

# W/SERD NEWS

Wales Institute of Social & Economic  
Research, Data & Methods



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# An Introduction

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## by the WISERD Director



Professor Ian Rees Jones  
WISERD Director

I took over as Director this autumn at a very exciting time when we were very busy on a number of fronts. We advanced through the shortlisting stage for an ESRC Large Centre and submitted our full application with only 45 minutes left on the clock; giving me a few more grey hairs. If successful the centre will undertake research on civil society at local levels and in devolved contexts and we will hear sometime in the New Year on how this is progressing.

In the meantime we were successful collaborators on a Swansea University led bid for an Administrative Data Research Centre (ADRC) for Wales. This secures five years of funding for Swansea and Cardiff Universities to be one of four national research centres as part of the UK Administrative Data Research Network (ADRN). The network and centre will provide support for research based on administrative data sets and data linkage and ensures we can play a key role in the 'big data' research programme. Both this and the success of the Public Policy Institute for Wales, which is being housed in the Cardiff WISERD Offices, means that we are undergoing some room changes and renovations to locate new staff and to ensure Park Place meets the necessary security requirements for administrative data research facilities.

In addition to these developments we have also had a major success in securing European Research Council Funding allowing the Aberystwyth WISERD team to undertake a five year research programme

addressing globalization and the countryside. The importance of WISERD research for the development of policy in Wales is also highlighted in the contents of this issue of WISERD News. Our educational researchers have made considerable progress in field work across schools in Wales, presented some key findings from secondary data analysis based on the millennium cohort study and completed a Sutton Trust project on Assisted Places. Through these and a range of research activities WISERD Education is making a significant contribution to research methods and research evidence in Wales.

We have also completed the first round of field work as part of the research we are undertaking under the All Wales Academic and Social Care Research Collaboration (ASCC) and will be taking this work to its second phase in the New Year. We are now in the process of setting up a series of seminars, workshops and events for 2014 in collaboration with a range of partners including the Welsh Government and the ONS; so watch this space!



# New Research by The Sutton Trust

**The beginning of October saw the launch of a research report commissioned by The Sutton Trust and undertaken by colleagues here in WISERD. The research has followed the education and careers of a cohort of men and women who received an Assisted Place in the 1980s and who are now in their early forties. The Assisted Places Scheme was introduced in 1980 by the Conservative Government to provide a 'ladder of opportunity' for academically able students from poor homes. Over the next 17 years, more than 75,000 pupils received means-tested assistance from public funds to attend the most selective and prestigious private schools in England and Wales.**

The Scheme proved highly controversial and was eventually abolished when New Labour came to power in 1997. However, the issue of how best to cater for the academically able child has never really been resolved and there have been recent calls for initiatives similar to the Assisted Places Scheme to be reintroduced. The research involved tracing 77 former assisted place holders and asking them a range of questions via an online and postal questionnaire about their subsequent careers, their reflections on their secondary education and their plans for their children's education.

## **Occupational status, security and satisfaction**

The research found that Assisted Place holders continue to reap the benefits of their secondary education. Even those who did not go to university are in solidly middle class occupations with a good income. This suggests that they may have benefitted from a private school premium over and above that associated with educational attainment. They have also demonstrated significant resilience in the face of the current economic climate. Such is their confidence in their future financial security that a significant proportion were anticipating that they would be in a position to take early retirement.

## **Accounting for success**

While education featured as a very important factor in their success, most respondents accounted for their success in

terms of individual attributes of ability and hard work. Social background was considered relatively unimportant. While this strong emphasis on the meritocratic basis for their achievements may go against much social scientific evidence, it may indicate that for these individuals the Assisted Places Scheme enabled them to override any disadvantages associated with social background.

In relation to education, there was a general consensus that secondary schools were the most important institutions in shaping subsequent careers. In addition to academic qualifications, our respondents report that their secondary schools were significant in the development of a range of personal attributes, such as self-discipline and self-reliance. These schools also appear to have contributed to the development of enduring social networks.

