WISERD Annual Conference 2015

Abstract Booklet

WISERD is a collaborative venture between the Universities of Aberystwyth, Bangor, Cardiff, South Wales and Swansea

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Session 1 — **Tuesday 30th June: 2pm – 3.30pm**

Strand: **Social Care, Health and Wellbeing**

Session Title: **Mental Health and Wellbeing**

Title: Common Mental Health: General Practitioners' Prescribing and Referral Behaviours

Author: Katie Webb (Cardiff University)

The majority of those seen in general practice present with a mental health component. Despite current clinical guidelines, suggesting referral to psychological-based treatments being a more appropriate course of action, for common mental health problems (CMHPs), antidepressant prescription remains high. We investigated General Practitioners' (GPs) behaviour regarding the prescription of antidepressants and referral to psychological-based treatment for individuals with CMHPs, using the Theory of Planned Behaviour (TPB) model, that links beliefs and behaviours. Questionnaires were distributed to all working GPs in Wales. A total 127 responses were received and underwent statistical analysis. Results showed a GP's decision to prescribe antidepressants to patients with CMHPs, is significantly influenced by both 'attitude' and 'subjective norm', while perceived behavioural control was non-significant. Over half of GPs did not feel in control of prescribing antidepressants to those with CMHPs. GPs' intention to refer for psychological-based treatment was significantly influenced by attitude, while GPs did not feel in control of referring for psychological-based treatment. This model helped to explain GPs' antidepressant prescribing and referral to psychological-based treatment behaviours. The presence of personal experience as a predictable feature to prescribing and referral behaviour is something that could figure more prominently within early phases of medical training.

Title: Vulnerable Adults and Anti-Social Behaviour: An Exploration of Current Policy and Practice

Author: Anne Krayer (Bangor University)

This paper explores how important cars have become to everyday life in the twenty-first century and consider some of the problems this has caused. Our society has come to elevate the status of the car making it ever more essential to be able to afford and run an automobile. For those who cannot or struggle to buy into the car system, there is the prospect of falling into transport poverty and/or exclusion from mainstream society. The negative implications of car dependency are most keenly felt in rural areas, where cars are crucial to access key services. Drawing on case studies from across the Welsh countryside, this paper will highlight the manner in which some communities have become locked in to car ownership and how certain groups, such as the elderly, are being left behind. It also offers a solution to this problem demonstrating the ways specific groups have sought to move beyond private car ownership to use the

vehicles in a way that better works for the community as a whole. It is suggested that transport issues are vital when considering inequality in the UK and must be properly tackled to improve life for the most vulnerable.

Title: Exploring Job Quality, Well-Being and Health Using Linked Survey and Administrative Data

Authors: Alan Felstead and Katy Huxley (Cardiff University)

There has been a rising concern about the consequences of work-related illnesses such as stress and anxiety, alongside a growth in research programmes concerned with national, individual and work-related well-being. This presentation builds on research which has examined the relationship between job quality and job-related well-being (JWB) using the Skills and Employment Survey (SES) series that has identified rising levels of job-strain and work intensification and decreasing autonomy and JWB (Green 2009, Gallie et al 2010, Gallie 2013, Felstead et al 2014. See also, http://www.llakes.org/themes/skills-and-employment-survey-2012/). Most studies of JWB use self-reported measures of well-being and/or stress, our aim moving forward is to consider the relationship between self-reported well-being (using Warr's (1990, 2007) dimensions of depression-enthusiasm and contentment-anxiety) and diagnoses of ill-health – namely stress, anxiety and depression. This presentation will report on earlier work and the process of linking SES data to GP and health data to explore associations between health, well-being and job quality through the Administrative and Data Research Centre (ADRC). By linking SES to health data we shall explore whether self-reported well-being and diagnoses of ill health follow similar or different patterns of association with job quality.

Strand: **Civil Society**

Session Title: **Comparative Perspectives on Civil Society**

Title: Comparative Analysis of State and Civil Society Discourse on the Implementation of the Beijing Declaration and Platform for Action in Africa and Asia

Author: Paul Chaney (Cardiff University)

This study presents critical discourse analysis of gender mainstreaming in African and Asian states. Mainstreaming is a United Nations' policy objective set out in the Beijing Declaration and Platform for Action that has been subscribed to by 180+ states. It aims to embed gender equality concerns in every stage of the policy process. The 'complementarity conjecture' in governance theory emphasises how politicians attempt to cope with complexity by engaging civil society in policy formulation, thus not only strengthening input legitimacy but also policy efficacy through the pursuit of shared cognitive maps for action. Political elites across both continents have espoused such engagement. However, the findings show that instead of securing the anticipated complementarity effects, current practice is aligned to an instrumentalist, 'expert-bureaucratic' policy intervention. This is because of pronounced power asymmetry between government and civil society. It manifests itself in marked contrasts in policy framing and issue-prioritization. The overall effect is state-driven policy delivery. This undermines the capacity of the civil sphere to challenge

traditionally male-dominated power structures and hampers progress towards the normative vision of gender equality set out in UN policy.

Title: Exploring the Role of Transparency and Trust within the Context of Multi-Level Governance: Building the Foundations of a Transparency-trust Matrix

Authors: Ian Stafford and Alistair Cole (Cardiff University)

After fifteen years of devolved government, an increasingly common question raised by academics, politicians, the media and the general public alike, has been the extent to which devolution has actually delivered tangible benefits for Welsh citizens. This debate intensified following the 2010 General Election and the resulting shift from Labour-led administrations in both Cardiff Bay and Westminster to the Coalition Government at the UK level. The Coalition Government has attacked the distinctive policies introduced by Labour-led administrations in Wales for failing the Welsh people. In April 2014, for example, the Prime Minister, David Cameron, attacked the Welsh Government's education and health policies respectively as 'sinking the hopes of a generation' and turning Offa's dyke into 'the line between life and death.' This paper focuses on education policy in Wales to explore the way in which we can understand how policies can be identified as a 'policy success' or 'failure' within the context of devolution. It draws on existing studies in this field (McConnell 2010; Bovens &'t Hart 2011; Bovens,'t Hart & Peters 2001) to explore different approaches to defining 'success' and 'failure' and uses documentary data and interviews carried out with key stakeholders between November 2012 and May 2013.

Title: Regulation, Governance and Agglomeration: Missing links in City-Region research

Author: David Beel, Martin Jones (University of Sheffield), Ian Rees Jones (Cardiff University)

Within the UK and as well as further afield, the concept of localism and spatial delineation of the 'city-region' have seen a renaissance as the de-facto spatial political units of governance for economic development (Clarke & Cochrane, 2013). In the UK this has been led by the UK Government, as they have sought to reshape the ways in which economic development takes place and although this shift in governmental delivery began under New Labour. It has been much vaunted by the UK Coalition Government (Deas, 2013), subsequently by the continuing Conservative administration (Conservative Party, 2015), and Welsh Labour Party (Bristow, 2015). Concurrently to this and historically within geography and more broadly the social sciences there have been a series of parallel debates that have been simmering away (see Jonas & Ward, 2007 for one such example). This has revolved around a well-developed series of discussions that consider the ways in which such spatial fixes either foster economic development through agglomeration (Harding, 2007) or continue to exacerbate uneven development and spatial disparities (Etherington & Jones, 2009). The paper therefore follows the development of city-regionalism through these different discourses allowing the authors to ask, what is missing currently within these debates, and in doing so, positioning civil society within this?

Title: The Impact of Trust, Democracy and Inequality on (Late Life) Volunteering in Europe

Authors: Martijn Hoggerbrugge, Ian Rees Jones (Cardiff University), Martin Hyde (University of Manchester)

Previous studies on volunteering have predominantly focused on individual-level determinants when explaining the likelihood that an individual engages in some form of volunteer activity. Studies rarely consider how political and institutional factors influence volunteering. The present study examines how the inclusion of macro-level characteristics can help improve our understanding of individual differences in volunteering, over-and-beyond the regular individual-level explanations. Given the changing demographics of the European population, special attention will be paid to volunteering among older cohorts. Using self-reported data on volunteering from the European Social Survey, we estimated multi-level models to analyse the effects of inequality, corruption, and level of democracy at the country-level on individual volunteering. Moreover, cross-level interactions with individual-level characteristics were explored.

Results showed that older individuals are less likely to volunteer, but the extent to which varies between countries. While less corrupt, more equitable and more democratic countries have higher rates of older volunteers, only the level of corruption was found to significantly influence the likelihood to volunteer at the individual level. Similar results were obtained when examining the frequency of volunteering among a sub-sample of individuals who volunteered.

Strand: **Education**

Session Title: **Post 16 Education**

Title: A game of Chinese Whispers: An Analysis of the Implementation of the Welsh Baccalaureate Qualification (WBQ)

Author: Sara Jones (Cardiff University)

My PhD thesis focuses on the development and implementation of the Welsh Baccalaureate Qualification (WBQ). It is my intention to map the trajectory of the policy from initial ideas to worked reality. One of the most interesting facets of implementing public policy is how the policy is perceived at ground level and what degree of misinterpretation and mutation occurs. This paper aims to illustrate the process of policy implementation at ground level and the role that teachers and other allied professionals have on the development of the implementation procedures. I will also be highlighting the practicalities of implementing education policy in the extremely hierarchical, complex and multifaceted secondary and further education establishments we have located within Wales. The WBQ is an interesting policy to study implementation at ground level due to its flexibility with each establishment having the opportunity to decide whether the WBQ will be compulsory for the entire cohort, selective departments or on an optional basis. The various post 16 establishments found in Wales are extremely varied and complex and the introduction and implementation of a public policy is often complicated by existing practices, the continued implementation of older polices that often contradict or are incompatible with the new policy, the resistance of practitioners and limited funding and resources.

Title: Adult Community Learning Participation and Involvement in Schooling

Author: Suzanne Samuel (Cardiff University)

The argument that parental participation in adult community learning (ACL) plays a part in influencing children's later life outcomes is appealing but as such there is only a small amount of data to hand to prove that this may be the case. Notably Attewell & Lavin (2007) and Domina & Roksa (2012) argue that in the course of raising a family, exposure to education can influence parents' attitudes and practices towards schooling their children. However the mechanisms by which this process occurs are not fully understood.   In light of these findings, this research study explores the extent to which participation in ACL influences parents' perceptions and practices with respect to the education of their children. The researcher adopted a biographical narrative approach through the medium of parent 'life story' interviews. Research focused on parent life trajectories, parental involvement in children's schooling, and participation in adult community learning as a conduit to understand the mechanisms involved between adult education and parents' involvement in schooling. Evidence is drawn from preliminary findings from interviews with parents and their children living in south Wales and southwest England. However for the purposes of this paper, emphasis is placed on the life experiences of one family unit - father, mother, son and daughter.

Title: Excellence verses Equity in Admissions to Higher Education Institutions in Wales

Author: Ceryn Evans (Cardiff University)

In Wales, higher education has been placed as a key contributor to individual and societal wellbeing and economic prosperity. As such, the Welsh Government has putatively supported a 'widening access' in higher education agenda for over a decade in order to improve rates of participation amongst social groups traditionally under-represented in it. Universities in Wales now adopt a range of approaches to 'widening access', one of these is admissions policies and practices. However, given the current obsession with institutional rankings, Higher Education Institutions (HEIs) are also under opposing pressures to meet 'excellence' agendas which is also dominant within higher education policy discourse. The paper asks, to what extent do both equity and 'excellence' agendas inform admissions decisions in HEIs in Wales? Qualitative interviews conducted with 11 departmental/school level admissions tutors and six heads or deputy heads of admissions in universities in Wales revealed that admissions decisions are powerfully informed by both excellence and equity agendas; the former of which operates as a significant barrier to realising equity agendas at some, mainly high ranking HEIs in Wales.

Title: The Aspirations of Young People from the South Wales Valleys

Author: Sion Llewellyn Jones (Cardiff University)

While there is a wealth of research which has examined the factors which influence the aspirations and decisions that young people make regarding their future (Ball et al 2000; Glaesser and Cooper 2013), little research has looked at the educational and labour market experiences of young people who live in Wales. Furthermore, although there is a growing body of research on Welsh-medium education, existing studies have tended to focus on the factors which influence parents to opt for these schools for their children

(Packer and Campbell 2000; Hodges 2010) and the impact these schools may have on young people's attitudes towards the Welsh language (Gruffudd 2000; Thomas et al 2014). My research aims to fill the gap in current literature and to explore and compare the aspirations and educational decisions of young people who attend a Welsh-medium and an English-medium school in a deprived area of Wales, the South Wales Valleys. In this presentation, I will be discussing some of the early findings from interviews carried out with fifty-two Year 11 students (the final year of compulsory education in Wales).

Strand: **Devolution**

Session Title: **Processes of Globalisation/Localisation, Mobility and Citizenship in a Minority Language Context: A Data Analysis Workshop for Scholars Researching 'New Speakers' of Welsh (Pt1)**

Title: Processes of Globalisation/Localisation, Mobility and Citizenship in a Minority Language Context: A Data Analysis Workshop for Scholars Researching 'New Speakers' of Welsh Pt1

Convenor: Dr Kathryn Jones (Director of Language Policy and Research, IAITH: Welsh Centre for Language Planning) kathryn.jones@iaith.eu

The scholars participating in this workshop are involved in the EU funded COST Action: New Speakers in a Multilingual Europe: Opportunities and Challenges. The aim of this COST Action is to bring multilingual individuals into the focus of contemporary processes of globalisation, mobility and transnational networking by investigating the challenges and opportunities involved in acquiring, using and being understood as a "new speaker" (O'Rourke and Pujolar, 2013) of a language in the context of a multilingual Europe. New speakers, from this perspective, are all multilingual citizens who, by engaging with languages other than their "native" or "national" language(s), need to cross existing social boundaries, re-evaluate their own levels of linguistic competence and creatively (re)structure their social practices to adapt to new and overlapping linguistic spaces.

This bilingually run workshop brings together Welsh and international scholars who are researching new speakers of Welsh in the context of a multilingual Wales as well as a multilingual Europe. The intention in organising this workshop is to provide an opportunity to take a close look at the data being collected in a range of new and recently completed research projects involving adults, children and young people of various ethnic origins. The aim will be to share data and in so doing discuss:

- emerging theoretical and analytical concepts;
- developing new methodologies for researching the new communicative order;
- implications for policy makers and practitioners at Welsh and EU level;
- developing new ways of integrating new speakers in minority language contexts;
- ideas for further research.

The workshop participants include:

Steve Morris (Swansea University)

Steve Morris (Swansea University) will be presenting data he collected about two years ago with Heini Gruffudd on the social networks of new speakers of Welsh (specifically adult learners of Welsh) in communities where the Welsh language is not the main community language. One definite result from the research was the need to create more Canolfannau Cymraeg and the Welsh Government has responded recently by earmarking specific funding in order to facilitate the creation of more of these centres. In the workshop, Steve will be presenting the data gathered through questionnaires to all Welsh for Adults classes at Advanced level (in order to collect information from learners who were quite fluent in the language and likely to be considering how they can extend, create or join potential Welsh language social networks) in comparatively non-Welsh-speaking areas as well as the data from focus groups which were held with approximately one third of these classes.

Eileen Tilley (Bangor University)

The 2001 Census indicates a decline in numbers of Welsh speakers in areas of Wales regarded as "heartlands" of the language. In-migration of non-Welsh-speakers has been identified as a factor contributing to this situation. Increasing numbers of non-Welsh-speakers are, however, learning Welsh. The potential of second language speakers to contribute to language maintenance/revitalisation is controversial; hence, previous studies of this group have been few in number.

The present study aims to fill this gap in the research by taking an in-depth look at second language learners and speakers in North West Wales. Can they become "legitimate" users of the Welsh language? Narrative interviews and language diaries are used to map out the trajectories undergone by learners in the process of negotiating their relationship with the first language community, and of moving towards becoming "new speakers" of Welsh.

Consideration will also be given to the role of Welsh language policy, and comparisons drawn with similar policies in Canada and Catalonia. Reconciling the need to protect the rights of first language speakers with the need to facilitate second language learning and use, is viewed as integral to defining the parameters of citizenship in Wales.

