

2	From the Vice-Chancellor
3	Croeso
4	Welcome
5	Rhaglen y Gweithdy: Dydd Iau, 20 Ionawr 2011
6	Derbyniad a Digwyddiad
7	Workshop Program: Thursday 20 <sup>th</sup> January 2011
8	Evening Social and Event
9	Rhaglen: 21 Ionawr 2011
11	Presentation Program: Friday 21st January 2011
13	Beyond Graduation: Post Higher Education experiences of non-traditional student
14	Paper Abstracts
20	Gwobr am y Papur Gorau
21	Best Paper Award

## **From the Vice – Chancellor**

As the new Vice-Chancellor of Bangor University, I am delighted to have this opportunity to acknowledge the impressive range of work presented by our postgraduate students at this conference, Beyond Boundaries. The presentations are indicative of the excellence of current research undertaken in the University across a broad spectrum of academic disciplines. Postgraduate research plays a vital role in the University, and indeed makes important contributions to Welsh society in general. A strategic aim of Bangor University is to significantly increase the number of postgraduate students over the next five years and to improve the facilities and support that we provide them.

Why is postgraduate research so important? Well, research and scholarship are intrinsically important – the need to discover new knowledge, new syntheses of knowledge, new ways of looking at things is a fundamental human drive and one hallmark of our civilization. Research is also important to the growth of the "knowledge economy" and the "knowledge society", and the move towards high value economic activity in our region and in Wales. Graduates of all disciplines contribute to this. Science and Engineering through contributions towards new and innovative high-technology products; Arts and Humanities through policy analysis to understand society, cultural activities and high-quality services in a global marketplace.

The University's new Strategic Plan indicates that in research we must invest in our strengths and in areas vital to our economy and to society. These include not only those subjects currently in vogue such as Environmental Science, Neuroscience, Biotechnology and Wireless Communication but also disciplines such as Mathematics; Welsh language, literature and history; Education; Rural Development; Music – all areas in which Bangor University has recognised national and international standing. Our over-arching goal must be to achieve for Bangor University the status of a first-class research-led university with global outreach and national impact - a university worthy of our proud historical legacy.

May I extend my thanks and best wishes to all participants at the conference and to the organisers, Bethan Lye, Sanjay Priyadarshi, Jenny Byast and Keith Beasley, together with the other RSF committee members, who have done such a wonderful job in showcasing the very best of the University's postgraduate research.

**Professor John Hughes**

**Vice-Chancellor**

## Croeso . . .

..i BB11, fel y mae'r tîm yn galw'r gynhadledd. Rydym yn gobeithio y bydd y gynhadledd hon - *eich* cynhadledd *chi* - yn ddiddorol, yn ddefnyddiol ac yn ddifyr. Yn ogystal â rhoi cyfle i chi rannu syniadau gyda'ch cyd-fyfyrwyr a chael profiad o gyffro cynhadledd, ein nod yw annog gwir ymgysylltu. Un peth yw siarad am eich pwnc o fewn eich disgyblaeth, ond mae'n beth hollol wahanol ei egluro i gynulleidfa amlddisgyblaethol. Er mwyn gwneud hyn mae'n rhaid bod yn ymwybodol o'r modd y mae eich ymchwil yn cyd-fynd ag anghenion cymdeithas ac mae'n rhaid gallu perthnasu eich maes arbenigedd â syniadau y bydd pawb yn eu deall. Mae 'trawsnewid' yn syniad felly a dyna pam rydym wedi ei ddewis yn thema i'r gynhadledd. Cawsom nifer fawr o grynodedbau o ansawdd uchel ac o'r rheiny, rydym wedi dewis y cyflwyniadau sy'n mynd i'r afael orau â'r thema 'trawsnewid' ac rydym yn gobeithio y byddent yn ennyn eich diddordeb a'ch sylw. Eich adborth chi ar y cyflwyniadau fydd yn dewis enillydd y wobr am y papur gorau, felly cofiwch lenwi'r ffurflenni a ddarperir.

Diolch yn fawr i Michelle a'r Uned Datblygu Academaidd am eu cefnogaeth foesol ac ariannol, i'r Uned Argraffu, i'r Uned Gyfieithu, i Arlwyio i Chi ac i staff yr Ysgol Astudiaethau Creadigol a'r Cyfryngau am eu croeso. Rydym hefyd yn ddiolchgar am gefnogaeth yr Athro Colin Baker, Pwyllgor Ôl-radd y Senedd a Penny Dowdney o'r Swyddfa Ymchwil ac Arloesi. Cewch glywed fore Gwener gan Colin (ac eraill) am le ymchwil yn y Brifysgol a'i drawsnewidiad yn y dyfodol.