## **Allegiances and attitudes**

Of course education is not only about 'skills' - hard or soft. Schools are important in shaping particular kinds of allegiances and attitudes. It is often argued that one of the benefits (but also one of the risks) of initiatives such as the Assisted Places Scheme is that they dislocate children from their communities. Our data do not indicate a high incidence of dislocation and family ties appear to remain strong. However, our respondents report that they move in cosmopolitan and well-qualified circles. They also are more

likely to have settled down with partners who are well-qualified - with a relatively high proportion having been privately educated.

In general, there is some evidence of a 'private sector affinity'. The majority of respondents believed that standards in state-maintained schools were lower than in private schools. However, their support for private education does not straightforwardly reflect any particular political preferences.

## **Planning their children's education**

Around half our respondents with children have chosen private schools for their children (the national average is 7 per cent). The quality of the local state school was the most important factor in parents' decisions about where to send their children. This was the case for those who went private (for whom it was a push factor) and those who chose state-maintained schools (for whom it was a pull factor). The reputation and academic profile of the school were also important considerations. Our respondents are overwhelmingly in favour of the reintroduction of the Assisted Places Scheme.

The research was undertaken by Professor Sally Power and Dr Stuart Sims (WISERD) and Professor Geoff Whitty (University of Bath).



# The quantitative deficit among UK Social Science teachers and graduates:

## Green shoots for recovery?

**When Gordon Marshall became the Chief Executive of the ESRC in 2000 he famously said “don’t count on us” when commenting on the state of quantitative literacy of social science research students in the UK because our graduate students, unlike their counterparts in the US and Europe, “can’t count”. To deal with this crisis, the ESRC made quantitative methods (QM) training compulsory in all postgraduate degrees since 2001 and much has been invested in ‘upping the game’ for our postgraduate students to address this deficit.**



The ESRC funds about 600 PhDs each year and most students will have been through the QM training which requires competencies in ‘advanced techniques of data analysis and their appropriate application to sociological inquiry including multivariate analysis (e.g. logistic regression and log-linear models)’ (ESRC Training Guidelines, 2005: 4.2). Twelve years on, at least 6000 postgraduate students (not counting the non-completions) will have obtained their PhDs. Even if only 10% of them became academics, how many of the 600 new lecturers can teach or are teaching QM in social science today?

The quantitative deficit is not wholly a numeracy problem and is likely a symptom of a deeper deficit of practical and analytic skills. Nevertheless the Royal Statistical Society, with their Centre for Statistical Education (RSSCSE) and GETSTATS programme, has done much to promote the effective learning of statistics (and improved numeracy) in schools and postsecondary education. Widespread concern is also reflected from the recent British Academy’s position statement *Society Counts*, signed by several professional bodies that support academic social science, as an attempt to specify the issues in clearer terms. It has become clear that the quantitative deficit problem permeates right from primary school level through to our undergraduate curriculum. In most social science undergraduate programmes, students take only one 20-credit module of generic research methods out of the 360 credits degree, and even this is split between qualitative and quantitative

methods. Thus it is not surprising that even our top students who go on to win an ESRC studentship in their postgraduate study do not see the relevance of QM to social science in general. Another problem we face is that QM is often taught to non-statisticians by non-statisticians, leaving both the tutors and students equally terrified of the topic (Wakeford 1980; Boynton 2004). Star researchers and top professors in the field of quantitative sociology rarely roll up their sleeves to teach research methods and much too often the most important task – i.e. teaching students how to do research, is left to junior members of the department.

To address this deficit among both trainers and learners, QUANT@C (Quantitative Methods Teaching @Cardiff) was established in Cardiff School of Social Sciences in 2011 by Malcolm Williams, Sin Yi Cheung and Luke Sloan. In 2012, the team succeeded in obtaining funding from the ESRC Quantitative Methods Teaching Initiative for two 18-month projects on Curriculum Innovation (CI) and Researcher Development Initiative (RDI).

