children with ADHD assessment (DAWBA)

~900 children with blood DNA methylation data at
450,000 sites across the genome



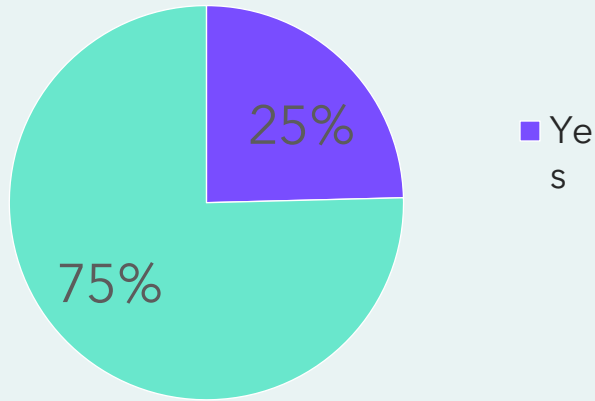
Advisory panel setting research priorities (N=12)



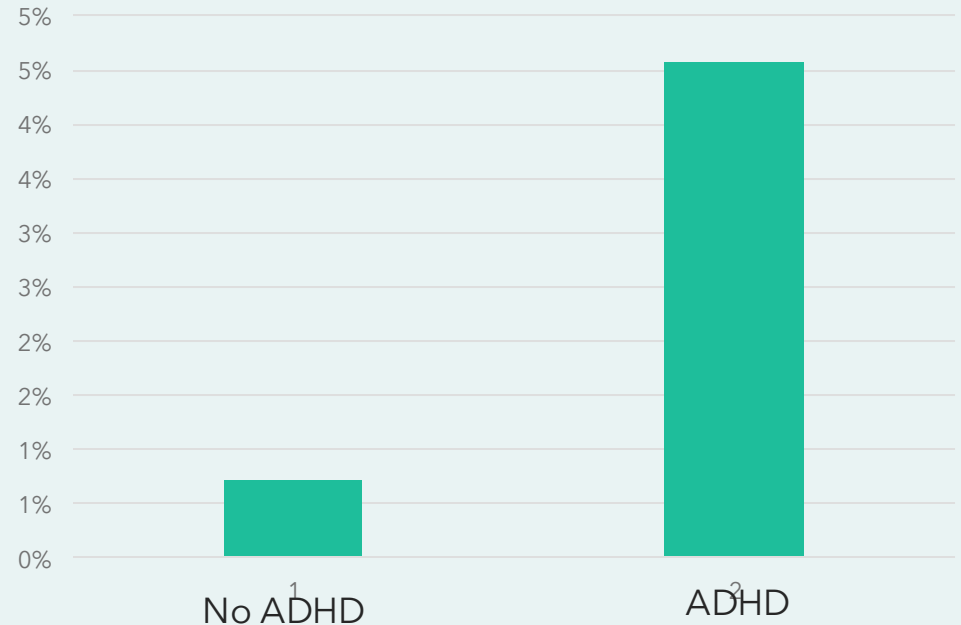
Anxiety chosen as co-occurring condition to study

ADHD and Anxiety in ALSPAC (7 years)