Gwaith tîm sydd y tu ôl i'r digwyddiad hwn. Diolch yn fawr i Beth, Sanjay a Jenny am eu cymorth a'u cefnogaeth ardderchog ac i Jess, Andrew a Gularna ar bwyllgor y Fforwm Myfyrwyr Ymchwil. Mae llawer ohonom yn nhrydedd flwyddyn ein PhD yn awr ac felly ni fyddwn yma'r flwyddyn nesaf i drefnu BB12. Felly, os hoffech weld digwyddiad tebyg yn cael ei gynnal y flwyddyn nesaf, rydym angen gwirfoddolwyr. Nid yw'r gwaith yn ofnadwy o feichus, ac mae'n ffordd wych o osgoi teimlo'n unig gyda'ch ymchwil! Os oes gennych diddordeb, siaradwch gydag un o aelodau'r tîm neu anfonwch e-bost at [BB11@bangor.ac.uk](mailto:BB11@bangor.ac.uk)

Ar ran pawb, diolch am ddod!

Keith Beasley  
Cadeirydd Cynhadledd BB11

## Welcome . . .

...to BB11, as the team affectionately and conveniently call it. We hope you find this conference – *your* conference – both interesting, rewarding and enjoyable. Besides the opportunity to share ideas with your peers and experience the buzz of conference, our aim has been to encourage true engagement. To talk about your subject within your discipline is one thing, to explain it to a multi-disciplinary audience such as this requires an awareness of how your research fits into society; it requires an ability to relate your specialist area to ideas that we all understand. ‘Transitions’ is one such idea; which is why we’ve chosen it as our theme! From a large and impressive influx of abstracts we have chosen presentations which we feel best addresses the ‘transition’ theme and which, we hope, will engage your interest and attention. Your feedback on the presentations will directly choose the Best Paper Award, so do please fill in the forms provided.

Our thanks go to Michelle and the ADU for moral and financial support, to the Print Unit, Translation Unit, Catering To You and to the SCSM staff for being such welcoming hosts. We also appreciate the on-going support of Prof. Colin Baker, the Senate Postgraduate committee and to Penny Dowdney of RIO. At the start of Friday’s proceedings you’ll hear from Colin (and others) how all postgraduates fit into the University and its transition into the future.

This event has very much been a team effort. My thanks go to Bethan, Sanjay and Jenny for their tremendous help and support and to Jess, Andrew and Gulnara on the RSF Committee. Many of us are now in our third year as PhD students and thus will not be around next year to organise BB12. Thus, if you’d like to see a similar event in twelve months time, we need a few willing volunteers. Duties are not onerous and it’s a great alternative to feeling alone with your studies! If you are interested, please talk to any of the team or e-mail [BB11@bangor.ac.uk](mailto:BB11@bangor.ac.uk)

On behalf of us all, thank you for coming!

Keith Beasley  
BB11 Conference Chairman

## Dydd Iau, 20 Ionawr 2011

### Gweithdai yn ystod y dydd: *Trawsnewidiadau - a sut i ymdopi â hwy*

- 9:00 – 9:20      **Coffi a theisennau**
- 9.30 – 10.50      **Cyflwyniadau** - Penny Dowdney (Swyddfa Ymchwil ac Arloesi)  
*The transition from research idea to the real world: how to engage with a conference audience . . . and the public!*
- 11.05 – 12.30      **Reiki** - Keith Beasley (Ysgol Diwinyddiaeth ac Astudiaethau Crefyddol)  
*Sample the Reiki Experience! A simple and powerful technique for helping your through periods of change or challenge.*

#### NI DDARPERIR CINIO

- 14.00 – 15.20      **Ioga Tibetaidd** – Dusana Dorjee (Tibetan Yoga Centre a'r Ysgol Seicoleg)  
*Transitions of consciousness in the context of Tibetan Yoga*
- 15:35 – 17.00      **Ymwybyddiaeth Ofalgar** - Mariel Jones (Canolfan Ymwybyddiaeth Ofalgar)  
*What is 'mindfulness' and how can it help at times of transitions and change?*

#### **Penny Dowdney**

. . Mae Penny wedi gweithio ym Mhrifysgol Bangor ers 15 mlynedd bellach. Enillodd ei gradd gyntaf ym Mhrifysgol Aberystwyth cyn mynd ymlaen i astudio cyrsiau ôl-radd ym maes addysg. Mae wedi gweithio dramor fel athrawes, hyfforddwraig athrawon ac ymgynghorwr mewn prifysgolion, colegau ac ysgolion yn Japan, Corea, Tsieina, De Affrica a Chanolbarth America. Mae ei gwaith ym Mangor yn bennaf wedi cynnwys dysgu a gwaith ymgynghori gyda myfyrwyr ôl-radd o dramor; yn ysgrifennu, datblygu a chyfarwyddo cyrsiau (mae ei phynciau arbenigol yn cynnwys Saesneg cyfreithiol a Saesneg gwyddonol); datblygu deunyddiau, datblygu ac ehangu gwaith ymgynghorol dramor a rhywfaint o waith profi a recriwtio dramor. Erbyn hyn, mae Penny wedi symud o'r Uned Datblygu Academaidd, lle'r oedd yn Gydlynnydd Datblygu Sgiliau, i'r Swyddfa Ymchwil ac Arloeso, lle mae'n Rheolwr Datblygu Sgiliau Ymchwil.

