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New Vistas | Policy, Practice and Scholarship in Higher Education

EDITOR'S NOTE

Volume 6 | Issue 2

The coronavirus (COVID-19) has changed the world and has changed the way that many in the world relate to facts and figures. Throughout this new era, we have had an abundance of data – most of it sadly representing illness and death, and much of it representing governmental incompetence – and this data has been fed to us from all corners of the world on a constant news cycle. This data has given us power to ask questions.

Whether we are dealing with COVID-19, climate change, sub-standard trade talks, racial injustice, corruption, incompetence or scandal – we need to start by asking questions. Each of us needs to look at our own corner of the world and ask what we can do to make it better. It is tricky for any of us to change the entire world but we can each find a niche that needs our attention. As individuals that is where we can all start – we can start to ask questions of the world around us, each of us involved in our own micro-revolution, until, like straws upon a camel's back, our micro-revolutions converge into a macro-revolutionary force that will break the back of injustice. Revolutions do not start with protest, guns, bombs or barricades – revolutions start with questions.

This edition's micro-revolutionary forays open with a series of articles where the concept of 'care' is front and centre. Ventouris et al open by investigating the vicarious traumatisation of Mental Health Psychology Practitioners who have worked to support their clients' wellbeing throughout the pandemic. Our second article also deals with concepts of care and ethics as Teixeira explores a pedagogical intervention that uses documentary film to promote reflection amongst critical care nursing students. Another aspect of care is then discussed in Garlick's exploration of the decision by the British Red Cross to withdraw from the event medical sector. And in our fourth article centred around the concept of care, Sampson examines how the Family Group Conferencing model might be used to alleviate tensions between social workers' dual responsibility of child protection and family support. From explorations on the concept of care, our authors then move to explorations on people. Online teaching has been a key feature of Higher Education during lockdown and, in our fifth article, Olsen explores the impact of camera angles on students' perceptions of teaching excellence and emotional connectedness. This is followed by a timely discussion by Pavlova that moves us beyond the deficit model of migration and, instead, looks at migration in terms of lifestyle mobilities. Our final article takes a different perspective but ultimately highlights how facts can be contorted, as Hagger examines the physiology of the enduring myth of the highwayman, Dick Turpin.

Finally, we close with a profile of PhD student, Ori Igwe, whose research explored the perceptions of police officers and prosecutors on the barriers to successful investigation and prosecution of cyberstalkers.

As ever, I am so pleased with the work presented here. By exploring their own specific niches, our authors each seek the truth in their own way. This is a very human trait – we want to know answers. Let us not stop asking questions.

Dr Erik Blair
New Vistas Editor

MISSON STATEMENT

***New Vistas* is published by the University of West London (UWL) and provides a forum to disseminate research, commentary, and scholarly work that engages with the complex agenda of higher education in its local, national and global context.**

Published twice a year (with occasional special issues), for a broad (academic, international and professional) audience, the journal will feature research and scholarly analysis on higher education policy; current issues in higher education; higher education pedagogy; professional practice; the relation of higher education to work and the economy; and discipline-specific research.

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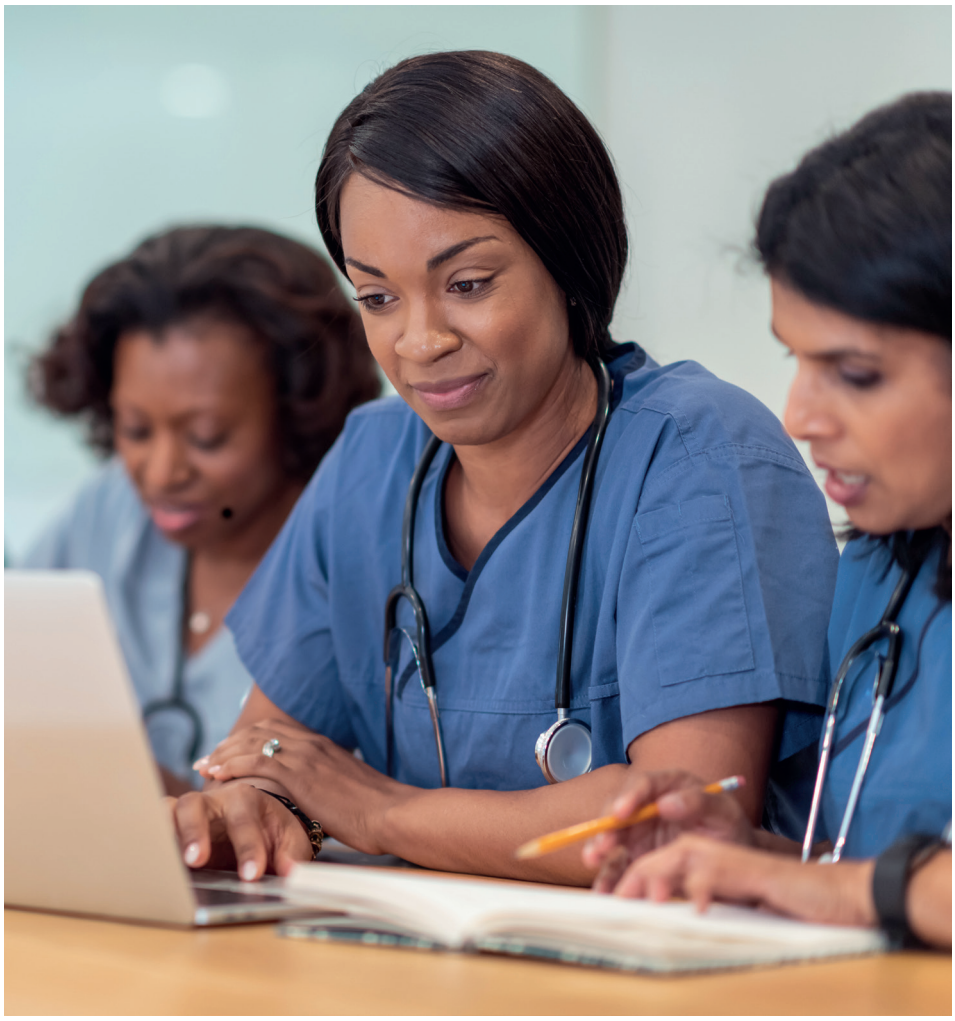
SEEING IS BELIEVING

Critical care nurses are confronted with the limits of human life on a daily basis, facing several bioethical challenges in their clinical practice. This practice requires reflection, but how can this be developed in a safe environment? 'Seeing is believing' is a pedagogical intervention that uses documentary film to effectively promote critical reflection and group discussion amongst critical care nursing students



Based on key messages found in the literature and on reflections on teaching practice, a pedagogical intervention was developed to promote critical reflection and group discussion amongst critical care nursing students

Generating critical thinking and facilitating a group discussion can be a challenging task in Higher Education. This challenge is further compounded where bioethics is the intended focus as this requires a shared abstract conceptualisation about concrete and dilemmatic experiences. Critical care nurses face several sources of bioethical conflict with multiple perspectives in their practice; if unresolved, these conflicts may lead to job dissatisfaction and can trigger burnout syndrome (Park *et al.* 2015). The use of innovative methods in nursing education has the potential to prepare these nurses to solve bioethical conflicts in clinical practice (Hoskins, Grady & Ulrich, 2018).

Previous practices have shown that the use of a PowerPoint slide with written information about a specific case scenario is not effective *per se* as a means of promoting critical thinking nor of generating group discussion amongst students attending a postgraduate course in critical care nursing. Based on key messages found in the literature and on reflections on teaching practice, a pedagogical intervention was developed to promote critical reflection and group discussion amongst critical care nursing students. This pedagogical intervention used documentary film as an educational tool for a case-based exercise with a view to improving student engagement and satisfaction in the proposed learning activities during a postgraduate course in critical care nursing. This pedagogical intervention encompassed four main stages: a review of key literature, the formulation of a detailed plan, an implementation stage, and final evaluation of the intervention.

Literature review

A literature review was conducted – asserting the use of videos within the context of active learning. It has been proposed that videos can be a highly effective educational tool in Higher Education (Brame, 2016; Castellanos, Haya & Urquiza-Fuentes, 2017). In fact, videos (e.g. documentary film) have the potential to illustrate abstract phenomena instigating both visual and auditory learning (Brame, 2016; Lee, 2018). Moreover, videos encourage student reflection and discussion about scenarios (in this instance the videos were of clinical scenarios, but the concept is generalisable to other disciplines). Videos can also be a cost-effective option, they can be used in a safe learning environment, and they can reduce the teacher's workload (Castellanos, Haya & Urquiza-Fuentes, 2017; Wirihana *et al.*, 2017). It can be seen from this analysis that the integration of a documentary film instead of a PowerPoint slide with written information has the capacity to promote a richer perception of a given case scenario; this contributes to a more realistic reflection and discussion amongst different students with multiple backgrounds (Wirihana *et al.*, 2017).

To maximise the identified benefits of documentary film as an educational tool, it is important to embed the chosen video in a context of active learning; this can be done by using guiding questions in order to generate group discussion (Brame, 2016). Group discussion is one such effective active learning tool (Hattie, 2015) and evidence shows an improvement in the learning experience when using group discussion in Higher Education, either online or in the classroom (Bender, 2012; Davis & Murrell, 1993). Subsequently, active learning promotes the development of critical thinking skills (Nelson & Crow, 2014; Samson, 2015).

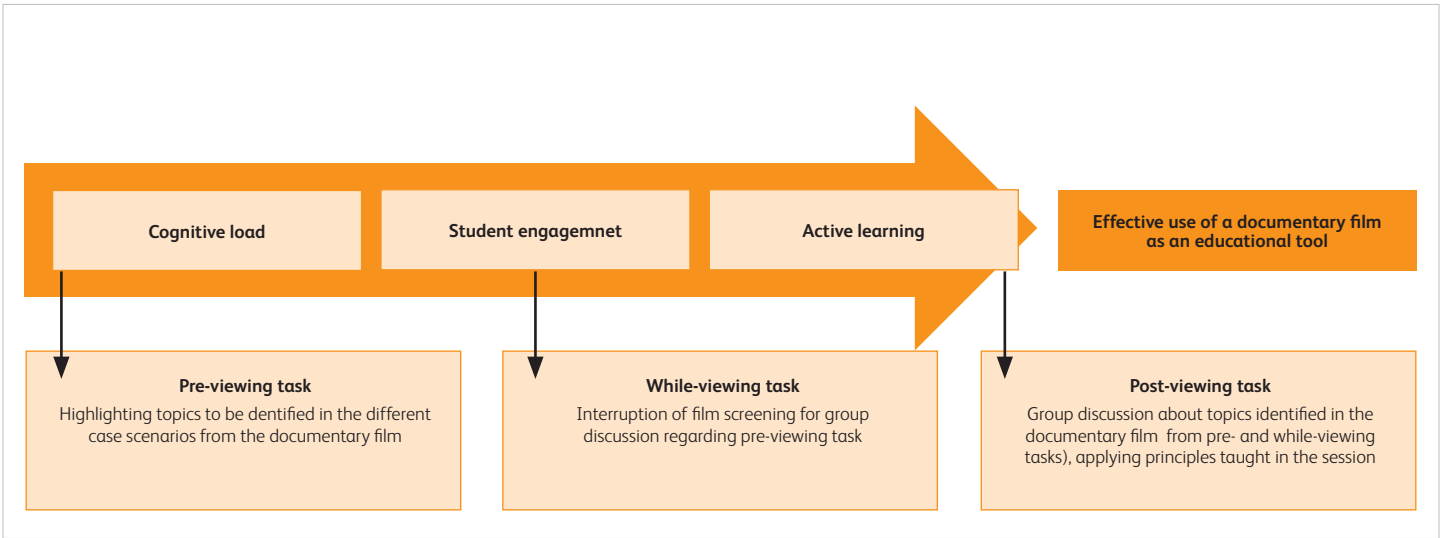


FIGURE 1 Pre-viewing, while-viewing and post-viewing tasks embedded on Brame (2016) framework

Planning

A detailed lesson plan was drawn up at the second stage of this pedagogical intervention where the main principles suggested by the findings from the literature review were applied. A search through different documentary films available and related to bioethical issues in critical care nursing practice was also performed at this stage. The chosen documentary was a production by Netflix in 2016 entitled 'Extremis'. Following a detailed and critical analysis of this documentary film, three bioethical issues in critical care nursing were identified: 1) consent to treatment (e.g. capacity to decide; refusing treatments/procedures; patient's vs relatives' wishes); 2) the vulnerable adult (e.g. deprivation of liberty; physical restraint); 3) end of life care (e.g. sanctity vs quality of life; withdrawal/withhold treatments; family support). It has been shown that these topics are related to the main bioethical concerns raised by nurses on their clinical practice (Dimond, 2015), strengthening the suitability of this documentary film to this module and population.

The findings from this literature review, and more specifically those presented and proposed by Brame (2016) suggest the inclusion of pre-viewing, while-viewing and post-viewing tasks to foster the effective use of the chosen documentary film as an educational tool. The inclusion of these tasks is essential to promote: 1) cognitive load; 2) student engagement; 3) active learning (Brame, 2016). Therefore, such tasks have been designed and contemplated on the lesson plan through a dynamic process with three main stages (see Figure 1). To promote cognitive load, pre-viewing tasks are introduced and explained to students. At this stage, the lecturer will enumerate the bioethical issues to be identified by the students in the different case scenarios from the documentary film. While-viewing tasks are then implemented to foster student engagement. The film screening will then be interrupted on three different occasions. This will enable group discussion about the bioethical issues that were enumerated in the pre-viewing task. Lastly, active learning will be promoted through after-viewing tasks. To accomplish this, students will be asked to apply the principles taught in the first part of the session when discussing the bioethical issues that were identified in the pre- and post-viewing tasks.