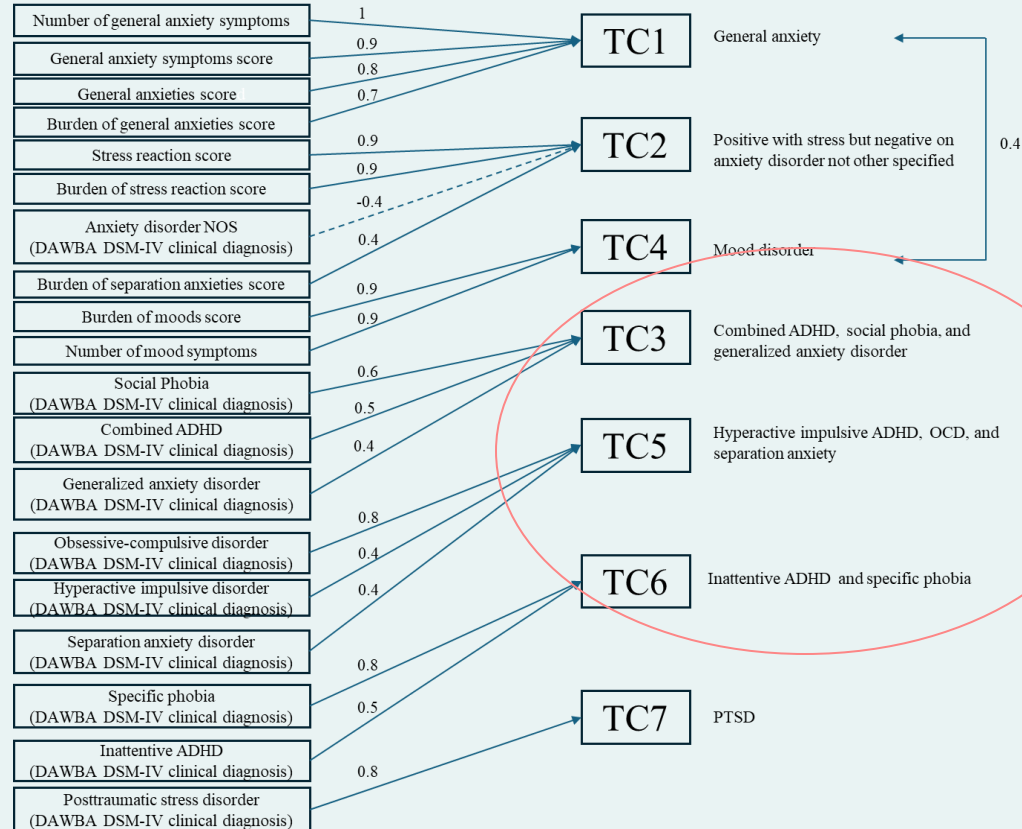
ADHD with anxiety symptoms



Prevalence of anxiety symptoms at 7 years



Data-driven grouping based on ADHD+anxiety principal component analysis (N=7683)



Epigenome-wide association study of ADHD/anxiety principal components

Linear regression model:

$\text{DNAmethylation} \sim \text{ADHDanxiety} + \text{sex} + \text{age} + \text{celltype}$

3 models for each ADHDanxiety principal component:

TC3, TC5, TC6

Analysis repeated **at birth (N=777)** and at **age 7 (N=833)**

Results of the epigenome-wide association study

	TC3 birth			TC3 7 years			
CpG	Beta coefficient	S.E.	p-value	Beta coefficient	S.E.	p-value	Annotated Gene
cg23816037	-0.005	0.006	0.397	0.026	0.004	5.82E-09	-
cg01501309	-0.005	0.007	0.439	0.026	0.004	6.05E-09	CHD4
cg06073542	-0.005	0.004	0.191	0.016	0.003	1.56E-08	-
cg06219732	0.004	0.007	0.597	0.035	0.006	3.52E-08	LRRC20
cg19138960	0.001	0.002	0.688	-0.013	0.002	3.88E-08	CD93
cg17843212	0.000	0.009	0.960	-0.037	0.007	4.28E-08	FOXJ3
cg24992577	-0.005	0.007	0.483	-0.032	0.006	5.15E-08	PCDHB1
cg02514888	0.003	0.006	0.587	0.027	0.005	5.41E-08	NGEF
cg21209629	0.011	0.004	0.010	0.022	0.004	7.79E-08	-
cg05944004	0.002	0.009	0.822	0.038	0.007	8.86E-08	-
cg24130561	0.006	0.009	0.496	0.04	0.007	1.01E-07	DICER1

11 epigenetic markers for combined ADHD, social phobia and generalised anxiety disorder

Results of the epigenome-wide association study

	TC6 birth			TC6 7 years old			
CpG	Beta coefficient	S.E.	p-value	Beta coefficient	S.E.	p-value	Annotated Gene
cg06090630	-0.002	0.002	0.175	-0.008	0.001	2.16E-08	TCEB2
cg27576971	-0.004	0.006	0.489	0.022	0.004	4.02E-08	-
cg13149412	0.012	0.007	0.102	0.03	0.006	6.77E-08	-
cg06501988	-0.014	0.009	0.132	-0.042	0.008	9.38E-08	DNAH7
cg25428156	0.000	0.004	0.915	0.021	0.004	1.04E-07	-