Our Curriculum Innovation project was a ‘natural experiment’ to embed QM teaching in two Stage Two undergraduate degrees in UK universities. The study aimed to assess the effectiveness of this strategy as measured by changes in attitudes toward learning QM before and after the experiment (as compared to those students who did not participate) and improvements in student awareness and confidence about QM. This is the first time in the UK that a formal programme of embedding methods in a module and a subsequent evaluation of the outcomes have been attempted. The research was conducted across one academic year

(2012/13) in Cardiff and Plymouth Universities. In both universities the Stage Two research methods module constituted the control group and was taken by all students, including those in the experimental group. The experimental modules were also in Stage Two and were well established, though were redesigned to embed quantitative content. To put in its simplest terms, we asked: what would happen if sociologists were taught more like scientists (or indeed artists)?

Quantitative materials were introduced primarily as seminar exercises. Analytical skills in interpreting quantitative results were taught and practised. Students worked in small groups in advance and during the seminar which provided a ‘safety in numbers’ comfort factor in case they ‘got it wrong’. The focus was on critical consumption rather than the production of statistics and students learned how to collect and analyse different kinds of data. Our survey findings show a mixed picture of students’ attitudes towards QM. Although their module results improved in both the embedded and Research Methods modules, their confidence in statistics were no different compared to the control group and many still preferred to write essays than doing statistics. However one module is not going to convert students from essay writing to quantitative analysis and the effects, or indeed their absence, across a number of measures requires a nuanced interpretation as a first attempt to compare embedded QM teaching with standard approaches.







**Our RDI project focused on the “training the trainers”. It aimed to increase the number of quantitatively literate, competent and confident Social Science teachers in the UK and to improve the quality of QMteaching in the Social Sciences.**

The project brought together internationally acclaimed quantitative social scientists across Europe and the US to show us how they teach quantitative methods classes. A star-studded line-up from some of the top universities around the world included Mike Hout (UC Berkeley), Don Treiman (UCLA), Chris Wild (Auckland), Utrecht Richard Zijderman (Utrecht) and Marc Swyngedouw (Leuven). (The gender imbalance is a reflection of female Assistant Professors being too busy publishing to secure tenure).

The first of our training workshops was co-hosted by the Royal Statistical Society in London in March 2012. Thanks to our extensive national network, Manchester and Aston Universities also co-hosted our third and fourth workshops, making our training events more accessible to potential participants across the UK. Our institutional reach of over twenty universities may not seem impressive at first glance but a significant proportion of our participants came from post-92 universities where resources are not normally available for this type of intensive training and our events were aimed at all existing and new methods teachers as well as social science lecturers. The range of

our participants reflected this: from advanced PhD students, graduate teaching assistants, early career researchers, to lecturers with over 10 years of experience. The four workshops were organised around the two broad themes of research methods teaching and embedding QM in substantive modules in sociology and politics. Strategies and actual practices of lectures to seminar teaching were exchanged and debated. The master classes by our international speakers inspired widespread embedding practices and new ways of teaching ‘conventional’ research methods among our participants. A sample of the materials from our workshops including videos, slides and sample exercises is available for download on our website, so go and have a look and be inspired:

[www.wiserd.ac.uk/quantac](http://www.wiserd.ac.uk/quantac)

At our closing conference in Cardiff on 28 June 2013 participants presented what they learned and the materials they developed over the course of the RDI. Our international speakers returned as discussants of these presentations and took part in a panel discussion entitled “UK- no country for old quants? Towards a QM embedded undergraduate curriculum” chaired by John MacInnes (ESRC Strategic adviser on Quantitative Methods Training).