Meetings with the module leader and module tutors also take place during this second stage to discuss the appropriateness of the proposed changes, i.e. the inclusion of the chosen documentary video and its associated learning activities. The analysis and discussion emerging from these meetings consolidated the fact that this pedagogical intervention was aligned with the learning outcomes and assessment forms of this particular module; therefore, the principles of constructive alignment when planning a session have been secured.

Implementation

This pedagogical intervention was initially implemented in March 2019 as part of one of the sessions for a postgraduate course in critical care nursing at the University of West London. The session lasted a total of four hours and was comprised of two main parts: 1) a seminar covering the main theoretical aspects of bioethics and its principles applied in critical care nursing to provide students with the essential tools for a bioethical reflection and discussion; 2) the pedagogical intervention *per se*, where the pre-, while- and post-viewing tasks took place to promote critical thinking and group discussion (see Figure 1). The first part took approximately 1.5 hours and the second part almost 2 hours. A total of 18 students (mixed genders; age range 26-41; multiple nationalities) attended the session; all of them were part-time students working in different adult intensive care units as registered staff nurses.

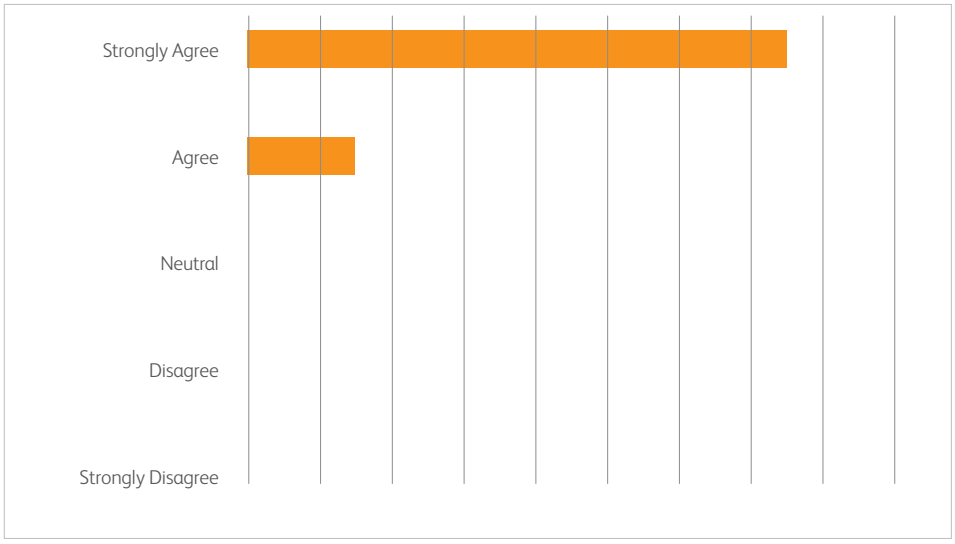


FIGURE 2 Post-session questionnaire: 'The documentary film has helped me to reflect and discuss about my clinical practice from a bioethical perspective.' (n=18)

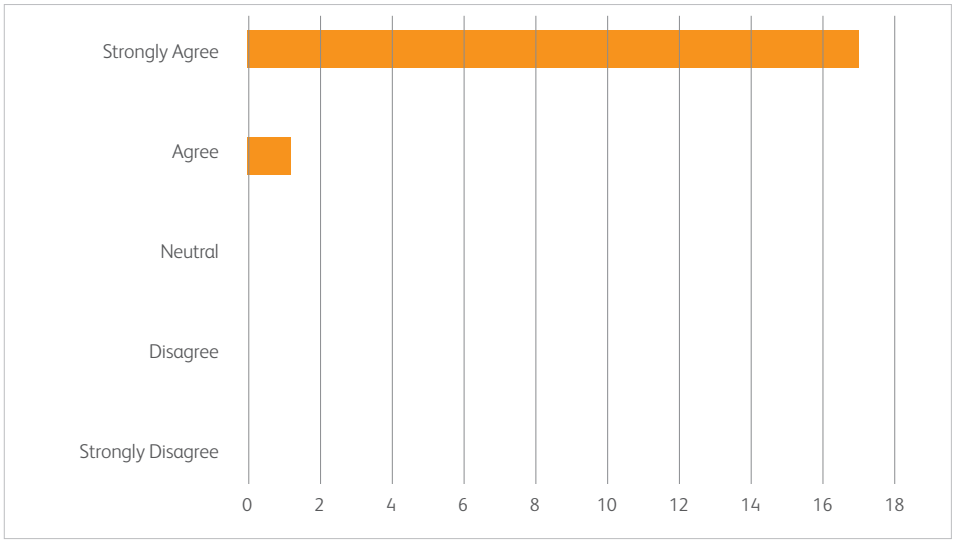


FIGURE 3 Post-session questionnaire – 'The topics and discussion emerged from the case scenarios on the documentary film are realistic and appropriate for my clinical practice.' (n=18)

On the module evaluation survey, it was also noted that this session was well received by this group of students. There were also specific mentions of the use of this documentary video (and its pre-, while- and after- viewing tasks) as one of the strongest elements of the module

Evaluation

To evaluate this pedagogical intervention, a triangulation of different methods and sources was performed in order to facilitate and promote the validation of the feedback obtained. Formal feedback was obtained through the application of a post-session questionnaire; the module evaluation survey was also considered to collect data about this session / pedagogical intervention. Informal feedback was obtained from the students in the classroom and by the module leader/mentor. The students' participation in this evaluation process was voluntary and anonymous.

Overall, students were positively satisfied with this pedagogical intervention, suggesting that more time be given up for similar activities in the future. This was particularly evident from the results of the post-session questionnaire. In fact, the documentary film was reported as helping them to reflect and discuss their clinical practice from a bioethical perspective (see Figure 2). Moreover, the topics and discussion that emerged from the case scenarios on the documentary film were realistic and appropriate for their clinical practice (see Figure 3). On the module evaluation survey, it was also noted that this session was well received by this group of students. There were also specific mentions of the use of this documentary video (and its pre-, while- and after-viewing tasks) as one of the strongest elements of the module.

At the personal level, drawing on informal feedback received, this experience was enjoyable to both parties: lecturer and students. Students' engagement in the group discussion clearly demonstrated appropriate levels of critical thinking on the nature of the main topic – bioethical issues in critical care nursing; therefore, the intended aim and outcomes of the intervention were satisfactorily achieved.

Final considerations

This pedagogical intervention aimed to promote critical thinking and group discussion through the integration of a documentary film instead of the previous method of using a PowerPoint slide with written information about specific cases / clinical scenarios. Its effectiveness as an educational tool has been confirmed by the level of student engagement and the level of satisfaction in this learning activity, strengthening previous evidence provided by Brame (2016), Castellanos, Haya and Urquiza-Fuentes (2017), Lee (2018) and Wirihana *et al*. (2017).

To ensure an appropriate and effective use of documentary films / videos in Higher Education, pre-, while- and post- viewing tasks should be planned and implemented through a dynamic process. This dynamic process, comprising three main stages, will enable: 1) cognitive load; 2) student engagement; 3) active learning (Brame, 2016). Further research should be performed in the specific field of bioethics; ideally comparing different educational tools/methods in postgraduate courses. In future sessions, other strategies could also be implemented given its proven effectiveness, e.g. simulation practice and expert-patient as a teacher (Hoskins, Grady & Ulrich, 2018). However, required resources such as time and staff must be considered to determine its cost-effectiveness.

The effectiveness of a documentary film as an educational tool has been confirmed by the level of student engagement and the level of satisfaction in this learning activity, strengthening previous evidence

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Documentary film, educational tool, critical thinking, group discussion, nursing education

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COVID-19: VICARIOUS TRAUMATISATION AND RESILIENCE

Almost no nation has been spared as the novel coronavirus (COVID-19) has swept around the world. As the pandemic has upended much of society, frontline health care workers have shouldered much of the burden. Among other professionals, Mental Health Psychology Practitioners contribute significantly to fighting off the negative psychological effects of COVID-19, including distress, anxiety, and depression – provided they themselves can demonstrate resilience

Resilience is a dynamic interactive process, describing a relative resistance to environmental risk experiences, and implies better than expected psychological outcomes (Luthar *et al*, 2000). The term 'resilience' has been used to refer to a group of factors that promote positive outcomes in terms of adjustment, competence, good health and development in individuals exposed to threatening conditions, traumatic experiences or severe adversity (Luthar, 2003). Therefore, during times of significance stress, such as the COVID-19 pandemic, it is important to examine the factors that might enhance resilience.

As Mental Health Psychology Practitioners (MHPPs) are classified as key workers, they are likely – now more than ever – to experience stress related to the responsibilities of their role, as it exposes them to others' traumatic life experiences. Primarily, this is related to the nature of therapy where there is extensive and consecutive exposure to traumatic life events, empathic commitment with clients' traumatic experiences, and the facilitation of interventions that seek to encourage the healing process (McCann & Pearlman, 1990). The cumulative effect of this work may have a transforming and deleterious impact on therapists, resulting in a phenomenon known as 'vicarious traumatisation'. Specifically, vicarious trauma describes the emotional and cognitive disruptions faced by therapists as they engage in therapeutic relationships with survivors of traumatic events (McCann & Pearlman, 1990).

Beyond doubt, the wellbeing of MHPPs affects the quality of care and service-user outcomes (Delgadillo *et al,* 2018); it is therefore critically urgent to capture how MHPPs cope during the pandemic and to explore factors that assist them in developing resilience in a period of unexpectedly high stress. Hence, the aim of this study was to investigate how vicarious traumatisation has affected MHPPs who performed their duties during the COVID-19 pandemic and the factors that enhanced their coping skills and resilient features.

A qualitative, exploratory approach was deemed suitable for the purposes of this research as it allowed unearthing substantial descriptions of participants' experiences and enabled their voices to be heard. Invitations to participate in the study were sent to professional organisations; nine MHPPs, both males and females, responded and semi-structured interviews, lasting one hour on average, were used to collect data. Participants were based in urban and rural areas in the UK, working in private and governmental institutions, with both new and established clients. Their working experience ranged from three to 25 years and all stated that during the pandemic they were busier than normal.

Interviews ranged across a series of themes and data was analysed using thematic analysis. The emerging themes reflect the reality of participants, including the effects of vicarious traumatisation on their wellbeing and strategies they employ to sustain positive mental health and demonstrate resilience.

As Mental Health Psychology Practitioners (MHPPs) are classified as key workers, they are likely – now more than ever – to experience stress related to the responsibilities of their role, as it exposes them to others' traumatic life experiences

Vicarious traumatisation

The lack of conceptual clarity has characterised research on vicarious traumatisation for the past three decades, mainly because it has been confused with job burnout. Although parallels can be drawn between vicarious trauma and burnout, incidents of burnout are attributed to the circumstances encountered within the working environment (Brady *et al*, 1999), whereas vicarious traumatisation includes indirect exposure to traumatic materials, post-traumatic stress disorder symptoms, and negative shifts in therapists' cognitive schema (Cieslak *et al*, 2013). This means that the therapist may experience feelings and symptoms comparable to those of the client (Pulido, 2007). For example, Bober, Regehr and Zhou (2006) found that therapists who were exposed to victims' trauma were more likely to report higher levels of traumatic stress symptoms and intrusion. Other studies specifically examining the mental health of psychologists have found elevated rates of depression and stress in this population (Gilroy *et al*, 2002).

McCann and Pearlman (1990) argued that vicarious trauma may be considered a normal reaction to trauma work; however, more recent studies report that it may result in emotional, cognitive, and physical symptoms that can disrupt a therapist's personal and professional self. These include intrusive imagery and distressing thoughts, evading, emotional numbing, hyper arousal, and somatisation including headaches, nausea, sleeplessness, anger, sadness and anxiety. According to Creamer and Liddle (2005) these symptoms are exacerbated in disasters that are low in predictability and high in destruction and duration of impact.

As such an example, Pulido (2007) discussed the 9/11 terrorist attacks on New York City. Pulido argued that working with clients who had 9/11-related issues was complicated for the social workers who participated in their study, as they had been exposed to the same disaster as their patients. This collective trauma – defined as the psychological upheaval that is shared by a group of people who all experience an event (Aydin, 2017) – played a major role in heightening the resultant vicarious traumatisation in professionals, some of whom reported relevant symptoms three years after the event.

Drawing parallels with the COVID-19 pandemic, it is important to consider that the unpredictability of COVID-19 has altered the way societies function in a collective way; it has led to huge changes in everyday life, including extended periods of isolation and high levels of uncertainty for everyone. Long-term effects related to the nature of the collective trauma, caused by the pandemic, are likely to increase the demand for mental health care. It is thus important to study the effect of vicarious trauma on MHPPs' wellbeing and the mechanisms they employ to deal with it and develop resilience.

Long-term effects related to the nature of the collective trauma, caused by the pandemic, are likely to increase the demand for mental health care

Collective traumas pose challenges for MHPPs to practise their profession, as they are exposed to the same disaster as their patients

COVID-19 and vicarious trauma

The MHPPs who participated in this study reported different experiences, based on their role and clients. However, they all raised concerns for groups and individuals they were working with and for the way the pandemic altered their own way of life, both at the professional and personal level. The majority of these professionals reported that anxiety and depression among their clients were 'worsened by limited access to treatment'. Relationship violence, the effects of unemployment, suicide attempts, loneliness and increased use of alcohol were also discussed by the professionals as trends in mental health they found concerning, especially among patients who had no or limited access to services. According to participants, the unavailability of stress relief strategies that people usually employ, such as going to the gym or taking trips, had rendered their role in supporting their patients more vital than ever.

For many MHPPs this was an extra burden, resulting in distressing thoughts about the wellbeing of their patients. More specifically, some participants expressed feelings of inadequacy and anger as they felt they could not 'help patients properly' especially when they, themselves, were trying to process and adjust to a new status quo. This led to many participants questioning their abilities as practitioners and experiencing feelings of helplessness and vulnerability. This was particularly the case with less experienced therapists who reported feeling uncomfortable when discussing with clients the ways the pandemic had affected them. Flashbacks of their clients' stories and other intrusive symptoms, such as sleeplessness, were also experienced by less experienced MHPPs.