Gwennan Higham (Cardiff University)

With expanded devolution powers and an increasingly multi-ethnic society in Wales, there is demand for re-conceptualizing UK citizenship (Kymlicka 2011). Despite claims concerning a transformation from an ethnic to civic nationalism in Wales doubts have been raised regarding the inclusivity of the Welsh language. This research considers the extent to which the Welsh language can facilitate notions of cohesion and citizenship in Wales.

This presentation will focus on participant observation data from Welsh classes for immigrants and ESOL students. The students' attitudes and responses to learning Welsh will be compared with interview and focus group data on attitudes of both ESOL and Welsh for Adults tutors towards immigrants learning Welsh as well as Welsh Government ideologies on linguistic integration and community cohesion. The research findings will reflect upon challenges and opportunities to becoming new speakers of Welsh as well as considering how immigrants learning Welsh are transforming older ethno-linguistic categorisations of 'Welshness'.

Kathryn Jones (IAITH: Welsh Centre for Language Planning)

With a context of globalisation, increased mobility and transnational flows of communication and networking, the Welsh-medium education sector attracts pupils from diverse linguistic and cultural backgrounds including a rising number of pupils for whom neither Welsh nor English is their home language. Building upon recent Welsh Government commissioned research into the provision of Welsh as an Additional Language support to minority ethnic origin pupils in Welsh-medium and bilingual schools, Kathryn will be presenting new pilot study data drawn from qualitative interviews with families who have moved to Wales from outside the UK. These interviews explore the families' experiences of settling in Wales and their children's experience of attending Welsh-medium/bilingual schools. The research findings will reflect upon emerging issues of identity and belonging, as well as raising critical questions about the research methodology.

Sion Aled Owen (Bangor University)

Despite continuing expansion of Welsh-medium education, concern remains regarding the apparent unwillingness of many pupils to use the language socially, particularly in those parts of Wales where the language's presence in the community is weak. This study researches the factors that influence the social language use of children who have learned Welsh in Welsh-medium and bilingual (with a Welsh-medium stream) schools. In this colloquium, I look at children's reluctance to use Welsh and resistance to new speaker identities in the data obtained from questionnaires used with Year 6 and Year 7 pupils, their parents, teachers and other school staff members and community workers involved in Welsh language support, together with interview data with a sub-sample of the pupils.

Dick Vigers (University of Southampton) and Michael Hornsby (Adam Mickiewicz University)

Welsh education has been successful in producing "new" speakers of Welsh over the past few decades, particularly in the anglicised south-east of the country. In theory, children from non-Welsh-speaking homes in the south-west and the north-west of the country, the heartlands of the Welsh language ("y Fro Gymraeg") have the double advantage of being to access the language not only at school but in the local community as well. However, recently the Welsh heartlands have seen a decrease in the absolute number of Welsh speakers, at the same as increases have been registered in places such as Monmouthshire. Many of these new speakers of Welsh in the south-east find it difficult to use Welsh outside of a school setting; the same can also be true of new speakers in the heartlands who can find it as difficult as their counterparts in the south-east to use the Welsh they have learned. In this paper, we examine the barriers to "speakerhood" that some new speakers have reported in the course of fieldwork (Vigers, 2014) in south-west Wales, and contrast this with the situation in the Scottish Highlands, where new speakers of Gaelic report on similar difficulties in using the language (Hornsby, 2011-2012).

Karolina Rosiak and Michael Hornsby (Adam Mickiewicz University)

New speakers of Welsh have made up an important part of Welsh-speaking Wales for some time now and hardly anyone is surprised that some of these new speakers come from further afield, such as the other countries of Britain, Ireland, Europe, Russia, and Japan, to name but a few of the origins of some new speakers who engage with the language in Wales itself. What is perhaps more surprising is the 'formation' of new speakers further afield – such as in Poland – where a number of universities provide instruction in Welsh for Polish students. This presentation aims to examine the motivation of such students, given that their exposure to the language can be quite restricted at times, and considerable effort has to be put into the process of becoming a new speaker of Welsh. The data are drawn from a number of focus group interviews

which were conducted among students of the department of Celtic languages and literatures at Adam Mickiewicz University of Poznan. The presentation documents the difficulties and successes that students talk about in their journeys toward becoming new speakers of Welsh, and what this means for them in affective and practical terms.

Prosesau Globaleiddio/Lladdai, Mudoledd a Dinasyddiaeth Mewn Cyd-destun Iaith Leiafrifol: Gweithdy Dadansoddi Data ar Gyfer Ysgolheigion Sy'n Ymchwilio 'Siaradwyr Cymraeg Newydd'

Trefnydd: Dr Kathryn Jones (Cyfarwyddwr Polisi Iaith ac Ymchwil, IAITH: Y Ganolfan Cynllunio Iaith) kathryn.jones@iaith.eu

Mae'r ysgolheigion sy'n cyfrannu i'r gweithdy hwn yn cyfrannu hefyd i'r rhwydwaith Ewropeaidd, COST Action: NEW SPEAKERS IN A MULTILINGUAL EUROPE: OPPORTUNITIES AND CHALLENGES. Nod y rhwydwaith yw edrych ar brosesau bydeangoli, mudoledd a rhwydweithio traws genedlaethol trwy brofiad unigolion amlieithog gan ymchwilio'r heriau a'r cyfleoedd sydd ynghlwm wrth iddynt gaffael, defnyddio a dod i gael eu hystyried yn "siaradwr iaith newydd" (O'Rourke and Pujolar, 2013) yng nghyd-destun Ewrop amlieithog. O'r safbwynt hwn, mae siaradwyr newydd yn ddinasyddion amlieithog sydd, wrth ddefnyddio ieithoedd sy'n ychwanegol i'w iaith/ieithoedd brodorol neu genedlaethol, angen croesi ffiniau cymdeithasol presennol, ail-werthuso lefelau eu gallu ieithyddol ac ail strwythuro'n greadigol eu harferion cymdeithasol er mwyn addasu i gyd-destunau ieithyddol sy'n gorgyffwrdd a newydd.

Mae'r gweithdy dwyieithog hwn yn dwyn ynghyd ysgolheigion Cymraeg a rhyngwladol sy'n ymchwilio siaradwyr newydd o'r Gymraeg yng nghyd-destun Cymru amlieithog ac Ewrop amlieithog. Y bwriad wrth drefnu'r gweithdy yw cynnig cyfle i edrych yn fanwl ar y data sy'n cael ei gasglu mewn ystod o brosiectau ymchwil newydd a diweddar gydag oedolion, plant a phobl ifanc o gefndiroedd amrywiol yng Nghymru a thu hwnt. Nod y gweithdy fydd rhannu data ac wrth wneud hynny trafod:

- cysyniadau damcaniaethol a dadansoddol sy'n datblygu o'r data;
- dulliau newydd ar gyfer ymchwilio'r drefn gyfathrebol newydd;
- goblygiadau ar gyfer gwneuthurwyr polisi ac ymarferwyr ar lefel Cymru ac Ewropeaidd;
- cynllunio dulliau newydd o gymhathu siaradwyr newydd mewn cyd-destunau ieithoedd lleiafrifol;
- syniadau ar gyfer ymchwil pellach.

Steve Morris (Prifysgol Abertawe)

Cyflwynir data a gasglwyd tua dwy flynedd yn ôl gyda Heini Gruffudd ar rwydweithiau cymdeithasol siaradwyr Cymraeg newydd (oedolion sydd wedi dysgu Cymraeg yn benodol) a hynny mewn cymunedau lle nad yw'r Gymraeg yn brif iaith gymunedol. Un o gasgliadau pendant yr ymchwil oedd yr angen i greu mwy o Ganolfannau Cymraeg ac mae Llywodraeth Cymru wedi ymateb yn ddiweddar gan glustnodi cyllid penodol er mwyn hwyluso creu mwy o'r canolfannau hyn. Yn y gweithdy, edrychir ar ddata a gasglwyd trwy holiaduron at bob dosbarth Cymraeg i Oedolion ar lefel Uwch (er mwyn casglu gwybodaeth gan ddysgwyr oedd yn eithaf rhugl yn yr iaith ac yn debygol o fod yn ystyried sut gallan nhw ymestyn, creu neu ymuno â rhwydweithiau cymdeithasol cyfrwng Cymraeg posibl) mewn ardaloedd cymharol ddi-gymraeg a'r data grwpiau ffocws a gynhaliwyd gyda thua traean o'r dosbarthiadau hyn.

Eileen Tilley (Prifysgol Bangor)

Dengys Cyfrifiad 2001 gostyngiad yn niferoedd y siaradwyr Cymraeg yn yr ardaloedd a ystyrir fel y Fro Gymraeg. Mewnfudiad siaradwyr di-gymraeg yw un o'r ffactorau sy'n cyfrannu at y gostyngiad. Fodd bynnag, mae nifer gynyddol o'r bobl hyn yn dysgu Cymraeg. Mae'r potensial i siaradwyr ail iaith gyfrannu at gynnal ac adfywio ieithoedd llai yn ddadlennol.

Mae'r astudiaeth hon yn ymchwilio i ba raddau y gall dysgwyr o'r Gymraeg ddod yn ddefnyddwyr 'cyfreithlon' o'r Gymraeg. Defnyddir cyfweliadau naratif a dyddiaduron iaith i fapio teithiau dysgwyr wrth iddynt negodi eu perthynas gydag aelodau o'r gymuned 'iaith gyntaf' ac o agosáu at fod yn siaradwyr newydd o'r Gymraeg.

Gwenan Higham (Prifysgol Caerdydd)

Gyda chynnydd ym mhwerau datganoli a chymdeithas fwyfwy aml ethnig yng Nghymru, mae galw cynyddol am ail-ddiffinio natur dinasyddiaeth genedlaethol Brydeinig (Kymlicka 2011). Yn sgil honiadau am y newid o genedlaetholdeb ethnig i sifig, codir amheuon pellach am gynhwysedd y Gymraeg fel iaith ethnig (Brooks 2009). Mae'r ymchwil yn mynd i'r afael â'r cwestiwn; i ba raddau y gall dysgu Cymraeg hwyluso cydlyniant a 'dinasyddiaeth' yng Nghymru?

Bydd y cyflwyniad yn canolbwyntio ar arsylwadau cyfranogol gyda dosbarthiadau Cymraeg i fewnfudwyr a myfyrwyr ESOL. Bydd eu hagweddau a'u hymatebion nhw i'r gwersi Cymraeg yn cael eu cymharu gyda data ar ymagweddau tiwtoriaid iaith Cymraeg a Saesneg i fewnfudwyr yn dysgu Cymraeg. Ymhellach, cymerir ideolegau Llywodraeth Cymru ar integreiddiad ieithyddol a chydlyniant cymunedol. Dangosir heriau a chyfleoedd sydd i siaradwyr newydd y Gymraeg o gefndir mewnfudol a sut y mae mewnfudwyr yn ail-ddiffinio syniadau ar Gymreictod trwy berchen ar y Gymraeg.

Kathryn Jones (IAITH: Y Ganolfan Cynllunio Iaith)

Mae prosesau globaleiddio a chynnydd mewn mudoledd yn golygu bod y sector addysg cyfrwng Cymraeg yn denu disgyblion o gefndiroedd ieithyddol a diwylliannol amrywiol gan gynnwys nifer gynyddol o blant sy'n cyrraedd yr ysgol heb Gymraeg na Saesneg yn iaith yr aelwyd. Gan adeiladu ar arolwg o'r ddarpariaeth Cymraeg fel Iaith Ychwanegol ar gyfer plant o gefndiroedd ethnig lleiafrifol a gyflawnodd ar ran Llywodraeth Cymru yn ddiweddar, cyflwynir data ymchwil beilot newydd ar sail cyfweliadau gyda theuluoedd sydd wedi symud i Gymru o du hwnt i Brydain ac sydd â phlant sy'n mynychu addysg cyfrwng Cymraeg. Mae'r cyfweliadau yn cyflwyno naratifau'r rhieni am eu profiadau o ymgartrefu yng Nghymru a phrofiadau'r plant o fynychu ysgolion cyfrwng Cymraeg. Bydd y canlyniadau ymchwil yn amlygu arwyddocâd hunaniaeth a'r ymdeimlad o berthyn. Yn ogystal, codir cwestiynau beirniadol am y fethodoleg ymchwil a ddefnyddir.

Siôn Aled Owen (Prifysgol Bangor)

Serch y twf mewn addysg cyfrwng Cymraeg, parha pryder ynghylch amharodrwydd nifer o ddisgyblion i wneud defnydd cymdeithasol o'r Gymraeg, yn enwedig yn y rhannau hynny o Gymru lle nad yw'r Gymraeg yn iaith amlwg yn y gymuned. Mae'r astudiaeth hon yn ymchwilio'r ffactorau hynny sy'n dylanwadu ar ddefnydd iaith gymdeithasol plant sydd wedi dysgu'r Gymraeg mewn ysgolion cyfrwng Cymraeg a dwyieithog (gyda ffrwd cyfrwng Cymraeg). Yn y cyflwyniad, edrychir ar amharodrwydd plant i ddefnyddio'r Gymraeg a'u gwrthwynebiad i hunaniaeth 'siaradwr newydd' gan gyfeirio at (i) data a

gasglwyd ar ffurf holiaduron gan ddisgyblion Blwyddyn 6 a Blwyddyn 7 a'u rhieni, athrawon, staff eraill yr ysgolion a swyddogion sy'n hyrwyddo defnydd cymunedol o'r Gymraeg a (ii) data o gyfweliadau gydag is-sampl o'r disgyblion.

Dick Vigers (Prifysgol Southampton) a Michael Hornsby (Prifysgol Adam Mickiewicz)

Dros y degawdau diweddar, bu addysg Gymraeg yn llwyddiannus o ran cynhyrchu siaradwyr Cymraeg 'newydd'. Gellir rhagdybio bod gan blant o gartrefi di-gymraeg yn y de-orllewin a'r gogledd-orllewin y fantais ychwanegol o fedru cael mynediad i'r iaith yn gymdeithasol yn ogystal â thrwy'r ysgol. Yn ddiweddar, fodd bynnag, gwelwyd gostyngiad yn niferoedd absoliwt siaradwyr Cymraeg yn y 'Fro Gymraeg' gyda chynnydd mewn ardaloedd megis Sir Fynwy. Mae nifer o'r siaradwyr newydd yn y de-ddwyrain yn ei chael yn anodd defnyddio'r Gymraeg tu hwnt i'r ysgol, gall fod yr un mor anodd i'r plant yn y Fro Gymraeg. Yn y cyflwyniad, edrychir ar y rhwystrau rhag dod yn 'siaradwr' a nodwyd gan gyfranogwyr i waith maes yn ne-orllewin Gymru (Vigers, 2014). Cyferbynnir hyn gyda'r sefyllfa yn Ucheldiroedd yr Alban ble mae siaradwyr newydd o'r Aeleg yn adrodd eu bod yn gwynebu rhwystrau tebyg (Hornsby, 2011-2012).

Karolina Rosiak a Michael Hornsby (Prifysgol Adam Mickiewicz)

Mae siaradwyr newydd o'r Gymraeg wedi bod yn nodwedd bwysig o'r Gymru iaith Gymraeg ers peth amser ac nid yw'n anghyffredin bod rhai o'r siaradwyr hyn yn hanu o wledydd eraill Prydain neu ymhellach megis, Iwerddon, cyfandir Ewrop, Rwsia a Siapan, i enwi ond rhai. Beth sydd yn llai disgwyliedig efallai yw'r twf mewn siaradwyr newydd o'r Gymraeg mewn gwledydd megis Gwlad Pwyl ble mae nifer o brifysgolion yn cynnig cyrsiau Cymraeg i fyfyrwyr Pwyleg. Yn y cyflwyniad, ystyrir cymhelliant myfyrwyr sydd â chyfleoedd cyfyngedig i gael mynediad i'r iaith a ble bo angen cryn ymdrech i ddod yn siaradwr newydd o'r Gymraeg. Cyfeirir at ddata a gasglwyd o gyfweliadau grwpiau ffocws gyda myfyrwyr yr Adran Ieithoedd a Llenyddiaethau Celtaidd ym Mhrifysgol Adam Mickiewicz, Posnan. Bydd y cyflwyniad yn dangos yr anawsterau a'r llwyddiannau y mae myfyrwyr yn son amdanynt wrth olrhain eu teithiau tuag at fod yn siaradwyr newydd o'r Gymraeg.

