

Social Stratification Research Seminar 2024

28-31 August 2024, University of Stirling

LIST OF PARTICIPANTS, PAPER ABSTRACTS AND VENUE INFO

[edited 26/8/2024, Paul Lambert]

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PAPER ABSTRACTS

Elif Ceyhan (Istanbul Medeniyet Univ. and University of Stirling)	
<i>Socioeconomic clustering of Turkish households: Comparing k-medoids and latent profile analyses</i>	
	<p>Clustering algorithms are a promising way to understand socioeconomic structure due to their theoretical background and multidimensionality. However, the process of evaluating the significance of clustering results notoriously involves subjectivity. Therefore, comparing different clustering results is noteworthy in minimising the subjectivity of the measurement process. On the other hand, measuring inequalities involves approaching the social world and analysing tools as an organic whole. Accordingly, in this research, outputs for two different clustering algorithms, k-medoids and latent profile analysis, are compared utilizing variables such as occupation, education and income, by employing the TurkStat Income and Living Conditions Dataset (2020). The results are empirically examined for their sociological validity, besides the commonly-used validity tools in cluster analyses such as average silhouette scores and entropy values, which represent how much the clusters are separated.</p>
Robert de Vries[†] (Univ. Kent)	
<i>Developing an occupational prestige scale using Large Language Models</i>	
	<p>Large Language Models (LLMs), being trained on large fractions of all online text, reflect societal biases and stereotypes – such as racial and gender biases. In this paper, we propose a method of using such models to capture societal perceptions of occupational prestige. We create four occupational prestige scales using this method, with each tapping a difference facet of prestige perceptions. These scales are validated against existing prestige scales based on human data. We conclude that it is possible to create valid measures of occupational prestige by prompting commercially available LLMs – though with some important limitations. Implications for future social stratification research are discussed.</p>

Intergenerational Transmission of Occupational Status and Status Attainment at Entry into the Labour Market: Argentina, Cohorts 1924-1994. Estimated with a Conditional Multinomial Logistic Regression Model

Argentina is a particularly interesting case for the comparative study of social reproduction and social mobility (Jorrat & Marques-Perales, 2022). The country is almost unique in being on a steady downward slope from riches to rags. In the early 20th century Argentina was among the top-10 wealthiest countries in the world, due to its immense agricultural exports and early industrial development, which at the time made the country a major attraction to immigrants from then impoverished Southern Europe. Since that time Argentina has been in a steady downward development, punctuated by eight national bankruptcies between 1930 and 2002, and the country finds itself now in the lower ranks of developing economies, with a per capita national income of about 25% of the wealthy OECD countries.

Standard modernization theory would lead to the expectation that the permanent economic crisis has produced a rigidification of the social class structure. Despite the pioneering early work of Gino Germani (early 1960's) and its obvious relevance, Argentina is at present largely absent from international comparisons of social stratification and social reproduction (but see Jorrat et al., 2024). In this paper we aim to mend this gap by investigating trends in intergenerational occupational class reproduction and status attainment in first jobs for cohorts that entered the labour market between 1930 and 2020.

We have brought together eight surveys (among them the 1960 Germani survey) with data on first and father's occupation, that allow us to compare cohorts that entered the labour market between 1930 and 2020. The eight surveys are heterogeneous by sample coverage and measurement strategies, but we can overcome this by employing survey quality controls. We distinguish 10 occupational class categories, based in the major group of the International Classification of Occupations ISCO-88/08 and study the pattern of association with the Hauser-Goodman [HG] multiplicative scaled-association model, that we incorporate in a conditional logistic regression model, that makes it possible to add individual level covariates and address indirect effects (FOCC \times EDUC \times OCC1) as well as confounding by the survey controls (Dessens et al., 1996). The HG model compresses the association pattern into two sociologically meaningful parameters: IMM, the excess density on the diagonal of the mobility tables, and U, the scaled uniform association parameter that models the intergenerational status transmission among the intergenerationally mobile. We study these parameters by entry cohort for men and women separately and jointly, and with and without correction for survey effects.