#### **Keith Beasley**

. . . Mae Keith wedi bod yn athro Reiki ers 1996. Mae'n ystyried Reiki fel techneg ymlacio a therapi holistig ac mae hefyd yn credu ei fod yn adnodd gwerthfawr ar gyfer datblygiad personol ac ysbrydol. Mae Reiki wedi cynorthwyo Keith i fentro mwy nag unwaith: gadael swydd dda yn y diwydiant electroneg i fynd yn athro Reiki ar ei liwt ei hun; mynd o Northamptonshire (trwy Brighton) i'r Algarve (Portiwgal) ac o'r fan honno i Fangor. Mae'n gweithio'n rhan amser fel gweinyddwr yn yr Ysgol Cerddoriaeth (Astudiaethau Cerddoriaeth Gysegredig) ac mae'n fyfyrwr ôl-radd yn yr Ysgol Diwinyddiaeth ac Astudiaethau Crefyddol.

Mae ei ymchwil yn ymwneud â 'Transcending Thought' a datblygiad yr ymwybod. Ewch i [www.algarveowl.com](http://www.algarveowl.com)

### **Dusana Dorjee**

. . Mae Dusana wedi bod yn ymarfer myfyrdod Bwdhaidd o Dibet ers 10 mlynedd, dan arweiniad Khenchen Lama Rinpoche yn bennaf. Ers 2005 mae wedi bod yn dysgu dosbarthiadau myfyrdod. Mae gan Dusana ddoethuriaeth seicoleg wybyddol o Brifysgol Arizona yn ogystal â gradd seicoleg glinigol. Ar hyn o bryd mae'n swyddog ymchwil ym Mhrifysgol Bangor ac yn gwneud ymchwil ar niwrowyddoniaeth myfyrdod, ymysg pynciau eraill. Mae Dusana'n credu y gall myfyrdod chwarae rhan bwysig wrth drin ac atal salwch meddwl ac y gall ymchwil ar fyfyrdod gynyddu ein dealltwriaeth o'r profiad dynol a'r ymwybod dynol. Yn ogystal â dysgu yn y Tibetan Yoga Centre ([www.tibetanyogacenter.org/](http://www.tibetanyogacenter.org/)), mae Dusana'n aelod o fwrdd dau sefydliad dielw sy'n ymwneud â myfyrdod.

### **Mariel Jones**

. . . Mae Mariel Jones yn Recriwtiwr Ymchwil Rhanbarthol i'r astudiaeth Aros yn Iach ar ôl Iselder yn y Ganolfan Ymchwil ac Ymarfer Ymwybyddiaeth Ofalgar. Clywodd am ymwybyddiaeth ofalgar am y tro cyntaf ar ddechrau'r 1990au ac mae wedi parhau i ddatblygu ei diddordeb mewn dulliau seiliedig ar dderbyn ers hynny. Mae Mariel wedi dysgu therapi gwybyddol seiliedig ar ymwybyddiaeth ofalgar i gleientiaid iechyd meddwl ac mae wedi dysgu cwrs wyth wythnos ar ymwybyddiaeth ofalgar i'r cyhoedd. Mae Mariel yn gwmsler/therapydd wedi ei hachredu gyda'r *British Association for Counsellors and Psychotherapists* ac mae hefyd yn gweithio fel therapydd preifat, cwmsler myfyrwyr mewn coleg addysg bellach ac aelod lleyg o'r gwasanaeth *Mental Health Review Tribunal*. Cwblhaodd Mariel radd Meistr yn ddiweddar oedd yn cyfuno pedwar modiwl ymwybyddiaeth ofalgar a thraethawd hir ar 'staff attitudes to student self-harm'. Cyswllt: [mariel.jones@bangor.ac.uk](mailto:mariel.jones@bangor.ac.uk), 01248 383591

## **Derbyniad a 'digwyddiad'**

18:00 – 19:30

**Gwin a lluniaeth ysgafn**

19:30 – 21:00

**2012, The Confluence of Two Rivers: Shamanism and Science**, gyda'r Athro Nick Clements

Nick yw un o'r prif ymarferwyr ym maes gwaith dynion ac mae'n arbenigwr ym maes defodau newid byd. Mae wedi byw a gweithio gyda phobl frodorol ar hyd a lled y byd. Mae wedi ysgrifennu, darlithio a chynnal gweithdai ar greadigrwydd, gwrywdod ac ysbrydolrwydd. Mae wedi gweithio ers 1975 fel catalydd rhwng y maes ailddatblygu cymdeithasol a'r maes creadigol, ysbrydol. Gweler: [www.soundoftheheart.com/](http://www.soundoftheheart.com/)

Trefnir y digwyddiad hwn gan BUTT - *Bangor University Transcending Thought*, grŵp cyd-ddisgyblaethol sy'n rhan o'r Fforwm Myfyrwyr Ymchwil. Mae BUTT yn gweithredu fel fforwm i gyfnewid syniadau a phrofiadau sy'n gysylltiedig â datblygiad yr ymwybod, ac mae hefyd yn gweithredu fel grŵp lleol Gogledd Cymru ar gyfer y **Scientific and Medical Network** (SMN), yr **Alister Hardy Society** (AHS) a'r **Wrekin Trust**. I gymryd rhan mewn digwyddiadau eraill yn y dyfodol, anfonwch e-bost at [keith.beasley@bangor.ac.uk](mailto:keith.beasley@bangor.ac.uk).