Identification with patients' fears was one of the key themes this research uncovered. As discussed above, collective traumas pose challenges for MHPPs to practise their profession, as they are exposed to the same disaster as their patients. Pulido (2007) argues that clients' stories, fears and experiences can interact with the professional's own stress levels and concerns; most participants in this research found it difficult to help patients when they were struggling to maintain their own emotional balance.

The analysis demonstrated this was predominantly the case for those participants who dealt with patients who unexpectedly lost loved ones because of the pandemic. One of the participants, whose own brother had been diagnosed with COVID-19, but recovered, admitted experiencing intrusive symptoms like distressing thoughts and sleeplessness; this was because she was identifying with patients who had lost loved ones, therefore internalising their pain. 'I could have been in their position', she kept repeating during our conversation. Other participants engaged in avoidance, for example minimising the importance of the pandemic or avoiding experiencing positive emotions. One of the therapists, treating patients who were diagnosed with COVID-19, reported hyperarousal symptoms such as constant washing of hands and extensive use of personal protective equipment.

Development of resilience

It is important to consider how MHPPs 'stay sane', despite their psychological health continuously being threatened by phenomena such as vicarious traumatisation. Over the past 30 years research has focused on the so-called 'resilient people', namely those individuals showing a relatively good psychological outcome despite having suffered experiences that would be expected to bring about serious consequences (Luthar, 2003). As discussed, although a contested concept, resilience, is concerned with the combination of serious risk experiences and a relatively positive psychological outcome despite those experiences (Luthar, 2003).

Researchers in this field have identified several protective factors that can affect someone's resilience and make a fundamental distinction between them. These protective measures include interpersonal (external) factors, such as relationships among individuals, and intrapersonal (internal) factors, developed from the internal attributes of individuals. The relationship between these protective factors and risk factors has been widely investigated. Rutter (2013) conducted an extensive review on the topic of stress and resilience and suggested that the latter is indeed a personal reaction to adverse circumstances. Rutter (2013) suggested that resilience may be fostered, for instance, by exposure to manageable stressors, experiential learning, social relationships, and mental features such as self-reflection and planning. As MHPPs are routinely and indirectly exposed to crisis and critical events experienced within the therapeutic relationship, the development of resilience is critical for this professional category and is a significant predictor of counsellors' wellbeing (Arnout & Almoied, 2020).

The MHPPs who participated in this study reported several mechanisms they employed to maintain positive wellbeing and develop resilience during these unprecedented times. This happened despite the fact that most of them did not have any prior experience in handling issues that collectively affected society. Most of the participants mentioned they were not trained in disaster mental health counselling and had to rely on their own knowledge, skills, and experiences to deal with patients who were severely affected by the pandemic.

The importance of frequent, systematic supervision sessions was described by most participants as the key factor affecting their wellbeing and helping them set boundaries between their personal and professional lives. Professionals who received regular individual supervision reported higher levels of wellbeing than those who did not; they emphasised that this practice had encouraged them to become more reflective as practitioners by identifying both personal and professional development needs. This is in line with research on resilience and reflection, according to which, adversity has the potential to trigger a conscious process of self-reflection; self-reflection facilitates the capacity to evaluate task orientated coping and problem-solving strategies and is proposed to strengthen resilience (Crane *et al*, 2018).

Many MHPPs stated it was difficult to set boundaries and avoid identification with patients' problems, especially during the lockdown. However, practising yoga, meditation and mindfulness were described as useful tactics in building stress resilience, along with taking up new hobbies and avoiding social media, which, as one participant stated, has 'the tendency to exaggerate'. Having self-awareness and being able to manage their emotions was reported as a key factor in distinguishing among their different roles (as parents, friends and therapists) and helped them in performing their duties. Engaging in self-care was deemed essential by most participants, as it made them feel 'recharged and ready to deal with a demanding job'.

Seeking social support was also mentioned as another way of developing resilience among those who were interviewed. Lockdown and social distancing affected the quality of social support participants received, but they all mentioned it as a mechanism that could enhance their resilience to stress. Some participants stated that having 'informal supervisions' in the form of frequent conversations with colleagues and peers helped them deal with the symptoms of vicarious trauma and set boundaries between their feelings as human beings and their professional role.

Adversity has the potential to trigger a conscious process of self-reflection; self-reflection facilitates the capacity to evaluate task orientated coping and problem-solving strategies and is proposed to strengthen resilience

Implications

The findings of this study suggest a number of interventions that can be implemented in order to reduce the effects of vicarious trauma among MHPPs and develop resilience. As highlighted by the participants, there is a need to train and prepare MHPPs for situations that can be described as collectively traumatic. Acquiring tools that can help them live with the uncertainty of prolonged stress can benefit both the professionals and their patients. Receiving training and support on developing strategies that could assist them in alleviating the symptoms of vicarious traumatisation was also reported as essential. According to participants, continuous professional development activities should focus on promoting positive wellbeing and include self-care strategies, like yoga and meditation. These practices have consistently been associated with decreases in both anxiety and depression as well as with increases in mindfulness (Cahn *et al*, 2017).

Increasing the frequency of individual supervisions and providing more support to less experienced MHPPs may also reduce the symptoms of vicarious traumatisation among MHPPs who deal with patients affected by disasters. In addition, reflecting on the positive impact of social support on mental health and wellbeing, group therapy sessions with peers should be considered as a way of boosting support for MHPPs. Finally, research has demonstrated that mental health workers may experience symptoms of vicarious traumatisation many months or years after the traumatic event (Pulido, 2007). Therefore, it is essential to organise follow-up care programmes for this group of professionals, focusing on recovery interventions.

This study has identified prospective areas of training that can inform the ways in which MHPPs are supported at critical moments. Future research should address the long-term effects of vicarious traumatisation on MHPPs who performed their duties during the COVID-19 pandemic to capture changes over time. Findings from studies such as this one can support professionals in dealing with any additional stressors their role entails and can potentially contribute to increased motivation, empowerment, and personal fulfilment among MHPPs, eventually leading to more positive outcomes for service users.

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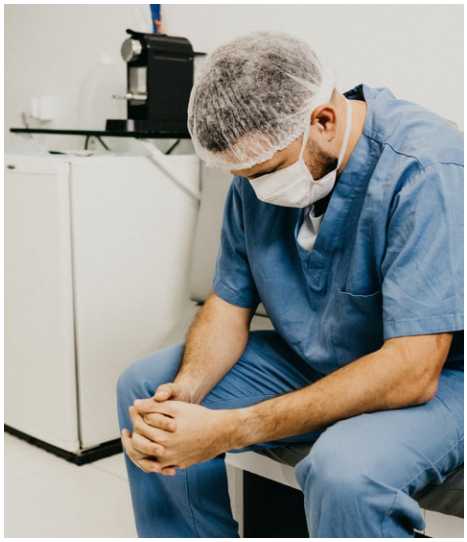

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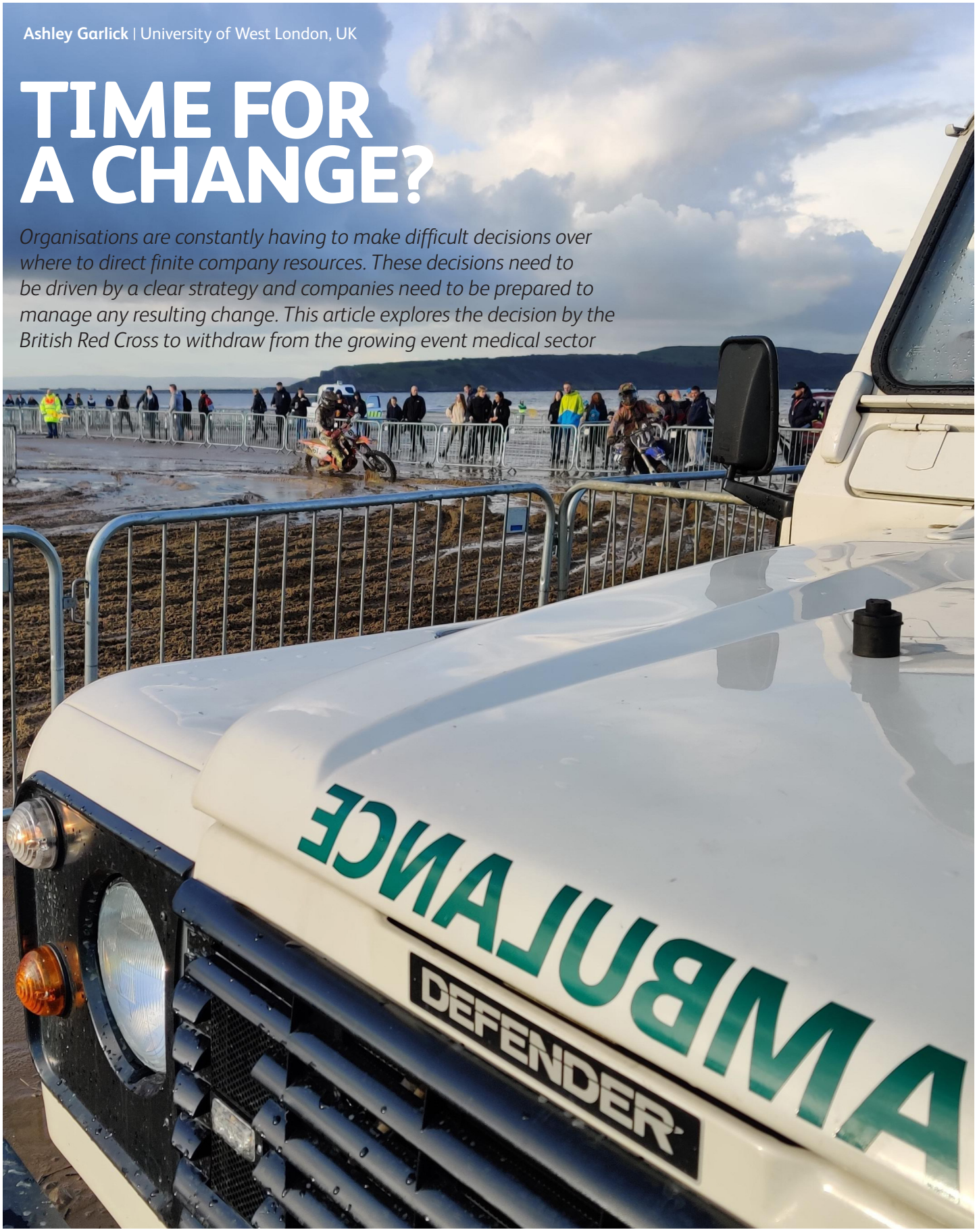
TIME FOR A CHANGE?

Organisations are constantly having to make difficult decisions over where to direct finite company resources. These decisions need to be driven by a clear strategy and companies need to be prepared to manage any resulting change. This article explores the decision by the British Red Cross to withdraw from the growing event medical sector



The decision of British Red Cross represents a renewed strategic focus on crisis response activities. This is reflected in a clearly defined purpose to 'mobilise the power of humanity so that individuals and communities can prepare for, respond to and recover from crises' (British Red Cross, 2018). When viewed through this lens, the provision of first aid at planned events does not make strategic sense in relation to other important activities

Why leave?

The decision by British Red Cross to withdraw from the event medical sector signals a strategic refocus just as regulation is set to increase. Charities such as British Red Cross and St John Ambulance have been regular features at events for well over a hundred years. On 23 October 2019, British Red Cross announced they were to cease all event medical cover from 31 March 2020. The exit of a significant player in an industry sector that is still growing may seem paradoxical, but this decision reflects a complex business model that is undergoing considerable change. According to the market intelligence firm, Mintel (2019), the UK music concert and festival industry is currently estimated to be worth £2.61bn (up from £2bn in 2015) and is projected to be worth in excess of £3bn by 2022. UK spectator sports ticket sales, after a dip from 2015-17, now stand at more than £1.45bn and are predicted to grow in the short to medium term (Mintel, 2018). The industries which require medical provision are therefore buoyant, which leaves open the question of why a major provider would exit a growing industry?

As one of the oldest first aid organisations, British Red Cross has been providing first aid and crisis support since 1870. The organisation is probably best known for its response to communities in crisis, emergency response and supporting international development work but it has a key visual presence at both large and small events since before there was a commercial event medical industry. The decision to cease covering events reflects a strategic refocussing on their crisis response activities. Michael Adamson, chief executive of British Red Cross, said:

> *'In recent years, we have seen increasing pressures on both our income and the demands for our assistance, which means we must prioritise how we use every pound donated to us. Unfortunately, our event first aid work has been running at a financial loss for some time — the service still requires £1.8 million of donations annually to cover the shortfall between income and costs — and this is diverting vital funds from our efforts to provide emergency support for major domestic and global crises. So, it is with real sadness that we have taken the very difficult decision to close our event first aid service by March 31, 2020.'*

The BRC's event work has been declining for a number of years. Successive annual reports show patient numbers reduced from 26,400 in 2016 to 11,500 in 2018 (British Red Cross, 2016; 2018). Part of this was deliberate: a review of their event first aid model in 2017 led to a decision to reduce their event portfolio by two-thirds in order to focus more on medium and large events (British Red Cross, 2017). This decision illustrates a unique distinction between private commercial operations and non-profits such as British Red Cross and St John Ambulance. Whilst the cover provided to medium and large events (particularly those being run for commercial profit) is charged at market rates, surpluses from these events go towards providing a significant amount of below-cost or *pro bono* cover for small ommunity-based events. Events such as school fetes or fairs which would otherwise not be able to afford commercial first aid cover. These events, which are of little interest to a private provider, will now find it more difficult to source reputable first aid cover.