Strand: **Inequalities**

Session Title: **Labour Market Inequalities**

Title: The Effect of European Funded Labour Market Programmes on Enhancing Employment in Wales

Author: Rhys Davies (Cardiff University)

The two European Social Fund (ESF) Operational Programmes which are benefiting Wales for the Programming period 2007 – 2013 are together providing around £1.25 billion of investment. Given the scale of the investment made by ESF in Wales, considerable importance is attached to quantifying the effectiveness of ESF programmes in terms of identifying whether or not these programmes have a demonstrable effect on the outcomes of participants. This paper considers the application of statistical matching techniques to the 2009-2012 ESF Leaver's surveys to explore whether participation in ESF projects can be associated with an increase in the likelihood of those participants who were previously out of work gaining employment subsequent to ESF compared to a group of otherwise comparable people. The

effectiveness of different types of interventions are compared. The paper concludes with a discussion as to how the effectiveness of such evaluations could be improved through the utilisation of administrative data held on these participants.

Title: The Early Labour Market Experiences of Young People

Author: Louise Prendergast (Bangor University)

UK welfare policies move people into work as soon as possible, under surveillance, sanctions and increased conditionality to access benefits. Job seekers must demonstrate that they are doing all they can to find work, or take part in unpaid work-schemes. Contracted out employment services help people into work, to offer value for money for tax payers, with job seekers known as clients. Many jobs are precarious– part-time, insecure, with uncertain hours, low pay and mobility. Young peoples' employment experiences often consist of precarious employment pathways, competition for jobs, unpaid work placements and CV building. There is decreased support for the unemployed, particularly from the youngest age group, alongside media and political rhetoric of cultures of worklessness; aspirational strivers and irresponsible shirkers, and the belief that any work is good work. However, there is no evidence of this, and whilst unemployment can be a stressful experience, being in precarious work can also be detrimental for both wellbeing and work outcomes. This research looks at young peoples' experiences of the labour market, to understand how un/employment is perceived and where dominant conceptions of un/employment are normalised or contested. The views of employment service staff are also sought to explore discourses and practice. Preliminary findings include unpaid work schemes as competitive and referred to as 'a job', with cycling between schemes and precarious work normalised. In a competitive jobs market, available work is insecure, low paid and seasonal, leading to poor work experiences and dilemmas in employment service practices with bending of rules.

Title: The UK Gender Pay Gap 1998-2013: What is the Role of the Public Sector? What is the Impact of Austerity?

Author: Victoria Wass (Cardiff University)

The public sector has traditionally been seen as making an important contribution to the social goal of gender equality in work. It has pursued this mission through its role as a model employer, by providing support for balancing work and care in the workplace and by providing support for care outside work. This study examines the influence of the public sector on a key headline indicator of gender equality, the gender pay gap. Using the UK Quarterly Labour Force Survey, we estimate lower gender pay gaps in the public sector when compared to the private sector and that this has the effect of lowering the headline indicator. A further smaller reduction comes from the concentration of women in public sector employment. The gender pay gap narrows until 2010 from which point the convergence in pay between men and women stalls. This turning point is evident within and across sectors. While a faltering in progress towards gender equality at work has been widely anticipated, empirical evidence has to date indicated only a slowing in the rate of progress. Here we are reporting that, following three decades of convergence in pay, from 2010, convergence in the gender pay gap stalls.

Session 2 – **Tuesday 30th June: 3.45pm – 5.15pm**

Strand: **Social Care, Health and Wellbeing**

Session Title: **Ageing and Care**

Title: Understandings of Dignity by Older women from Black and Minority Ethnic Communities in Wales: Findings from a Qualitative Study

Authors: Christalla Pithara (University of South Wales) and Roiyah Saltus (Keele University Medical School)

Providing care with dignity is now part of the health and social care policy agenda, but little is known about the way different groups of the population understand dignity and more importantly, the way understandings of dignity might be shaped by factors such as age, gender, migration and minority ethnicity.

This paper draws from findings from a mixed-methods study on social care expectations of older women from Black and Minority Ethnic backgrounds (BME) living in the community to explore their meaning of dignity and how this might be impacted on by key life events (e.g. migration) and roles adopted throughout their lives.

Face-to-face, semi-structured interviews with 32 older women in Wales were conducted in the participants' first languages exploring the themes of migration, dignity, and care and dignity. Transcripts were analysed using thematic analysis.

Gender, age, migration and minority ethnicity shaped women's understandings of dignity. Expressions of dignity were understood to include: giving and receiving respect; self-respect and self-worth; and recognition and value by others. Fostered from an early age through interactions with the family, close religious, cultural or ethnic communities (e.g. as caregivers and elders) and respect for older people, these remained a key element of the participants' personal and cultural value systems, as were the ways in which respect should be both earned and manifested. Ageing was understood to diminish dignity, because of reduced physical and mental abilities but also because of changing roles and responsibilities within their family and community as well as the negative societal attitudes towards the elderly within the UK. Experiencing instances of discrimination and racism related to ethnic minority status and/or age negatively impacted on sense of dignity.

Title: Social Care and Health of Older People: What can we Learn from Linking Routine Data?

Authors: Alison Porter, Sian Morrison-Rhys, Martin Heaven (Swansea University), Martin Bardsley (Nuffield), and Judith Oades (SUCCESS Group)

The Welsh Government has set out a plan for improving care in the community and reducing demand for hospital care. In one area of Wales, we looked at older people's use of social care, and emergency admissions to hospital, to see what we could learn about the links between the two. Social Services allowed us to access records of older people over a seven year period, and we linked these to records about

hospital admissions. This was done anonymously and securely so no-one's identity could be traced. We now have 28,547 records and are analysing them to find out more about how use of social care relates to hospital admissions, and how this relationship is affected by age and diagnosis and type of social care received. We have also been talking to people in other local authorities to find out if they think it would be feasible and useful to link and analyse data in the same way in their area.

Title: Multiple Stakeholders Perspectives of Providing or Accessing Palliative Care for People with Dementia: A Qualitative Evidence Synthesis

Authors: Judith Burns and Jane Noyes (Bangor University)

Dementia is a neurodegenerative disease. This systematic review included qualitative studies that focused on the challenges associated with managing patients with dementia in palliative care settings, and the barriers and facilitators experienced by patients when wanting to access and benefit from palliative care. Published studies that used qualitative methods for data collection and analysis were identified in online electronic databases, critically appraised using CASP and synthesised using thematic synthesis. We included 22 studies. The findings of the studies were coded according to challenges, barriers and facilitators, from different stakeholder perspectives including health care professionals (HCP's), patients with dementia and family members/caregivers. The codes were then organised into descriptive themes. Confidence in synthesised findings was assessed with CERQual. The findings revealed a consensus among stakeholders regarding facilitators to benefiting from palliative care including sensitive caregiving typified by shared decision making. However, differences in perspectives were identified, with HCP's describing challenges associated with symptom management and barriers in the inequity of palliative care services for dementia patients compared to cancer patients. Whereas family members/caregivers and patients with dementia, described the burden of dementia, with patients describing barriers associated with having their dignity undermined by others thinking they were feigning the illness. Whereas family members/caregivers described the challenges associated with guilt regarding decisions to place their loved ones in care homes. Findings show the importance of dementia training for HCP's and providing supportive services for family members/caregivers and patients; and the need to create caring and more appropriate environments for people with dementia.

Title: Subjective Cognitive Decline: Is there a Discrepancy between Research Findings and Clinical Practice?

Author: Andrea Talas (Swansea University)

Although many older adults are diagnosed with this disorder (in which the person reports change to their memory/cognition or thinking skills, but on formal investigation, using neuropsychological tests, no objective evidence of a change in brain function is found. As a consequence of this, such individuals are rarely followed up. Although this is important because subjective cognitive decline (SCD) can represent an increased risk for dementia, it is also important because, whatever its cause, SCD can have significant detrimental effects upon quality of life and wellbeing.

Recently, colleagues and I produced a review paper (see reference below) in which we were able to demonstrate that, using objective tests of brain function commonly used in research but not in clinical

practice, SCD can be associated with a wide range of deficits in information processing. Such evidence indicates that individuals are not simply 'imagining' such changes to their functional ability (such as memory) but indicate that intervention may be appropriate, particularly as evidence already indicates that many of the causes of SCD may be reversible (such as depression, stress, lack of sleep, medical conditions). It would be useful to discuss SCD and the above research findings within the context of social policy and wellbeing.

Strand: **Devolution**

Session Title: **Devolution and Policy**

Title: The Housing (Wales) Act: Priority Need and Social Justice

Author: Helen Taylor (Cardiff University)

In this paper, I argue that the approach to vulnerability in the Housing (Wales) Act undermines the Welsh Government's ability to deliver on its commitment to social justice. This research is a piece of applied philosophy, combining a philosophical theoretical framework with a policy case study.

Using John Rawls' theory of justice and the Capabilities Approach, I have constructed a theoretical framework for the definition of social justice; claiming that social policy delivers social justice when individuals are enabled to be effective agents. Effective agency can be defined in terms of individuals being able to make concrete decisions about their lives. Instead of purely resources being redistributed by the state, I suggest that individuals should be enabled to make choices about their lives and how they want to live it. I argue that this can be seen as the role of social policy and therefore social justice is delivered when people can make tangible decisions about how to live their lives.

I have applied this theoretical framework to the 2014 Housing (Wales) Act to see if this piece of legislation delivers social justice. To do this, I have conducted interviews and policy analysis to understand the impact of the changes of the legislation, particularly on the 'worst off' in society. I suggest that the use of the Pereira Test as the vulnerability test for individuals when they present as homeless undermines social justice, as those who are in greatest need do not qualify for support.

Title: "To be Welsh and Labour are to be the Same Thing": The Political Manipulation of National Identity in Wales and the Basque Country

Author: Sophie Williams (Swansea University)

This paper uses new qualitative research, undertaken as part of a PhD thesis, to examine the framing and political mobilisation of Welshness and Basqueness by political elites. It establishes political frames of these national identities and explores both the rationale for these frames and the reasoning behind their adoption, which in the Welsh case is inextricably linked to the progress of devolution. In so doing, it argues that politicians in both countries create polarising frames of Welshness and Basqueness and project these onto the population, however with questionable degrees of efficacy. It examines the importance of

national identity framing to the parties and explores their views of its importance to the electorate, particularly in terms of their consequent electoral choices. The paper further compares these views with those of the electorate to explore the correlations between the two and to examine how focus group participants respond to the politicians' frames. As such, it highlights the similarities and differences between the frames of both political parties within each country and between the two countries, and explores the concept of a disconnect between the frames of political parties and the conceptualisations of ordinary people.

Title: Imprisonment and Devolution in Wales: How well is the Hybrid System Working?

Author: Robert Jones (Cardiff University)

This paper will assess the impact that has been made to criminal justice in Wales since devolution. While clearly acknowledging that powers over criminal justice in Wales remain the firm responsibility of the UK Government in Westminster, the paper will reveal the emergence of a hybrid system in Wales in which the Welsh Government are now responsible for prisoners welfare and resettlement within a number of separate pathways.   Having mapped out the emergence of a hybrid system in Wales, the paper will use research findings gathered from interviews with former prisoners, prisoners' families and service providers to assess how well this system is currently working in Wales.   In doing so, the paper will draw critical attention to some of the issues presented to people across Wales as well as the effects that the hybrid system is currently having upon the Welsh Government's own efforts to try and tackle future levels of re-offending across Wales.

Strand: **Open**

Session Title: **Recasting Understandings of Youth Justice in Wales: Kindling the Dragon's Flames?**

Title: Recasting Understandings of Youth Justice in Wales: Kindling the Dragon's Flames? (Colloquium)

Authors: Anthony Charles and Stephen Case (Swansea University) and Helen Hodges (Doctoral Training Centre scholar)

Youth justice policy and practice matter. They matter because they impact intimately upon the lives of young people. Such policies and practices also have consequences for parents/carers, families and communities and they pose critical challenges to those agencies that support and advise individuals that are dragged into the youth justice system.

In this colloquium, the widening gulf between Welsh and English approaches to youth justice will be explored. This will be achieved by drawing upon research findings that relate to the ways that agencies such as Local Authorities, youth offending services and Universities themselves have sought to make sense of the 'dragonisation of diversion', the importance attached to children's rights in Welsh law and policy and the implications of these for young people living in Wales. In particular, the distinctly Welsh aim to ensure that, despite being involved with youth justice agencies, it should always be the case that responses and

services should acknowledge, "Children and young people first" (Welsh Government, 2014) will be considered. This strategic aim will be reflected upon and used to illustrate the differing ways that government, decision makers and service providers in England and Wales approach 'youth justice' and the potential consequences that flow from what are now arguably divergent cultures and practices in each nation.

Chairing this colloquium will be Dr. Anthony Charles from Swansea University. He will be joined by Dr. Stephen Case, also from Swansea University, and Helen Hodges (Doctoral Training Centre scholar): all of whom are undertaking research in area.

Strand: **Education**

Session Title: **Education Otherwise**

Title: New Technologies, Knowledge Networks and Communities in Home Education

Author: Amber Fensham-Smith (Cardiff University)

At a time of significant changes to education in the UK, anecdotal evidence suggests that in 2015 Home education is flourishing. However, little is known about what the experiences and every-day practices of Home-educating families actually involve. Today there exists a multitude of new technologies which enable a range of connections amongst 'networked' individuals. The shared interactions and structures of these technologies offer new opportunities for learning and socialising across both online and offline contexts. This doctoral research aimed to explore the place, use and purpose of new technologies, networks and communities in Home education. Subsidiary to this was to consider how participating in different online groups shapes the social practices, identities and communities and what this means for Home education practice. Data collection included an online survey of 242 Home educators and interviews with 83 Home educators and Home-educated young people. This paper will discuss some of the ways in which new technologies are used by Home education groups as means to contest and exclude the 'illegitimate' voices of the community. Based on these findings, it will be shown how the mechanisms for power and control facilitated through online technologies serve to politicise the landscape of Home practice.

Title: Polish Children in Wales: Negotiating Transnational Identities

Author: Aleksandra Kaczmarek-Day

Poland's European Union accession in 2004 resulted in unprecedented economic migration to the UK. This includes whole families. Although much is written about Polish post-accession economic migrants in the UK, little is known about how mobility affects their children.   This paper is based on my doctoral research investigating transnational children's multiple identities. I studied a group of Polish migrant children (aged 8-12) and their families who came to Wales after EU enlargement, and focused on children's negotiations of multiple identities within the context of their family, school, church, home neighbourhood, friendship-circle and transnational European space contexts. I describe how preadolescent migrant children reflect on their

recent migration from Poland to Wales. I illustrate their views with ethnographic data from observations and interviews, including material generated by children themselves, e.g. photos, drawings and diaries. I give examples of children's perceptions on their intra-European migration: cyclical visits, being visited, experience of travel, missing people and the use of communication technology. Hyper-connectivity, via mobile phones, Skype and social networking, appears to help maintain intergenerational attachments. These children are transnationally active, so negotiate their identities on the move.

Title: Rhondda Alliance

Authors: Rhiannon Bowen and James Hall (People and Work Unit)

The research will set a framework for an area-based approach to community development in Rhondda Cynon Taff. There is a focus on young people in response to strong evidence suggesting that education and early post-education years are key social determinants of poverty. This approach will be implemented through a collaboration of voluntary sector partners (The Rhondda Alliance) with a common overarching aim of promoting an environment that enables, supports and challenges young people in the Rhondda. The Alliance seeks to strengthen the impact of the voluntary sector through an action research methodology with space for innovation and organic growth.

The format of the framework is a holistic baseline of the Rhondda with four strands:

- The condition and needs of young people (age 14-25 years)
- The condition and needs of the local, national and wider labour market
- Reflections on current actions and their impact
- Gaps for further development

In addition to identifying areas of need and potential for impact, the research will develop a logic model as a structural base from which outcomes can be measured and evaluated. The project will also evaluate the approaches used for community development by the Rhondda alliance including area-based and asset-based approaches.

Strand: **Devolution**

Session Title: **Processes of Globalisation/Localisation, Mobility and Citizenship in a Minority Language Context: A Data Analysis Workshop for Scholars Researching 'New Speakers' of Welsh (Pt2)**

Title: Processes of Globalisation/Localisation, Mobility and Citizenship in a Minority Language Context: A Data Analysis Workshop for Scholars Researching 'New Speakers' of Welsh Pt2

Convenor: Dr Kathryn Jones (Director of Language Policy and Research, IAITH: Welsh Centre for Language Planning) kathryn.jones@iaith.eu

This is a continuation of Processes of Globalisation/Localisation, Mobility and Citizenship in a Minority Language Context: A Data Analysis Workshop for Scholars Researching 'New Speakers' of Welsh Pt1. See page 8 for session information.