## Thursday 20th January 2011

### *Day-time Workshops: Transitions – and how to cope with them*

9:00 – 9:20      **Coffee and pastries**

9:30 – 10:50    **Presentations** – Penny Dowdney (RIO)

The transition from research idea to the real world: how to engage with a conference audience... and the public!

11:05 – 12:30    **Reiki Healing** - Keith Beasley (STARS)

Sample the Reiki Experience! A simple and powerful technique for helping you through periods of change or challenge

LUNCH NOT PROVIDED

14:05 – 15:20    **Tibetan Yoga** - Dusana Dorjee (Tibetan Yoga Centre & Sch. Psychology)

Transitions of consciousness in the context of Tibetan Yoga

15:35 – 17:00    **Mindfulness** - Mariel Jones (Centre for Mindfulness)

What is 'mindfulness' and how can it help at times of transition and change?

#### **Penny Dowdney**

. . . has worked at Bangor University for the past 15 years. Originally graduating from Aberystwyth University, she went on to do postgraduate courses in Education. She has worked overseas as a teacher, teacher-trainer and doing consultancy work in Universities, Colleges and Schools in Japan, Korea, China, South Africa and Central America. Her work at Bangor has involved tutoring and consultation work with overseas postgraduate students; writing, developing and directing courses (with specialist areas including Legal and Scientific English); materials development, developing and expanding consultancy work overseas and some overseas testing and recruitment. Penny has recently moved from the Academic Development Unit, where her role was Skills Development Co-ordinator, to the Research and Innovation Office (RIO) where her role is Research Skills Development Manager.

#### **Keith Beasley**

. . . has been a teacher of Reiki Healing since 1996. He sees Reiki not just as a relaxation technique and holistic therapy but also as an invaluable tool to assist in personal, self and spiritual development. Practicing Reiki has helped Keith take a number of 'leaps of faith': from a good job in the electronics industry to being self-employed as a teacher of Reiki; from Northamptonshire (via Brighton) to the Algarve (Portugal) and from there back to Bangor. He works as a part-time administrator in the School of Music (Sacred Music Studies) and is a post-grad in the School of Theology and Religious Studies. His research is concerned with 'Transcending Thought' and the evolution of consciousness; both transitions affecting growing numbers. See [www.algarveowl.com](http://www.algarveowl.com)

### **Dusana Dorjee**

. . . has been practicing Tibetan Buddhist meditation for 10 years, primarily under the guidance of Khenchen Lama Rinpoche. Since 2005 she has been teaching meditation classes. Dusana holds a Ph.D. in cognitive psychology from the University of Arizona as well as a graduate degree in clinical psychology. She is currently a research officer at Bangor University conducting, among other topics, research on neuroscience of meditation. Dusana believes that meditation can play an important role in treatment and prevention of mental illness and research on meditation can deepen our understanding of human experience and consciousness. In addition to being a teacher of the Tibetan Yoga Centre ([www.tibetanyogacenter.org/](http://www.tibetanyogacenter.org/)), Dusana serves as a board member of two meditation-related non-profit organizations.

### **Mariel Jones**

. . . is Regional Research Recruiter for the Staying Well after Depression Trial, based in Bangor's Centre for Mindfulness Research and Practice (CMRP). She was first introduced to mindfulness in the early 1990s and has continued to develop her interest in acceptance based approaches since that time. Mariel has taught Mindfulness Based Cognitive Therapy to mental health team clients and has taught a mindfulness eight week programme for the general public. Mariel is an accredited counsellor/therapist with the British Association for Counsellors and Psychotherapists and also works as a private therapist, as a student counsellor in a Further Education College, and as a Lay Member for the Mental Health Review Tribunal service. Mariel has recently completed her Master's degree which combined four Mindfulness modules and a final thesis on 'staff attitudes to student self-harm'. Contact : [mariel.jones@bangor.ac.uk](mailto:mariel.jones@bangor.ac.uk), 01248 383591

## **Evening Social and 'Event'**

18:00 – 19:30

**Wine and nibbles**

19:30 – 21:0

**2012, The Confluence of Two Rivers: Shamanism and Science**, with Professor Nick Clements

Nick is one of the leading men's work practitioners and an expert in rites of passage. He has lived and worked with indigenous people from all around the world. He has written, lectured, and run workshops extensively on creativity, masculinity and spirituality. Since 1975 he has been employed as a catalyst between the social redevelopment field, and the creative, spiritual field. See: [www.soundoftheheart.com/](http://www.soundoftheheart.com/)

This event is organised by BUTT - Bangor University Transcending Thought, an interdisciplinary research group within the Research Students' Forum (RSF). Acting as a forum for exchange of ideas and experiences related to the evolution of consciousness, BUTT also serves as the North Wales local group for **The Scientific and Medical Network (SMN)**, **The Alister Hardy Society (AHS)** and **The Wrekin Trust**. To participate in future events, e-mail [keith.beasley@bangor.ac.uk](mailto:keith.beasley@bangor.ac.uk).