5 epigenetic markers for inattentive ADHD and specific phobia

Summary

- Novel epigenetic markers for ADHD and anxiety subtypes in childhood linked with mechanisms that regulate brain development
- The markers were different across ADHD/anxiety subtypes
- Genes found are involved in schizophrenia, language, autism and brain functioning
- One notable gene is NRXN1 (neurexin), involved in neurodevelopment and autism

References

Polanczyk G, de Lima MS, Horta BL, Biederman J, Rohde LA (2007): The worldwide prevalence of ADHD: a systematic review and metaregression analysis. *Am J Psychiatry* 164: 942-948.
<http://doi.org/10.1176/ajp.2007.164.6.942>.

Gillberg C, Gillberg IC, Rasmussen P, Kadesjö B, Söderström H, Råstam M, Johnson M, Rothenberger A, Niklasson L. Co-existing disorders in ADHD -- implications for diagnosis and intervention. *Eur Child Adolesc Psychiatry*. 2004;13 Suppl 1:180-92. doi: 10.1007/s00787-004-1008-4. PMID: 15322959.

Micheline G, Eley TC, Gregory AM, McAdams TA (2015): Aetiological overlap between anxiety and attention deficit hyperactivity symptom dimensions in adolescence. *J Child Psychol Psychiatry* 56: 423-431.
<http://doi.org/10.1111/jcpp.12318>.

Neumann A, Walton E, Alemany S, Cecil C, González JR, Jima DD, et al. (2020): Association between DNA methylation and ADHD symptoms from birth to school age: a prospective meta-analysis. *Transl Psychiatry* 10: 398. <http://doi.org/10.1038/s41398-020-01058-z>.

If you are:

- 14 – 21 years old
- based in either **North Somerset, Birmingham, Lincolnshire, or the Tees Valley**

And have lived experience with self-harm, (either yourself or someone close to you) or a death by suicide...

You may be eligible to take part!



All are welcome to apply, we particularly encourage young people who identify as **LGBTQIA+, ethnic minority, neurodivergent, disabled or as a young carer** to represent a diverse range of views on support systems for young people.

Recruitment now closed



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Abby Russell- Support systems for self-harm and suicide



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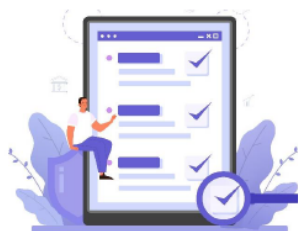


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Help us strengthen the support provided to education and youth organisation settings regarding the prevention of self-harm and suicide in young people and response to a death by suicide

What is involved?

- Three rounds of questionnaires
- 20-30 minutes each
- In your own time, on your own device



£45 for taking part:
£15 voucher each
round

Recruitment open

We need:

- School, college or youth organisation staff responsible for planning and/or delivering safeguarding/pastoral care
- Professionals who provide suicide/self-harm support to schools and other youth settings
- International academics and UK clinicians specialising in suicide/self-harm

To find out more please contact:

emily.widnall@bristol.ac.uk

Or scan this QR code to express your interest:



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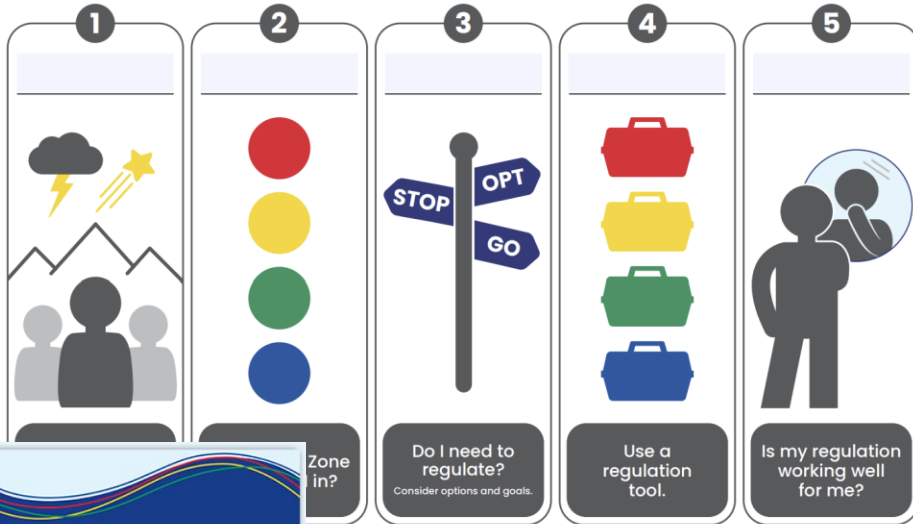
Implementing an emotional regulation curriculum in primary schools