Strand: **Data and Methods**

Session Title: **Participatory Methods (Panel)**

Title: Creating Mobilisation: Making Participatory Arts-based Methodologies Matter in Place-based Research

Authors: Eva Elliott, Ellie Byrne, Gareth Thomas and Emma Renold (Cardiff University) and Gabrielle Ivinson, (Aberdeen University)

We will be hosting an interactive panel discussion with a mixture of academics and practitioners on participatory filmmaking and other creative sensory methods in qualitative community-based research. The session will include short films produced by two research projects within Cardiff University's School of Social Sciences in partnership with artists, arts organisations, schools and a youth project. The films presented by the panel include a four-minute music video created by Year 6 pupils and a twelve-minute film created by young people aged 14-15. Both films were highly participatory and co-produced by participants, artists and researchers. However, they differ greatly in their form and content. Within the session we will also exhibit other artworks generated from local people's memories, contemporary responses and imaginings of place. We would like to invite delegates to join us in a discussion of what these different forms of participatory film making contribute to qualitative community-based research, as well as some of the ethical and practical considerations involved in their (co)production.

Session 3 — **Wednesday 1st July: 10.30am – 12pm**

Strand: **Social Care, Health and Wellbeing**

Session Title: **Evidence Informed Practice**

Title: **'Simple but not Simplistic – Developing Evidence Enriched Practice (DEEP)'**

Author: **Martin O'Neil (Cardiff University)**

Whilst the use of research in health and social care service and workforce development is widely promoted in policy, success in practice is often elusive (Nutley et al 2009). The Developing Evidence Enriched Practice (DEEP) approach to using evidence in practice was developed to address this, based on the principles of appreciative inquiry (Dewar and Nolan 2013), use of narrative (Lyle 2000) and dialogic learning (Flecha and Soler 2014).

Over a period of nine months across six sites in Wales and Scotland, research findings from the Joseph Rowntree Foundation 'A Better Life' programme (Blood, 2013) and the associated seven challenges, were explored together with other forms of local evidence (i.e. the voice of older people and carers, tacit practitioner knowledge and organisational knowledge). As a result of these explorations, a range of service and workforce developments were initiated, which were:

- Redefining professional boundaries to support relationship centred practice
- Better supporting caring relationships through the development of meaningful short breaks
- Involving local people in the development of an integrated health and social care resource centre, with a particular focus on addressing loneliness
- Strengthening the voice of older people in care homes and day services and developing meaningful activities
- Developing a rights based approach to risk management with people living with dementia

The findings will be examined in relation to the implication for service and workforce development. In particular, the paper will highlight the individual and organisational factors which acted as facilitators or obstacles to the use of evidence-based research in practice.

Title: **Facilitating CASCADE Voices Research Advisory Group: Ethical Aspirations and Challenges**

Authors: **Sophie Hallet, Louise Roberts and Eleanor Staples (Cardiff University)**

This paper will discuss the ethical aspirations and challenges of facilitating a young person's research advisory group. The group, CASCADE (Children's Social Care Research and Development Centre) Voices, is made up of care-experienced young people who provide consultation on research proposals and projects from design to dissemination. The group is the result of a collaboration between Voices from Care (a service-user led organisation supporting children and young people in care or formerly in care in Wales) and CASCADE (Children's Social Care Research and Development Centre) at Cardiff University. The paper will start by outlining how CASCADE Voices is facilitated. It will then discuss the advantages of the group,

looking at some of the positive benefits that its members report have been brought about by their involvement in it. It will also examine the benefits of CASCADE Voices, and advisory groups like it, for the research community. It will finish by acknowledging and exploring the ethical challenges associated with CASCADE Voices, focusing upon: the potential for tokenistic consultation, the adequacy of the representation of the 'voices' of the group within research and on-going issues around recognising and rewarding the young people's time.

Title: Prudent Healthcare – Do Physiotherapists 'Get' It?

Authors: Stephanie Best (Swansea University) and Joanne Garzoni (North Wales Cancer Treatment Centre)

The health policy agenda in Wales highlights the place of Prudent Healthcare (WG, 2014). Prudent Healthcare is built around a set of principles for service providers to apply;

- Do no harm.
- Carry out the minimum appropriate intervention.
- "Only do, what only you can do" principle.
- Promote equity.
- Co-production.

Co-production seeks to work with rather than do unto with Nesta (2012) referring to co-production as "People powered health".

Physiotherapists are ideally placed to deliver on this agenda as they work across sectors and their focus is on rehabilitation and maximising quality of life. As such it is vital that physiotherapists grasp the prudent health care, and in particular, the co-production approach to meet the policy agenda and more importantly to ensure delivery of person-centred care.

This presentation explores a range of approaches to co-production and reports on a survey of co-productive physiotherapy activity undertaken in 2015 identifying the types of co-productive services delivered in Wales today. It concludes with proposals for future activity.

Strand: **Open**

Session Title: **Enterprise, Investment and Society**

Title: Building Construction Youth Trust's Social Return on Investment: Demonstrating the Social and Economic Impact of an Organisation

Authors: Jemma Bridgeman (Construction Youth Trust), Alex Murdock and Peter Maple (London South Bank University)

The research reports on the development of Social Return on Investment (SROI) measures for Construction Youth Trust (the Trust). Social Return on Investment (SROI) has been developed to measure the social,

environmental and economic impact of an activity or organisation. The research is being undertaken as part of a Knowledge Transfer Partnership (KTP) which has been supported by Welsh Government, Innovate UK and construction company Willmott Dixon. The research explores the implementation of the SROI methodology within a third sector organisation and analyses the usefulness of the approach. The research has examined how the charity can demonstrate the value they create with the money they have been entrusted with. The study has used the Social Return on Investment (SROI) methodology as a framework to account for the impact of the organisation. The construction industry has been involved in the analysis from the outset providing useful feedback on the practical application of SROI. This has resulted in SROI studies that have been useful for both the charity and industry. The paper explores case studies of SROI analysis of construction training projects delivered by Construction Youth Trust in partnership with the construction industry.

Title: Measuring the 'Success' of Social Enterprises in the UK

Author: Catherine Robinson (University of Kent)

The growth in the social enterprise sector has been substantial in the past decade in many developed nations. Despite this growth, little is understood about whether these firms fundamentally perform differently compared to for-profit enterprises. Given that they provide significant definitional challenges, this paper uses government data and definitions of small social enterprises (using both a broad and a narrow definition of social enterprise) via the Small Business Survey. This survey has been conducted in both 2010 and 2012 on a similar basis allowing for comparisons across the period. Headline figures suggest that around 5% of Small and Medium Sized Enterprises (SMEs) are social enterprises, although around 14% of SMEs declare themselves to have mainly social or environmental aims. The main contribution of paper is to present SBS data matched to the Business Structure database (BSD). The matched firms are a subset of the overall sample from the SBS, however it is possible to track these firms over time to consider whether they grow, and examine their labour productivity performance. Such analyses will offer some insight into whether social enterprises fundamentally differ compared with for-profit focussed firms.

Title: Wales's Hidden Global Economy: Uncovering the Transnational Networks of Small Town Small and Medium Sized Enterprises

Author: Michael Woods (Aberystwyth University)

Discussion about Wales's place in the global economy tends to focus on the contributions of large transnational corporations such as EADS and Tata, and high profile entrepreneurial export businesses, especially in the food and drink sector and in creative industries. In this paper we contend that the internationalisation of Welsh business is far more extensive than is often credited, with many apparently local small and medium enterprises integrated into transnational networks for supplies or sales. The paper presents analysis of businesses in Newtown, Powys, undertaken as part of a larger study of everyday globalisation in Newtown funded by the European Research Council, and particularly draws on a questionnaire survey of 48 businesses and follow-up semi-structured interviews. The analysis reveals not only the extent and geography of firms' international networks, but also explores questions around the local and external factors that have shaped the emergence of these global connections. As such, the paper concludes by

considering what the research tells us about how the economies of small towns such as Newtown are contingent on global factors, and the strengths and vulnerabilities that follow.

Strand: **Featured Session**

Session Title: **ESRC Wales Doctoral Training Centre - Workshop**

Title: Writing for Publication

Presenter: David James (Cardiff University)

How do you get your work published in a well-recognised journal? What is involved, and why is it important? This session is aimed at anyone new (or relatively new) to research-based writing for publication in the social sciences. The main focus is on getting social science work published in refereed journals (though we will also consider how such writing differs from that aimed at other audiences and will touch upon other, non-written ways of communicating research outcomes which participants may wish to follow up). We look at examples of journal policy and at the theory and practice of peer review.

The emphasis throughout is on the practical steps that can be taken at each stage in the process. The workshop includes presentation, activity, a step-by-step guide, discussion and some critique of provided examples.

The workshop is led by Professor David James, who is Director of the Wales ESRC Doctoral Training Centre and Professor in the Cardiff University School of Social Sciences. He also chairs the Executive Editors of the British Journal of Sociology of Education.

Strand: **Devolution**

Session Title: **Devolution and Welsh Language**

Title: Civil Society, Social Capital and Minority Language Policies: A Recipe for Empowerment? Comparative Case Studies from Donegal and Gwynedd

Author: Gwawr McGirr (University of Ulster)

The research addresses the role of civil society through community organizations in securing the future of minority languages in the context of public policy, and adopts a comparative case study design to look at two minority language communities in Ireland and Wales, where it is government policy to support the Irish and Welsh languages using community organisations. This 'bottom-up' approach is expected to direct and inform policy and, perhaps more critically, resources and expenditure.

The strength of Welsh and Irish as community languages in these heartland communities is coming under serious pressure, with declines evidenced in these areas in recent census returns. Language policy experts

and community activists have pointed repeatedly to the importance of improving socio-economic infrastructure for these communities, in addition to improvements to status needed for the two languages. Recent government strategies in policy to stabilize the languages in these heartland areas include the incorporation of 'capacity-building' strategies, in the hope that by increasing the organisational and institutional capacities of these communities (Taylor, 2011) – they can 'empower' these heartland communities. It is unclear exactly what is meant or understood by empowerment in these new policy documents-there is the possibility that the different stakeholders have different understandings of empowerment also.

This doctoral research is qualitative, using triangulated data, in three languages, collected from two case study areas –It is intended that the research will assist in the evaluation and formulation of language policy, and will contribute to an emerging Welsh/ Irish language comparative debate.

Title: What Future for the Welsh Language in Wales?

Authors: Sioned Pearce, Sally Power, Kevin Smith, Daniel Evans and Kimberley Horton (Cardiff University)

This paper looks at the long term future of the Welsh language in Wales through examining secondary school pupils' perceptions and attitudes towards it. Despite efforts by the Welsh Government to foster the Welsh language in Wales since 1999 and the subsequent increase in Welsh language education, use of the language is in decline. We look at what young people in 13 secondary schools across Wales think about Welsh and how this can contribute to ensuring its long-term survival.

Title: Blind Spots in Policy and Attrition in Practice? Possible Unintended Consequences of Welsh Language Policy

Authors: Dave Sayers (Sheffield Hallam University & Cardiff University) and Charlotte Selleck (University of Worchester)

This paper combines a textual analysis of Welsh language policy with an ethnographic analysis among self-identifying 'Welsh' and 'English' students at a Welsh-medium and an English-medium school. We draw preliminary links between these two previously separate research projects, hoping for constructive feedback. A principal disjuncture identified in the textual analysis is a policy-level oversight towards issues of human wellbeing, instead foregrounding the language itself as a separate beneficiary. This tends to downplay how such policies might materially benefit people in Wales. The ethnographic analysis discusses social tensions between, and among, groups of Welsh-medium and English-medium school students. Everyday teaching at the Welsh-medium school tends to involve robustly urging Welsh while firmly sanctioning English. This spurs various tensions on the ground and, paradoxically, triggers rebellions towards English. A policy to encourage more Welsh has engendered practices that may in reality achieve the opposite. We discuss connections between these two research strands, and tentatively explore some preliminary thoughts about policy. For example, could a policy that began from the opposite end of the telescope, and focused on young people's ownership of the language without such concern for overall numbers, have more success?

Title: Welsh Language Preference and Trust in the Police

Author: Stefan Machura (Bangor University)

The police rely heavily on the voluntary cooperating of members of the public. However, some of the core Welsh speaking population in north Wales seem to have less trust in the police than other locals. In two consecutive years, we have measured factors that could influence trust in the police, like media consumption, personal experience, or experience of family members, and various demographic factors. We were especially interested in aspects related to Welsh national identity and the use of the Welsh language. The first questionnaire study with undergraduate students at Bangor University (n = 283) showed that those students who prefer to speak Welsh in a variety of daily situations, e.g. with the GP and in shops, also had less trust in the police. This result stands even when taking into account other factors. This year, a follow up study of the general population, addressing North Walians in various community groups, further investigates the problem and includes other possible explanations, including income and perception of crime levels.

Strand: **Civil Society**

Session Title: **Civil Society in Wales**

Title: Civil Society in Wales: A Critical Interpretive Synthesis (CIS)

Author: Howard Davis, Robin Mann and Sara Wheeler (Bangor University)

Our empirical project explores civil society in Wales through detailed case studies conducted at two research sites, paying attention to the specifics of place and time. To inform this project we need to gain a firm grasp of the previous research literature relating specifically to civil society in Wales. The sources come from a variety of disciplines and research methods. We are therefore conducting a Critical Interpretive Synthesis (CIS) review. This is a flexible approach designed to draw together a large volume of literature, on complex topics, encompassing varied terminology and concepts. It uses techniques from conventional systematic reviews, but also incorporates aspects of qualitative inquiry. It forms a sampling frame to assist the development of a theoretical framework. 'Compass questions' are iteratively refined, as are inclusion and exclusion criteria. Purposive sampling of articles is guided by relevance and contribution to theory development, whilst remaining mindful of influencing factors such as the context in which they were written. Keeping our definition of civil society deliberately broad, we chose three initial compass questions: How does previous research describe and conceptualise civil society in Wales? Which concepts are used and how are they defined and operationalised? Does research suggest that 'Welsh civil society' has distinctive characteristics? We will present the progress of the review and discuss the contribution of our synthesis to the understanding of continuity and change in participation in civil society at the local level in Wales.

Title: How Many People Volunteer in Wales?

Author: Bryan Collis (Wales Council for Voluntary Action)

Volunteering is part of the glue that holds civil society organisations and communities together. It is hard to measure as there are different definitions, which are being challenged by cultural changes and public policy. This paper will draw on Rochester's typography of volunteering into unpaid work, civil activism and serious leisure (Rochester et al 2012) to illustrate current complexities, and apply these to the real world question of counting the number of volunteers in Wales. Using two different methods, and critically evaluating different survey methods used in the past, the paper will present the argument that there is no one answer to the question: it depends on why you are asking. Some recommendations for researchers and policy makers will be made.

Session 4 – **Wednesday 1st July: 2pm – 3.30pm**

Strand: **Social Care, Health and Wellbeing**

Session Title: **Learning Disabilities**

Title: This is How it Ends: The Last Months of Life of People with Learning Disabilities Living in Care Settings Across the UK

Authors: Stuart Todd, Rhian Worth, Julia Shearn (University of South Wales), Kathryn Hunt (University of South Wales) and Jane Bernal

In recent years, the mortality of people with learning disabilities has been a focus for academic and political discussion. People with learning disabilities live significantly shorter lives than other people. The nature of their disabilities is only a partial explanation for this. Just as important, it seems, are issues related to access to and the quality of health care provided to this population. This has led to a focus on dealing with avoidable deaths. However, at some point people with learning disabilities will die from conditions where their death can be expected and their dying planned. Little is known about this aspect of their lives and what happens in the last months of the lives of people with learning disabilities. There has, however, been some concern that people with learning disabilities will experience disadvantaged dying. Yet evidence for this position is limited. In this paper we examine the deaths of over 240 adults with learning disabilities across the UK to describe and examine the key patterns of events and circumstances that occur in the last three months of life. The data were obtained from a representative sample of learning disability service providers across the UK. There were 37 service providers supporting a population of 13,000 adults with learning disabilities in various forms of service based accommodation. Deaths within this population were identified every 6 months for 18 months. Data were obtained on the population supported and on those who died. Data collection ends in June 2015. The paper will then offer a first analysis of data.