Our preliminary result rebuts the expectation of a growing rigidification of Argentina: in fact, there is a trend towards more (relative) mobility and this trend become more pronounced when the appropriate survey controls are taken into account. The trend towards more relative mobility is most pronounced on the diagonal (IMM) but is also visible off-diagonal. When examined in an indirect effects model, the primary channel of increased relative mobility is the indirect one, via education.

Dessens, Jos AG, Wim Jansen, Harry BG Ganzeboom, and Peter GM Van der Heijden. 2003. "Patterns and Trends in Occupational Attainment of First Jobs in the Netherlands, 1930-1995: Ordinary Least Squares Regression versus Conditional Multinomial Logistic Regression." *Journal of the Royal Statistical Society: Series A (Statistics in Society)* 166 (1): 63–84. <https://doi.org/10.1111/1467-985X.00259>.

Hendrickx, John, and Harry BG Ganzeboom. 1998. "Occupational Status Attainment in the Netherlands, 1920-1990 A Multinomial Logistic Analysis." *European Sociological Review* 14 (4): 387–403. <https://doi.org/10.1093/oxfordjournals.esr.a018246>.

Jorrat, Jorge Raúl, Pablo Dalle, Sandra Fachelli, and Manuel Riveiro. 2024. "Historical Evolution of Intergenerational Class Mobility and Educational Effects in Urban Argentina: 1960–2017." *Research in Social Stratification and Mobility* 89 (February): 100868. <https://doi.org/10.1016/j.rssm.2023.100868>.

Jorrat, Jorge Raúl, and Ildefonso Marqués-Perales. 2022. "Argentina Exceptionalism: Social Mobility and the Reversal of Development in Argentina." *International Journal of Sociology* 52 (4): 284–307. <https://doi.org/10.1080/00207659.2022.2089805>.

Steffen Hillmert^{†*} and Dominik Becker (Univ. Tuebingen)

Horizontal and vertical occupational mobility and their consequences for subjective well-being

Empirical evidence on the consequences of occupational mobility on subjective well-being (SWB) has been mixed. In this contribution, we argue that some of these inconsistencies can be resolved when we have a better understanding of different aspects and forms of mobility. We analyse consequences of occupational mobility for subjective SWB, distinguishing between vertical and horizontal forms of mobility. Regarding the vertical dimension, we expect that, net of transaction costs, upward mobility is beneficial for SWB due to a corresponding gain of resources while downward mobility is harmful. We also expect horizontal mobility to cause psychological distress and reduce SWB in case it does not bring individuals closer to their respective individual preferences. Finally, effects of horizontal mobility and vertical mobility on SWB can be expected to interact with each another.

In a first step of analysis, we use data from a large German employment survey that includes workers' subjective assessments of the content of their work. We classify occupations along horizontal dimensions that are set orthogonal to a vertical dimension of stratification. This occupational information is then merged to longitudinal data from the German Socioeconomic Panel (GSOEP). We analyse occupational mobility effects on individuals' life satisfaction and job satisfaction as two important dimensions of SWB. Preliminary results have given little support for specific vertical mobility effects in either direction. The association between horizontal mobility and job satisfaction is, on average, positive, indicating that individuals tend to move closer to their respective preferences. We discuss our findings in the light of the traditional arguments.