Strategic alignment

Organisations that operate a portfolio of activities often have to make difficult decisions in relation to where they direct resources. These decisions can be particularly challenging when the revenue from one activity is used to subsidise the activity in another area. Subsidised areas may be tolerated if they present long-term opportunities for growth or (more commonly in the third sector) have a particularly strong resonance with the company's core purpose or mission. Having a clearly defined purpose helps to ensure strategic alignment with an organisation's activities. The decision of British Red Cross represents a renewed strategic focus on crisis response activities. This is reflected in a clearly defined purpose to 'mobilise the power of humanity so that individuals and communities can prepare for, respond to and recover from crises' (British Red Cross, 2018). When viewed through this lens, the provision of first aid at planned events does not make strategic sense in relation to other important activities. While the importance of making every pound count is often most acutely felt in the third sector, there is an important lesson here for all companies in ensuring that a clear sense of purpose drives decisions about where to direct finite resources.

Even when consolidation of a portfolio makes strategic sense, there are still challenges to be overcome in terms of the impact and fallout of such a decision. A realignment of operational activities will inevitably result in changes to organisational structure and personnel, potentially meaning role change or even job losses. Managing these changes requires sensitivity and clear leadership. Organisations need to have sufficient reflexive capabilities to be able to integrate feedback from changes into organisational structures (Hautz, Seidl & Whittington, 2017). The case of British Red Cross reflects the difficult decisions faced by organisations and supports findings in research that identify the co-dependent relationship between strategy and structure (Jarzabkowski, Le, & Balogun, 2018).

My own research has identified how changes in organisational structure can trigger strategic renewal, which in turn causes a cascade of restructure down the organisation (Garlick, 2019). Strategic renewal is therefore as much about getting the right people in the right roles, as it is about ensuring the best future direction of the organisation. In an increasingly dynamic and fast-paced world, organisations must be responsive to changes in the external environment, while ensuring they have the capabilities and leadership to manage those change effectively.

Increased regulation

In the professional arena, the event medical sector has become increasingly crowded in recent years. Numerous new providers have sprung up in response to the growing demand for their services. This growth in demand has been complimented by an increase in current or former NHS staff looking for new opportunities or income, as well as a relaxation of the first aid regulations making it easier to train first aiders for events. However, as in any crowded market, quality varies. Minor injuries and ailments are almost certain at events and are generally easy to deal with. However, it is impossible to predict when someone may fall seriously ill or have an accident that will need more advanced skills. These skills are often a key part of the sales pitch. The Purple Guide (2015) has become the principle source of guidance for health, safety and welfare at events. Now produced by the Event Industry Forum, the guide advocates an individual risk assessment that takes into account the nature of the event, numbers attending, age profile, activities on site and environmental conditions, as well as casualty data from previous events where it is available. Ultimately, organisers are paying for something that may or may not get tested at their event, which may encourage the use of the cheapest option. An under-resourced event may 'get lucky' and just happen to have the right people, in the right place, at the right time. Conversely, an event that has greater medical resources than a risk assessment may have identified may still become overwhelmed if multiple severely ill patients occur simultaneously or in hard to reach places. In short, organisers may be paying for a service that is never truly tested until it is too late. Unfortunately, with a fragmenting market, there is the risk that cowboy outfits may take advantage of this uncertainty and sell a sub-standard service.

Regulators are starting to take notice, and action should follow. The Care Quality Commission, which regulates ambulance activity in the UK, has for some time had event medicine in its sights. In November 2018, the Deputy Chief Inspector and National Ambulance Lead for the Care Quality Commission wrote to local authorities advising them of concerns in medical cover at temporary events (Armistead, 2018). Similarly, a Care Quality Commission report published in March 2019 highlighted significant risks in medical cover at temporary events and recommended working with the Department for Health and Social Care to review whether increased regulation was required (Care Quality Commission, 2019). A review of regulation could mean that only providers who are registered with the Care Quality Commission will be permitted to provide medical cover at events. Given that some large events now have facilities not dissimilar to a local hospital, this is perhaps unsurprising. However, the impact will be keenly felt by smaller events charged higher prices by companies passing on the cost of registration.

Conclusion

Refocussing by British Red Cross has come as a major blow to both staff and volunteers. The charity is taking steps to mitigate the impact and is in talks with fellow charity St John Ambulance to see how volunteers could be transferred across and be able to continue to provide event medical cover as part of their charitable and commercial output. The loss of British Red Cross from certain events means those organising small and/or not-for-profit events will find it increasingly difficult to source appropriate cover at reasonable rates. What makes the decision to withdraw doubly sad is that British Red Cross would have been well placed to take advantage of increased regulation and compete more effectively in the sector. As an established provider of ambulance and other response services, they were already Care Quality Commission registered and could therefore have been poised to take the market share from private providers unwilling or unable to secure Care Quality Commission approval.

So, what does this mean for event organisers? With one fewer highly respected name to choose from, event organisers will have to select their provider carefully. However, two particular event types will be disproportionately affected. Major large events requiring a level of resource beyond the capability of most first aid providers, and small community events unable to afford to pay for medical cover. For larger events, this might mean either scaling back the event or using multiple providers to ensure sufficient medical provision. For smaller events, the impact could result in increased costs being passed on to attendees in the form of higher ticket prices, including events that until now have been free to attend.

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What makes the decision to withdraw doubly sad is that British Red Cross would have been well placed to take advantage of increased regulation and compete more effectively in the sector

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FAMILY GROUP CONFERENCING: CARE AND CONTROL

Can the Family Group Conferencing model alleviate tensions between social workers' dual responsibility of child protection and family support? Social work involves making decisions that may leave families feeling hurt and victimised or conversely supported and understood. Understanding the dual mandate of care and control is crucial to making decisions which best protect children

In the UK and internationally, safeguarding legislation has, in the past, tended to reflect an emphasis on the protection of the child, rather than the preservation and strengthening of the family. This has left social workers' professional judgement open to question. Applying the Family Group Conferencing model helps to alleviate this tension between care and control.

Introduction

The paradox of care and control has been one of the defining narratives in children's social work for many years. Social workers have a responsibility to use intervention to support children and their families to help keep children safe whilst also using legal provisions to enforce safeguarding and promotion of the welfare of vulnerable children. Having removed children from their families in response to a range of problems for the past 150 years, the wisdom of this approach continues to be challenged. In the past three decades, models of best practice in child welfare have reflected greater commitment to family empowerment and family participation in child protection processes and Family Group Conference (FGC) has become a model of decision making that has been adopted widely

An FGC is a child- and family- focused process where family members, professionals and any other relevant parties come together to make decisions in the best interest of the child. They are also known by a variety of other names such as Family Group Meetings, Family Group Decision Making or Family Guided Decision-Making. For this paper FGC is used as a common term. Doel and Marsh (2003) highlight FGC as a decision-making process, not an intervention and suggest it should be judged on its contribution to good decision-making, including such factors as appropriate respect and the engagement of relevant family members.

Family Group Conferences originate from the indigenous people of New Zealand, the Māori, who, for many years, felt dissatisfied with the mono-cultural way in which decisions were made regarding the welfare of their children. The Māori were concerned about the impact these decisions had on their families and no longer wanted to tolerate legal or professional systems that did not give consideration to Māori customs, values, and beliefs. The Treaty of Waitangi (1840) provided for protection of the rights of the Māori people, specifically the right to have their concerns heard by the government. In 1985, this right was invoked, leading to the establishment of a ministerial committee by the New Zealand Minister of Social Welfare to investigate the concerns of the Māori people around child welfare. The resulting document, 'Daybreak—Puao te Ata Tu', called for a new system that would recognise, acknowledge and use Māori customs, values, and beliefs, and would take on board Māori methods of decision-making in relation to services for Māori children and their families (Pakura, 2005). Through this process the concept of FGC was introduced to the world.

The FGC process aims to support the family finding their own solutions to their own problems. The process starts with a referral being made by the social worker to the FGC team

Care and control in the UK

In the UK, if the local authority identifies there is reasonable cause to suspect a child is suffering, or is likely to suffer significant harm. An assessment is made under the Children Act (1989) to determine if there is a course of action that needs to be taken to safeguard and promote the welfare of that child. If concerns are upheld and the child is judged to be at continuing risk of harm, an initial child protection conference should be convened within 15 working days. Hall and Slembrouck (2001, p.143) remark that 'it is no exaggeration to say that often the mandate for social work intervention comes from such meetings'. It is at this point that some local authorities may trigger the FGC process to run parallel to the child protection process. The aim of the FGC will be to alert the whole family network to the child protection concerns and to involve the family in making plans to keep children safe within the family network.

There are many complexities social workers face playing the dual role of child protection (control) and family support (care) and the FGC model can potentially help navigate these complexities. It is important to acknowledge that children are sometimes hurt by adults in the family, sometimes deliberately, other times by omission. It also important to acknowledge that if we are to effectively protect children, we need to do it in partnership with families. Children and young people have a fundamental right to maintain a sense of belonging and connectedness with their family and family group. Family criminality, drug abuse or violence may limit options for the safe placement of children within families; however, these factors do not disqualify families from planning and committing to safe outcomes for their children.

How the FGC model works

The FGC process aims to support the family finding their own solutions to their own problems. The process starts with a referral being made by the social worker to the FGC team – either in their local authority or an independent FGC provider contracted to their local authority. The referral is then allocated to an independent Coordinator. The referral outlines the local authority concerns, the decisions that need to be made, possible resources that may support the plan and the next course of action or bottom lines if the family is unable to come up with a workable plan. An independent Coordinator negotiates attendance and informs participants about the FGC process. All members of the family are invited to attend, but in certain exceptional circumstances it may be necessary to exclude a family member, e.g. evidence of violent behaviour or previously diagnosed mental incapacity. Absent family members can give input to the meetings in alternative ways, such as letters or recordings. The FGC Coordinator, where possible, and agreed by the main carers, contacts the child or young person who is subject to the FGC and explores their views on participating in the FGC to establish if they need an advocate to help them express themselves or speak on their behalf.

An independent Coordinator chairs the FGC meeting; they make sure that everyone is introduced, that everyone present understands the purpose and process of the FGC and agrees how the meeting will be conducted – including, if considered helpful by those present, sharing explicit ground rules. At the end of deliberations, the professionals leave the family to discuss and make decisions, this part is called Private Family Time. It is Private Family Time that sets FGCs apart from another such meetings. In private, the family members can have realistic discussions about the strengths and weaknesses of the parents, alternative caregivers and the child's needs. The family must work together and decide without the interference or dominance of professionals who may be perceived by the family as thinking they know best. At the end of the private deliberations, the family presents their decision to the social worker and the Coordinator and the decisions are clarified and agreed. Once agreed the family is given some time – typically three months – for the implementation of the family plan. After this time the independent FGC Coordinator convenes another meeting with the family and the social worker to look at the family plan implementation and to explore progress. The family may decide to convene subsequent informal meetings to ensure the family plan implementation remains on track. The FGC process ends with the case closure a few weeks after the review – if the family plan implementation is going according to plan.

In many Anglophone countries the right of parents and children, involved in child protection, to participate in decision-making has been increasingly recognised as best practice and incorporated into legislation and policy

Methodology

A systematic review was undertaken to assess the quality of research on FGC. Systematic literature reviews appraise literature with the purpose of giving a complete, exhaustive summary of current literature that can be reproduced and is relevant to a research question.

The review aimed to address the following research questions:

- Can the FGC model be used effectively in child protection?
- How is social workers' dual mandate implemented in child protection?
- Can the FGC model be used to help social workers manage their dual mandate?

This structured narrative review of the literature was undertaken through searches of academic databases using a series of key words. Most of the literature identified on FGC dates back at least 20 years, when FGC was a new model. Less has been written recently as newer models emerged.

This paper looks at how the FGC model works and contrasts the feelings of social workers working with families involved in the child protection arena with those of the family members. It also considers the FGC outcomes and concludes by summarising key arguments and making recommendations for good practice. This paper reports back on three key themes found in the literature: the perspectives of social workers involved in child protection issues; the perspectives of families involved in child protection issues, and the outcomes of introducing the FGC model.

Social workers' perspectives on child protection involvement

In many Anglophone countries the right of parents and children, involved in child protection, to participate in decision-making has been increasingly recognised as best practice and incorporated into legislation and policy (Darlington *et al*, 2012). However, despite the demonstrated benefits of parental participation (Farrell, 2004, Darlington *et al*, 2012, Munro, 2011), factors related to the complex nature of child protection work make it difficult to translate the ideals of participation into reality (Farrell, 2004). Social workers have legal responsibilities to protect children from harm and pressures to do so within predetermined timescales (Maiter *et al*, 2006; Munro, 2002). Practitioners are expected to act in the best interests of their clients, but their complex roles can mean it is necessary for them to adopt an accusatorial stance (Darlington *et al*, 2012).

Connolly and McKenzie (1998) allude to the difficulties faced by child protection workers in balancing the rights and demands of parents with the protection of children. They acknowledge that much child protection work takes place under increasing public scrutiny and often involves ambivalent, if not adversarial, relationships with parents and families. Central to the debate about what constitute effective and ethical child protection practice has been 'public disclosure of high-profile cases involving deaths of children' (Ferguson, 2011, p.3) and negative reporting in the media. This has led to social workers' reputational authority being reduced. This reduction of authority has led to the diminishing of the social workers' sense of authority, voice, and skill and in their ability to exercise authority (Munro, 2002; 2011). To date, in all high-profile UK child deaths related to a child protection issue that the researcher looked at (Victoria Climbié, Daniel Pelka and Peter Connerly), there has been no indication that any of the social workers involved had convened an FGC or a similar meeting. Such a meeting would have alerted the extended family network and explored their concerns about the welfare of a child.