Title: The Role of Social Work within Multiple Caring Relationships Involving an Individual with Learning Disabilities

Author: Angharad Parr (Swansea University)

This research explores the role of social work within the ageing and care transitions of individuals in mutual caring relationships. More specifically, these types of mutual caring relationships involve an individual with learning disabilities. An increasing number of people with learning disabilities are providing regular and substantial care for their ageing relatives. Carers with learning disabilities are an unrecognised and under-represented group within both research and practice. Semi-structured interviews were undertaken on an individual basis with both mutual carers and professionals with the aim of creating qualitative multiperspective data. Using a thematic analysis, a number of potential themes have arisen from the data. These themes are currently being explored using a 'within' and 'intra' case analysis. This allows the context of individual journeys to be reserved while undertaking the broader thematic analysis. This research has the potential to impact upon the lives of mutual carers at many levels: at an individual level through the promotion of positive practice; contributing to an evidence base that can be used by policy makers to

inform and shape future policies; and also identifying gaps in current service provision and any additional resources needed to meet the needs of carers and carers with learning disabilities.

Title: Residential Support Workers Meeting the Health Needs of Older People with Learning Disabilities: An Exploration of their Development and Support Needs

Authors: Robert Jenkins, Daniella Holland-Hart and Ruth Northway (University of South Wales)

This NISCHR funded study, focuses on the health needs of people with learning disabilities who often experience poorer health than the general population as they age (Emerson and Baines, 2010). Those living in residential settings may rely on support staff to recognise symptoms of ill health and to access healthcare services but little is known regarding this process. The study aims to explore the experiences and training needs of residential support workers from Third Sector organisations in Wales, regarding meeting the health needs of older people with learning disabilities.

A mixed methods approach has been used including questionnaires sent out to around 1500 support workers and semi-structured interviews with social care managers. The research also incorporates the views of older people with learning disabilities. Initial results indicate that whilst training was provided for support workers this tended to be reactive following the diagnosis of a health issue rather than proactive to enable health problems to be identified at an earlier stage. Additionally highlighted were wider barriers to appropriate health care arising out of inadequate understanding of the role of social care workers or lack of bespoke resources available for people with learning disabilities as they age.

Strand: **Inequalities**

Session Title: **Our Changing Land: Revisiting Gender, Class, Identity, Work and Public and Private Life in Contemporary Wales (Colloquium)**

Title: 'Placing Young Men': The Performance of Young Working-Class Masculinities in the South Wales Valleys

Author: Michael Ward (Cardiff University)

While the work on men, masculinities and gender identities has exploded across the social sciences since the mid-1980s, very little of this work has looked at masculinities and what is means to be a young man in a Welsh context. This paper revisits a seminal piece of work published at the end of the millennium in Contemporary Wales by Scourfield and Drakeford. They argued that to understand Wales there was a need to understand its inhabitants, both those with and without power. They suggested that by analysing Welsh men it would be possible to critically explore the social process of the construction, production and reproduction of masculinities within the nation. However, research has been slow to develop in this area possibly due to the diversity of masculinities within the country, in terms of those men who speak the Welsh language, social class dynamics, and the north/south/urban/rural divides. In order to fully examine men and their behaviours, I suggest that Welsh men must be analysed within separate historical and geographical contexts and within the social construction of gender within a specific locality. In this paper, drawing on my

forthcoming book From Labouring to Learning, Working-class Masculinities, Education and De-industrialization, I focus on how within a specific community in the South Wales Valleys, young men's masculinities are performed across a variety of educational and leisure spaces. I show how expectations and transitions to adulthood are framed through geographically and historically shaped class and gender codes.

Title: Changes and Continuities: Women in Paid Work in Wales 1994-2014

Author: Alison Parken (Cardiff University)

Retrospectively, we can now assess the period 1971-1991 as the most significant period of change for the decline of men's employment rates and the rise of women's (ONS, 2013). However, despite significant changes in women's relationship to paid work since the early 1990s there is also striking continuity. In Wales, 43 per cent of women work on a part-time basis, a proportion that has changed little since the 1970s. Three quarters of these part-time jobs are in low, to low-middle skilled jobs such as sales, administration, personal services and elementary jobs (Parken, Pocher and Davies, 2014). UK data shows that 46 per cent of women are employed in lower-middle skilled jobs (such administration, caring and leisure and sales), compared to 24 per cent of men (ONS 2013, p. 10). Men are more likely to be employed in higher skilled occupations, which are associated with higher pay (associate professional and technical and skilled trades) (ONS 2013, p. 10).

This paper looks back on 20 years of data on women's labour market participation in Wales, and considers how future changes in industrial composition and employment structures might continue to reproduce gender disparities in employment and pay. I will also consider the impact of equality duties, such as the Welsh 'equal pay duty', which attempts to mitigate gender as a social organising principle in the labour market.

Title: Women, Civil Society and Political Representation in Wales: Empirical and Conceptual Perspectives

Author: Paul Chaney (Cardiff University)

This paper revisits research on women's political representation conducted in the first months of the National Assembly. Interviewed in 1999, many of the women spoke of their high expectations for the new legislature. Here, almost a decade-and-a half on, this study reflects on developments since the Assembly opened its doors with reference to the nature and quality of women's political engagement - including the views from civil society organisations. Weighed against the initial hopes, it concludes progress in women's political representation – in both public life and policy-making, – has been disappointing in three key respects – depth, breadth and permanency.

The foregoing empirical analysis has underpinned new conceptual work – specifically, a Contingent Model of Substantive Claims-Making. Earlier scholarly studies have referred to the substantive representation of women (SRW) – (or, the situation where women's needs and concerns are reflected in public policy and law) - as being 'contingent' in nature. Yet this assertion has largely escaped systematic attention in the academic literature. This paper concludes by exploring contingency in the promotion of SRW. It argues that

the SRW requires cognizance of the co-presence of contingent factors across three (non-discrete) spheres: civil society; representative politics and the state; and culture and demography.

Title: Who Should Do The Dishes Now? Exploring Gender and Housework in Contemporary Urban South Wales

Author: Dawn Mannay (Cardiff University)

This paper revisits Jane Pilcher's (1994) seminal chapter from Our Sisters' Land: The Changing Identities of Women in Wales - 'Who should do the dishes? Three generations of Welsh women talking about men and housework'. Two decades on from the original study, the paper explores this question in contemporary south Wales by drawing upon data generated in a study of mothers and daughters residing in a Welsh, marginalised, urban housing area. Mothers of daughters in the two eldest groups tended to be born in the late sixties, in line with Pilcher's (1994) youngest generation of interviewees, adult-granddaughters, born in 1967. The mothers of daughters in primary school were born in the late seventies and are part of a younger generation than the participants in Pilcher's study.

The analysis of participants interviews and visual data, specifically applies the lens of gender to examine and foreground the tension between the post-feminist discourses of equality and the everyday negotiation of feminised identities in private space. The paper argues that in contemporary Wales, the domestic sphere remains a site of inequality, where women are negotiating the impossibility of being both in full-time employment and meeting the ideology of the 'Welsh Mam'. Furthermore, the work of women and the accompanying expectations have moved from being peripheral to becoming central; this places women in a psychological impasse where they identify themselves as 'lazy' when they cannot simultaneously fulfil these roles to the unreachable standards of the new respectable working-class femininity.

Strand: **Education**

Session Title: **Curriculum and Pedagogy**

Title: The Effectiveness of Numeracy Strategies in Science Departments in North Wales Schools

Author: Anthony Clowser (Bangor University)

The aim of this work is to discuss the effect the introduction of the Numeracy Framework has had on science teaching in Wales. As a result of the literature review three key research questions were identified: What is science teachers' awareness of current developments in numeracy? How are schools preparing to meet the numeracy component of the Literacy and Numeracy Framework? What are the examples of good practice in teaching numeracy in science? The results of the surveys and interviews showed that schools have identified where numeracy is taught across the curriculum, but are less well prepared to formally assess students' progress. A wide range of opportunities for teaching numeracy within science were identified. Science teachers feel confident in teaching many aspects of numeracy, particularly data collection and data handling. Examples of good practice in teaching numeracy within science were highlighted. A need for subject specific training in numeracy teaching, particularly in the Developing

Numerical Reasoning strand, was also identified. A strong desire for science staff to collaborate with colleagues teaching mathematics was identified, as was a need for opportunities to share good practice with science teachers from other schools.

Title: Evaluation of Premier League Reading Stars (PLRS) Cymru Pilot

Author: Nia Williams, Jean Ware and Enlli Thomas (Bangor University)

One in six persons in the UK has poor literacy skills. National and international trends have also highlighted lower literacy achievements among boys as compared to girls. In an attempt to address this issue, The National Literacy Trust (NLT) designed a reading intervention programme, the Premier League Reading Stars (PLRS) programme. PLRS attempts to harness the motivational power of football to inspire children to read more . In 2014 the Welsh Government agreed to fund the NLT to pilot the programme in Wales.

Of the c350 schools recruited to take part in the PLRS Cymru Pilot, approximately one third were invited to take part in an evaluation study. Children participating in the project and a comparison group completed the All Wales Reading Test for both before and after the 10 week programme, and an attitude questionnaire. In addition, observations, staff interviews and pupil focus groups were carried out in a subset of schools.

Quantitative data was analysed using SPSS, and qualitative data was analysed using a combination of pre-determined and emergent themes. Data will be presented on changes in children's reading test scores over the 10 weeks of the intervention, attitudes to reading, and staff and pupil views of the PLRS scheme.

Title: "We Need Educating!" The Role of Education in Empowering Young People and Educators about Violence Against Women, Domestic Abuse and Sexual Violence

Author: Caroline Lohmann-Hancock, Nicola Welton and Phillip Morgan (University of Wales Trinity St David)

The Violence against Women, Domestic Abuse and Sexual Violence (Wales) Bill requires improved awareness of domestic abuse. Research from the Hafan Cymru Spectrum Project 'Preventing Abuse: Promoting Independence' addresses the Government's focus on education giving pupils a voice. The many challenges of 'hearing' young peoples' voices in domestic abuse cases are outlined in an NSPCC (2013) report where children and young people require knowledge about boundaries, rights, protection, safety, healthy relationships, and information about where to seek help.

'Action-Against Domestic Abuse's' research (2014:10) confirmed that children exposed to domestic abuse were also harmed, have behavioural problems, have difficulties adjusting in school and feel responsible for the negative events experienced.

The Donaldson (2015) review supports continuing education about healthy relationships and wellbeing. This research project listened to those attending Hafan Cymru Spectrum lessons with pupils which aims to raise awareness of domestic abuse, its effects and provide information needed by those who experience domestic abuse.

The research explored the following research questions:

1. To explore what the positive outcomes for young people are as a result of engaging in the Spectrum project?
2. Identify if the lessons are relevant to young people and in what ways.
3. Consider how the project could be further developed.

Research explored personal understandings through discussions allowing thoughts and concerns to be analysed allowing interpretations of views allowing various themes to emerge. Data was collected from interviews with teachers and focus groups with pupils from KS2-3 whilst complying with all best practice guidelines.

Strand: **Language Planning in Wales**

Session Title: **Language Planning in Wales (Panel Session)**

Title: Understanding Linguistic Variation: Some Reflections on the Challenges of Measuring the Effectiveness of Language Planning Policy and Practice in Wales

Convenors: Richard Thurston and Catrin Redknap (Knowledge and Analytical Services, Welsh Government)

The aim of this session is twofold: to invite a reflection on our understanding of Welsh language use and language behaviour in Wales, and to consider some of the methodological and conceptual challenges currently facing language planners and those engaged in evaluating language planning activity.

This will involve looking at two studies designed to improve our evidence base for Welsh language use: a research study undertaken in the context of the Welsh Government's Evaluation Framework for the Welsh Language Strategy, with the aim of assessing the effectiveness of the Welsh Government's efforts to facilitate and support the use of Welsh as a community language; and the 2013-14 Welsh Language Use Survey, jointly commissioned by the Welsh Government and the Welsh Language Commissioner.

Following a brief overview of the approaches adopted in the two studies, the panel will facilitate a discussion on the potential and limitations of some of the methods employed to collect information about language behaviour. As sociolinguists continue to explore new ways of understanding linguistic variation in the context of new forms of social organisation, some of the paradigms familiar to language planning practitioners are challenged. The discussion will consider the implications of this shift, both for language planning policy and the methods used to assess its effectiveness.

Strand: **Social Care, Health and Wellbeing**

Session Title: **Health Wellbeing and Lifestyles**

Title: Assessing the Health Impacts of Adults' Participation in Sports in Wales: Investigating the Mediating Role of Accessibility to Sports Facilities

Authors: Theodora Pouliou (Swansea University), Sarah Lowe (Welsh Government), Gary Higgs (University of South Wales) and Jonathan Radcliffe (Sports Wales)

The health benefits of individual and group participation in sports is well known. However, research on the health impacts of sports participation has been limited in Wales.

The research project proposes to explore the potential association between the accessibility of sports facilities, sport participation and health. In particular, we will examine whether:

- Accessibility to sports facilities contributes to participation in sporting activities.
- Sports participation mediates the association between accessibility to sport facilities and health outcomes (as recorded in routine health records).
- The association between participation in sports and health outcomes is independent of individual characteristics such as gender, socio-economic characteristics.
- Any differences emerge when comparing a) the relationship between accessibility to sports facilities and self-reported health status, with b) the relationship between accessibility and health status as recorded in routine health records.

The data sets to be used are: the Welsh Demographic Service Data, the GP Event data, National Survey for Wales, the Welsh Health Survey, the Sport Wales Active Adults Survey and the accessibility measures derived from the Sport Wales Enhanced Recreational database.

Preliminary results based on descriptive and statistical analysis will be presented. The project will assist in understanding the health impacts of the accessibility to sports facilities and of adult participation in sports.

Title: Electronic-Cigarette Use Among Young People in Wales: Evidence From Two Cross-Sectional Surveys

Author: Adam Fletcher (Cardiff University)

Recent electronic (e)-cigarette marketing has been targeting young people and there is concern that the use of e-cigarettes by young people could undermine tobacco control policies. E-cigarettes may glamorise teenage smoking and could represent a new gateway into nicotine addiction and tobacco use. Data derived from two large, nationally-representative surveys of primary and secondary school students in Wales provide evidence that non-smoker's aged 10-16 are using e-cigarettes. A strong upward trend in smoking among e-cigarette-users from ages 10 to 16 also suggests e-cigarettes are more likely to be a gateway into smoking tobacco than a cessation device at present. However, regular e-cigarette use is strongly associated with smoking tobacco as well as cannabis, and regular use remains very rare among non-smokers at present.

Title: Adolescent Substance User: The Interplay of Parent-Child Relationships, School Connectedness and Peers

Author: Rhiannon Yapp (Cardiff University)

Parent-child relationships, school connectedness and peers have each been linked to the development of adolescent substance use. Specifically, relationships with parents and schools act as protective factors, whilst substance using peers act as a risk factors. To understand the origin of adolescent substance use in relation to these factors, it is important to focus on the combined risk effects and how they lead to the progression to harmful levels of use. This study therefore aims to examine: a) the relationship between school connectedness and harmful levels of adolescent substance use; b) to what extent this relationship is explained by deviant peers; and c) whether parent-child relationships moderates the influence of deviant peers.

Structural Equation Modelling will be used to test the indirect relationship between school connectedness and harmful substance use via peer substance use and the moderating role of parent-child relationships upon this indirect association.

Data is drawn from the population-based Avon Longitudinal Study of Parents and Children (ALSPAC).

Parent-child relationship quality are assessed at age 8, school connectedness assessed at age 11 and peer substance use assessed at age 14. Substance use outcomes are assessed for alcohol, tobacco and cannabis use at 17 years.

Preliminary findings suggest the importance of school connectedness and parent-child relationships for adolescent substance use policy and prevention.