Overall, the project succeeded in facilitating an international collaboration of pedagogic development of quantitative Social Science, including UK academics who are not explicitly ‘QM teachers’. It also promoted a culture of producing and embedding high quality quantitative research through problem-based learning in UK Social Science. The consensus was that this kind of workshop is invaluable in

providing a platform for the exchange of good practice and innovation in quantitative pedagogy and thus should continue in future.

It might be too early to see the full impact of our two projects. However, the regular national and international exposure through our RDI has furthered the University’s reputation as an innovative and dynamic hub in quantitative pedagogy. QUANT@C is now firmly on the national and international map, furthering our reputation as a centre of excellence in quantitative pedagogy. Our website has hits from over 40 countries across the world. We had been contacted by international bodies with requests for training events and collaboration in quantitative pedagogy and in response we recently delivered a survey methodology and quantitative methods course for curriculum developers at the International Baccalaureate Office in The Hague (January 2013).

At the time of writing, QUANT@C has just been awarded one of the Nuffield Foundation/ESRC funded Q-Step Centres of Excellence in undergraduate social science quantitative methods teaching and we are truly excited to be a leading part of this to bring about a step change in quantitative training in UK social science.

# All Wales Academic and Social Care Research Collaboration...

## one year on

**Autumn 2013 marks the first year of activity from the All Wales Academic and Social Care Research Collaboration (ASCC), a Welsh initiative aimed at building research capacity within the social care sector. ASCC is funded by the Welsh Government's National Institute for Social Care and Health Research (NISCHR). The initiative was developed in response to the Huxley Report (2009) which highlighted, among other issues, the need to develop the research infrastructure and capacity in the social care sector within Wales. The approach that ASCC is adopting to achieve these aims is to engage with practitioners, academics and service users in order to develop an evidence enriched approach to social care delivery throughout the sector.**

As ASCC is working throughout Wales, there are three regional centres based in the Universities of Bangor, Cardiff and Swansea. All three centres have a slightly different remit with Swansea focusing on practitioner development, Cardiff on qualitative research of services and Bangor on quantitative data sets analysis but all three centres regularly meet and communicate findings and activities in order to provide a holistic and comprehensive approach to research capacity building.

During this first year of activity the ASCC team in all three centres have spent considerable effort in building up the profile of the initiative and building links with those who work, conduct research and use social care services in Wales. This will be key to the success of the initiative as historically, particularly within certain sections of the social care sector, there is little history of engaging with research and academia in general. As an example of the sort activity the ASCC team have been involved in during the past twelve months, to raise the profile of the initiative and to build connections with the social care sector, the team have organised a seminar series initially based around the Swansea and Cardiff centres to bring researchers, practitioners and service users from different areas together around particular topics of interest. A full listing of the seminar series and an account of a

seminar by Dr Martin Webber from York University can be found here:

[www.ascccyrmru.blogspot.co.uk](http://www.ascccyrmru.blogspot.co.uk)

Attendance at these events has been very encouraging which signifies a healthy appetite from those in the social care sector to engage with an evidence enriched approach to developing practice through working in partnership with the research community. In addition to the seminar series members of the ASCC team have made presentations both to practitioner and academic audiences throughout Wales and elsewhere in the UK, to raise the profile of some of the challenging issues facing the social care sector particularly at this time of recession. The social care sector is very diverse and multi faceted covering a wide spectrum of the life course such as pre-school, learning difficulties, residential elderly and end of life care and providers operate within a wide spread of the public, private and third sectors. Additionally within Wales service users and providers are operating in urban, semi rural and very rural environments all of which impact on different dimensions of service delivery.

In response to the diversity of the sector ASCC is exploring how ICT and social media can be utilised to build capacity and share knowledge between the social care and academic sectors. Twitter and online video resources are being developed to build a community of enquiry and practice and to share knowledge and experience. The ASCC team are also working in close partnership with the social care governmental agencies in Wales, England

and Scotland to learn from the experience of others and to develop resources that are appropriate to the demands of the Welsh social care sector.

