

The Sir Richard Stapley Educational Trust NEWSLETTER 2017



From the Chairman

One pleasure of involvement in Trust is the hope that we help those who become our scholars to the successful completion of their choice of further degree. Application forms can give us a flavour of personality, but it is particularly rewarding when we can meet in reality. In November 2016 I attended a splendid semi-staged performance of Handel's Theodora at the RCM, starring two Stapley scholars: Jennifer Coleman as Theodora herself, and Mark Biggins, who conducted. It was most enjoyable and highly professional. We really appreciate it when scholars let us know about such events.

This year we have welcomed Roger Pegum to the Trusteeship. With a background in academic accountancy, he has taken over the role of treasurer from Jane Dancer, who is now vice-chairman. We still seek a trustee who can contribute expertise in the humanities, an important matter because, as you see below, studies in the humanities are the objective of the majority of our prospective scholars.

Currently, the stock market is at a high level and yields have recovered modestly. Consequently this year we were able to award a few more grants than last – 40 to re-applicants and 146 to new applicants. As in previous years, amongst the new applications, the various subjects constituting the humanities together predominated. Medicine was the single subject with the greatest number, followed by music. Engineering just reached double figures and there was a pleasing diversity of some 40 other subjects.

Dr. Mary Wheater



Current Grant Holders

Alicja Tokarska, a first-year MA student of Translation Studies at the University of Glasgow, tells us about her research:

The main focus of my research will be the extent to which cultural differences are translatable, and how such differences can be accurately expressed in another language.

To me, languages are not just sets of symbols and different accents. They manifest beliefs, traditions and reflect centuries of cultural growth which are hidden in the idiomatic expressions, grammatical constructions and words adapted from foreign languages. Having studied Comparative Literature, I am very interested in the concept of cultural translation. Some texts simply do not translate word-for-word from one culture to another. As my studies will mainly focus on English to Polish translation and vice versa, I will look closely at the English and Polish-language cinema, literature and journalism and analyse the translatability of certain themes between two cultures.

Quoting Edward Sapir, one of the most important linguists in the early development of the discipline, 'no two languages are ever sufficiently similar to be considered as representing the same social reality. The worlds in which different societies live are distinct worlds, not merely the same world with different labels attached'. To me, this means that translators cannot simply satisfy themselves with a word-for-word translation; to successfully appeal to the target language audience, not only must they immerse themselves in the language but the culture as well.

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Trustees

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One of my biggest interests is the notion of sexism in the two languages. A good example here is the word 'actor'. In the Polish language, there is an ongoing social campaign to add more female versions of professions to make language more inclusive. If a woman gets called *aktor* ('actor') rather than *aktorka* ('actress') it is seen as a form of sexism and is extremely unwelcome. However, the recent trend in the English language is to replace the widely used female form 'actress' with 'actor' – the notions of sexism in two languages are completely different and the translator cannot forget about it while working on a text.

The current political climate means that now more than ever understanding between different cultures is necessary. I believe that languages are like bridges that have the ability to connect people. Not only do I aim to research and analyse the best ways for one culture to reach another one but I also plan on using the techniques I will have learned at university in my career as a translator. Even though I am already working as a professional translator on a part-time basis, I believe the course will give me a chance to broaden my area of expertise. At the moment, I mostly translate mobile software but I hope that soon enough I will be also working with literature and film. Be it translating cinema, fiction or technology – my goal is to always bring people together through the means of language.

Doaa Althalathini, a second-year PhD student of Business with Management at Plymouth University, tells us about her research on 'Entrepreneurs' Resilience and Gender in Conflict-Affected Zones':

Promoting entrepreneurship has been recognized as a path to achieving Sustainable Development Goals (SDGs) since it contributes to reducing poverty and empowering women. According to the World Bank, about half of the world's poor live in fragile and conflict-affected states. One might expect that violent conflict would reduce the entrepreneurial activities; however, it has been found that they increase during conflict. Entrepreneurial activity may substitute for lacking markets and governance institutions. It is sometimes a means to survival, rather than of entrepreneurial spirit. In addition, reduced economic activity may contribute to fuelling conflict, and social exclusion can lead to economic and political grievances. Furthermore, in times of conflict, many women become entrepreneurs out of necessity and their economic activity is essential since they are often the main income sources for their families when men are killed, injured, or detained. Conflict can strengthen conservative gender ideologies and restrict women's freedom. However, it can also offer new opportunities for women to enter spheres usually reserved to men. Therefore, it is important to focus on entrepreneurship in conflict-affected zones.

Conflict-affected developing countries are different from traditional developing countries and have unique contexts and different challenges. Therefore, it is important to understand how entrepreneurs survive and perceive and cope with difficulties and failures, in other words, their resilience. Most entrepreneurship studies based on resilience focus on the individuals' characteristics that make them resilient, instead of on the macro environment that contributes to

developing or mitigating resilience. While gender and violent conflict is well documented in the literature; gender and entrepreneurship in conflict is still limited. Furthermore, the study of entrepreneurial behaviour and resilience in violent conflict is still under-researched. That said, the main objective of this research is to analyse the gendered resilience sources and explore how they influence entrepreneurs in conflict-affected zones. It will focus on three conflict-affected zones: Afghanistan, Iraq and Palestine. Those countries have witnessed decades of intense and protracted political conflict, under different circumstances.