# RHAGLEN CYFLWYNIADAU

**Dydd Gwener, 21<sup>ain</sup> Ionawr 2011**

- 9.00 – 9.30 Cofrestru a choffi/te
- 9.30 – 10.20 Croeso a Chyflwyniadau**  
Keith Beasley, Cadeirydd y Gynhadledd  
Michele Underwood, UDA  
Maria Graal, Cyfarwyddwr Profiad Myfyrwyr
- 10.20 – 10.40 Ar ôl Graddio: Profiad myfyrwyr an-rhaddodiadol ar ôl Addysg Uwch**  
Teresa Crew, Ysgol Gwyddorau Cymdeithas
- 10.40 – 11.00 Seibiant am de a choffi
- 11.00 – 12.00 Teuluoedd mewn trawsnewid (Sesiwn A)**  
Cadeirydd y Sesiwn: Andrew Johnson, Ysgol Gwyddorau Eigion  
A1 Catrin Jones: *Evaluating the Incredible Years Infant Parenting programme*  
  
A2 Paula Pustulka: *“And I no longer knew if I was a migrant or a mother first” : Researching transitions to motherhood among Polish female migrants in the United Kingdom*  
  
A3 Carys Jones: *Wellbeing measures for dementia caregivers: generic versus population specific*
- 12.00 – 13.00 Cinio
- 13.00 – 14.00 Profiadau trawsnewidiol, dulliau trawsnewidiol (Sesiwn B)**  
Cadeirydd y Sesiwn: Katherine Burnett  
B1 Kirstie Cooper: Evaluating the Incredible Years School Readiness Parenting Programme  
  
B2 Wulf Livingstone: Random Control Trial to Biographical Narratives– Design and Methodological Transition  
  
B3 Terence Palmer: The scientific approach of F.W.H. Myers to the study of mystical experiences, and its value to psychology
- 14.00 – 14.20 Seibiant te
- 14.20 – 15.20 Gender, dosbarth a hunaniaeth mewn trawsnewid (Sesiwn C)**  
Cadeirydd y Sesiwn: Anastasija Ropa  
  
C1 Judith Taylor: From Private Adventure School to Public Board School: a nineteenth century period of transition for Merseyside female working class education?

C2 David Miranda-Barreiro: From Objects to Subjects. Women Emancipation and Social Modernisation in Early Twentieth Century Spanish Narrative: Luis de Oteyza's *Anticipolis*

C3 Polly Wilton: "Poor old Piglet" : From periodic problem to sustainable solution?

15.20 – 15.50 Y Trawsnewid Tu Hwnt i Ffiniau

15.50 – 16.00 Cyflwyno Gwobr am y Papur Gorau

# PRESENTATION PROGRAM

Friday 21<sup>st</sup> January 2011

- 9.00 – 9.30 Registration & Refreshments
- 9.30 – 10.20 Welcome & Introductions**  
Keith Beasley, Conference Chair  
Michele Underwood, ADU  
Maria Graal, Director of Student Experience
- 10.20 – 10.40 Beyond Graduation: The post Higher Education experience of non-traditional students**  
Teresa Crew, School of Social Science
- 10.40 – 11.00 Tea and coffee break
- 11.00 – 12.00 Families in transition (Session A)**  
Session Chair: Andrew Johnson, School of Ocean Sciences  
A1 Catrin Jones: *Evaluating the Incredible Years Infant Parenting programme*  
  
A2 Paula Pustulka: *“And I no longer knew if I was a migrant or a mother first” : Researching transitions to motherhood among Polish female migrants in the United Kingdom*  
  
A3 Carys Jones: *Wellbeing measures for dementia caregivers: generic versus population specific*
- 12.00 – 13.00 Lunch
- 13.00 – 14.00 Transitional experiences, transitional methods (Session B)**  
Session Chair: Katherine Burnett  
B1 Kirstie Cooper: Evaluating the Incredible Years School Readiness Parenting Programme  
  
B2 Wulf Livingstone: Random Control Trial to Biographical Narratives– Design and Methodological Transition  
  
B3 Terence Palmer: The scientific approach of F.W.H. Myers to the study of mystical experiences, and its value to psychology
- 14.00 – 14.20 Tea break
- 14.20 – 15.20 Gender, class and identities in transition (Session C)**  
Session Chair: Anastasija Ropa  
  
C1 Judith Taylor: From Private Adventure School to Public Board School: a nineteenth century period of transition for Merseyside female working class education?  
  
C2 David Miranda-Barreiro: From Objects to Subjects. Women Emancipation and Social Modernisation in Early Twentieth Century Spanish Narrative: Luis de Oteyza’s *Anticipolis*

C3 Polly Wilton: “Poor old Piglet” : From periodic problem to sustainable solution?