Saba Aslam Khan (VU Amsterdam)

The gender revolution in an Islamic society: Stalled or still unfolding? Cohort dynamics in gender role attitudes in Pakistan from 1997 to 2018

The gender role revolution is often conceptualized as significant transformations within the gender system (England, 2010). Subsequent to the 1960's feminist movement, in line with the modernization theory, the world has witnessed a steady increase toward more egalitarian gender ideologies. However, the recent literature suggests that after achieving greater egalitarianism the upward increase in gender role attitudes has plateaued. Yet, the evidence regarding the plateauing of gender ideologies is little. Moreover, it remains a puzzle what is happening at a global level and in particular in Islamic societies. In this paper we examine the nature and degree of change in gender role attitudes [GRA] in Pakistan. Pakistan is an interesting case due to the two contrasting processes of social development going on in the country. On one hand the expansion of education is happening while on the other hand it is a country has witnessed religious revival due to Islamization process, which makes the direction of change unpredictable. A comparison is made across cohorts born 1945-1994 using a pooled cross-section analysis of the World Value Survey (WVS) in which Pakistan has participated four times (1997-2018). Deriving from modernization theory we involve education and religiosity as mediating variables between birth cohort and GRA in our design, assuming that the link between education, religiousness and GRA is predominantly affected by cohort replacement, and only in part there would be period changes. Viewed across all birth cohorts we find that later born cohorts on the whole are indeed more egalitarian. However, in contrast to the hypothesis of generational change, our study highlights that change in GRA cannot be explained through cohort replacement in a linear way, as we observe a trend reversal in GRA for cohorts born after 1975, who were more conservative. We observe a strong mediating effect of education on GRA but find only a very minor effect for religion. The backlash in GRA cannot be explained by an increased religiousness induced by Pakistan's Islamization since the early 1980's.

Paul Lambert (Univ. Stirling)	
<i>Enhanced life-course variation amongst minority categories in the UK?</i>	
	<p>Labels such as precarity, variability, insecurity or instability might suggest there may be negative connotations to accumulated variations in life-course circumstances, but longitudinal research using social surveys has tended to concentrate upon other phenomena of life-course profiles. During research on Lesbian, Gay and Bisexual (LGB) life-courses it was observed that individuals from minority sexual identity categories often have more variations within their life-course in important socio-economic circumstances than do comparable people from larger groups, even net of controls for other linked characteristics. This exploratory paper investigates if there is evidence that similar patterns of inequalities in life-course variations apply to other minority categories in the UK, and what implications might follow if there were.</p>
Esme Lillywhite (Univ. Strathclyde)	
<i>Breaking barriers: Investigating the moderating role of childhood relationships in intergenerational mobility</i>	
	<p>The influence of parent-child and teacher-child relationships on children's future cognitive, behavioural, and educational outcomes is well-established in psychology and child development. However, we know less about how a) these relationships interact with socioeconomic status and b) how these early relationships can affect outcomes even later in the lifecourse. It has been suggested that positive relationships with parents or teachers can be especially important for children from low-income families. These relationships can encourage and nurture children, enabling them to reach their full potential, thereby acting as a buffer against the risks of low income. This paper aims to address these gaps through examining to what extent the association between parental income and offspring earnings in adulthood varies by quality of parent-child and teacher-child relationships. Moderation analysis is employed to examine potential interactions between parental income and these relationships, as measured by responses from children aged 14, on future earnings using data from the British Household Panel Survey and UK Household Longitudinal Study (N=1165). Analyses are conducted on pooled samples and separately for males and females to untangle potential gender-related effects. Findings indicate that both child-teacher and child-parent relationships act as a protective buffer for children from low-income families, holding implications for how policies should address educational inequality and social mobility in and out of the classroom.</p>
Iris Moolla^{†*} and Antti Kouvou (Univ. Helsinki; Univ. Eastern Finland)	
<i>Healthcare evaluations and institutional trust – a comparison of absolute and relative healthcare attitudes in Europe</i>	
	<p>As with other social protection systems, healthcare represents a public institution that promises security in critical times and thus, during the COVID-19 crisis, trust became a crucial resource tackling a situation in which health was at high risk (Wendt 2022). The possible link between welfare state institutions and trust has been a popular research topic in recent decades (Rothstein 2005; Albrekt Larsen 2013), but we do not know much about the connection between healthcare evaluations and trust, institutional trust in particular. We are interested in the way in which pre-conceived trust in public institutions might explain the country differences in citizens' satisfaction</p>