**Recently one of the most exciting developments within ASCC has been the announcement of funding for what will be known as the ASCC Academy. The ASCC Academy will run every year throughout the three year pilot phase of ASCC to offer a number of paid bursaries to support those working in the social care sector to pursue research based post graduate degrees such as Ph.Ds. This has the potential to make a significant contribution to the research capacity to the social care workforce as it will be able to leave a legacy of those in the social care sector who have undertaken a significant piece of research. Details of the ASCC Academy can be found here:** [www.ascccyrmru.org/researchfundingops](http://www.ascccyrmru.org/researchfundingops)







Those in the social care sector are operating in an environment facing the double challenge of increasing demand and decreasing resources, not to mention the other pressures put on the sector by the shifting policy environment such as benefit reform. If ASCC is to succeed in its aims it is vital that it develops an approach that palpably demonstrates that evidence enriched practice provides solutions to the problems that practitioners and service users face on a daily basis. Having established strong links within the sector, ASCC will continue to operate in close co-operation with practitioners and service through a partnership approach to achieve evidence enriched service delivery.

**For further updates on the ASCC project visit:**



[www.ascccymru.org](http://www.ascccymru.org)



[www.ascccymru.blogspot.co.uk](http://www.ascccymru.blogspot.co.uk)



@ASCCCymru

# Rural Change and Development in Globalization

## Global - Rural



**WISERD Co-Director Professor Michael Woods has been awarded a £2.27 million Advanced Grant by the European Research Council for research on 'The Global Countryside: Rural Change and Development in Globalization' (GLOBAL-RURAL). The five year project, which will begin in February, will be undertaken by an Aberystwyth-based team, including WISERD lecturer Jesse Heley and former WISERD researcher Laura Jones, as well as three new post-doctoral researchers (to be appointed) and two PhD students.**

Visit [www.wiserd.ac.uk/news/podcasts/](http://www.wiserd.ac.uk/news/podcasts/) to hear Professor Woods' podcast on this latest research.

The main aim of the research is to develop understanding of how globalization processes have an impact in reshaping rural economics, societies and culture, and how rural communities respond to these changes and challenges. As Professor Michael Woods explains, "Globalization is too often perceived as something that happens to rural communities that have little ability to resist. Our starting point is that globalization is reproduced through localities, including rural localities, with local agents involved in promoting, manipulating and resisting globalization processes. This means that local communities can contribute to shaping the outcomes of globalization, within certain structural constraints. It also means that the outcomes of globalization will be geographically uneven, producing new hybrid places not a homogenous global countryside."

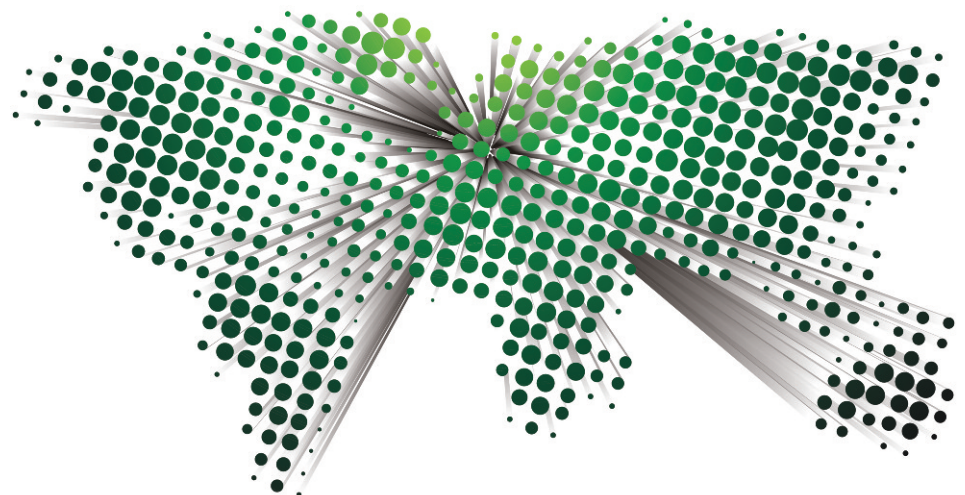
GLOBAL-RURAL will explore the dynamics of these processes through five linked work packages. One of these will build on the WISERD localities programme with an in-depth ethnographic study of 'everyday globalization' in Newtown. "For most rural communities, globalization isn't about a dramatic change such as the closure of major factory or an influx of international tourists, it's rather about more gradual changes to our everyday lives: the food that we eat, the places that we go on holiday, the ownership of the companies we work for," says Professor Woods. "In this study we want to look at what the aggregate effect of these changes is in one small town. We will start with no preconceptions, but follow connections from the bottom-up, which means being innovative in the ways in which we collect and analyse data."