This research will add to the literature of entrepreneurs' resilience and gender. Studying why and how entrepreneurs start, operate and sustain in conflict-affected zones provides a base of knowledge upon which programmes and policies can be designed to promote entrepreneurship, alleviate poverty, and support economic and political stabilization in such a context. In addition, my PhD study gives me the opportunity to learn how to build my reputation as a researcher, and enhance planning and performance. This will enable me to pursue an academic career and publish more research papers after my study and start my own social enterprise which will promote entrepreneurship in my home, Palestine.

Letters of Thanks

Over the past year the Trust has received a number of letters from current and previous grant holders. Here are some excerpts below:

Third year medical student, Brighton and Sussex Medical School, May 2017:

I would like to express my uttermost gratitude for your support with my medical training, and for your good will recognising my needs. It is incredibly heart warming to know there are people who care and want to help others. I give

you my promise that I will make an equally caring doctor, helping others.

[...]as I have now entered the clinical phase of my degree, I am no longer to work as much as I used to, thus relying on trusts and charities even more than ever before. Therefore, once again, your help is extremely appreciated.

First year PhD student, Neuroscience, University of Aberdeen, 25 May 2017:

It is a great delight and honour to be awarded The Sir Richard Stapley Educational Trust grant [...]This award certainly will go a long way in my laboratory research consumables; I can't but say The Sir Richard Stapley Educational Trust is a lifesaver to PhD students as myself.

Thank you and thanks to all members of council.

Alumna, PhD, Law, Durham University, 04 July 2017:

I am writing to thank you once again for the scholarship that I was awarded in 2015 whilst I was studying to complete my PhD at Durham Law School. I am pleased to tell you that I recently passed my viva (29th June), with no corrections and have secured a full time teaching position at Newcastle Law School. I could not have achieved this without the support from this organisation. I hope that I will be able to give back to your foundation in the near future in order to support other students.

Alumna, Medicine, Swansea University, 11 September 2017:

I received a grant from the trust for 3 of the 4 years I studied in Swansea and I think completing medical school without your grants would have been a real struggle.

The money I was given allowed me to focus on my studies and find more of a 'work-life balance', allowing me to travel the 200 miles home to see family every few months or enjoy a stroll on the beach at the end of a long week of placement and studying. Without the money I received I'd have had to have work at the weekends as well as during the summer holiday as I already did.

The journey to being the doctor I am today would have been considerably more bumpy if I hadn't been helped by the Richard Stapley Trust, so thank you very much.

Supervisor of 2015 grantee, PhD, Law, Durham University, 18 September 2017:

I am contacting you in connection with the above named student, to whom you were kind enough to provide financial assistance for her PhD studies. I wanted to let you know that [she] completed her PhD over the summer. She performed well at her viva to defend her thesis, passing unconditionally and with no corrections required. [She] has already obtained her first university teaching post... and is currently in the process of securing a contract to publish her thesis as a monograph.

As [her] supervisor, I do appreciate the importance of the funding she was able to secure from you. It made a

decisive contribution to her being able to devote the time and attention required to pursue her studies to a very successful conclusion.

Alumna, MA Psychotherapy, Goldsmiths, October 2017:

I thought I would let you know...how I completed my course, and what professional life is for me like now.

...My final dissertation work was one of the best dissertations in the year and I was asked for permission for my dissertation to be stored in the university's archive for learning and demonstration purposes.

I did not have an ambition to have high marks. If you suffer with conditions like Lupus, your only wish is to pass the course. I was positively surprised how this grant made a difference in allowing me to have more time for self-care during the studies...

The grant also enabled me to focus on my clinical placement ...As a result, I was eventually offered employment as an Art Psychotherapist at East London Foundation Trust... I now work across Bedford and Dunstable sites as a highly specialist Children and Young People Mental Health Services Art Psychotherapist.

The [grant] money played a huge role because my condition prevented me to go to work and support myself financially while studying. Once I received various grants, including yours, it was a huge relief.

Publications

The Trust notes the following publications by Stapley grantees:
Japal Naveel Singh, Argyro Kantara, **Dorottya Cserzó** (ed's), *Downscaling Culture: Revisiting Intercultural Communication* (Newcastle Cambridge Scholars Publishing, 2017).

Fontana, Giuditta, *Education Policy and Power-Sharing in Post-Conflict Societies* (Basingstoke: Palgrave, 2017).

Hung, Hedy, Rev., 'The Kingship Motif in Isaiah 6a:1-3', in Spronk, Klaas and Barstad, Hans (ed's), *Torah and Tradition* (Leiden: Brill, 2017) pp. 135-49.

Klein, Ursula, 'Sharing Selfies', in Waskul, Dennis And Vannini, Phillip (ed's), *Popular Culture as Everyday Life* (London: Routledge, 2016).

Klein, Ursula, 'Photography and the visual particularities of young people on the autism spectrum', *Network Knowledge: Journal of MeCCSA* 9:1 (2016), pp. 2-17.