15.20 – 15.50 The Beyond Boundaries Transition

15.50 – 16.00 Presentation of Best Paper Award

# Beyond Graduation: post Higher Education experiences of non-traditional students (Teresa Crew, ESRC)

## Introduction.

'Widening participation' was a flagship policy of the New Labour administration after its election in 1997. However uncertainty remains as to whether this policy has translated into greater opportunities for non traditional students in the labour market.

## Themes.

Evidence suggests that non traditional students disproportionately experience problems in the **graduate labour market**, progressing to jobs with lower status and pay (Reay, 2001); temporary, unskilled (Furlong & Cartmel, 2005) or part time employment (LaValle *et al*, 2000). They are also less likely to undertake **postgraduate study** (Pollard et al, 2004). There are clear differences across **North Wales**. North west Wales has long suffered from limited employment opportunities: higher education (HE) offered a route out of this and often the region. Whilst, North east Wales is dominated by industries, where a need for a higher education to secure desirable employment, is less apparent.

## Research Objectives.

Utilising a mixed methods approach to illuminate the experiences of non traditional students making the transition into postgraduate education and/or employment.

Teresa Crew is an ESRC PhD student looking at graduate employment and non traditional students. She has also conducted employment and housing research across Wales. Her research interests are inspired by Becker's (1967) call to "*grant a voice to those silenced by the hubris of policy-makers*". Email Teresa at; [sopc2c@bangor.ac.uk](mailto:sopc2c@bangor.ac.uk)

## Abstracts

### Session A – Families in Transition

#### ***Evaluating the Incredible Years Infant Parenting programme***

**Catrin Hedd Jones, The Incredible Years**

The transition into becoming a parent is life changing and dramatic to say the least.

The Incredible Years programmes have been developed in Seattle and their effectiveness is well established with 30 years of research with families and children from 3 – 16 years of age. My research will be the first evaluation of the Incredible Years Infant programme, developed for parents and their babies during the first years of life.

Parents are invited to attend an 8 week group with topics based on encouraging parents to stimulate their babies, these include understanding each others cues, encouraging appropriate stimulation, supporting parents to look after their own and their babies needs and safety aspects of caring for their baby.

Families have been recruited from areas in North and Mid Wales where trained group leaders will deliver the programme. Baseline visits were conducted September 2010– January 2011 with follow -up visits to all intervention and control families 6 and 12 months after baseline. My talk will explain the measures used in data collection and the rationale for their selection with some demographic data to illustrate the families involved in the research.

#### ***“And I no longer knew if I was a migrant or a mother first” : Researching transitions to motherhood among Polish female migrants in the United Kingdom***

**Paula Pustulka, School of Social Sciences**

The intersectionality theory places focus on the areas of our lives where different dimensions meet. It can be greatly observed in regards to migration and gender, with motherhood as one of its expressions, visible both on biological and social level. My PhD research project is aimed at studying those moments of individual biographies when it is not easy to determine how various important identities intervene; namely showing how female experiences of gender and migration mutually shape one another.

In this presentation I wish to focus on transition to motherhood, which is one of the key themes in my research. Becoming a mother is one of the most powerful transitions observable across cultures and

societies, as it almost instantly transforms a 'regular citizen' into someone responsible for the upbringing and socialization of a new member of the given society. Through narratives collected during biographic interviews, I will present how young Polish women who arrived to UK after 2004 EU enlargement deal with the pressure of their new roles, tackling two national discourses during their everyday personal experiences of motherhood

***Wellbeing measures for dementia caregivers: generic versus population specific***

**Carys Jones, Centre for Economics and Policy in Health**

Recent figures indicate that £12bn of the £23bn annual cost of dementia in the UK is borne by family and friend carers; therefore it is vital that interventions support family members as well as people diagnosed with dementia during the transition to becoming a carer. The National Institute for Health and Clinical Excellence (NICE) recommends the use of generic instruments to measure wellbeing and hence calculate the cost-effectiveness of an intervention. However, generic instruments may underestimate the total impact of interventions e.g. psychosocial therapy may not affect a carer's physical health but may improve well-being in other ways. There is a need to go beyond physical symptoms and consider broader aspects of wellbeing in order to support informal carers in their role.

## **Session B - Transitional experiences, transitional methods**

### ***Evaluating the Incredible Years School Readiness Parenting Programme***

**Kirstie Cooper, The Incredible Years**

Mental fatigue is a psychobiological state caused by prolonged periods of demanding cognitive activity. Growing numbers of children are arriving in school without the social and self-regulatory skills to succeed. A lack of these skills can predict low academic achievement and poor relationships, leading to conduct problems. Early intervention in preschool years is an effective way to prepare children for school and prevent later academic failure. This study evaluates the effectiveness of the Incredible Years (IY) School Readiness Parenting Programme. The programme helps parents to support their child's transition to school by encouraging their academic, social, and emotional readiness. It is thought that parents will use more academic, social and emotion coaching and report improved child behaviour and parental competency after attending the programme. We also hope to find an enhanced home-school relationship.