	<p>towards healthcare systems. An accurate understanding of citizens' attitudes towards and trust in welfare state institutions can allow us to assess the legitimacy of existing societal arrangements (Gelissen 2000; Svallfors 2012).</p> <p>We assess healthcare evaluations in relative terms (relative to citizens' views about the performance of national public institutions in other domains) (see Moolla and Lambert 2022) and absolute terms which offers new insights about how institutional trust is connected to the individual and national level variations in healthcare attitudes. We use the tenth round of the European Social Survey (N = 37,987, countries N = 27) as the data analyzing it with multilevel fixed effects models. We find that Europeans' healthcare evaluations are connected to the institutional trust towards impartial and political institutions with different patterns of absolute and relative healthcare satisfaction.</p>
Scott Oatley (Univ. Edinburgh)	
<i>Youth in Transition: Longitudinal Comparisons of Youth Transitions in the UK using Cohort and Synthetic Cohort Data</i>	
	<p>Using two cohort datasets and two household panel surveys: 1958, British Cohort Study 1970, British Household Panel Survey, and Understanding Society 2009, this paper aims to bring new knowledge and understanding to youth school-to-work transitions. Prior research into this area has been relatively restricted to the pre-1990s context from a lack of birth cohort datasets, building upon novel research, this paper constructs synthetic cohorts using the UKHLS to provide updated information regarding the routes young people take after mandatory schooling. Results indicate a changing transitional landscape, with larger amounts of young people continuing education over time – though the structural effects that influence this are not stable and often fluctuate quite substantially between cohorts.</p>
Kate O'Hara (Univ. Stirling)	
<i>MAIHDA and single-level model predictions of intersectional disadvantages: an analysis using simulated datasets</i>	
	<p>Multilevel Analysis of Individual Heterogeneity and Discriminatory Accuracy (MAIHDA) is an emerging multilevel model specification for examining intersectional disadvantage. It has been designed to salve some difficulties of estimating effects for small minority groups in the population, as well as matching better than traditional single-level regression approaches to a theoretical preference to handle social identities as indicators of context, rather than individual attributes. While it is hailed by some as "the new gold standard", others question the logic of the variable operationalisation, and the technical ability of the specification to accurately estimate population effects. This study uses simulated to data to examine the performance of MAIHDA and single-level models in predicting population effects when sample sizes are optimal and sub-optimal.</p>

Marina Shapira (Univ. Stirling)	
<i>Outcomes of Immigrant Children in Scotland Under the Curriculum for Excellence - Evidence from the 2018 Scotland PISA Study</i>	
	<p>The Scottish Curriculum for Excellence (CfE) was introduced in 2010 to enhance education for children aged 3-18 years, but its implementation in secondary schools has been inconsistent, affecting student equity and outcomes. This study investigates the impact of curriculum breadth in S4 (year four of secondary education) on the educational outcomes of students from immigrant background, using the 2018 Scotland PISA dataset and Scottish Government educational data. We employ multilevel linear multivariate regressions, to analyse associations between the PISA outcomes, individual and family characteristics of the learners, and the characteristics of their schools, including the breadth of the curriculum they are exposed to at age 15-16 (stage S4 in Scottish education).</p> <p>Findings indicate that a broader S4 curriculum benefits all students, enhancing scores in PISA language and mathematics tests as well as on the global competencies, regardless of their immigrant status.</p> <p>Students from immigrant background outperform their non-immigrant peers on all tests. Accounting for the family socio-economic background does not explain the performance gap between the immigrant and non-immigrant children. However, accounting for family educational and cultural resources, attitudes towards learning, reading enjoyment, work ethics and parental support allow for explaining the PISA test score differences between immigrant and non-immigrant students in Scotland. The study concludes that a comprehensive secondary curriculum positively impacts educational outcomes for all students, regardless of immigration status, with positive attitudes to learning, work ethics and home resources playing a crucial role in achieving better results.</p>
Sarah Stopforth*, Roxanne Connelly and Vernon Gayle (Univ. York (1); Univ. Edinburgh (2,3))	
<i>A Deep Dive into School Qualifications: Examining (In)Consistencies in General Certificates of Secondary Education (GCSE) Results in Administrative Records and Survey Data</i>	
	<p>Results in school qualifications play an important role in social stratification because they are strong determinants of future participation in education and employment outcomes. General Certificates of Secondary Education (GCSEs) are undertaken by most school pupils in England. The Millennium Cohort Study (MCS), the UK birth cohort study of children born in 2000-2002, collected self-reported data on school GCSE outcomes. GCSE data is inherently complex because English pupils undertake a selection of GCSE qualifications across a range of individual subjects and each GCSE subject is awarded a separate grade. Because pupils undertake a mixture of compulsory and optional GCSE subjects, their portfolio of results is highly individualised. Members of the MCS undertook GCSEs when two different grading systems were in operation, and this adds to the complexity of the data. In this study we take a deep dive into the self-reported data and assess its reliability. Using linked data from the National Pupil Database (NPD) we explore the consistency and discrepancies between the self-reported survey data and administrative records. We offer some practicable methodological advice for social researchers analysing the MCS self-reported GCSE data, and administrative data in the NPD.</p>