Ney, Stoltz and Maloney (2011) reflected on a 2005 study by Holland *et al*, which found that despite social workers' commitment to the ideals of FGC, social workers can find it difficult to change the power relations and to trust families to formulate their own plans. The authors concluded that 'there can be a fine line between a professional outlining her concerns at the start of a meeting and imposing an agenda and preferred solution on the meeting' (p. 61). Darlington and Healy (2009) have also explored the 'inherent tensions' involved in working from a participatory framework in child protection. Social workers have traditionally had a role where they control the direction of the work. In the case of FGC, social workers must release that control to allow families to direct what is best for them and the child under consideration.

While there needs to be a level of concern about serious abuse and neglect, there also needs to be awareness that many of these families are struggling with a problem. Often this is a problem of poor parenting but not necessarily at the level where the law and compulsion should be engage

Families' perspectives on child protection involvement

It is the relationship between social workers and families that determine the level of involvement of families in the child protection process. When families have a positive relationship with the social worker, they feel encouraged to participate in the process. Many families report a fear and stigma of having statutory child protection services involved and of 'shuddering feelings' as they enter child protection conferences, where they feel they have no say (Dale, 2004). In previous studies on families' perceptions of social services, parents perceived social workers as being judgemental, uncaring, lacking in understanding, denigrating, labelling, or treating them as guilty until proven innocent (Maiter *et al*, 2006). This is in stark contrast to how families feel about being involved in FGC which 'in practical terms, feels different to participants when compared to other sorts of meetings. The difference stems from the principle that the meeting is for the families and it is their time rather than the professionals time' (Marsh, 1996 p.121). In a study by Fischer *et al* (1986, in Maiter *et al*, 2006) some parents felt social workers did not seem to understand the difficulties they were facing with their child's behaviour; and when social workers tried to normalise behaviour that parents found problematic, e.g. teenagers displaying very challenging behaviour, parents felt that they were being judged as incompetent. Having such feelings and perceptions in the child protection process disempowers families.

Munro (2011) echoed these negative feelings that some families have about social workers and the child protection process. While there needs to be a level of concern about serious abuse and neglect, there also needs to be awareness that many of these families are struggling with a problem. Often this is a problem of poor parenting but not necessarily at the level where the law and compulsion should be engaged. Further, Munro (2011) argues that the main challenge is that many families are terrified that they will be judged negatively instead of being given help.

FGC outcomes

There is no simple answer to the question of evidence of the effectiveness of the FGC model. The literature suggests that this depends on several factors i.e. the relationship of all the parties involved and the nature of the issues themselves. Principally it depends on the efficacy of professional practice in the FGC process, the time and commitment devoted to FGC preparation, how the FGC was managed and how the family was supported after the FGC conference.

As Pakura (2005) asserts, the success of the FGC process depends on many factors. When professionals are doubtful about the importance or competence of the extended family, they often fear losing control in decision-making and thereby disenfranchising the family. In such circumstances the FGC process is likely to fail or there will only be token agreement about outcomes. Child protection workers need to understand how parents experience and negotiate intervention if they are to help them engage with child protection plans. Policy makers also need this understanding if they are to design services that parents experience as valuable.

Conclusion

Children are sometimes hurt within the family network. Family Group Conferencing is an alternative model to work with families in these circumstances and has a democratising potential in that it gives families a chance to participate in decision-making. The FGC take place within a political context as does all social work. Decisions made in one context and time may be acceptable, but the same decisions taken in a different context may be called to scrutiny and challenge. Dominant discourses and ideologies (shaped by the current political system), as well as institutional arrangements (i.e. current discourse on child protection), shape how FGC is implemented. The child protection process power is very heavily weighted towards the state and its statutory authority, mainly due to the need for control to protect children. The concept of partnership is severely tested within this context. Shared decision-making can create considerable anxiety for social workers as they attempt to strike the right interceptive balance, and social workers know that getting the balance wrong can have serious safety implications for the child (Connolly & McKenzie, 1998). Social work is unlikely to ever be based on equal power relationships due to the nature of work in the child protection arena and the primary need to protect the children. But it is possible to positively engage with families in the child protection process through using emancipatory practice in the form of FGC.

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GOING EYE TO EYE

The impact of camera angles in learning videos on the perception of teaching excellence and emotional connectedness of students in the creative industries

The Teaching Excellence and Student Outcomes Framework in England, and parts of Wales and Scotland, has put an increased emphasis on the importance of students' perception of teaching quality in Higher Education (Ashwin, 2017). This has seemingly resulted in a disparity between disciplines within Higher Education institutions, with subjects associated with the creative industries, such as Design and Communication Studies, traditionally scoring worse for teaching and learning in the National Student Survey compared to other disciplines (Burgess, Senior & Moores, 2018). Possible explanations for this range from the pedagogic culture in creative subjects to personality traits emphasised in the creative industries. Irrespective of precisely what causes the disparity between disciplines, the reality is that the comparably lower score with regard to perceived teaching and learning excellence has put additional pressure on educators within creative industries subjects to identify and apply novel teaching and learning approaches in order to boost the (perceived) teaching quality.

Generation Z, those born in or after 1995, currently makes up the majority of undergraduate students in the UK's Higher Education institutions. This socio-demographic cohort exhibits a distinct desire for 'educational opportunities that use technology and visual media' (Mohr & Mohr, 2017, p.92); thus, furthering the continuous production and integration of video content in Higher Education as part of online, hybrid and collaborative learning environments. The advantages associated with the use of video content from a student's point of view are manifold and include the 'thinning of classroom walls' (Siemens, Gašević & Dawson, 2015, p.205), as well as the enabling of students to re-visit and re-view classroom material more independently.

According to Hansch and colleagues (2015, p.4), 'talking head videos' – that is, videos featuring one or more presenters talking at the camera – are amongst the most widely used audio-visual content in online learning settings. This presenter-centred content can facilitate a connection between the presenter and the audience, adding 'nurturing value' (Koumi, 2006, p.46) to the educational environment, which facilitates a connection with students and improves student engagement and motivation (Guo, Kim & Rubin, 2014; Hansch *et al*., 2015). All of these aspects have been identified as playing a key role in students' evaluation of teaching quality (Su & Wood, 2012).

Creating video content

When it comes to the creation of video content, it appears to be the exception that presenter-centred videos are produced in a professional film studio environment. The production at brick and mortar institutions rarely falls within the responsibility of a centralised department, but is, instead, often subsumed into the responsibilities of individuals or course teams without specialist equipment or training. The use of built-in cameras in laptops and desktop computers to record videos for educational purposes has, therefore, become commonplace (Berger, 2019). This, however, might have unintended consequences for the perceived teaching quality, as the material produced by educators might not be developed using any media-based principles. Indeed, research has repeatedly shown that one key area, the camera angle, has a distinct impact on how audiences perceive video content and how emotional connections with people on screen are formed (Schwender, 2001).

Ramlatchan and Watson (2017) investigated, amongst other things, camera angles in learning videos – comparing the impact of high angle and eye level shots on instructor credibility and immediacy. The authors concluded that videos featuring an eye level shot were significantly better received by students compared to those shot at a higher angle. The study did not include lower camera angles, which might seem surprising, as the established use of laptops and desktop computers for the recordings of learning videos likely results in such shots. Low shot angles often trigger feelings of inferiority and powerlessness in audiences (Schwender, 2001). In the context of students' perception of teaching excellence, this might be particularly concerning, as learning partnerships with mutual respect between learners and teachers are paramount (Fried, 2001).

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Given that teaching is a 'profoundly emotional practice' (Su & Wood, 2012, p.151), and that it is essential for excellent teaching to have 'a capacity to forge meaningful connectedness' (ibid.), it might be that certain camera angles in learning videos improve or hinder the connection with students. This paper contributes to the on-going discussion by examining the impact of low shot and eye level camera angles in learning videos on students' perception of teaching excellence and emotional connectedness. Due to the specific challenges arising from the introduction of the Teaching Excellence and Student Outcomes Framework, the focus of this study is on the creative industries within Higher Education.

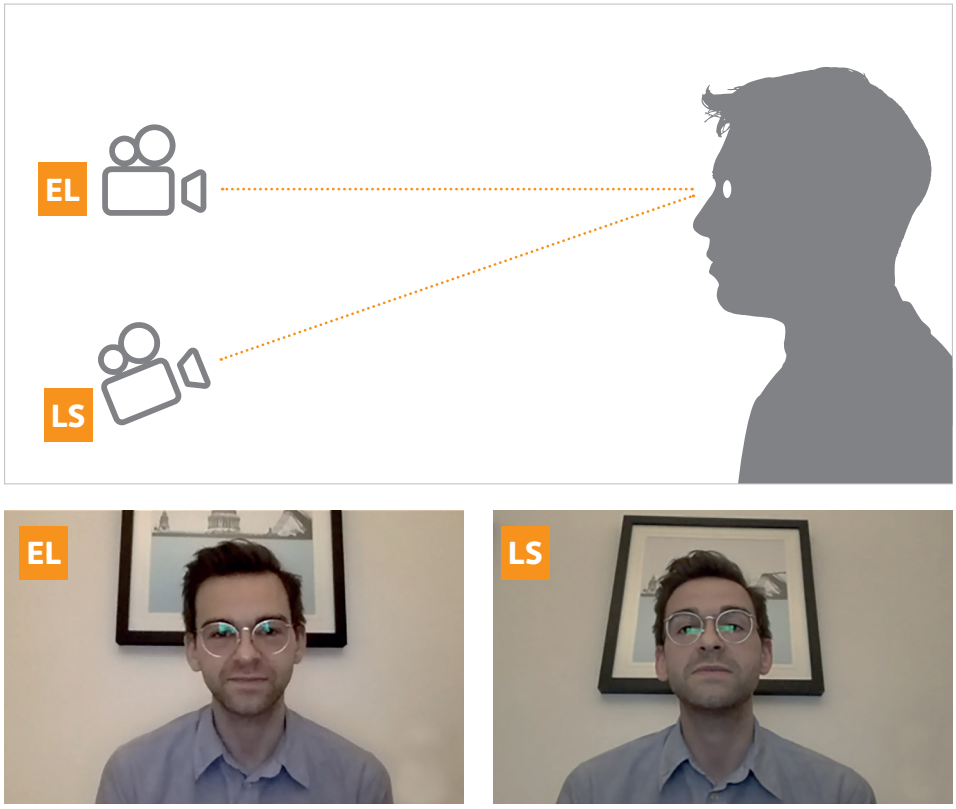

FIGURE 1 The investigation material consisted of two learning videos, which were identical except for the camera angle

In the eyes of the participants, a good lecturer, irrespective of whether they are in a face-to-face or online learning environment, must be a dual expert with both 'knowledge about the industry [and] about how to teach'; whilst at the same time 'not [being] patronising', that is, interacting with students in a respectful manner

Research design

Two short learning videos were produced, using two identical cameras for one low shot version and one eye level version of otherwise identical talking head videos (see Figure 1). Each video had a duration of 4 minutes and 55 seconds and discussed the concept of 'Unique Selling Proposition'; which included a selection of definitions, application strategies, advantages and limitations of the concept, as well as current industry examples. Whilst the eye level camera was adjusted according to the presenter's real-life eye level, the height of the low shot was selected to replicate an in-built camera in a 14" laptop.

After their creation, the two videos were shown to and discussed with two academic colleagues from the London School of Film, Media and Design at the University of West London who regularly produce learning videos as part of their own teaching practice. The purpose of this pre-test was to establish the appropriateness of the investigation material as a typical representation of a short learning video within the creative industries. Both colleagues independently confirmed the suitability of the investigation material, resulting in no changes to the videos for the final data collection.

Based on Schwender's (2001) investigation into audience perception and Reysen's (2005) Likability Scale, 13 open-ended questions were created. Before the final data collection, a pre-test regarding question comprehension took place with two undergraduate students (not part of the final sample), resulting in minor rewording of one question in order to improve clarity. Subsequently, two focus groups with full-time second year undergraduate students from the University at West London were conducted on 20 March and 12 April 2019 at the University's St Mary's Road campus. The first focus group comprised six Advertising and Public Relations students (4 female / 2 male). The second focus group comprised eight Media and Communications students (4 female / 4 male). Both courses typically feature face-to-face learning environments, but occasionally incorporate learning videos in their Virtual Learning Environment, enabling students to revisit and review content outside of their weekly classes.

During each focus group, the participants were initially split evenly into two sub-groups at random. Each sub-group was shown and discussed either the eye level or the low shot video, before merging into one group. The focus groups were audio recorded and the data subsequently analysed, using qualitative content analysis. To ensure anonymity, each participant was assigned a letter from A to N (the corresponding participant letter is indicated after each quotation).

Results

In the eyes of the participants, a good lecturer, irrespective of whether they are in a face-to-face or online learning environment, must be a dual expert with both '*knowledge about the industry [and] about how to teach*' (E); whilst at the same time '*not [being] patronising*' (C), that is, interacting with students in a respectful manner. A sense of humour was also repeatedly pointed out as '*very important to keep (…) engaged during a class*' (G) and to be able to build a good rapport with students.

Regarding the learning videos, the groups unanimously agreed that the low angle shot 'looked patronising' and felt 'more informal' compared to the eye level shot, which was perceived as 'more professional'

Regarding the learning videos, the groups unanimously agreed that the low angle shot '*looked patronising*' (I) and felt '*more informal*' (B) compared to the eye level shot, which was perceived as '*more professional*' (A). Although the presenter's body position was pointed out to appear more relaxed in the video featuring a low angle, this was not seen as a positive by all students, but amplified the perceived unprofessionalism, with several participants in both groups characterising the video as '*too relaxed*' (F), '*unserious*' (A) and '*sloppier*' (L).

Despite being more critical overall of the low angle shot, some students acknowledged that this reflected what they were familiar with from traditional face-to-face learning environments; however, participants' responses indicated that the reception of learning videos might be less influenced by their knowledge of classroom settings rather than the consumption of other video content in their spare time. '*Our generation watches a lot of YouTube and videos like that, it's always on [eye-level], whereas in the class (…) the teacher stands in the front and we are sat (…) But this is different. We've learned so much with video content and it is more on our level; when it's a lower angle, it's not necessarily on our level*' (C).