Darren Moore
School of Education

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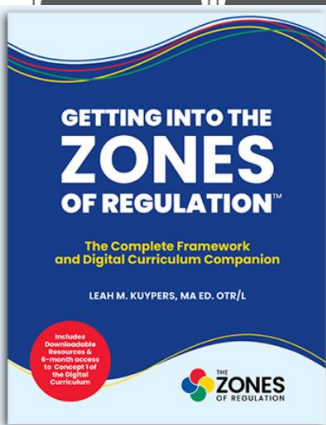
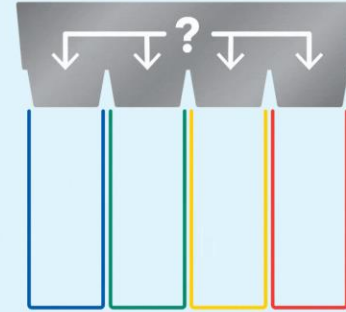
Zones of Regulation



Climate impacts each step.



DIGITAL CURRICULUM



Methods



Implementation

The 'how' you go about this

Impact

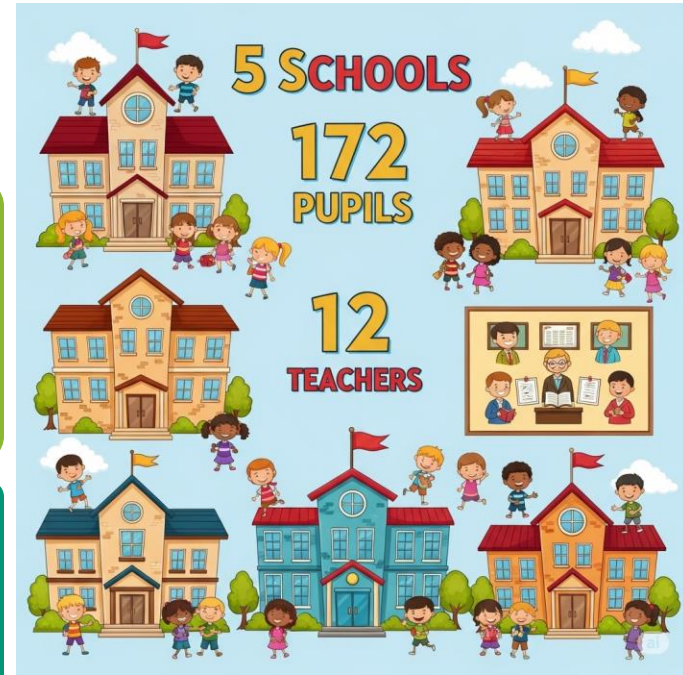
In what ways do you make a difference

Support

3x training

Reminders

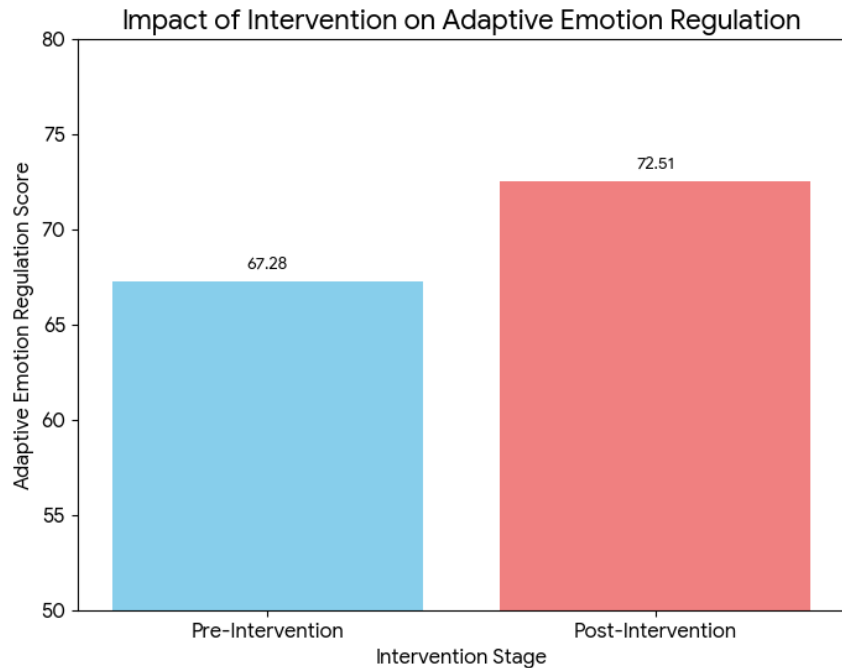
Examples



Emotion Regulation Checklist
(Shields & Cicchetti, 1997)

Semi-structured interviews with
teachers

Findings



• $t(126)=-6.67, p<.001, d=0.33$

Students can identify and articulate their emotions

Students feel safe to express their emotions

Even those who struggle to communicate can now label emotions

The way teachers speak to children and interpret incidents has changed

The training and support built enthusiasm and kept us on track

Parents are interested to find out more

Challenge to move beyond concept 10 to embed it

What will children do next year if they have already done the curriculum?

What's next?



Scaling up across whole school in 4 of the schools (with less funding)

Supporting Reunification: Learning from Applied Research

NIHR Research Programme for Social
Care – Early Career Researcher

Dr Thomas El-Hoss

Post-Doctoral Research Fellow

Department of Health and Community Sciences



Background

- **83,000 children** growing-up in **statutory care** in **England**
- **Reunification** –child who has been in care (e.g. foster home) **returns to live with their birth family**
- **Rates** of children being reunified have **fallen dramatically** over last decade (DfE 2023)
- **One in five** children reunified will **re-enter care after one year**, and over a **third re-enter care after six years** (Goldacre et al. 2022).
- Government ambitions for a **‘family first’** children's social care system; including increased reunification (DfE, 2023b).