McWilliams, Andrew, Reilly, C., McFarlane, F.A., Booker, E. and Heyman, I., 'Nonepileptic seizures in the pediatric population: a qualitative study of patient and family experiences', *Epilepsy and Behaviour* 59: (2016), pp. 128-136.

Reilly, C., **McWilliams, Andrew**, and Heyman, I., 'What's in a name? (Psychogenic) Non-Epileptic Events in Children and Adolescents', *Developmental Medicine and Child Neurology* 57(1) (2015), pp. 100-101.

Kempley, S., Kapellou, O., **McWilliams, Andrew**, Banerjee, J., McCorgodale, A. And Millar, M., 'Antibiotic treatment duration and prevention of complications in neonatal

Staphylococcus aureus bacteraemia', *Journal of Hospital Infection* 91:2 (2015), pp. 129–135.

Seow, Mark, 'Beneath Bach's Feet', *Early Music America Magazine*, 23:3 (September 2017), pp. 22-24.

Walsh, Barney, 'Human security in East Africa: The EAC's illusive quest for inclusive citizenship', *Strategic Review for Southern Africa*, 37:1, May 2015, pp.75-98.*

Bartley, Paul M., Hamilton, Clare, **Wilson, Cari**, Innes, Elizabeth A., Katzer, Frank, 'Detection of Babesia annae DNA in lung exudate samples from Red foxes (*Vulpes vulpes*) in Great Britain', *Parasites and Vectors* 9:84 (2016).

*Dr. Walsh completed his PhD in November 2016 and is now a Teaching Fellow at African Leadership Centre, King's College London.

Impact Survey

In August of this year 2017 the Trustees conducted a survey of all students that had received a grant in the year 2016/17. The survey was to evaluate the impact our grants have on students and their academic progress in their chosen courses.

We received replies from over 50% of students, a promising number from our first survey cohort. The students who completed the survey represented a good range of year groups and universities and were evenly distributed with respect to the amount of grant received. Most were receiving grants to study for a PhD (48%) or medical qualification (20%). The financial shortfall before receiving a grant was generally between £2000 and £5000 although in some cases this was greater than £10,000. 60% of grant recipients received further grants from other institutions. Those not covering their shortfalls by grants generally took on paid work (66%), borrowed (43%) and reduced living expenses (35%). Only 6% had to change their course to part time.

All recipients reported that whatever the size of the grant they received it made a difference to their studies with a significant majority (73%) saying that the grant was essential. As a result of receiving a grant 90% of respondents found their levels of stress were significantly reduced, 84% said that they could focus more on their work, 47% did not require as many jobs and 43% as many loans to cover expenses. A smaller number reported that the grant had allowed them to enjoy extracurricular activities or to help relatives at the same time as studying.

The student achievements reported were outstanding; from exam success (including some distinctions), music concerts and access to famous orchestras or choirs to using their skills acquired to help others via articles, lectures and tutoring.

The survey has shown us that our grants do make a difference both to the recipients and, via them, to wider society. However, we also learnt that there are students who are still struggling despite receiving a grant; they may be looking after relatives or working with two or more jobs and as a result are unable to focus and to reach their full potential or satisfy expectations. The survey only covered

those applicants who received a grant, there are many more whom we are unable to support. We were therefore encouraged to see that 90% of respondents would make a donation to the Trust, 75% might be prepared to help with fund-raising and 25% would consider joining the Sir Richard Stapley trustees to help make a difference.

Thank you so much to all those who completed the 7-minute survey, we appreciate your feedback and are delighted that our grants have enabled so many to benefit and to make a difference to the wider community. Congratulations on all your achievements. We as trustees will continue to endeavour to help as many students as we can.

The purpose of this Outcomes Form is to validate our funding and evaluate our financial impact on the students whom we support.

The Trustees

Supporting the Trust

Donations help us to support the work of mature students in the UK pursuing further degrees in medicine, veterinary studies, and postgraduate degrees in all other subjects. The Trust takes this opportunity to extend its sincere thanks to its regular and occasional donors.

If you would like to make a donation, please contact the administrator via e-mail at admin@stapleytrust.org, or write to us at:

The Stapley Trust
PO Box 839
Richmond
Surrey TW9 3AL

Gift Aid forms are available from the administrator and from our website: www.stapleytrust.org

From the Administrator

Electronic application packs for the 2018/19 academic year will be available as of 2 January 2018. To get one, please e-mail us at admin@stapleytrust.org on or soon after that date. For prospective applicants without access to a computer, paper application forms are also available upon request, as of 2 January 2018. Application forms are not available before that date, and advance requests cannot be held in a queue.

If you are uncertain whether or not you are eligible to apply for a grant, please visit the Trust's website at www.stapleytrust.org and click on the 'applications' button. This will take you to a page that details the Trust's eligibility criteria. This year we have also introduced a Frequently Asked Questions page. It addresses in considerable detail many of the standard queries the Trust receives about prospective applicants' eligibility, and about procedures for the claiming and payment of grants. To find it, please click on the 'FAQ' link on the 'applications' page.