6 schools (4 intervention and 2 control) are to run the programme with groups of parents of 3-4 year old children. Data is collected through home visits to the families over a period of 10 months. Parents are asked to complete a battery of questionnaires and to undertake interactive play and reading with their child whilst being observed.

The results of this study will demonstrate whether the IY School Readiness programme is an effective parenting intervention for supporting children's transition to school.

### ***Random Control Trial to Biographical Narratives – Design and Methodological Transition***

**Wulf Livingston, School of Social Sciences**

Feeling effort is a very common experience. We all perceive effort when doing something difficult, either mentally or physically. This study focuses on the perception of effort during weight-lifting exercise. During this type of exercise, effort increases with the weight you lift, but also with fatigue. The more fatigued you are, the more effort is required to lift the same weight. The neurobiological basis of this phenomenon is still largely unknown. We aimed to find a neurophysiological correlate of effort, by using electroencephalogram (EEG) to measure movement-related cortical potentials (MRCPs) during exercise. Ten participants had one of their arms fatigued with a protocol that induced a 30% strength-loss. We recorded 64-channel EEG while the participants were lifting two different weights (20% and 35% of their maximum) with their fatigued and their non-fatigued arm. We also asked the participants to rate their perception of effort for every condition. The results show that the subjective ratings of perceived effort were significantly higher for the fatigued arm compared to the non-fatigued arm. We also showed

for the first time that the MRCPs during and after the movement increased significantly with experimentally induced fatigue. No effects of fatigue were found before the movement onset.

### ***The scientific approach of F.W.H. Myers to the study of mystical experiences, and its value to psychology***

**Terrence J. Palmer, School of Theology and Creative Studies**

Towards the end of the nineteenth century there was a flurry of activity in the scientific exploration of a wide variety of anomalous experiences including mesmerism, spiritualism, dissociation, spirit appearances and related unexplained phenomena. Leading lights in scientific investigations into these areas included such names as William James of Harvard University in the United States, Pierre Janet of the Salpêtrière mental hospital in Paris and Edmund Gurney, Frank Podmore and Frederick Myers of the Society for Psychical Research in London. Frederick Myers maintained that the emerging science of psychology in the late nineteenth century had lost its way by abandoning its most fundamental question – what is the nature of mind? Myers, in his determination to use robust scientific method was careful to avoid philosophical argument or religious belief systems. Myers' scientific method also aimed to bypass the influences of expectation, suggestion, preconceived assumptions and socio-cultural belief systems in order to arrive at an objective understanding of all subjective experience. This paper summarises Myers' use of trance as his scientific method and is a reminder to both experimental and clinical psychologists of the value of using this method in their work.

## Session C - Gender, class and identities in transition

### ***From Private Adventure School to Public Board School: a nineteenth century period of transition for Merseyside female working class education?***

**Judith Taylor, School of History, Welsh History and Archaeology**

The research discussed in this paper focuses on the education available to working class girls before and after the passing of the 1870 Education Act. The paper seeks to ascertain if there was a transition from an inefficient, privately provided 'childminding' service for the poor to a more effective, better organised, state funded education for working class girls. I am analysing primary evidence from contemporary school log and minute books; local directories; Parliamentary and local government papers relating to pupil numbers, school accommodation places and the teaching that took place. The paper also examines whether the 1870 Education Act marked a major turning point showing transition from the old limited, gendered domestic curriculum to a wider academic education. At this early stage findings are inconclusive but there is interesting data available showing that there were a large number of Private Adventure Schools providing limited education for girls while there is a clear transition after 1870 with newly established Board and Roman Catholic Schools attempting to extend the curriculum for girls and provide a more effective education.

### ***From Objects to Subjects. Women Emancipation and Social Modernisation in Early Twentieth Century Spanish Narrative: Luis de Oteyza's Anticipolis***

**David Miranda, School of Modern Languages**

The novel *Anticipolis* (1931) by Luis de Oteyza conveys opposing views towards modernisation in early twentieth-century Spain. Progressive and traditionalist positions are represented by the contrasting attitudes of the characters (a Spanish family settled in New York), towards the increasing emancipation of women in North America. On the one hand, the younger members regard the entrance of women to the public sphere (hence their access to work, and to political and civil rights) as social evolution. New York is seen by them as an 'anticipated' city ahead of its time, and the novel suggests that its modernisation will eventually challenge Spain's stagnation. On the other hand, for their mother, New York is an 'anti-polis' doomed by moral involution. Such a view exemplifies the traditionalist separation between masculine and feminine roles, and the confinement of women to the private sphere of the family home supported by conservative sectors of Spanish society. I argue that the move from patriarchal subjugation to women emancipation depicted in the novel mirrors the conflictive transition from the Old Regime to a modern nation-state that took place in Spain in the first decades of the twentieth-century.