- **Invest-to-save potential** - 2022/23 English Local Authorities spent **£4.7 billion on children’s social care placements** (LGA, 2023).
- **56% of English Local Authorities** have **no reunification policy** or **strategy** and **78%** feel they’re **not providing enough support** (Action for Children and NSPCC, 2024)
- **Severely limited evidence base** (Farmer, 2018; Carlson et al., 2020; Hood et al., 2022).
- England needs “**applied studies** looking at **how Local Authorities** can incorporate evidence on risk factors for care re-entry into **planning, resourcing** and **designing reunification support**” (Hood et al., 2022 p:67).

Research Aims and Questions

Project Aim

1. To understand how Local Authorities in England can better support stable reunifications

Research Questions (RQs)

1. What are the key barriers and enablers to increasing safe and stable reunifications?
2. What are the support needs and priorities of parents and children/young people during and after the reunification process?
3. How can Local Authorities design, resource, and deliver reunification services that effectively support stable reunifications?

Methods

- **Embedded research** – Torbay Council & Coventry City Council
- **Quantitative**
 - **Analyse internal datasets** – key patterns in the characteristics of children most likely to be reunified, as well as the factors associated with reunification stability or breakdown
 - **Capacity building** – Collaborate with Local Authorities to support the development and long-term implementation of data-informed approaches to designing, resourcing, and delivering reunification services.
- **Qualitative**
 - **Parents and young people** – to understand their lived experiences of reunification and priorities for support
 - **Children's social care staff and foster carers/residential homes** – to understand how reunifications can be better supported.
 - **Wider service providers (e.g. within housing, mental health, and education)** – to understand the barriers/enablers to developing reunification support.