For a long time, researchers have been using historical records to study central questions on climate (global warming), demographic patterns (aging, migration), health (longevity) and sociological phenomena (inequality, cohesion, collective action). Such data increasingly becoming available digitally, appears to have exponentially enhanced the number of studies that resort to the use of historical records. However, unlike the records themselves that have evolved in how they are being presented (e.g. from physical documents, to sometimes even APIs), the way researchers use historical records has not changed: it's basically a 'grab and go' of the data. This is problematic for a number of reasons. For one, the amount of work associated with transposing physical historical records to online research data is hardly acknowledged. Archives spent large amounts of resources on digitization of data, but seldom researchers credit the archives and specific projects related to this. As a result, the importance of digitization is lost. Also, the scientific field has moved ahead embracing the FAIR and CARE principles. These principles are materialized mostly on the part of the research workflow that goes from dataset to analysis, not from source to dataset. A third reason is that the context of observations is crucial in the social sciences, but with the 'grab and go' mentality in the historical social sciences, such information is lost. Not just substantive analyses (e.g. on social mobility), but also work on methods (such as stratification scales) would heavily improve and allow for new research questions. Another issue with the 'grab and go' data is that a researcher is unable to fact check data. In the 19th century people becoming more than 100 years of age, families with over 20 children are examples of observations that could be 'correct', but are likely to be wrong. For the researcher there currently is no way to fact check such observations, other than by contacting the data supplier.

To improve on these matters, we suggest replacing the 'grab and go' mentality with provenance trails. Like Jupyter Notebooks or FAIR data stories do for data creation and data analysis, provenance trails allow one to follow each step in the creation from source to data. In this paper, we show how this can be done, using already existing components in the creation of life course datasets. Such sets often consist of a large number of person observations from multiple archival sources, that via linkage software are 'linked' into person reconstructions, representing life courses. The key components that we consider are: openarchieven.nl, a website representing archival records and person observations in an open format; PiCo, a vocabulary allowing for transcription of data into RDF, and burgerLinker, software that uses person observations in RDF to create life courses. With these existing components we will show how the afore mentioned downsides of 'grab and go' data, can be transposed into strengths providing FAIR and CARE data with provenance trails to the archival sources.