Neither of the camera angles were found to convey enthusiasm or motivate viewers to engage further with the content; both aspects, however, were pointed out as '*definitely important*' (M) for a good lecture. '*If I was doing a course and I was watching those sort of videos every single week, I'd lose interest in the course*' (L). '*I'd click on it, watch it for 10 seconds and then completely off-click it*' (N). '*You're facing a screen and you're watching someone talk directly at you. And obviously, you get that in real life experience when you go to a lecture, but that's more engaging than this*' (B).

Overall, participants from both groups seemed to question the use of presenters in learning videos, finding the experience '*a bit unsettling, starring at someone who is staring back at you (…); I felt uncomfortable*' (I). '*Why do you need to show your face? Just show some visuals*' (F). It also seemed, there was an additional level of scrutiny of both the presenter and the content in learning videos compared to face-to-face learning environments. '*It's the small things that bug me here (…) and in all videos that I see online, to be fair. In class with a lecturer, I'd probably not even notice*' (K). '*In videos, these things are more obvious*' (B). In terms of consumption situations, students agreed

that the implementation of presenter-centred learning videos within a face-to-face learning environment was not desirable, but an implementation as part of a Virtual Learning Environment might be beneficial for their learning experience. *'I would not want this as part of a lecture (…) but maybe (…) for when I am at home'* (H). *'This could be good for when I revise things between classes, but definitely not in class'* (A).

Inspiration for possible improvements was primarily drawn from social media, particularly YouTube tutorials: '*YouTubers are better at this*' (F). Participants unanimously agreed that what makes social media tutorials more successful than the presented learning videos was the fact that they were '*more like a conversation*' (D), involving interaction and movement on the presenter's part. Participants emphasised the importance of using visuals beyond the depiction of presenters, including '*visual examples*' and '*subtitles*' (A). All agreed that for them, it was crucial '*to make [the video] more of an interesting visual (…) because we have short attention spans anyway*' (B).

There seemed to be an expectation from students in both groups that the creative approach and production quality for learning videos in subjects of the creative industries should apply and reflect the skills that are purportedly being taught to the viewers. '*It's kind of ironic that we're talking about a Unique Selling Point, when the video is completely un-unique and completely not very well designed*' (N). *'Talking about something that is creative in the least creative way possible, I'd think I wasted my time and money'* (E).

Several participants in the second focus group also questioned the use of videos as a suitable mode of delivery for content outside of classroom settings overall, criticising the sequential nature of learning videos and the difficulties arising from navigating and searching for specific information. *'I don't like that I can't just jump in and out easily of a video (…) I'd always have to start again or search for the right stuff for ages'* (G). '*Maybe it would need to be broken down more? So, I can navigate (...); like maybe one-minute soundbites or something*' (M). *'I don't feel [a video] can replace reading a book. It is just way too difficult to go back and forth when I need to hear something again because I didn't get it the first time, or when I am looking for something specific*' (K).

Several participants in the second focus group also questioned the use of videos as a suitable mode of delivery for content outside of classroom settings overall, criticising the sequential nature of learning videos and the difficulties arising from navigating and searching for specific information

Between the two camera angles examined, the findings indicate that an eye level shot appears to positively affect the presenter's credibility and goodwill

Discussion

Between the two camera angles examined, the findings indicate that an eye level shot might be more appropriate for learning videos. Similar to findings from Ramlatchan and Watson (2017), the eye level shot appears to positively affect the presenter's credibility and goodwill; which is in accordance with expectations derived from media theory (Schwender, 2001). An increase in perceived professionalism and decrease in the feeling of inferiority with an eye level angle also corresponds with Fried's (2001) call for a learning partnership and mutual respect between learners and teachers.

However, the findings call into question the use of presenter-centred learning videos overall, with both videos resulting in a lack of perceived enthusiasm, as well as an inability to motivate and engage, all of which were described by participants, and Su and Wood (2012), as key to student's perception of teaching excellence. Further, the eerie perception of presenters talking into the camera, irrespective of angles, appears to decrease approachability; a criterion also identified by Su and Wood (2012) to be important for a good lecture from a student's viewpoint.

The desired emotional connectedness therefore might not be achieved by presenter-centred learning videos alone. A more visual-led approach, or at least enhancements, with an improved mechanism for navigation, could be a more effective way forward, which also coincides with this age group's desire for 'frequent educational opportunities that use technology and visual media' (Mohr & Mohr, 2017, p.92).

Limitation and implications

Due to the nature of the presented insight, based on two focus groups of undergraduate students in the creative industries, additional data from a more diverse student body is required to evaluate the generalisability of any findings. Nevertheless, this study, in combination with Ramlatchan and Watson's (2017) insight, suggests that when it comes to learning videos featuring presenters, an eye-level camera angle should be applied. Although likely not the default position of desktop computer or laptop cameras, the adjustment might be worth the extra effort, particularly considering the boost in importance of students' perception of teaching quality. A more professional approach to the production also appears to be advisable, particularly in light of the added level of scrutiny by students when interacting with video content outside of classroom settings. Creative industries departments within Higher Education institutions interested in supporting their teaching and learning experience with the help of learning videos might wish to consider additional support for academic staff involved in the production process.

The article summarises, and expands on, research undertaken as part of my PgCert in Professional Academic Practice and was presented at the Festival of Teaching and Learning 2019 at the University of West London; where it was awarded first prize.

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SHOULD I STAY OR SHOULD I GO?

Understanding how and why people migrate helps us to see beyond stereotypes and helps move the narrative beyond the deficit model. People don't just move for economic reasons (although that is a very important factor) they also move for issues related to the development of their lifestyle mobilities

What is important is the role of imagination in the decision to migrate. Migration could be about escape: escape from somewhere and something, while simultaneously an escape to self-fulfilment and a new life – a recreation, restoration or rediscovery of oneself, of personal potential or of one's 'true' desires

This article reports on Bulgarian students and migrants' ambivalences towards staying or leaving the UK and the North East of England and discusses how these are the product of a shift from labour mobilities towards lifestyle mobilities.

Understanding migration

Nowadays 'more people are on the move, in search of work, education, love, peace, and home' (Larsen *et al*., 2007, p.245). This may be, as some suggest, because migration is 'a route to a better and more fulfilling way of life, especially in contrast to the one left behind' (O'Reilly & Benson, 2009, p.1). What is important is the role of imagination in the decision to migrate. Migration could be about escape: escape from somewhere and something, while simultaneously an escape to self-fulfilment and a new life – a recreation, restoration or rediscovery of oneself, of personal potential or of one's 'true' desires. Significantly O'Reilly and Benson (2009, p.5) further argue that 'migration is thus aspirational, not only in the sense of what it holds in store for you, but also in terms of what you can become'.

This article reports on some of the key findings of my doctoral work. The overall aim of my research was to critically examine the work, leisure and tourism experiences of Bulgarian migrants and students in the North East of England. I am Bulgarian by nationality so, in examining Bulgarians who migrate to the UK, I have a unique insight as I have both been a student and a migrant and have faced many of the same experiences, challenges and ambivalences. Therefore, my participants and I shared an historical, social and contextual understanding of life in Bulgaria and life in the North East of England. In doing this research I collected extensive empirical evidence gathered using a range of qualitative methods – including focus groups, semi-structured interviews, auto-ethnography and netnography in order to provide evidence that would address the aim of the research as well as the key objectives outlined next.

The aim of the research was addressed in terms of the development of the overall central argument, namely that Bulgarian students and migrants are highly ambivalent about their opportunities in the North East of England. It has been argued that this ambivalence can be understood as a reconceptualisation of the key idea of lifestyle mobilities in terms of the blurring of work, leisure and tourism experiences. Recent studies have highlighted the complex ambivalences of many migrants in different parts of the world in terms of their decision-making and reasoning for both migrating in the first place and for their returning home (Eimermann, 2014). A key aspect of migrants' ambivalence is related to the strength of their pre-migration kinship, friendship and community ties (Ni Laoire, 2007). Post-migration ambivalences imply a dissonance between post-migration experiences with pre-migration hopes and dreams (O'Reilly & Benson, 2009). Some migrants reproduce rather than solve pre-migration concerns which then become important for their post-migration identities (Benson, 2010).

Tazreiter (2019) reports that the notion of ambivalence is developed through the experiences and barriers that migrants face and underpinned by 'emotions, feelings, and attenuations in response to the risks and uncertainties of life' (p.106). Other authors, like Hague (2016), consider ambivalence in relation to hope, which gives it a future-oriented element. At times when migrants might feel uncertain, they can still remain hopeful for the upcoming future. That is why 'being "caught up" in ambivalent feelings and positions does not necessarily mean having a pessimistic view of the future' (Palmberger, 2019, p.87).

My research discusses the extent that place-based ambivalences of Bulgarian students and migrants might lead to either a weakening or a strengthening of social relations both before and after moving to the UK and in further mobilities in terms of return travel and travel elsewhere. The research also looks at how and why people migrate – not just for economic reasons but also for issues related to the development of their lifestyle mobilities. The key objectives of this research were:

1) To critically examine the experiences of employability of Bulgarian migrants and students in the North East of England.
2) To critically examine the leisure and tourism experiences of Bulgarian migrants and students in the North East of England.
3) To critically examine whether these experiences lead to greater connections with the host region, a tendency to return home or ambivalences.

Should I stay or should I go?

The ambivalences of staying or going are fractured by different mobility factors, namely, lifestyles, travel aspirations and work. O'Reilly and Benson (2009, p.1) have reconceptualised labour mobilities as lifestyle mobilities – that is, as a 'route to a better and more fulfilling way of life, especially in contrast to the one left behind'. They also claim that the new way of life could be different from the one searched for by other migrants, such as refugees or asylum-seekers. Lifestyle mobilities are thus seen as an escapist project, searching for 'the good life'. With relatively affluent individuals of all ages, moving either temporarily or permanently to places that are meaningful because, for various reasons, they offer the potential of a better quality of life. Central to this analysis is the development of an understanding of pre-migration experiences, particularly regarding work and initial perceptions of what life might be like after migration.

Bulgarian students and migrants tend not to be affluent migrants, but they are still in search of a good life and something that is perceived to be better than their home environment. Cohen *et al.* (2015) have emphasised that the personal stories of individual migrants in the pursuit of 'the good life' need to be contextualised within wider sociological structures, for example, governmental regulations and the example of Bulgarian students and migrants provides a rich depiction of this in the context of ever-changing UK regulations governing work and employment practices. Cohen *et al.* (2015, p.156) emphasise 'voluntary on-going mobile lifestyles' that blur the boundaries between travel, leisure and migration that destabilise the dichotomies of 'home' and 'away'. The concept of lifestyle mobilities is conventionally understood in terms of an entrepreneurial effort to maintain a mobile lifestyle while working either self-employed or in an industry temporarily in order to fund a different lifestyle (Cohen *et al.*, 2015). 'Lifestyle mobility differs from temporary mobility in that it is sustained as an ongoing fluid process, carrying on as everyday practice over time' (Cohen *et al.*, 2015, p.158). Moreover, unlike permanent migration, lifestyle mobilities do not pre-suppose that there is any intention to stay or return, as the movement is on-going and a return to any identified 'origin' cannot be presumed.

The harsh reality

The reality of working in the North East of England did not go smoothly for the majority of my respondents, and it didn't go smoothly for me either. The problems faced in terms of obtaining permission to work in the UK through the Worker Registration Scheme, as well as numerous negative media campaigns about Bulgarians 'taking' locals jobs, constrained opportunities to work for many Bulgarians. Nevertheless, some respondents found work in the tourism and hospitality industries which, despite their relatively harsh working conditions, allowed a degree of flexibility and 'mobility power' to be held.

Work was usually found though the use of informal contacts rather than through formal agencies, reflecting the difficulties experienced in finding work. As an illustration of the complexity of mobilities, I found that some respondents returned to Bulgaria to gain work experience prior to returning to the UK, whilst for others the lack of employment meant that they would have to return after completion of their studies. Respondents tended to emphasise that the North East of England was not a desired destination but an *ad hoc* destination, a means to an end – namely London. The attraction to the North East was more economic than cultural, in terms of cheaper living and study costs – using this platform to develop new connections to London and elsewhere. In terms of their future work and study plans, the respondents ultimately recognised the draw of London as a place to find work, but many of those that went did not find the lifestyle or the cost of living in London to their liking and returned to Bulgaria or moved elsewhere in Europe, thus using the UK as a 'stepping stone' to future work and travel.

The concept of lifestyle mobilities may involve multiple 'homes', 'belongings' and sustained mobility throughout one's life course and unlike permanent migration, lifestyle mobilities do not pre-suppose that migration is a fixed state

Lifestyle mobilities

The concept of lifestyle mobilities may involve multiple 'homes', 'belongings' and sustained mobility throughout one's life course and unlike permanent migration, lifestyle mobilities do not pre-suppose that migration is a fixed state. However, the example of Bulgarian migrants and students emphasises ambivalence towards mobilities. Some wished to return because of their negative experiences in the UK while others used their experience to develop new mobilities. The return to Bulgaria was emotionally contested. The Bulgarian identity is frequently reinforced through specific leisure practices and specific community connections. Although it has been argued that contemporary technologies allow the temporal and spatial aspects of home and away to disintegrate and to afford a multiplicity of new connections (Hannam *et al*., 2014), contemporary Bulgarians tend to use these technologies to maintain connections with their homes in Bulgaria to the extent that they frequently wish to return to re-settle in Bulgaria or at the very least return frequently.

Nevertheless, the concept of lifestyle mobilities is about escape from somewhere and something – simultaneously an escape to self-fulfilment and a new life in terms of what you may become, and is thus aspirational (O'Reilly & Benson, 2009) and this strongly concurs with both my respondents and my own participation in this migration journey. The tension between reality and imagination in terms of Bulgarian students and migrants' lives is however played out against a wider backdrop of local and international mobilities and migration.