Outputs and Anticipated Impact

- Sharing findings in **real-time**
 - Regular **presentations, discussions, and practice reflections**
 - **Cross-learning workshops**
 - **Local next steps workshops**
 - **Final report**
 - **Regional presentations and discussions**
- **Short film**
- **National conference**
- **National guidance resource**
- **Academic papers and conference presentations**

Thank you

- If this upcoming project **aligns with your interests** – or **sparks ideas** – **it would be great to hear from you!**
- Any **advice/pointers** on where I could **share this work**
- Happy to answer any **questions on applying to NIHR RPSC as an Early Career Researcher**

Sibling placement in care in England.

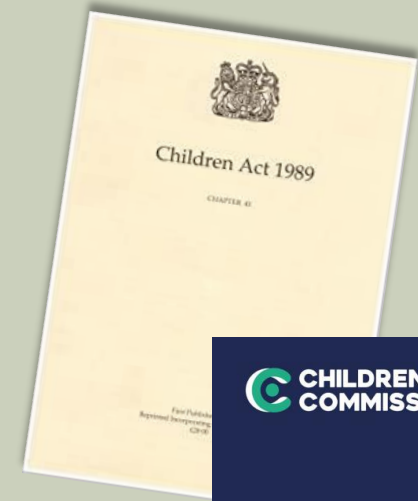
Florie Schmits
University of Bristol

florie.schmits@bristol.ac.uk
www.florieschmits.com



Context

- 84,000 children in care in England
- English Children Act 1989:
 - “Siblings should be placed in the same care setting unless this is not practicable or not in the child’s best interest.”
- Yet, 37% (or more) separated.



Purpose

Understand decision-making and the barriers and facilitators of placing siblings together in care in England, create an evidence base on sibling placement for policy and practice and generate ideas of how to use children's social care sibling data more systematically.

Social sequence analysis
960 children in care



Exploring sibling
placement trajectories
over time

Thirteen interviews
with social work professionals



Factors influencing
sibling placement
decision-making

Case file analysis
nineteen sibling groups in care



Recorded
reasons for sibling
separation

Ideal / practice

Who is a sibling:



biological / subjective



Decision-making:



point-in-time / ongoing



Reason for separation:



can't / shouldn't



Thank you

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 [@florieschmits](https://www.instagram.com/florieschmits)



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Speaker Q&A

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Break

Tea & Coffee, Posters & Networking



Research Services and Exeter Innovation

Karolina Jaworek, Research Development Manager – Health and Life Sciences Faculty
Gemma Mendham, Business Development Manager, Exeter Innovation



Research lifecycle- Share point



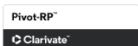
Research Lifecycle Guidance

Guidance for each stage of the project lifecycle can be accessed by clicking on the boxes in the image below.



Finding Funding Opportunities (PIVOT-RP)

[Click here to sign up to a training session](#)



The University is a subscriber of **PIVOT-RP**, a comprehensive searchable online database of research funders and schemes, accessible to all University of Exeter staff and PGRs. Users can search for both external and internal calls; create tailored searches, set up funding alerts, track opportunities, share and collaborate with colleagues, and search for conference / paper calls.

It is also a great source of research and funding news.

Accessing PIVOT-RP

You can access PIVOT-RP [here](#) and then Select "Create an account" from the lower right of the screen > Select "Institutional Login

Credentials" and search for "University of Exeter" on the dropdown list.

Enter your credentials and follow the instructions to create / claim a PIVOT-RP profile.

When logging in **after your account has been created**, use (Single Sign-on) SSO.

Getting Started [\(Click here for user guides\)](#)

1. Create an account on PIVOT-RP and claim your profile*.
2. Join your relevant department group and any network centre or institute you are affiliated with.
3. Start creating your own personal funding searches and share with your research group / colleagues.

*It is important you claim your profile so your group administrator can support you with group access should you need it.

RIME Sharepoint

- The research lifecycle guidance can be accessed through this [share point](#) site – linked to the Research & Impact Management Environment. All information that you require regarding your grant development can be found here.