**Denotes presenting author; [†] denotes presenting online via Teams--*

Additional information

Seminar venues

Room 2A19, Cottrell building, University of Stirling (Wednesday)

Iris Murdoch Building, Seminar room, Faculty of Social Sciences, University of Stirling (Thursday)

Room 3S15, Colin Bell building, University of Stirling (Breaks including basic tea/coffee facilities)

The three venues (2A19, 3S15 and IMB conference room) are in adjacent and inter-connected buildings. We recommend the address for the main entrance to the Iris Murdoch building:

Iris Murdoch Building
University of Stirling
Stirling
FK9 4LA

[Google Maps link](#)

Street view for the Irish Murdoch and Colin Bell buildings:



Rooms 3S15 and Iris Murdoch building conference suite are within 30 metres of each other. The seminar venue on day 1, room 2A19, is approximately 200m west of those venues (left, as per the street view image orientation, about 5 blocks along the corridor).

Online participation via MS Teams:

https://teams.microsoft.com/l/meetup-join/19%3ameeting_ZTc1NWQ1YTQtMTA2MS00MTY5LWI3MmItOGU0NjFkZGJmMTgx%40thread.v2/0?context=%7b%22Tid%22%3a%224e8d09f7-cc79-4ccb-9149-a4238dd17422%22%2c%22Oid%22%3a%2248ce5938-9fbb-408c-8796-6c13dbe3c503%22%7d

Meeting ID: 371 020 261 306 (Passcode: oqwqAe)

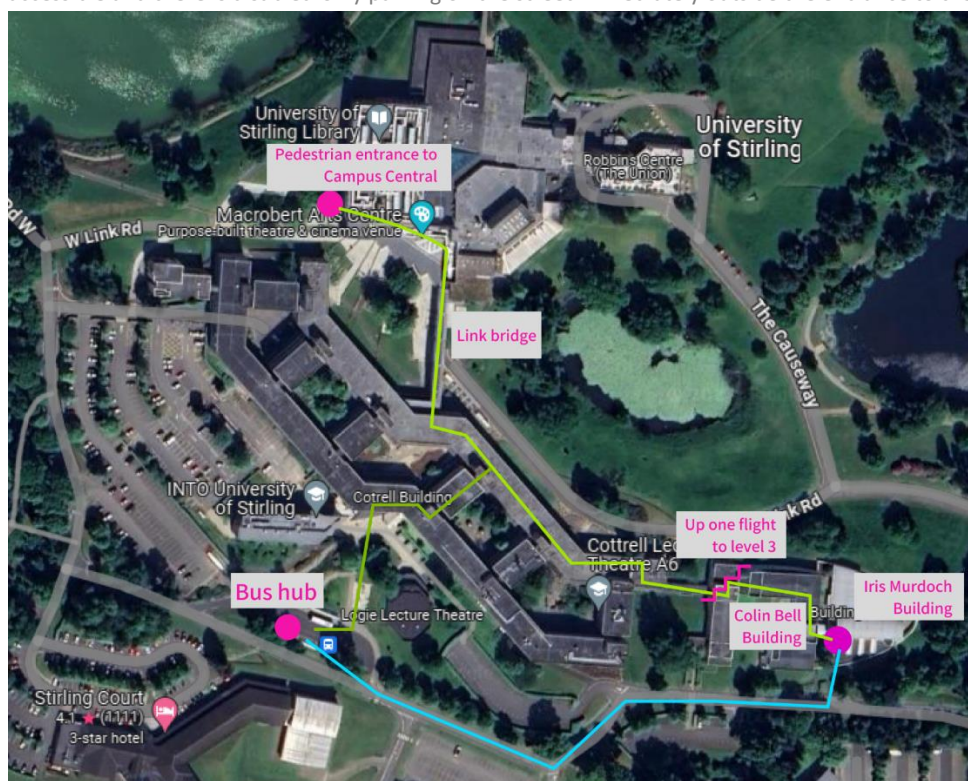
Dial in by phone +44 131 460 4091,,14393416#

Travel advice

The University is about a 45-minute walk from Stirling railway station and slightly closer to Bridge of Allan station (reached by most but not all trains from Glasgow and Edinburgh). If travelling in a group from Stirling rail station, a taxi is economical. If driving or walking, note that the Iris Murdoch Building is closer to the Hillfoots Road entrance to campus than the main gate. Parking is subject to a charge and uses 'Ringo'.