Another work package will develop new conceptual tools for analysing how globalization is reproduced through localities by applying 'assemblage theory' to various case studies including mill closures and mining and land investments in Australia, wine-making in New Zealand, the restructuring of fishing communities in Newfoundland, foreign direct investment and migrant workers in Ireland, and export business development in Sweden and Wales. A third work package, meanwhile, will examine how the engagement of China and Brazil in the global economy has impacted on rural communities, including the mixed social and environmental consequences of export-oriented agribusiness; whilst a fourth work package will investigate the contested implementation in rural areas of responses to 'global challenges' such as climate change, food security and energy security, with, for example, conflicts over windfarms, fracking and GM crops.

The final work package will employ GIS and geo-visualisation techniques to map the emergent global countryside for an

innovative new website. "The website will be designed to tell stories about the global countryside, linking global maps of, for example, tourism flows, to case studies of impacts in specific places, mapping and visualising changes to the local economy, or population profile, or landscape – and discussing how local communities have responded," explains Professor Woods, "As such, we hope that it will become a unique resource for students, community activists, public authorities, NGOs and the general public who want to better understand the workings of globalization, as well as academic researchers."

The website is just one way in which GLOBAL-RURAL aims to speak to multiple audiences. As well as the conventional academic outputs such as books and journal papers, it is also intended to produce tool-kits, podcasts and policy briefings, whilst activities in the project will include an exhibition in Newtown, a policy seminar in Brussels, and a summer school for postgraduate students and early career researchers on researching globalization in a rural context.





## Annual Conference Success



Former WISERD Director, Professor Gareth Rees with Professor Julie Lydon and Professor Lindsay Paterson.



Professor Gareth Rees with Professor Laura McAllister.



Professor David Martin about to give his presentation on the future of the Census.



**This year's WISERD Annual conference was a great success with nearly 150 delegates and over 80 papers presented, cementing the event as the largest social science conference in Wales.**

Academics and non-academics from a diverse range of disciplines and areas of interest shared their research at the two-day event at the University of South Wales on 25th & 26th June 2013.

The 2013 conference, opened by Professor Julie Lydon, Vice-Chancellor of the University of South Wales, was the fourth annual WISERD conference, and followed on from three successful conferences, held in the Universities of Cardiff, Swansea and Bangor. WISERD conferences attract colleagues from across the academic, policy, public, private, and third sectors in Wales; and have become established as one of the most important events in the social science calendar.

### **Themes covered at the conference included:**

- Health & Well-being (and Social Care)
- Education
- Innovation in Research Methods
- Identity and Place
- Environment
- Labour Markets
- Policing
- Multi Agency Working
- Census

### **Additional sessions:**

- ESRC Wales Doctoral Training Centre: Writing for Publication Workshop
- WISERD Education Roundtable

### **Keynote Speakers**

We were delighted to welcome three Keynote Speakers:

#### **Professor Lindsay Paterson,**

University of Edinburgh, discussed the special case of Scotland to assess the general debate about the ideology of language and national identity. New evidence was presented on attitudes to Scottish Gaelic and to the Scots language from the 2012 Scottish Social Attitudes Survey.