Ambivalent lifestyle mobilities

The ambivalences of Bulgarian lifestyle mobilities were found to have been developed through specific leisure and tourism practices. In particular, I observed how Bulgarians made connections with cultural and heritage tourism sites that were significant in terms of how they remembered home. I then examined the ways in which Bulgarian's engaged with various everyday sport and leisure activities and how this had enabled some to become more embedded within the North East of England as honorary 'Bulgarian Mackems'. However, for Bulgarian migrants, other lifestyle identifiers, such as having children, were significant in terms of the setting of serious priorities and this reinforced a sense of Bulgarian identity as well as class distinction. Bulgarian students, meanwhile, socialised as Bulgarians by forming Bulgarian societies at their universities and sought to distinguish themselves from the British drinking cultures.

In examining the complexity of contemporary mobilities in terms of the ambivalences felt by many students and migrants 'on the move' and their need to be flexible in order to develop their own mobility power and control over their own lifestyle mobilities, my research identified key concepts that help us understand migration in a wider sense. Firstly, the example of Bulgarian students and migrants demonstrates a different aspect of lifestyle mobilities, something that might help us to reconceptualise how the concept of lifestyle mobilities can be understood. Bulgarians are, on the whole, not affluent migrants, but they are in search of 'the good life' and something better than their home environment. Bulgarian students and migrants continually contest their lifestyle mobilities by retaining aspects of their identities and connections with Bulgaria. Moreover, their mobilities are shaped by places as they compare the qualities of different places.

Conclusion

The example of Bulgarian migrants and students emphasises ambivalence towards both economic and lifestyle mobilities such that we need to understand lifestyle mobilities as incorporating economic aspects of labour mobility. Moreover, the notion of ambivalence has been developed in the research as a central aspect of lifestyle mobilities thus reconceptualising it as an ongoing process of lifestyle change: should I stay or should I go?

It has also been noted that there is a considerable lack of research on the leisure and tourism practices of migrants, especially non-elite migrants (Vathi, 2015). The wider literature on the relations between tourism and migration (Williams & Hall, 2000) has focused largely on tourists that become migrants in terms of lifestyle mobilities. My research puts this the other way around and focuses on the tourism practices of migrants (and students) and how these practices are also central to the way in which they may become more embedded within a host culture.

The notion of ambivalence has been developed in the research as a central aspect of lifestyle mobilities thus reconceptualising it as an ongoing process of lifestyle change: should I stay or should I go?

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Lifestyle migration, Leisure experiences, Ambivalence, Mobility

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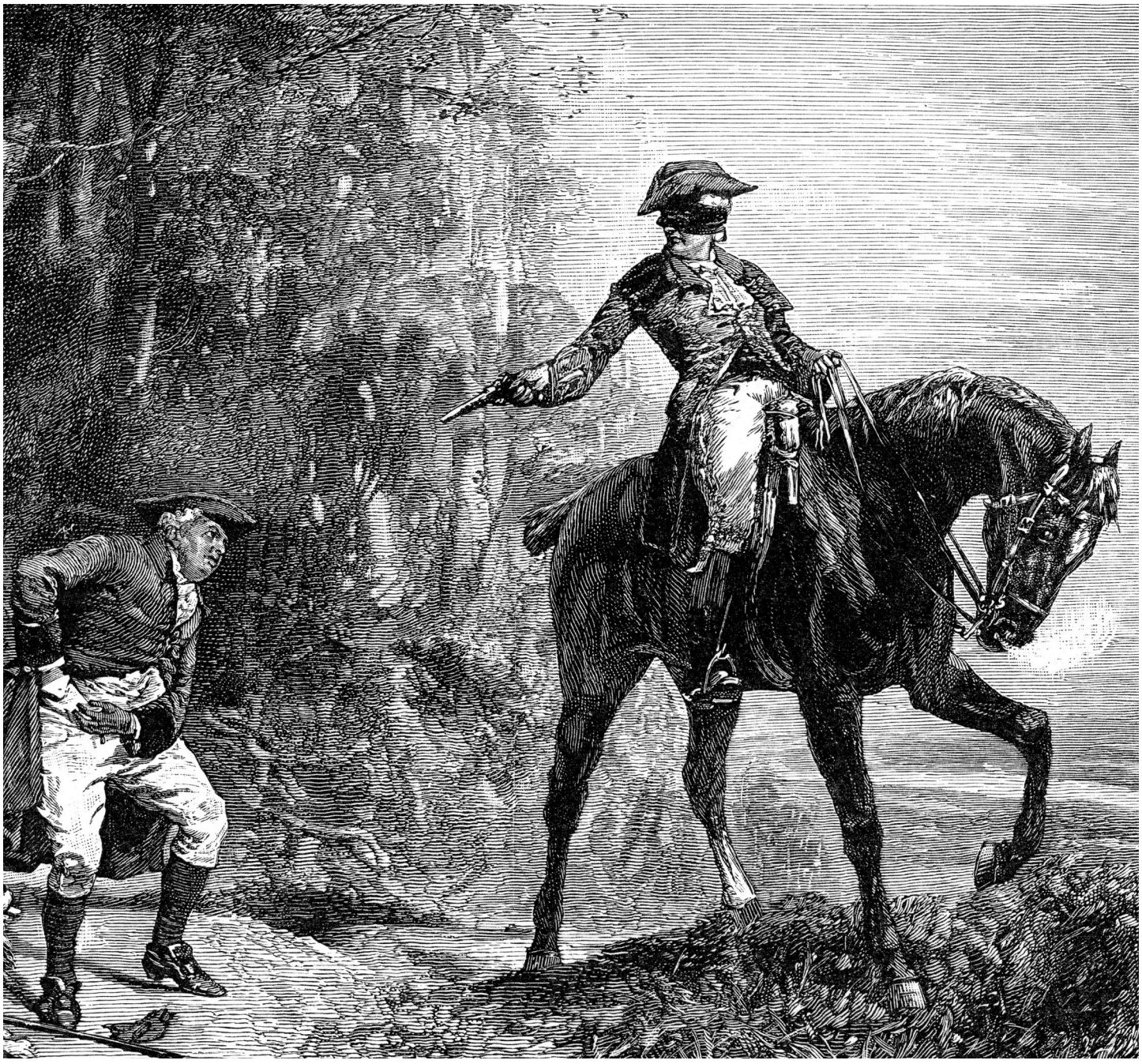
DICK TURPIN: THE PRE-POSTMODERN OUTLAW

The iconography of Dick Turpin, an 18th century Essex butcher turned career criminal, has for almost three centuries undergone a complex process of rehabilitation



Much of the Turpin myth was constructed in visual recreations of his persona in film and comic books, and the Turpin now vividly fixed in the popular imagination is a dashing outlaw swashbuckler with a romantic social conscience. This article examines the Turpin legend and explores the role the British Thriller Library comics of the 1950s has played in the evolution of this mythology

Outlines of an outlaw

Richard Turpin was hanged in York in April 1739 after a ten-year criminal career of deer-poaching, violent burglary, highway robbery, murder and horse-theft. At the time of his capture he was the most wanted outlaw in England, but in a historical context he was unique only in his ability to evade justice, and the scaffold, for as long as he did. He belongs in a pantheon of glamorised highwaymen of the 17th and 18th centuries, a subset of criminal society which included the royalist exiles Claude Duval and James Hind, for whom the execution of Charles I in 1649 produced 'the ultimate identification of authority and criminality' (Mackie, 2014, p.76).

Duval and Hind were rumoured to have been particularly successful with women; Duval is believed to have danced with a young lady whose carriage he robbed, and to have provided the musical accompaniment with his own fair voice. The encounter was eternised by the painter William Powell Frith in 1859: Duval has his back to us, arm raised 'en Haut', but the composition directs us to the face of his quarry, whose eyes are glazed with the ecstasy of delighted submission. The exploits of these so-called 'gentleman robbers' were also immortalised by John Gay in his hugely successful *Beggar's Opera* of 1728, and in the popular collections of criminal 'histories' of the early to mid-18th century. These compendia, with their long, evocative titles, were based in part on the chapbooks written by the orderlies of Newgate prison. The chapbooks detailed, with some accuracy, the chronology of the criminal lives of the condemned and their reflections in the hours and days leading up to their executions, but by the time they had been plagiarised and refashioned as catalogues of criminal histories, these narratives had been embellished with the raffish ornamentation of artistic license.

The editors of the compendia – probably including an early-career Daniel Defoe – also found it difficult to resist stitching the tales together with a thread of moralising disapproval. The editor of one of these collections, a 'Captain Alexander Smith' (Defoe's rumoured nom-de-plume), hoped 'it may be of use in correcting the errors of juvenile tempers devoted to their passions, with whom sometimes danger passes for a certain road to honour, and the highway seems as tempting to them as chivalry did to Don Quixote' (Smith, in Hayward, 2002 [1735], p.28). Whether the readers of these tales consumed them for moral nourishment or for the vicarious thrill of voyeuristic spectacle is open to question. But the public appetite for tales of roguery had been stirred, especially by characters whose criminality was distilled in print as small but heroic rebellions against the unfair distribution of wealth.

Many, like Turpin, began their criminal careers in violent gangs, but there is little narrative heroism to be found in the grim details of torture and mutilation that characterised the brutal, gin-fuelled burglaries on the outskirts of London of the 1720s and 30s. Turpin himself was a large, aggressive man, with a face disfigured by smallpox; his literacy and intelligence allowed him to avoid capture for several years, but he was caught because of a thuggish act of petulance: after shooting his neighbour's rooster, seemingly for his own amusement, he then threatened to blow the head off the chicken's understandably indignant owner.

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The Turpin myth

There is little of the historical Turpin to like, but by the time the history of his life had been printed in the first *Newgate Calendar* in 1779 (a sort of 'greatest hits' compilation of the earlier compendia), the anonymous author had embroidered an important aesthetic detail that did not appear in any of the histories published soon after Turpin's death in 1739. The *Calendar's* biography of Turpin adds: 'The spectators of the execution seemed to be much affected at the fate of this man, who was distinguished by the comeliness of his appearance' (anon., 1779). At a stroke, in one sentence, Turpin becomes a handsome composite of every extant highwayman mythology, and is transfigured from barbarous hoodlum into charismatic martyr.

But it would be nearly 60 years before this transfiguration was fully exploited. A series of Criminal Reform Acts in the 1830s had recalibrated society's attitudes to unlawful behaviour, and many of the crimes Turpin and his ilk had committed were no longer punishable by death. The 1830s and 40s also saw the rise of the Newgate novel – heady escapades which refashioned the criminal lives of the Newgate Calendar into rip-roaring adventures of chivalry and romantic conquest.

William Harrison Ainsworth's *Rookwood* features an extended cameo of Richard (now 'Dick') Turpin, an edgy but loveable rogue who fraternises with Romany gypsies and completes an impossible overnight ride to York on a magnificent but fictitious black horse. Ainsworth eulogizes this phantom as if it were a real but extinct idiosyncrasy of an idyllic Chaucerian England. 'With him expired the chivalrous spirit which animated successively the bosoms of so many knights of the road' Ainsworth gushes. 'With him died away that passionate love of enterprise, that high spirit of devotion to the fair sex' (Ainsworth, 1834, p.164).

The myth endures

Yet Turpin's posthumous celebrity was really only just beginning. Cheap chapbooks of folk tales and legends, some with rudimentary woodblock illustrations, had been popular for several centuries. But by the middle of the 19th century, steam-powered printing presses were revolutionising the commodification of the written word and allowing short, entertaining stories to be consumed cheaply and widely.

This was the era of the penny dreadfuls, and the longest-running serialisation by any author to date. Edward Viles' *Black Bess: The Knight King of the Road* (c.1886) took Ainsworth's novel as its inspiration and stretched the Turpin mythology across 254 volumes in five years, complete with illustrations and covers by the prolific Robert Prowse. It even shoehorned a guest star, the nephew of Claude Duval (who had hanged 35 years before Turpin's birth) into the story for good measure.

At the end of the 19th century the penny dreadful had spawned 'libraries' of outlaw adventures with vivid, chromolithographed covers. Turpin had his own 'library' for most of the first decade of the new century, printed by the Aldine Press, and is given a red coat for the first time, an anomaly I will return to later. These tales reappear as pocket-sized threepenny novels in the interwar years, but with a single, meagrely drawn illustration. At the same time, manufacturers like Lambert & Butler were releasing collectible cigarette cards featuring a rogues' gallery of pirates and highwaymen: miniature snapshots of a lush world of glamorous malefaction. It wasn't until the post-war years that Turpin was finally brought to life in comic strips that could do real justice to the evolving perversion of his history.

The thrill of the swashbuckler

The young readers of post-war Britain wanted heroic icons that denoted the dynamism and vigour of a bright new age: the era of the cinema swashbuckler. Dick Turpin had already appeared on the big screen in various guises since the first silent films, and was a mainstay in the imaginations of British youth. But until the Second World War, the movie swashbuckler and the comic 'funnies' were rivals for the attention of the same pocket money.

In the late 1930s, the Scottish publisher D.C. Thompson had successfully collected a cluster of different comics strips in one volume in the *Dandy* and the *Beano*, with an emphasis on slapstick visual humour. But in the 40s, US imports and reprints such as the Alex Raymond phenomenon Rip Kirby and notorious horror comics like *Tales from the Crypt* were at the same time inspiring British writers and artists to re-evaluate the potential of the medium, and terrifying parents and teachers into mobilisation and organisation of the forces of censorship. Out of this convergence, *Eagle* was born – an inspired land grab of both the exhilarating and the wholesome which proved hugely lucrative. As James Chapman observes, 'Eagle was formed within the historical conditions and ideological discourses of post-war Britain – the period of the twilight of empire and the founding of the welfare state – and it was imbued with a strong sense of national identity and social responsibility' (Chapman, 2011, p.53). Eagle's success set the tone for the 1950s comics market, and its competitors needed to produce cheap alternatives that mirrored its register but offered an alternative focus in their storytelling.