### ***"Poor old Piglet" : From periodic problem to sustainable solution?***

**Polly Wilton, School of History, Welsh History and Archaeology**

In 2001, foot and mouth disease hit areas of Wales that were already suffering agricultural and industrial decline adversely affecting local businesses, tourism and national image. In the quest to bring renewed prosperity to the nation, given the importance placed on heritage in Britain and Europe, and the prominence afforded to ancient monuments, particularly at the New Millennium, the Church in Wales – with its clergy augmented by women priests – took advantage of its strong position to exploit its network of cathedrals and churches and incorporate its own heritage and spirituality in the shaping of Welsh cultural identity in the context of devolved political power.

The presentation: (i) highlights the issues, processes and mechanisms encountered in the development of sustainable pilgrimage and tourism initiatives; (ii) demonstrates how Church and community venture together in new directions by crossing boundaries: parish, diocesan and national; church and state; sacred and secular; and (iii) contends that initiatives such as the Celtic Circle, Anglesey; the Open Church Network, Wrexham; Great Churches of Monmouth; and Poets, Priests and Pubs, south east Wales, offer a distinctive Welsh perspective to resident and visitor and contribute to ecclesiastical growth and to the economic, cultural and spiritual well-being of the nation.

## GWOBR AM Y PAPUR GORAU

Eleni, fel y llynedd, mae 'papur gorau' y gynhadledd i'w ddewis ar sail y sylwadau a geir gan bawb a fydd yn bresennol. Mae hwn yn gyfle hefyd i'r gynulleidfa roi sylwadau (adeiladol, os gwelwch yn dda!) ar bob papur, gyda'r bwriad o helpu pob siaradwr i wella eu perfformiad yn y dyfodol.

Byddwch yn cael Ffurflenni Sylwadau (un ar gyfer Sesiwn 1 a 2, un arall ar gyfer Sesiwn 3 – i roi cyfle i ni gofnodi'r canlyniadau), yn rhestru pob papur a gyflwynir. Rhowch sgôr i bob papur ar y graddfeydd canlynol os gwelwch yn dda:

1. **Ansawdd y Cyflwyniad:** Oedd y sleidiau'n glir a defnyddiol? Oedd y cyflwyniad yn hawdd ei ddilyn ac yn bleserus i wrando arno? Oedd y siaradwr yn llwyddo i hoelio sylw'r gynulleidfa?
2. **Perthnasedd i thema'r gynhadledd: *Trawsnewid*:** Wnaeth y siaradwr roi sylw i thema 'trawsnewid'? A gafodd o leiaf un agwedd ar 'drawsnewid(iadau)' er harchwilio'n bur fanwl?
3. **Dyfnder yr ymholi:** Wnaeth y papur wneud i chi feddwl? Wnaeth o gyflwyno syniadau newydd neu wreiddiol ac achos a ddadleuwyd yn dda?
4. **Trawsddisgyblaeth:** I ba raddau y gwnaeth y cyflwyniad ffitio i *Tu Hwnt i Ffiniau*? Wnaeth o helpu i symud rhwystrau rhwng gwahanol ffyrdd o feddwl ac/neu ddangos sut mae gwaith rhyngddisgyblaethol yn helpu i hyrwyddo ein dealltwriaeth o bwnc?

Yn erbyn pob un o'r meini prawf uchod, rhowch farc ar raddfa o 1 (gwael iawn) i 10 (rhagorol iawn) ar gyfer pob papur. Bydd pob papur felly'n cael marc allan o 40 gan bawb a fydd yn bresennol. Caiff y rhain eu hadio at ei gilydd i weld pa un yw'r 'papur gorau' drwodd a thro. Pe bai dau neu fwy o bapurau'n gyfartal, bydd pwyllgor dethol y gynhadledd yn gwneud y penderfyniad terfynol.

A fyddech cystal ag ychwanegu hefyd unrhyw sylwadau neu awgrymiadau personol yn y lle a roddir ar bob ffurflen.

## BEST PAPER AWARD

This year, as last, the conference ‘best paper’ is to be chosen from feedback given from all attendees. This is also an opportunity for the audience to comment (constructively, please!) on each paper, with the intent of helping each speaker to improve their performance in the future.

You will be provided with Feedback Forms (one for Session 1 & 2, another for Session 3 – to give us chance to log the results), listing each paper presented. Please rate each paper on the following scales:

**1. Quality of Presentation**

Were the slides clear and useful? Was the presentation easy to follow and enjoyable to listen to?  
Did the speaker engage the audience?

**2. Relevance to the conference theme: *Transition***

Did the speaker address the theme of ‘transition’? Was at least one aspect of ‘transition(s)’ explored in some detail?

**3. Depth of enquiry**

Did the paper make you think? Did it present new or original ideas and present a well argued case?

**4. Cross-discipline**

To what extent did the presentation fit into *Beyond Boundaries*? Did it help to break down barriers between different schools of thought and/or demonstrate how interdisciplinary work helps to further our understanding of a subject?

For each paper, against each of the above criterion, please mark on a scale of 1 (very poor) to 10 (outstanding). Each paper will thus receive a mark out of 40 from each attendee. These will be added together to determine the overall ‘best paper’. In the event of a tie, the conference selection committee will make the final decision.

Please also add any personal comments or suggestions in the space provide on each form.