#### **Professor Laura McAllister,**

University of Liverpool, addressed her latest research on devolution in Wales and discussed the challenges of leading a national organisation, Sport Wales, and the balance between academia and the 'real world'.

#### **Professor David Martin,**

University of Southampton, reviewed progress with the 2011 census and set out to explore the research challenges presented by a future "Beyond 2011" data landscape, including a call for the research community to be fully engaged in the process of shaping this future.



**You can listen to podcasts with the all three speakers on the dedicated podcast page on the WISERD website:**

[www.wiserd.ac.uk/news/podcasts/](http://www.wiserd.ac.uk/news/podcasts/)



## Annual Conference Success



Roundtable discussions on the future of the Census.

### Census Debate

The Welsh Government hosted a session at the conference which afforded attendees the unique opportunity to learn more about the Office for National Statistics Beyond 2011 Consultation on the future of the Census programme. Attendees were updated on progress on the programme, and given the opportunity to feedback their views and feedback on the future of the Census.

The strand was led by keynote speaker Professor David Martin (Co-Director of the ESRC National Centre for Research Methods and UK Data Service) and included sessions on the Welsh Language & the Census and the Beyond 2011 (Census) Programme with the Welsh Government.



Llywodraeth Cymru  
Welsh Government

### PhD student Poster Competition

Amy Jones, a PhD student from Swansea University, was the winner of the PhD Student Poster competition at this year's WISERD Annual Conference. The competition was part of a research poster exhibition at Wales' largest social science conference.

Hosted by ESRC Wales Doctoral Training Centre, the winner received a £200 cash prize from sponsor The Learned Society of Wales. 'The Society is very pleased to support the prize and to recognise the excellent work of research students in Wales. The high quality of the entries reflects the strength of the social sciences in Wales,' said Dr Sarah Morse, Executive Officer from the Society.

Launched in May 2010, the Society's guiding ethos is Celebrating Scholarship and Serving the Nation: as well as to celebrate, recognise, safeguard and encourage excellence in every one of the scholarly disciplines. Amy's research, Walking Wales, focuses on the physical act of walking the recently completed Wales Coastal Path (WCP) and investigates ways in which experiences of the WCP are understood, felt and sensed through the bodily actions and performance of walking.



**The WISERD Annual Conference has become one of the most important events in the social sciences calendar for people concerned with social, economic and political issues in Wales today. Follow developments for the WISERD 2014 Annual Conference (3rd & 4th July, Aberystwyth University) on Twitter using #WISERD2014.**

LtoR Dr Lynn Williams, Chief Executive of The Learned Society of Wales; WISERD Director Professor Ian Rees Jones; Professor Gareth Rees; Professor David Blackaby and winner Amy Jones.



THE LEARNED SOCIETY OF WALES  
CYMDEITHAS DDYSGEDIG CYMRU

CELEBRATING SCHOLARSHIP AND SERVING THE NATION  
DATHILU FYSOLHECTO A DIWASANAETHU'R GENEDL



ESRC Wales Doctoral Training Centre  
Canolfan Hyfforddi Ddoethurol Cymru

# Call for Papers:

## WISERD 2014 Annual Conference



**The WISERD 2014 Conference will be held on 3-4 July 2014 in Aberystwyth University. We are delighted to be able to confirm that Professor Bob Jessop, Lancaster University has agreed to deliver a keynote address. We will be announcing further speakers in due course.**



#WISERD2014

The 2014 conference is the fifth annual WISERD conference, and follows on from four successful conferences, held in Cardiff, Swansea, Bangor and South Wales Universities. WISERD conferences attract colleagues from across the academic, policy, public, private, and third sectors in Wales; and have become established as one of the most important events in the social science calendar.