Alfred Harmsworth's Amalgamated Press, which had acquired the rights to the stories in Aldine's *Dick Turpin Library*, launched their own *Thriller Picture Library* in 1951. The stars of these series were Turpin and Robin Hood, whose serials ran until the end of the decade. Their brash celebrations of monarchy and chivalry can be seen as self-conscious articulations of a nation reasserting its identity as a relevant global power; Britain's former territories had begun to fight for, and gain, independence from the crown, fears were coalescing around the rising power of the Soviet Union, and the protagonist of the swashbuckler, as Chapman puts it, was 'invariably cast in the role of protector of the state against tyranny and subversion' (Chapman, 2011, p.85).

In order to create the rather otherworldly visual tone of an imagined, picaresque England, Amalgamated hired a number of Italian artists from the renowned Milan studio of Rinaldo D'Ami, and the famous British painter Septimus E. Scott, whose vibrant, muscular work was widely recognisable in First World War propaganda material and the railway company posters of the 1920s. Though a rare eye-witness description of Richard Turpin in the 1730s has him dressed in a blue coat, he has almost invariably been painted in the luxurious regimental red of a mid-18th century Royal Dragoons cavalry officer. The cheap, hematite rust red of infantry uniforms had been a standard since Cromwell's New Model Army of the 17th century, but the bright lust-red of the expensive cochineal beetle was reserved for the officer class and above. It is in these covers that the pseudo-military DNA of the Turpin myth rises strangely to the surface – this Turpin is an outlaw, but he is also an officer and a gentleman, with all of the accompanying skillsets that this symbiotic antagonism affords him.

The amorphous legend

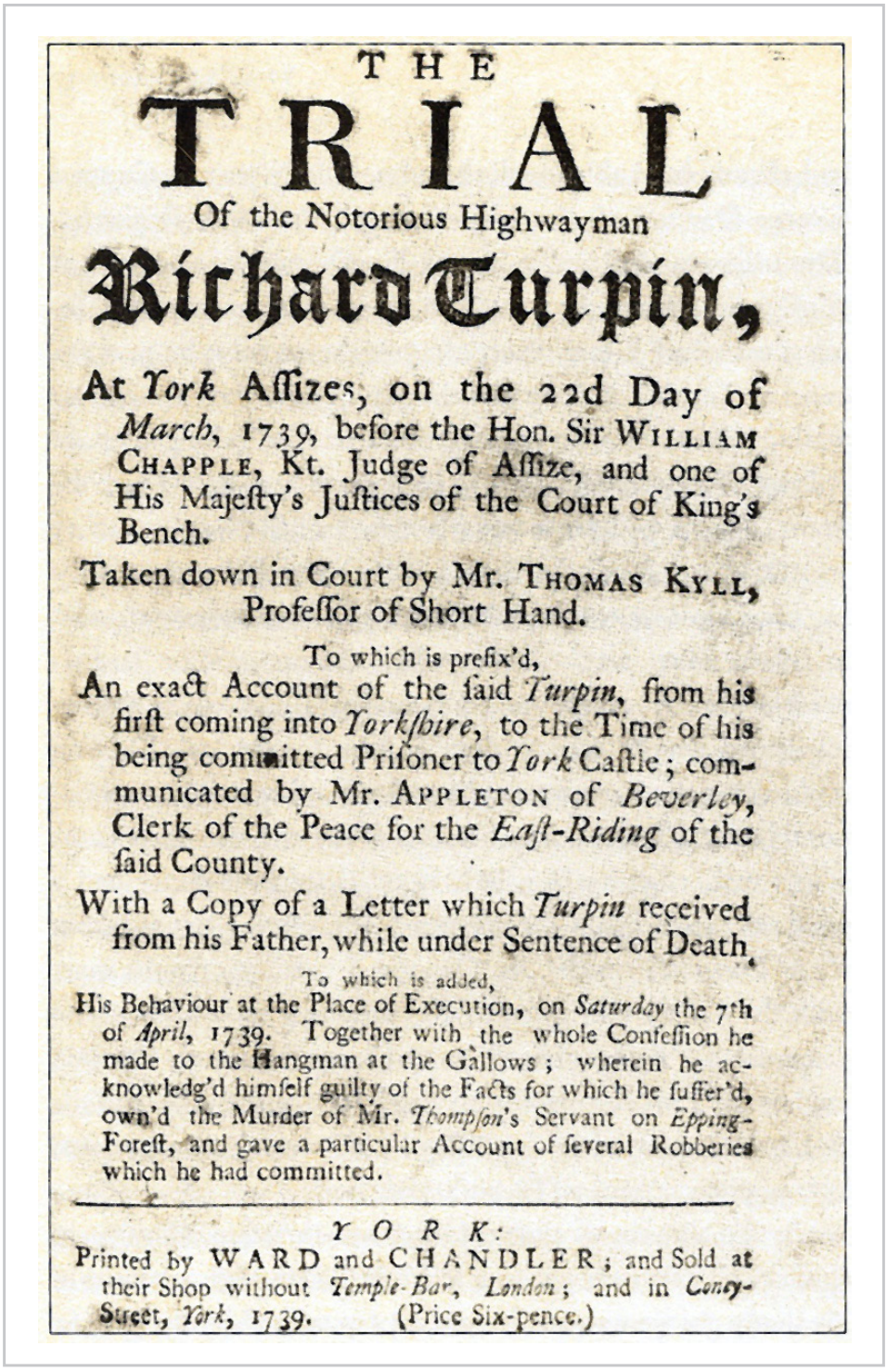
The *Thriller Library* Turpin is both the able swordsman of the Errol Flynn swashbucklers and the pensive measured detective of Arthur Conan Doyle: part Robin Hood, part Sherlock Holmes, in adventures which feature, early in the series, run-of-the-mill vignettes of gallantry and social redress. In a 50s Britain insecure and reactionary in the face of increasing immigration from Ireland and the former colonies, broad, aggressively negative racial stereotypes predominate in its popular culture. Turpin is assisted by a fat Irish inebriate called Jem and a comical 'African' known as Beetles, a character played by Britain's first black film star, Ernest Trimingham, in the 1912 silent picture, *The Adventures of Dick Turpin – The King of the Highwaymen*. Both characters speak in the distilled vernacular of the subaltern 'other': the voices of the oppressed and colonised re-purposed for slapstick effect as loyal and grateful allies to the Empire.

The Dick Turpin Thriller Library becomes increasingly odd and transgressive as it nears its end, sensing, perhaps, the postmodern upheaval to come, and responding to a changing readership hungry for the gothic, the monstrous and the supernatural. 'Captain' Turpin was now paired in a charged but chaste partnership with a svelte female crime-fighting outlaw called Moll Moonlight (a nod to the popularity of the 1945 movie swashbuckler *The Wicked Lady*), and pitted, in increasingly tongue-in-cheek storylines, against the peculiar and sinister new villain Creepy Crawley, a royal grenadier turned traitor. In *Dick Turpin and the Castle of Peril* (1958), for example, a schizophrenic mash-up of Dracula, King Kong and Red Scare paranoia, Dick and Moll travel to a castle in the wilds of Scotland to confront the evil Russian Count Vronsky and a 100 million year-old defrosted Siberian giant with the strength of twenty men. In the climax, the giant turns on Vronsky, the two plunge to their death from the battlements, and the indebted locals rush to venerate Dick and Moll for ridding them of the strange Soviet menace.

Legacy of an outlaw

Where does this 1950s Turpin sit in the contested space of comics criticism? Irving Howe is dismissive of comic characterisation, which he says 'consists of persistent identification of each name with an outstanding personality trait' and that 'the deepest identification we can feel towards a mass culture hero… is ultimately with our role of social anonymity' (in Heer & Worcester, 2009, p.48). Robert Warshow is less vituperative, conceding that 'perhaps the worst thing [comics] do is meet the juvenile imagination on its crudest level and offer it an immediate and stereotyped satisfaction' (Ibid., p.76). But as Leslie Fielder remarks, 'it is here we begin to see that there is a politics as well as a pathology involved in the bourgeois hostility to popular culture' (Ibid., p.130). Like the character fighting the Siberian giant, Turpin is as much a cypher for the Nietzschean übermensch as he is for Umberto Eco's 'parsifalism' and the 'mythic chastity' that protects the superman from the passage of time.

The Thriller Library
Turpin is both the able swordsman of the Errol Flynn swashbucklers and the pensive measured detective of Arthur Conan Doyle: part Robin Hood, part Sherlock Holmes, in adventures which feature, early in the series, run-of-the-mill vignettes of gallantry and social redress



THE
TRIAL
Of the Notorious Highwayman
Richard Turpin,

At *York* Aſſizes, on the 22d Day of *March*, 1739, before the Hon. Sir WILLIAM CHAPPLE, Kt. Judge of Aſſize, and one of His Majeſty's Juſtices of the Court of King's Bench.

Taken down in Court by Mr. THOMAS KYLL, Profeſſor of Short Hand.

To which is prefix'd,

An exact Account of the ſaid *Turpin*, from his firſt coming into *Yorkſhire*, to the Time of his being committed Priſoner to *York* Caſtle; communicated by Mr. APPLETON of *Beverley*, Clerk of the Peace for the *Eaſt-Riding* of the ſaid County.

With a Copy of a Letter which *Turpin* received from his Father, while under Sentence of Death.

To which is added,

His Behaviour at the Place of Execution, on *Saturday* the 7th of *April*, 1739. Together with the whole Confeſſion he made to the Hangman at the Gallows; wherein he acknowledg'd himſelf guilty of the Facts for which he ſuffer'd, own'd the Murder of Mr. *Thompſon*'s Servant on *Epping*-Foreſt, and gave a particular Account of ſeveral Robberies which he had committed.

YORK:
Printed by WARD and CHANDLER; and Sold at their Shop without *Temple-Bar*, *London*; and in *Coney*-Street, *York*, 1739. (Price Six-pence.)

The postmodern highwayman

The spirit of Dick Turpin was to return in the eponymous late 70s British television series as a social crusader – a flicked V sign to Thatcherism hidden in a rollicking Saturday teatime family drama – and in the quasi-pirate new romanticism of 80s pop star Adam Ant. Turpin has been repeatedly reconfigured for purpose in this way; his modern incarnation is fashioned for modern desires. He lives in an odd purgatory, neither alive nor fully dead in the public consciousness, an icon of reinvention who inhabits no fixed point in our imaginations.

'For all his relative coherence,' says Lincoln Faller, 'the heroic highwayman is still something of a shifting and indeterminate figure… he swims in and out of focus as he moves through his texts, and it is finally this significance that determines his usefulness as a cultural symbol' (Faller, p.175). But like the multi-slice imaging of a cultural scan spanning three centuries, an attentive examination still reveals much about the physiology of a rich and enduring myth. From England's most wanted gangster to literary object of desire, from pulp fiction hero to swashbuckling pop culture heartthrob, he has survived these disparate stages of pre-postmodern commodification with his enigma intact. A Dick Turpin for the 21st century can now come out of hiding.

'For all his relative coherence,' says Lincoln Faller, 'the heroic highwayman is still something of a shifting and indeterminate figure… he swims in and out of focus as he moves through his texts, and it is finally this significance that determines his usefulness as a cultural symbol'

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Title of thesis
A qualitative enquiry into the threshold of acceptable behaviour on the internet: Perceptions of police officers and prosecutors on the barriers to successful investigation and prosecution of cyberstalkers

Research has demonstrated that cyberstalking can have a psychological, emotional, and financial impact on victims. However, little is known about how police officers and prosecutors perceive the threshold of acceptable behaviour on the internet. This is despite the fact that there is clear evidence that cyberstalking can, in extreme cases, lead to the murder or suicide of victims. Ori's PhD thesis investigated the difficulties that London police officers and prosecutors perceive hinder them in the investigation and prosecution of cyberstalkers. In doing so, Ori identified their shared perceptions of the thresholds for distinguishing rudeness, abuse, and unpleasant comments on the internet from cyberstalking.

Ori's thesis develops our understanding of the experiences of police officers and prosecutors in London by identifying the factors that police officers and prosecutors feel prevent them from investigating and prosecuting cyberstalkers. Specifically, Ori investigated the extent to which a perceived lack of knowledge impacts on the prosecution of cyberstalkers and the measures that are taken by police officers to acquire the knowledge they lack; how issues of anonymity and lack of resources might affect the effective risk assessment of victims of cyberstalkers, and the impact of the perceived lack of resources on the investigation and prosecution of cyberstalkers.

Ori's research indicates that police officers and prosecutors face six specific law enforcement challenges which impede the investigation and prosecution of cyberstalkers. In particular, cyberstalkers breaching restraining orders, victims not implementing risk assessment safety measures and underreporting by victims were highlighted in Ori's research as major concerns which prevent police officers from protecting victims. Further, the research established that police officers and prosecutors feel that there are several determinants of the threshold of acceptable behaviour on the internet – demonstrating that there is no perceived single accepted threshold of online behaviour.

The unique contribution of Ori's research is to explore the relationship between the investigation and prosecution of cyberstalkers and the risk assessment of victims and offenders. The research makes a number of contributions to the body of knowledge on the investigation and prosecution of cyberstalkers in domestic violence cases especially. From a risk assessment perspective, it provides the experiences of police officers and prosecutors as primary law enforcement officials tasked with bringing cyberstalkers to justice.

Ori's research also has important policy implications as it established that specialist training which focuses on the risk assessment of mentally ill cyberstalkers who require medical assistance is required to enable police officers to promptly identify such offenders on arrest. In particular, Ori's research calls for the introduction of measures which will enable police officers to identify, monitor and manage the risks posed by anonymous cyberstalkers – especially to victims.

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