Session 5 — **Wednesday 1st July: 4pm – 5.30pm**

Strand: **Inequalities**

Session Title: **Income Inequality and Poverty**

Title: Variation in the Inflation Experience of UK Households, 2003-2014

Authors: Tanya Flower and Philip Wales (Office for National Statistics)

This paper presents Office for National Statistics analysis of the inflation rates experienced by different types of households in the UK between 2003 and 2014. Using micro-level data from the Living Costs and Food Survey (LCF) and national-level data from the Consumer Prices Index (CPI), it estimates price indices and inflation rates for households in different positions of the income and expenditure distributions, for households with and without children and for retired and non-retired households. It finds that the inflation experience of UK households differed widely over this period, with implications for economic policy. Low-spending households experienced faster rates of price increase than high-spending households. For the former group, prices increased by 3.3% per year on average between 2003 and 2013, while they increased by just 2.3% on average for the latter group. Inflation differentials for other sub-groups were smaller, although rates of price increase were faster for low-income households, retired households and households without children than for high-income, non-retired and households with children respectively. This paper also sets out a range of areas for future analysis, among which an examination of how prices for specific products vary across households and the incorporation of housing costs are the most prominent.

Title: Just How Effective is Finding Employment in Helping People to Move Out of Poverty?

Authors: John Wildman and Richard Tonkin (Office for National Statistics)

Participation in the labour market is recognised as one of the most important individual drivers of movement in and out of poverty. However, as the European Commission (2009) has noted, "jobs have not always succeeded in lifting people out of poverty". This analysis looks at the relationship between income poverty and participation in the labour market. Analysis is provided on how in-work poverty (people who are in work and also in poverty) rates have changed in the UK between 2005 and 2013, and makes comparisons with those for the EU. Longitudinal data from the European Union Statistics on Income and Living Conditions (EU-SILC) survey has been pooled together. This makes it possible to track individual's responses over a longer period of time. It is then possible to analyse any changes in employment status and any effect this has on households. Analysis is provided looking at the extent to which moving into employment is associated with moving out of poverty. This is provided in terms of both the socio-demographic characteristics of individuals themselves and the type of employment they move into. The analysis also looks at movements out of in-work poverty, and the associated labour market events.

Title: Finding and Describing Poverty: A Re-Assessment of Strategies to Target Disadvantage in Wales

Author: Peter Midmore (Aberystwyth University)

Tackling poverty is a major policy priority for the Welsh Government and it is important to recognise where, when and why it occurs. The current methods for recognising poverty correctly make distinctions between different types of disadvantage (examining income, employment, health, education, access to services, community safety, the physical environment, and housing). However, they do not consider how people may move in and out of poverty, for how they remain in that condition; nor whether the impact of different types of measured poverty might be felt more or less strongly in different situations. Our paper discusses these issues and then considers how poverty might be measured to take account of movements in and out of poverty, and effects of different settings on the depth of its impact. We discuss how these new measures might produce a better understanding of poverty and disadvantage in Wales, and how best to tackle its causes and effects.

Strand: **Civil Society**

Session Title: **Social Media and Participation**

Title: Social Media and Civil Society: Participation, Regulation and Governance

Authors: William Housley, Adam Edwards, Matt Williams (Cardiff University), Marina Jirotka and Helen Webb (University of Oxford)

Technological innovation in digital communications, epitomised in the shift from the informational web (Web1.0) to the interactional web (Web2.0), is transforming traditional social configurations and relations. Web2.0 technologies, particularly the new social media (e.g. social networking, blogging and micro-blogging), enable users to share information with multiple others quickly and easily. This can be seen to reinvigorate civil society via new forms of digital participation through networked debate, deliberation and information sharing. This can have positive impacts, for instance promoting social cohesion and supporting civil society actions. However, social media interactions can also become 'digital wildfires' in which misleading or provocative content – e.g., in the form of rumour or hate speech - spreads rapidly with very negative impact. Society thus faces a major challenge in establishing appropriate regulatory frameworks for the governance of new digital spaces. This panel will discuss the development of these governance frameworks. We will reflect upon current research on how 'digital wildfire events' emerge and unfold. We will explore the evidence for self-governance through which social media users manage their own and others' online behaviours and examine how these practices may be consolidated and enhanced. Finally, we will consider matters relating to wider issues of governance, regulation and freedom of expression.

Title: Ageing, Social Media and Social Isolation

Author: Roser Beneito-Montagut (Cardiff University)

The percentage of older people living alone has grown in the last decades, and is expected to continue growing. At the same time that the population ages social isolation is emerging as one of the major problems facing society. Social Media (SM), with Facebook and Twitter as its most popular applications, are becoming fundamental to our social lives. One of their main functions is to provide a mobile way to stay in touch with others. There are few studies so far that explore in depth interpersonal interaction processes on SM of the elderly, fewer that take into account the role of emotions in this particular communication process for this specific social group. This paper focuses on the role of emotions and on understanding to what extent and how older people use SM. An ethnographic study of elderly SM usage, conducted in Catalonia during two years (2013-2015), serves as the basis for an in-depth analysis of their social and emotional conduct in everyday life. Understanding how the elderly uses SM could inform the development of policies which foster SM engagement with a view to increase their possibilities for interpersonal relationships, and in turn, reduce social isolation problems. This perspective takes this paper away from simply studying what can or cannot be done online. Our interest is rather on how the elderly integrates the SM into everyday life, how emotions intervene in their social interaction processes and how to improve their emotional well-being.

Title: Social Media Surveillance and Civil Society

Authors: Lina Dencik and Arne Hintz (Cardiff University)

Social media have been celebrated as enabling communication platforms for civil society, crucial tools for social movement mobilisation, and thus facilitators of social change. However, as the Snowden revelations have demonstrated, they have also played an integral role in state surveillance programmes. Further, the business model of companies like Facebook, Google and Twitter has required the detailed monitoring and analysis of user communication.

In this presentation, we will unpack the different ways in which commercial social media platforms are either used for large-scale data collection or engage in data collection themselves. We will discuss the implications for civil society, which range from self-censorship due to the chilling effect of surveillance, to more direct cases of censorship and content restrictions by internet companies, and to the repression of dissidents by authoritarian regimes. We will investigate in how far social media surveillance may limit dissent and, more broadly, active citizenship.

The presentation will be based on ongoing research as part of the ESRC-funded project 'Digital Citizenship and Surveillance Society: UK State-Media-Citizen Relations After the Snowden Leaks'. We will discuss preliminary findings from this project in the context of further research into social media and surveillance.

Strand: **Education**

Session Title: **Teaching and Tuition**

Title: Inequalities in Education: The Role of Shadow Education in Secondary Schools Across Wales

Authors: Sioned Pearce and Sally Power (Cardiff University)

This paper explores shadow education in Wales through data collected with school children at key stages of their education. Despite the small proportion of school children in Wales attending private schools and the long-established policy commitment to public comprehensive education; our data suggest there is significant involvement in shadow education which reflects geographical inequalities linked to deprivation.

Title: Teachers' Experiences of Induction Processes in Wales

Author: Rachel Williams (Cardiff University)

This qualitative study explores the experiences of new secondary school teachers in one Welsh Local Authority. It examines the sources of stress and the support available during their induction period and considers the effectiveness of the 2012 Welsh Induction Regulations.

The research builds on a body of research relating to social orientation (Van Maanen 1976), teacher stress (Kyriachou 2001) and the role of mentors in schools (Harrison 2006).

The findings suggest that the main cause of stress is high workload. All the teachers experienced a significantly higher workload than they encountered as student teachers. Other difficulties were encountered with pupil behaviour, teaching pupils with different abilities and frequent observations and assessments. The high workload is exacerbated by the Masters in Educational Practice programme that is offered to all newly qualified teachers in Wales.

Support was offered via a mentoring process. The teachers were mentored by teachers from within the school and by external mentors. Some mentors challenged the teachers to think about the teaching methods they used whereas others provided more day-to-day assistance; all teachers valued this support. Assistance in learning their new roles was also received from departmental colleagues and through induction processes. The teachers valued the opportunity to observe other teachers and to receive feedback on their own performance.

The experiences of the teachers in this study are broadly consistent with those of new teachers elsewhere in the UK. The high workload and emphasis on meeting pupils' performance targets result in the induction year being a challenging time.

Title: Education Research and Teaching in Wales: Does Education Research in Wales Inform Teachers' Pedagogical Practice?

Authors: Kevin Smith and Kimberley Horton (Cardiff University)

Great emphasis is placed on research based classroom practices, with calls for the inclusion of teachers as instructors, but also as researchers. Unfortunately, there is a lack of education research in Wales. Additionally, initial teacher education must do better at positioning teachers as researchers and academic professionals. In addition, the daily demands on teachers and senior management teams threaten teachers' ability to conduct their own inquiries or even access existing research.

The data in this study were collected as part of the WISERD Education project, a longitudinal study following over 1200 school pupils in 29 schools in Wales. As part of the study, over 200 teachers were also surveyed. Teachers were asked questions about self-reflection and evaluation, personal inquiry and research. They were also asked if they found evidence from education research useful in their teaching.

Initial analyses suggest there is a substantial disconnect between teacher's classroom practices inclusion of evidence from education research. Less than 15% of the teachers surveyed were actively engaged in research. Self-reflection and working towards performance management objectives were viewed as favourable strategies for improving their practice, as were personal enquiry and collaborating with teacher colleagues. However, many teachers felt their schools did not encourage their use of research evidence to improve their teaching, nor did they feel they had adequate opportunity to discuss relevant research with their colleagues or incorporate such evidence into their teaching practices. In regard to the usefulness of education research in their teaching, the majority of teachers were ambivalent, with another substantial number stating they did not believe evidence from education research was useful in their daily teaching activities. From these initial conclusions, a more articulated strategy for envisioning the role of a teacher as an education researcher should be included in initial teacher education in Wales, as well as a greater emphasis in supporting teachers implementing evidence from existing research and their own enquiries as part of their daily practice in schools.

Strand: **Social Care, Health and Wellbeing**

Session Title: **Wellbeing and Work**

Title: Wellbeing and Job Satisfaction in The United Kingdom: The Mood of The Public and Private Sector

Authors: James Healy, Phil Murphy and David Blackaby (Swansea University)

Job satisfaction is a key component to an employed individual's subjective well-being. Using matched employer-employee data from the Workplace Employment Relations Survey (2011), we look to establish if the UK's public and private sectors experience a difference in the subjective wellbeing, in this case job satisfaction, of their employees. The focus of this paper is to bridge the gap in analysis, using data from the WERS2011 dataset to allow us to look at the determinants of wellbeing, and how personal and business characteristics impact on an individual's wellbeing in the private and public sector in the UK. Using an ordered probit model, marginal effects, and a random effects ordered probit model, we are able to

analyse the data, based on a variety of individual and work place characteristics. This should also allow us to determine if worker sorting occurs.

Title: An Investigation of Rail Crew Staffs Fatigue and Wellbeing

Author: Jialin Fan (Cardiff University)

Imagine you are sitting in a tiny room and doing the same arm movement for three hours without a break, twice a day in every weekday for years. Will you feel fatigued? Actually, the train staffs are suffering more. According to the Rail Accident Investigation Branch (RAIB), the current situation of occupational fatigue in train industry is severe. At a company level, the sickness absence cost is £218 – 327 million per year. At a personal level, fatigue brings long-term ill health to the staff and also has a negative impact on safety, health and wellbeing. Increased evidence shows that working long weekly hours over long periods raises the risk of accidents and incidents. A fatigued worker will feel tired, sleepy and lack motivation, will take react more slowly and make decisions which possibly brings a reduction in the train safety. This research intends initially to study occupational fatigue and wellbeing using a questionnaire survey of train staff. This will be followed by analysis of incident and sickness absence data, diary studies and objective measurement of fatigue using the "before and after work" technique. A fatigue model will be developed, and a tool base on a mobile device will be produced to solve the problem of fatigue problem in rail crew. The tool will be able to record their working hours, track their fatigue status and provide information to them about when they are likely to be fatigued.

Title: Cultural Dimensions and Work-related Stress in Migrant Workers in Southern Italy.

Authors: Roberto Capasso and Maria Clelia Zurlo (University of Naples)

This study presents Ethnicity and culture as a novel topic in the literature on stress and wellbeing at work and proposes the integration of the work-related stress research with the cross cultural approach. One general remark, when analysing the working conditions of migrant workers is the influence of the sector and occupation. This means that, to a certain extent, some of the disadvantageous conditions that migrant workers face may be explained by the sectors and occupations where they are employed and not only for the fact of being migrants. Moreover some aspects related to culture such as perceived discrimination at work, acculturation strategies and language barriers could have a relevant impact in the workplace.

Therefore the crucial issue regarding the independent or combined effects of ethnicity and type of job in the prediction of occupational health needs to be investigated and findings provide a strong framework that illustrates how psychosocial and individual variables can interact and influence one another. These aspects may give a contribution to improve psychological interventions to support migrant workers promoting health in workplace taking into account the important influence of cultural dimensions in the relationships within and with the work environment. They also promote a strong basis for the development of future work, and a characterisation of the stress process that is dynamic and may have comparable or better ecological validity than many existing stress frameworks.

Session 6 — Thursday 2nd July: 9.30am – 11am

Strand: **Social Care, Health and Wellbeing**

Session Title: **Children's Wellbeing**

Title: Evaluating the impact of early years educational reform in Wales using the UK Millennium Cohort study

Authors: Chris Taylor (Cardiff University)

Early years education has received considerable attention in recent years, particularly as a result of longitudinal studies that demonstrate the importance of the first few years in a child's development and educational experience. In 2004, a new approach to early years education, the Foundation Phase, was introduced in Wales. This is a major flagship policy of the recently devolved Welsh Government, and marks a radical departure from the more assessment-driven competency-based approaches to early childhood education that existed prior to the Foundation Phase. Studying approximately 2000 children in Wales who are part of the UK Millennium Cohort Study (MCS), all born in 2000–2001 we investigate the potential impact of the Foundation Phase pilot on a range of key academic and well-being outcome measures. Compared with other children, those attending a Foundation Phase pilot school tended to have lower scores in a number of academic assessments at age seven and lower subjective well-being, in terms of their attitudes to learning and well-being at school. We consider these surprising, yet concerning, results in the context of the methodological limitations to this analysis and propose how the MCS can be further used to substantiate these findings.

Title: The Associations between Early Childhood Experiences, Current Contexts and Children's Subjective Wellbeing at Age 11

Author: Gwyther Rhys (Cardiff University)

There is a growing interest in the concept of subjective wellbeing – how people feel about their lives - and its potential practical applications. If subjective wellbeing data is to be of practical value it is important to show the connections between people's evaluations of their lives and other aspects of their lives in the past, present and future. For example if it can be shown that certain earlier experiences predict people's subjective wellbeing, or that their current subjective wellbeing predicts aspects of their future life then these findings will demonstrate the potential practical utility of asking people about their own sense of wellbeing. So far, there have been relatively few studies that have been able to demonstrate these connections, particularly in relation to children's subjective wellbeing. This presentation will be based on new analysis using data gathered through the Millennium Cohort Study – a major UK longitudinal study of 19,000 children born in 2000 and 2001. The analysis will explore the extent to which children's subjective wellbeing at the age of 11 can be predicted from aspects of their current life and their childhood experiences. The presentation will discuss the practical implications of the findings and potential directions for further research.

Title: A Comparison of Children's Lives and Wellbeing in 15 Countries

Author: Gwyther Rhys (Cardiff University)

There is currently a growing interest in the concept of subjective wellbeing – how people feel about their own lives - and its potential practical and policy applications. Within this broad field, there is relatively little research on children's subjective wellbeing. Moreover, the research that does exist is almost entirely restricted to studies within single countries.   This presentation will discuss findings from the Children's Worlds project - the largest and most diverse international study so far undertaken on children's lives and subjective wellbeing. The current wave of the survey has been completed by over 50,000 children in 15 countries across four continents. The survey data provides a unique opportunity to explore children's lives and wellbeing in an international comparative context. The presentation will look at variations in children's subjective wellbeing both overall and within specific aspects of life (e.g. family, friendships, school, time use) across the 15 countries. It will discuss the potential value of the findings for international policy organisations, national governments and all those concerned with children's quality of life.