### Getting involved

There are a number of ways of getting involved in the WISERD 2014 Conference. At this stage we are inviting submissions of abstracts for papers and posters. We have both themed and open strands for which submissions are invited. The themed sessions are as follows:

- Culture, Values & Creative Industries
- Civil Society
- Economic Life
- Health, Environment & Wellbeing
- Transitions in Education, Childhood & the Labour Market
- Social Care across the Life-course

### Open Sessions

In addition to the themed sessions, there will also be a series of open sessions to ensure that the programme for the conference reflects the research interests and priorities of the social science and policy sectors within Wales, the UK and internationally. All topics will be considered for inclusion within the conference programme.

### Requirements for participation

WISERD will accept proposals from both academic and non-academic colleagues. An abstract is required for everyone presenting a paper or poster.

### Fees

All participants, except non-attending co-authors, must book onto the conference, paying the appropriate participation fee, within the early booking period (before 2 May 2014).

### Proposals

Proposals for papers; sessions; workshops; roundtables and posters should take the form of an abstract of no more than 500 words in total.

### The deadline for submission of abstracts is 17 January 2014.

Your proposal should be sent to: [wiserd.events@cardiff.ac.uk](mailto:wiserd.events@cardiff.ac.uk)

All submissions will be considered by the WISERD conference planning group and presenters will be informed of their decision during February 2014.

If you have any questions regarding the conference, please contact the WISERD hub team via email on [WISERD.events@cardiff.ac.uk](mailto:WISERD.events@cardiff.ac.uk) or telephone 029 208 79338.

### Booking

Booking for the conference opens on 5 March 2014 with early bird rates applying until 2 May 2014. Further information about the conference and details on how to book will be available from the WISERD website at [www.wiserd.ac.uk](http://www.wiserd.ac.uk). Please note: In order to speak at this event you will also need to register as a delegate in the normal way.





## WISERD collaborates in new UK dementia study

The G8 summit announced the launch of a £4 million research project about improving life with dementia on 11th December 2013.

Researchers in WISERD will collaborate with lead researchers at Bangor University who have been awarded £4 million to lead the 'Improving the experience of Dementia and Enhancing Active life: Living well with dementia' (IDEAL) project.

This new project, funded by the Economic and Social Research Council (ESRC) and National Institute for Health Research, is a collaborative project with Brunel University, the London School of Economics, King's College London, Sussex University, the Research Institute for the Care of Older People (RICE), the Alzheimer's Society and Innovations in Dementia CIC.

The IDEAL project is a five-year study of 1,500 people with dementia and their family carers throughout the UK. Researchers will investigate how social and psychological factors affect the way in which people adapt to the effects of dementia and the challenges it presents, and how this changes over time as dementia progresses. The aim is to better identify at what stage individuals, communities, health and social care practitioners, care providers and policy-makers can intervene to improve the likelihood of living well with dementia.

## Welsh Housing Research Network

Following the successful collaborations of Cardiff University and Shelter Cymru in co-hosting a conference as a platform for current housing research, policy and practice on Friday 8th November 2013, WISERD has launched the Welsh Housing Research Network microsite:  
[www.wiserd.ac.uk/housing-network](http://www.wiserd.ac.uk/housing-network)



## WISERD Podcast Series



Follow updates on WISERD research and activity with podcasts from WISERD researchers and guests:

[www.wiserd.ac.uk/news/podcasts/](http://www.wiserd.ac.uk/news/podcasts/)

### Listen to the podcast series for updates on:

- Pori Drwy Stori Evaluation
- WISERDEducation
- Pupil Deprivation Grant

## WISERD 2014 Annual Conference

**Thursday 3rd & Friday 4th July 2014**

MedRus Conference Centre, Aberystwyth University

The WISERD 2014 Annual Conference will follow on from four successful conferences, held in the Universities of Cardiff, Swansea, Bangor and South Wales. Bringing practitioners, policy makers and social scientists together, WISERD conferences have become established as one of the most important events in the social science calendar.

This annual event showcases policy relevant research in Wales and attracts colleagues from academic, policy, public, private and third sectors.



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