Pivot-RP™

Clarivate™

- Identifying and finding funding opportunities can also be accessed through this section of the research lifecycle – taking you through to PIVOT- RP: a comprehensive searchable online database of research funders and calls.

UK Funding landscape

Government



Private Sector



Charities



Philanthropy



Funders/funding available

NIHR | National Institute for
Health and Care Research

- Better Methods Better Research
- Health and Social care delivery
- Programme development
- Public Health Research
- Policy Research Programme
- RfPB & RPFSC

[Link](#) to call options

*NIHR also have specific commissioned calls in some research areas:

[NIHR Work and Health Development Awards Round 2 | NIHR](#)

- Enhancing biomedical and health-related data and digital platform resources – [link](#)
- MRC: partnership: responsive mode – [link](#)

*[Funding finder](#) – is a really great way to detect the best funding for you across our research councils



Medical
Research
Council

Funders/funding available



- Discovery Research grants – [link](#)
 - this call welcomes proposals that may have a clinical or societal impact or have translational potential, but the focus should be on discovery.

- Pre-announcement: UKRI Creating opportunities: rethinking economic (in)activity – [link](#)
- ESRC responsive mode – [link](#)



Exeter Innovation Sharepoint



Ideas Hub – Home

Your gateway to support in knowledge exchange (KE) and business engagement (BEI)

Sharepoint site aimed at academics at *any* career stage who are considering the wider applications of their research, and how to engage safely and effectively with business and industry, governments, charities and NGOs.

Business Engagement Toolkit



Knowledge Exchange 101

Starting out in KE
Effective external engagement
Academic benefits of KE



Engaging with partners

Identifying partners and building a network
Why should they care?



Knowledge exchange mechanisms

Ways to develop and fund your relationship
Translational, Industrial Studentships, KTPs,
Contract research & Consultancy



Collaborative Funding

Academic or Industry Led
UKRI, NIHR, SBRI, GW 4 etc.
Pivot - RP

Relationship maturity

Search 'Ideas Hub' on sharepoint

Training and Events

- Find details on Ideas Hub → Training and Events
(New training expected for next academic year)

Knowledge Exchange Accelerator

Mid-career
academics

Annual programme for
Knowledge Exchange
and BEI development

Entrepreneurial Researcher Programme (ERP)

All
researchers

Research
commercialisation
including licensing,
spinouts and social
enterprises

Research Commercialisation for HASS (ARC)

All HASS
researchers

Designed to deliver
sustainable impact
Three modules: ARC
Discover, ARC Launch
and ARC Accelerate

Policy Engagement Programme

All staff

Training sessions on
policy engagement

Thank-you

Please do contact with any
questions

Karolina Jaworek and Hannah Williams



University
of Exeter

Children & Young People's
Wellbeing @ Exeter

Themes Panel Update

Theme 1:

Meaningful involvement of children and young people in research

Hollie Gay & Kate
Townsend

Theme 2:

Bio-psycho-social-cultural mechanisms of mental health

Angeliki Kallitsoglou

Theme 3:

Mental Health and Education

Silvana Mareva &
Darren Moore

Theme 4:

Adverse Childhood Experiences

Thomas El-Hoss

RESEARCH
NETWORKS

Children & Young People's
Wellbeing @ Exeter



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Wellbeing @ Exeter

Break for Lunch

Children & Young People's
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Collaboration Workshop



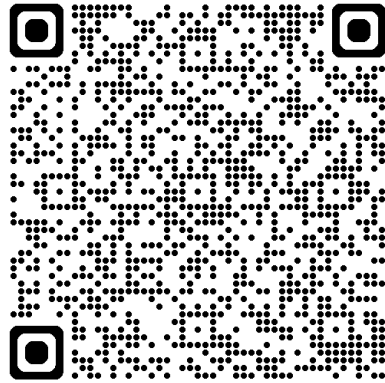


University
of Exeter

Children & Young People's
Wellbeing @ Exeter

Book your Writing Retreat

We are excited to offer writing retreats at Reed Hall on
Monday 7th and Wednesday 9th July



Sign up here to express your interest

Priority will be given to developing collaborations discussed today!

Children & Young People's
Wellbeing @ Exeter