Strand: **Education**

Session Title: **Education Policy**

Title: Education Policy Funding with Indirect Taxation

Author: Gueorguie Vassilev (Office for National Statistics)

I present a model to show that national public education can be funded in a welfare-improving way, if VAT as well as income taxation are both considered together. This can be used for governments to consider education provision. It is also interesting to show how, if young people thought through the education they needed to reach the job they want, national welfare would increase. The principle is that if goods and services which have been made with highly educated individuals have a higher VAT rate, then people's overall income taxes can be lowered, and people considering their education choices will choose the quality and amount of education to get the job they want, considering the salary they would eventually obtain. Country analysis is shown to consider how specific tax rates can be changed to improve people's lives.

Title: How Reliable are Value-Added Measures of School Effectiveness?

Author: Thomas Perry (University of Birmingham)

The value-added (VA) methodology is the predominant technique for the estimation of school effects and is widely used in educational effectiveness research and accountability systems internationally. By identifying and controlling for factors which lie outside of schools' control, the VA methodology is designed to compare schools only on the basis of unexplained residual variation between (statistically) similar pupils. Despite widespread use and extensive research, there are numerous difficulties in establishing the certainty and specificity of conclusions which are warranted on the basis of value-added evidence. The present

study addresses this problem and provides more concrete evidence to inform this debate. This study scrutinises the school value-added measures using three tests of measure reliability. The use of innovative analytical approaches and access to large governmental datasets allows this research to provide reliability estimates of unprecedented quality and robustness. Taken together, results from the three analyses presented suggest that school value-added measures are not meaningfully capturing a stable, general or current property of individual schools. This raises serious doubts about whether value-added scores can fairly be used for high-stakes purposes. Use as a research or policy tool for purposes of evaluation or monitoring are more defensible and the implications of this research for these uses are discussed.

Title: Is Devolution Delivering Policy Success or Failure? The Case of Secondary Education in Wales

Author: Ian Stafford (Cardiff University)

After fifteen years of devolved government, an increasingly common question raised by academics, politicians, the media and the general public alike, has been the extent to which devolution has actually delivered tangible benefits for Welsh citizens. This debate intensified following the 2010 General Election and the resulting shift from Labour-led administrations in both Cardiff Bay and Westminster to the Coalition Government at the UK level. The Coalition Government has attacked the distinctive policies introduced by Labour-led administrations in Wales for failing the Welsh people. In April 2014, for example, the Prime Minister, David Cameron, attacked the Welsh Government's education and health policies respectively as 'sinking the hopes of a generation' and turning Offa's dyke into 'the line between life and death.' This paper focuses on education policy in Wales to explore the way in which we can understand how policies can be identified as s 'policy success' or 'failure' within the context of devolution. It draws on existing studies in this field (McConnell 2010; Bovens &'t Hart 2011; Bovens, 't Hart & Peters 2001) to explore different approaches to defining 'success' and 'failure' and uses documentary data and interviews carried out with key stakeholders between November 2012 and May 2013.

Strand: **Civil Society**

Session Title: **Governance and Civil Society**

Title: Competing Conceptions of Fairness and Citizenship: A Case-Study of Newport City Council's Fairness Commission and Public Views of Fairness

Author: Steven Smith (University of South Wales)

Drawing from W.B. Gallie's seminal work in political philosophy on the essentially contested nature of political concepts, the paper examines Newport City Council's Fairness Commission's account of fairness, alongside a public survey of Newport citizens' views of fairness. Reflecting Gallie's conclusions, public perceptions were found to focus on two parameters of debate underpinning a number of controversies concerning competing conceptions of fairness: (a) equality versus differential treatment, and (b) the accountability and transparency of Council decision-making. Moreover, contrary to contemporary political discourses which reject post-1945 Marshallesque social rights as a hallmark of citizenship, the views of

Newport citizens regarding the concept of citizenship were also found to be highly controversial: tending to reflect, albeit with significant caveats, what has been dubbed 'passive' conceptions of citizenship (focusing on rights and entitlements), rather than 'active' conceptions of citizenship (focusing on particularized citizens obligations, and the values of social interdependency and reciprocity).

Title: What Can the Link between Instrumentalism and Perceptions of Individualised Responsibility Tell Us about University Students

Author: Esther Muddiman (Cardiff University)

Young people are increasingly told that they need to go to university in order to become more employable. Some critics argue that this focus on employability limits students' interests to the things that they think will be 'useful' to them in terms of their future career, and stops them from engaging with ideas that are important for developing a sense of citizenship.   This paper reports on findings from interviews with 40 undergraduate students studying either Business or Sociology at university in Britain or Singapore. It explores how students relate to broader ideas about the role of higher education in helping individuals to contribute to society, and how they balance this with the need to become more employable upon graduation.   The Business students in this study were more instrumental than the Sociology students; they also gave individualistic accounts of success and failure, and struggled to think of the ways in which some social groups are disadvantaged compared to others. In contrast, the Sociology students were more altruistic and understanding of social inequalities.   I link these findings to a discussion on the possible consequences of treating education as an exercise in becoming more employable.

Title: (In)dignity and the Creating of Liveable Lives

Author: Roiyah Saltus (University of South Wales)

This paper draws on qualitative data collected as part of a 18 month research project funded by the ESRC that explored the operation, impacts and implications the advertising campaign which was piloted in six London boroughs calling on migrants with insecure legal status to 'go home'; and a series of highly publicised immigration checks and raids in super-diverse areas across London.   Together with a survey, focus groups with 60 people, 24 interviews with activists were conducted in Birmingham; Bradford; Cardiff; Glasgow; Barking & Dagenham; and Ealing & Hounslow. Drawing on the qualitative findings, the paper will explore the perceptions and views of not only on those who have are seeking sanctuary ('new' migrants), but also those with legal status to remain as well as British-born citizens from minority ethnic backgrounds ('established' men and women from migrant backgrounds. It is from the views of this very diverse grouping that I want to explore responses and views of the campaign as linked to notions of (in) dignity and pain and indignation. Of importance here will be the undercutting feelings and perceptions which mark these notions also as counter points. The aim will be to try and map out as far as the data allows – the ways in which participants are seeking to live liveable lives and maintain a sense of human dignity in the face of an increasingly hostile environment, and some of the strategies being used by local migrant organisations.

Strand: **Inequalities**

Session Title: **Disability, Education and Employment**

Title: Disability and Disability-related Employment Gaps in the UK 1998-2012: Different Trends in Different Surveys?

Authors: Melanie Jones (Sheffield University), Victoria Wass (Cardiff University) and Ben Baumberg (University of Kent)

The rate of employment among those who self-report disability, that is an activity limiting long-term health problem, is substantially lower than among those who do not. The relative employment rates of disabled individuals are therefore an indicator of disadvantage and there is interest from academics, policymakers and disability charities in its long-term trend. Evidence from a large household survey, the UK Labour Force Survey (LFS), over the last decade has painted a positive picture with authors claiming "the employment rate for disabled people has gradually increased since 1998 from 38% to 48%" Black (2008:31). This has not, however, been replicated in other UK surveys. This analysis, by comparing trends in three large scale surveys, examines the extent to which this discrepancy is explained by differences between the surveys. More specifically, we examine the role of differences in the definition of disability, differences in methods of data collection and differences in the personal characteristics of respondents. It is the LFS which is seen to generate the outlying trend, although the discrepancy is reduced by enhancing the level of comparability between surveys, particularly excluding telephone interviews and repeated interviews with the same individual.

Title: Evaluating Inclusion in Further Education in Wales: The Example of Visual Impairment

Author: Ceri Morris (Cardiff University)

This presentation will explore the extent to which inclusive practices for disabled students have been implemented in further education colleges in Wales. It draws on ethnographic research which focussed on the experiences of visually impaired students in further education settings. Findings suggested that while inclusion was frequently cited in documentation, in some cases practices and attitudes continued to conform to the special educational needs model of intervention. In this presentation the complexities of policies and practices will be discussed, with reference to the implications for the pedagogical practices of tutors, student support services and student learning.

Title: An Investigation into the Impact of Disability on Employment in the UK.

Author: Aideen Ahern (Swansea University)

The sensitivity of the experience of disabled individuals to the business cycle is debated. This research examines the prevalence of disability and associated employment disadvantage during the current prolonged economic downturn.

Strand: **Data and Methods**

Session Title: **Innovative Qualitative and Quantitative Methods**

Title: Method Issues in Collaborative Research: Lessons from 'Coffee Shop Conversations: An Ethnographic Account

Authors: Anne Collis, Sara Wheeler, Roger Slack (Bangor University) and Alan Armstrong (Barod CIC).

A team from Bangor University and Barod Community Interest Company was brought together through the Knowledge Economy Skills Scholarship, funded by the European Social Fund.

The aim of the research is to explore 'coffee shop conversations', a novel public consultation method being developed by Barod. The method is used when a policy maker wants to gauge knowledge or beliefs of members of the general public, and in particular when they want to crowd source solutions to 'wicked problems'.

There are three aims in this presentation:

- Explore a research method being used to investigate 'coffee shop conversations'. The method involves five middle-aged women, including the student, holding a 'coffee shop conversation', then producing their own individual accounts and reflections on the 'coffee shop conversation' before coming together to attempt to create a collaborative account and description.
- Explore the dynamics and relationships in collaborative research.
- Test the accessibility and acceptability of a style of presentation that uses a mixture of stylized drama, video and talking. This is with a view to developing a dissemination method that is equally effective for academics, professionals and people with learning difficulties.

Title: Modelling the Past and Future of the Welsh language by System Dynamics

Author: John Wyburn (University of South Wales)

If we understand the history of the Welsh language, we can perhaps predict its future- at least well enough to inform our language policies. By identifying the principle language populations in Wales as unilingual English, bilingual Welsh/English, and (once) unilingual Welsh speakers, and by greatly simplifying and generalizing their characteristics, it is possible to consider how they interact, and how they change with time.

Over the past century, the unilingual Welsh speakers were displaced by the other populations. In very general terms, unilingual Welsh speakers became bilingual, and raised their children to be unilingual in English. Will the bilingual population, in its turn, now be displaced? Or can this coexist with the unilingual English, or even grow to dominate?

This paper models the historical changes, and the possible future ones, using system dynamics (SD). This is a flexible framework that can be applied to any complex system. SD allows the populations to be subdivided into age groups or "stocks" of people, and models motion into, out of, and between populations as "flows"

of people. By realizing the model in STELLA software, the rates at which the flows take place can be controlled by on-screen sliders and switches, and the changes in stocks displayed on graphs.

The model can help to show what must be done to ensure the future of Welsh, establishing targets to meet in teaching, learning, media presence and inter-generational transmission.

Title: The Imitation Game: A New Method for Social Research

Author: Robert Evans, Harry Collins, Martin Wienel, Hannah O'Mahoney, and Jennifer Lyttleton-Smith (Cardiff University)

The Imitation Game is arguably one of the most radical innovations in social research methods in recent years and its potential impact is similar to the invention of the social survey or focus group. In particular, it generates qualitative and quantitative data simultaneously and uses the knowledge of participants to dynamically generate data that is sensitive to local differences and customs.   In this presentation we will outline the principles that underpin the Imitation Game and illustrate its use with data collected from recent fieldwork in the UK, Poland and South Africa. We will also explore how the data generated by Imitation Game research provides a new perspective on the relationships between different social groups that can be used both to explore differences between countries or regions and to track social change within a given society.   We conclude by exploring how Imitation Game research can complement more traditional methods, how it can contribute to the training of medical and other professionals and how it allows researchers to ask fundamental questions about the nature of social groups.

Session 7 — Thursday 2nd July: 1pm – 2.30pm

Strand: **Social Care, Health and Wellbeing**

Session Title: **Wellbeing and the Family**

Title: Family-Focused Approach? Interpretation and Implementation in Family Service Provision over Wales

Author: Annie Williams (Cardiff University)

A Restorative Approach is a relatively new way of working that operates via the adoption of a collective philosophy and a set of practices which seek to build, maintain and repair relationships. To date, Restorative Approaches have been to resolve problems and build relationships in varied settings with evidence it can achieve positive changes at individual and group levels in both school and residential settings. Emerging evidence suggests Restorative Approaches can make a positive impact when used to deliver family care and services.

Families First is a family service programme operating in 22 local authorities throughout Wales that sits astride the preventative and protective elements of the family-care spectrum. The development of Families First has seen the re-organisation of many family services in efforts to improve services for vulnerable families, address family needs and prevent situations deteriorating. Families First works to a set of principles that acknowledge knowledge that multi-agency family programmes/interventions are more effective when supported by integrated coordinated, collaborative infrastructures and delivered using whole-family approaches.

Within Families First a number of local authorities state they intend to use Restorative Approaches when delivering FF services. This study aims to identify and evaluate use of Restorative Approaches within Families First services with the aim of determining whether it has an additional beneficial effect on family service delivery, receipt and effect. This paper will consider results from the initial stage of the study which was interested in exploring the interpretation of providing family-focused services by Family First managers and staff over Wales, and how this maps onto provision of services using a Restorative Approach.

Title: Does Social Work Help Children and Families with Multiple Adversities?

Authors: Jonathan Scourfield and Meng Le Zhang (Cardiff University)

Cohort studies follow the same individuals and families over time. They provide a powerful source of data on the outcomes of social policies. The presentation uses data on three- and five-year-old children from the Millennium Cohort Study. The presentation consists of two separate elements, both of which focus on the effect of social work contact on children and families. The first considers a range of different sources of advice for parents, including social work. Three categories were identified: universal, voluntary and targeted services. Of these, the targeted services, including social work, had a negative effect on parents' confidence in their ability as parents, over and above the adversities they were experiencing. The second element considers the effect of social work on children's emotions, behaviour and relationships at age 5. The analysis found that in families with social workers, children had worse emotions, behaviour and

relationships, even after accounting for multiple adversities. This is likely to be a result of unobserved adversities that are associated with social work contact. The presentation will reflect on these findings, as well as on the benefits and disadvantages opportunities and challenges of using UK cohort studies for research on social work contact. The research is funded by the Nuffield Foundation and is based in CASCADE, the Children's Social Care Research and Development Centre.

Title: The Family and Fairness for Future Generations

Author: Gideon Calder (University of South Wales)

The Well-Being of Future Generations (Wales) Bill has evolved into a distinctively cross-sectional piece of potential legislation, addressing how public bodies in general might promote well-being with future, as well as current, generations in mind. At its heart is the 'Sustainable development principle', which seeks to ensure that 'the needs of the present are met without compromising the ability of future generations to meet their own needs'. By looking across different public bodies and considering their different potential contributions, we find in many ways an impressively holistic approach. Thinking about social justice in conjunction with environmental priorities is both philosophically more coherent than addressing these separately, but also more practically efficacious. But the Bill is also arguably limited, precisely by its focus on public bodies. For a crucial element of the transmission of fairness from one generation to the next is the family. While the domestic sphere and the activities of families are touched upon by several of the public bodies mentioned in the legislation, it does not directly touch on many of the key ways in which families are both vehicles and repositories of intergenerational unfairness. This is not the legislation's fault in any simple way: it can only do so much, and many of the crucial elements of policy are in Westminster's remit, rather than that of the Welsh Government. But even so, I will argue, we need to be alert to how the family works, and challenge some common-sense assumptions about it, in order to do justice to many of the basic concerns to which the Bill is a response.

Strand: **Education**

Session Title: **Welsh Language and Bilingualism**

Title: Exploring Ultimate Attainment of Language: Welsh-English Bilingual Teenagers' and Adults Knowledge of Complex Structures in Welsh.

Authors: Hanna Binks and Enlli Thomas (Bangor University)

With more language children hear the faster they learn. However, not all children hear the same amount of language, this leads to different levels of competence in that language. Previous research has shown that any differences in language abilities found between children who speak the language in the home and those who learn it at school as a second language should even out as they get older. However, with minority languages such as Welsh this is not usually the case, as they do not hear enough Welsh in their environment to 'catch-up' with their first language Welsh peers.

This study compared the abilities of teenagers from three different language backgrounds (Welsh first language, Welsh-English simultaneous, Welsh second language) on different grammatical structures in Welsh (plurals and grammatical gender). Previous research on younger children found that Welsh-English and Welsh second language children lagged behind Welsh first language in their knowledge of these structures.

Therefore the aim of the study was to see if the differences found in younger children would have subsisted and that the differences would've evened out, and if not (i) what are the reasons behind this lack of 'catch-up' and (ii) what is the level of attainment expected of individuals from these language backgrounds, while taking into account both input, and the socio- linguistic factors.

Title: 'Welsh Out Of School'. Factors Influencing Pupils' Use of Welsh in Social Contexts and Implications for Minority Language Revitalisation

Author: Sion Aled Owen (Bangor University)

As the percentage of Welsh speakers declined during the twentieth century, education came to be seen as a vital tool in safeguarding and revitalising the language. Welsh medium primary schools emerged from 1939 with secondary schools following in the 50s and Welsh became a compulsory subject until the age of 16 in all state schools in Wales by 2000. But the problem is that teaching children Welsh doesn't mean that they will use it outside school. Dramatic increases in the percentage of Welsh speakers in the 3-15 age group in 1991 and 2001 were not sustained into adulthood in succeeding Censuses. A reluctance to use Welsh socially has been revealed in studies across Wales, especially in those areas where Welsh is not strongly represented in the community. Unless we can discover the reasons for this reluctance, and implement innovative and realistic strategies that can influence young people to want to use Welsh, the future will be marked by a tokenistic bilingualism rather than one where Welsh will be a living community language.

Strand: **Social Care, Health and Wellbeing**

Session Title: **Looked-after Children**

Title: "Looked-After" Children In Wales: An Analysis of the Backgrounds of Children Entering Public Care

Author: Martin Elliott (Cardiff University)

There has been an unprecedented increase in the numbers of care applications to the courts in England and Wales since the publication of the Baby Peter Serious Case Review in 2008(CAFCASS, 2012) and a resulting increase in the numbers of children in local authority care ('looked-after'). From a Welsh perspective, there is evidence to suggest that children in Wales are now one and a half times more likely to come into public care than their English counterparts (Drakeford, 2012). Whilst having rates per 10,000 children generally much higher than those of English local authorities there is also significant variation in rates between local authorities in Wales. Both the differences in rates between England and Wales and the

variation in rates between Welsh authorities clearly identify this as a policy area which requires urgent investigation in Wales.

Using a quantitative analysis of six years' data relating to every child who has spent time in the care of any of the 22 local authorities in Wales, the intention of the research is to explore these variations using both aggregate and child-level data. The presentation will outline both the context which was used to frame the research, and early findings from the analysis of the data so far undertaken.

Title: An Exploratory Case File Audit of Care Leavers: The Relationship of Care Placement and Destination

Author: Rebecca Pratchett (Swansea University)

Each year in England and Wales, more than thirty thousand children and young people leave the care of their local authority. Limited data is available on the destination of those who 'age out' or leave at a younger age. The nature of the relationship between care placement and post care destination has received minimal attention in literature. Further, the impact of the recently introduced Special Guardianship Order (SGO) on post care destination patterns is yet to be established. An audit was undertaken of the entire population of care leavers (n=312) who recently left the care of two local authorities in South Wales. The relationship between placement type prior to leaving care and post care destination was explored. Attention was paid to differences between the destination of those who 'aged out' of care and those who left at an earlier age. The results suggest that there are fundamental differences in the practice of different local authorities and different placement types that may impact upon the post-care destination of young people.

Title: The Children of Looked After Children and Care Leavers: Care Outcomes and Family Experiences

Author: Louise Roberts (Cardiff University)

Young people who have lived in foster, residential or kinship care are more likely to become parents at a young age (Biehal and Wade, 1996; Barn and Mantovani, 2006; Dixon, 2008, Courtney et al. 2010). In Wales, an audit of teenage pregnancies found that looked after children were significantly more likely to experience teenage pregnancy and less likely to consider abortion than their non-looked after peers (Craine et al. 2014). However, little is known about the experiences of parents or the care outcomes for children.

This paper will provide details of a four year fellowship project concerned with pregnancy and parenting in looked after children and care leavers. The fellowship is funded by the National Institute for Social Care and Health Research (NISCHR). An overview of the fellowship will be provided which includes a review of the international literature, data collection from local authority records in Wales, as well as periodic qualitative interviews with care-experienced parents in their first year of parenthood. In addition the paper will discuss the findings of a scoping study with care experienced parents exploring their experiences of parenthood together with reflections on social care support and intervention

Featured Workshops

Title: Preparing a Successful Application for the Administrative Data Research Network

Workshop Leaders: Jo Davies and Dora Pouliou (ADRC Wales) with contributions from the Administrative Data Service (Essex University), Chris Taylor (Cardiff University) and Phil Murphy (Swansea University)

In 2013, the ESRC commissioned four new innovative administrative data research centres and a data service that will strengthen the UK's competitive advantage in Big Data. The centres and service together form the Administrative Data Research Network (ADRN) which will enable research based on linked data between government departments and will be overseen by a single governance structure that will allow for consistent and robust decision-making. The ADRN is now welcoming project proposals and welcomes project proposals from researchers who wish to use linked administrative data for the purposes of research. The session will introduce the work of the ADRN and within it, Wales' Administrative Data Research Centre (ADRC-Wales). The session will describe the work of the ADRN, provide an overview of the projects currently being undertaken within ADRC-Wales and guide researchers through the application process to help them prepare and submit successful research proposal applications to access (linked) administrative data for their research.

Title: A Review of the Evidence on Models of Social Enterprise in the Provision of Social Care in the UK, Europe and USA.

Author: Luke Cowie (Cardiff University), Heulwen Blackmore (Welsh Government), San Leonard (Social Firms Wales), Ross Millar and Kelly Hall (University of Birmingham)

Like all public services, social care is currently under great pressure to do more with less in the context of significant cuts in public spending and a demographic reality in which demands for services will inexorably continue to rise. It has been argued, however, that this challenging economic environment might actually provide a unique opportunity to make services better and more sustainable. This workshop will aim to provide an overview of the existing literature on social enterprise models of social care provision in the UK, Europe and USA. Specific examples will be provided to underline some of the key issues and lessons that can be learned from the collective experiences of various countries. Topics covered will include: the claimed differences between third sector and state/private models of social services provision; the criteria by which these models can or should be judged as being successful; and the impact of these models on the quality of care being offered/delivered by third sector organisations. Invited guest speakers will contribute to discussion on the pragmatic considerations involved with encouraging and developing the involvement of social enterprises, cooperatives and other third sector organisations in the delivery of adult social care services, and the influence of recent policy initiatives in this area.

Poster Abstracts

Title: The Current Status and Perceptions of Scientific Literacy in Wales

Author: Gemma Dale

Education and political leaders worldwide are increasingly placing greater emphasis on developing scientific literacy in response to OECD's PISA testing. This is also the case in Wales, where the 2009 and 2012 scientific literacy PISA results were lower than the rest of the United Kingdom.

This study considers interpretations of the term scientific literacy in Wales, and examines the current methods of measuring and improving it within the country. Data were collected through questionnaires and semi-structured interviews. The analysis of data revealed that there was great differences in the understanding, measuring and development of scientific literacy. The majority of these were due to a perceived lack of guidance and training, both at the school and Governmental level.

Although there was substantial consensus about the importance of Science to pupils, this was not adequately translated into scientific literacy practices within schools. Large scale educational reform has led to an emphasis on literacy and numeracy skills, which science teachers often felt was at the expense of scientific knowledge. In addition, teachers believed that the Welsh education system and its lack of standardised testing has produced a lack of rigor within Science, leading to a decrease in attainment.

The study has implications for the professional development of Welsh Science teachers and the general teaching of Science within the country as a whole.

Title: What are the Challenges of Evaluating Co-Produced Initiatives?

Author: Ceri Dalton

What are the challenges of evaluating co-produced initiatives? Co-production is a broad term which addresses the power relationship between citizen and 'state'. The Welsh Government have adopted this term through legislation as a way of bringing the third and public centre together with the citizen and community and the centre. The overall aim of this research is to provide an independent view on the challenges of evaluation co-produced initiatives. This will be done by form of a case study approach which will enable the use of mixed methods. The aim is to select three projects that are part of the 'Action in Learning' project, guided by Public Health Wales and Wales Council for Voluntary Action.   Key stakeholders will be selected and spoken to in orders to gather insight into the evaluation exercise in which they are taking part it. This will be done through semi structured interviews which will seek to inform the following three questions; What is a co-produced initiative? How is it evaluated? What are the challenges? These questions are broad enough so that they can evolve naturally with the form the evidence may take.

Title: The Financial Impact of Mobile Cancer Support Services

Author: Tom Dyer

Every year cancer claims the lives of 4,000 Welsh men. There are about 9,000 men in Wales diagnosed with cancer every year (2,600 of these are male-specific cancers), with the incidence of prostate cancer 35% higher in Wales than it is in England. The ManVan travels throughout Wales assisting men and their families affected by male cancers: prostate; testicular; and penile cancer. The Cancer Support Advisor on board the Van assists patients with maximising their finances by applying for and challenging benefits decisions. The ManVan is funded for three years and the Advisor has seen 190 appointments on board the Van to date, many of whom did not realise they may have been entitled to welfare benefits of any kind. We have gathered information from men and their families at point of first contact and have assessed their eligibility for both means tested and non-means tested benefits, including non-governmental grants. In the first 10 months the advisor has successfully claimed £304,200.30 for men and their families affected by cancer. This income is alleviating the financial burden on cancer patients, alleviating stress and anxiety linked to financial hardship and allowing men to focus on their treatment.

Title: What Contributes to the Success of 'Looked After' Young People in Higher Education?

Author: Gemma Harrison –Thornton

It is accepted that the educational achievement of 'looked after' children is significantly below that of the general population (Berridge 2011). The poor academic experience of young people in care has a significant impact on their future opportunities thereby increasing the likelihood of social exclusion (Cameron and Jackson 2001). Focussing on this has resulted in those who nevertheless manage to achieve high levels of academic success being overlooked. Research is limited, with no official data on the numbers of such individuals attending universities in Wales. The Department of Education in England estimate that only 6% of young people leaving the care system enter university (Department for Education 2011) compared to 52% of those outside of it (Government 2012). Analysing the support young people receive whilst in 'care' highlights the successful aspects of social work interventions in encouraging academically talented individuals. Adopting a mixed method approach to data gathering and analysis, this research aims to explore and understand what contributes to the success of 'looked after' young people in higher education. Through semi- structured interviews with young people in university, the study will seek to explore the support and interventions that young people believe encouraged and supported them through the higher education process. Questionnaires will be given to social workers and other key professionals and the data gathered will be used to understand and explore attitudes towards 'looked after' young people in university. This research intends to challenge the negative perceptions of the academic ability of this group and understand the motivators and inhibitors to higher education. It is hoped that key findings and recommendations identified can be used to inform future policy and front line practice.

Title: Encountering Children in Conflict Zones

Author: Michelle Jones

This project analyses the potential implications faced by British military personnel when they encounter children in theatres of armed conflict. With conflicts being fought amongst the people, children are an unfortunate actor on the battlefield either taking a direct part in hostilities or as an innocent bystander. Regardless of the role they play, encountering a child in a conflict scenario can alter military operations, and the attitudes and practices of armed forces personnel. This project analyses the various roles children play within the conflict environment and the implications their presence brings for British military personnel, both on a strategic and psychological level. The project relies upon interviews with serving and retired members of the British Armed Forces to gain a better understanding of an issue that is under-researched, but needs to be acknowledged in order to produce appropriate training and welfare packages for British soldiers, as well as deepening our understanding of children and armed conflict.

Title: Mediating Welsh Civil Society: Creative Methods for Capturing Change

Author: Ruth McElroy

A poster display of some the University of South Wales' current projects that engage with Welsh Civil Society and cultural change. These projects are united by a concern with the ways in which Creative Industries thinking and methodologies can open new understandings of civil societies in Wales and beyond. Posters will focus on storytelling and climate change, public service broadcasting, mathematical modelling and Welsh language and Community Radio and inclusion. This poster exhibition is led by the Centre for Media and Culture in Small Nations.

Title: Health Risks among Call Centre Staff

Author: Helen McFarlane

There are several factors which may put call centre staff at risk of long-term health conditions such as high rates of stress among this group and the sedentary nature of the job. This study investigated health risk among call centre staff. Ninety-nine employees from a call centre in South Wales attended health assessments which assessed health risks such as obesity, blood pressure, blood glucose, cholesterol levels, physical activity and daily sitting time. These assessments found that obesity rates were higher than the general population (35% of call centre staff versus 22% of the Welsh population). Staff who reported chronic work stress were almost 5 times more likely to be obese than those with low work stress. 43% of employees met recommended levels of physical activity (higher than the Welsh average of 34%), however, a high proportion reported very low activity levels (37.4% of call centre employees in comparison to 22% of the Welsh population). Employees reported sitting for an average of 9.4 hours daily, which is higher than the UK average of 8.9 hours. These risk factors suggest that call centre staff are at high risk of serious health conditions such as cardiovascular disease and diabetes in the future.

Title: Widening Access to Powerful Knowledge

Author: Kirsten Merrill-Glover

This poster highlights EdD research exploring how the sociology of education can further an understanding of knowledge and curriculum as it relates to the part-time university student studying short courses in the workplaces.

Aimed at upskilling adults in the workplace, universities have in recent years, increasingly engaged with workforce development initiatives targeting the working Welsh populace. The delivery of accredited short university courses in workplaces is aimed at developing individuals' skills and knowledge in the workplace as well as contributing to national economic renewal and the 'knowledge economy'.

In consideration of debates within the Academy around the perceived value of such vocational courses compared to traditional formal university courses, the fieldwork component of this research comprised interviews with academic staff across three Welsh Universities involved in delivering such provision as well as Focus Groups with course participants. In addition to acknowledging the some of the complexities associated with the defining features of knowledge itself, debates are further contextualised within the notion of 'powerful knowledge'.

Title: Exploring the Factors that Contribute to the Effective Practice of Primary School Teachers in North and Mid-Wales: Evidence from Initial Teacher Training

Author: Ellie Morsman

Following concerns about the standards of education in Wales, this study explores the factors that contribute to the effective practice of primary school teachers. In this initial part of a larger study on initial teacher training in north and mid-Wales, the views of primary teacher educators and senior mentors in the link schools on the most important factors of effective practice are collected. Specifically, the study explores the factors that contribute to effective practice of primary school teachers in bilingual and inclusive environments, in order to consider the implications for initial teacher training in the context of north and mid-Wales. Similarities and differences between the views of the teacher educators and senior mentors are identified and the implications of these for the effective training of teachers are considered. The effective practice factors identified in this research are discussed in comparison to the literature on teacher effectiveness research. It is hoped that the findings from this study will aid the development of the education system in Wales, by promoting quality teaching and subsequently aim towards improved opportunities and life chances for learners.

Title: Education through ICT for Pupils with Learning Disabilities

Author: Noha Najjar

Poster Abstract— what do we know about the use of information and communication technologies by children with special educational needs? For what purpose they use digital technologies and how often? Is it limited to the classroom work or prolonged to their home too? Is it a use for educational purposes or also

for their leisure? And what will be the effect of this use on their school performance? Can we talk about an effect on other non-school rated as self-esteem, and learning autonomy? Being a researcher in education sciences we embarked on research to identify and describe the digital use by children with special educational needs and to demonstrate and measure the impact of ICT on self- esteem and autonomy in learning, the relationship with the school spot and Empowerment "educational. The results are quite satisfactory and show a new era for learning: the digital era!!!

Title: Public Service Integration: An Exploration of Reciprocal Interdependence and Organisational Culture

Author: Madhulata Patel

There is public and government support for integrated public services which are currently delivered by the public, private and third (voluntary) sector to meet complex and inter-related household needs. This has its challenges as there continues to be reported dissatisfaction from some who access services. It is argued that closing gaps between sectors' services will improve people's experiences of them. This is amidst policies which increasingly call upon citizens to play their part by taking responsibility for lifestyle choices in relation to their individual health and wellbeing. Some policy makers regard organisational culture (as a system of shared beliefs and values that guide behaviour) as key to achieving successful public service integration. Reciprocal interdependence is based on the idea that a relationship is mutually beneficial to organisations seeking to achieve public service integration, including the sharing of risks.   This poster will present findings from the PhD study, "Public service integration: an exploration of reciprocal interdependence and organisational culture". This reflects an exploration of relationships between representatives from the public, private and third sector when they worked together to deliver innovative integrated public services across three case studies. This was to see where interdependence (as shared goals) and reciprocity (as the giving of benefits with the expectation of the same in the return), figured in achieving successful public service integration. This is to influence theory, policy and practice in the future development of innovative public services.