For bus travel from Stirling to campus, we recommend the UniLink (Midland Bluebird UL) bus from outside Papa John's on Goosecroft Road: leave Stirling station, cross the road and head to the right for about 50 yards. These should come every half an hour or so. [Timetables here](#). Some other busses without student discounts are available with details most easily found on the [Traveline Scotland app](#). Bus tickets can be bought as walk-on fares with cash or card. The majority of busses are run by McGills East of Scotland for which an [app is available](#) to buy tickets and includes live bus tracker facility. An unlimited day ticket for McGill's busses ('Stirling/Clacks') is usually the most economical (£6) unless you qualify for a student discount on the UL service. Note that some buses other than the University Link or Citylink services will arrive at the Hillfoots Road entrance to campus, located just outside the bottom right corner of the image below. A direct coach service from Edinburgh to the campus (Citylink 909) is also available; booking is recommended.

The image below illustrates relevant campus buildings and routes. Room 2A19 is on level 2, approximately in the middle of a straight line between the 'C' of 'Cottrell Building' and the 'L' of 'Link bridge' – or see [room guide](#). The buildings are fully accessible and there is disabled-only parking on the street immediately outside the entrance to the Iris Murdoch Building.



Pedestrian arrivals may enter campus from the north-east for which the green route above applies, however most arrivals (including bus and car) would enter the Cottrell building via the main 'Logie' entrance, by the Bus Hub. That entrance takes you to first to Cottrell B corridor (level 2), from where you cross a small courtyard to Cottrell A corridor: you would then be at the T intersection between A corridor (level 2), and the 'link bridge' to 'campus central'. From this spot, turn left for room 2A19 (within 40 metres). Turn right to walk about 5 blocks for the inside route to the Iris Murdoch and Colin Bell buildings (green route in image). From the car parks, many visitors find it easiest to locate the Iris Murdoch building by walking round the outside of the buildings (blue route in image).

Lunch/breaks

Lunch is left to your own arrangements (comments below).

During breaks, limited facilities for accessing water, instant coffee, tea etc are available in the Faculty of Social Sciences common room, room 3S15 of the Colin Bell building. Alternatively coffee vendors are available in nearby outlets (comments below). Toilets are available adjacent to the IMB seminar room as well as in the Colin Bell building adjacent to the IMB.

For food/drinks outlets, we recommend the following catering options for participants.

- Innovation Park café. Closest to the Iris Murdoch building (2 mins from seminar venue). Exit the IMB and walk due south, cross the road and approach the Scion house' building (car park on left, building wing on right). Enter that building through glass doors, café is located on your right.
- Scrán and SUP! (Closest to 2A19; 5 mins from Iris Murdoch building). Available for coffees, sandwiches, selected hot foods. From IMB: exit the IMB and enter the Colin Bell building. Follow the corridor to the right for approximately 5 blocks as it goes downstairs and through the Cottrell building. Follow signs for the McRobert café involving leaving the Cottrell building, crossing the 'link bridge' over the Queen's Court square. At the end of the bridge, both outlets should be visible in the atrium area directly in front.
- Atrium Coop supermarket (5 mins). Includes sandwiches, snacks, self-service coffee machine. Located adjacent to 'Scrán', see above.
- Macrobert café (5 mins) (<https://www.macrobertartscentre.org/venue/food--drink>). Includes cooked food and coffee/bar items Located directly below the 'Atrium' area. Follow signs for the Macrobert involving leaving the Cottrell building, crossing the Queen's Court square, the re-entering the building – café-bar should be visible on your left after passing the reception desk.
- Stirling Court Hotel café (5 mins). Available for coffees and bar food but may not always be open to public if hosting other events. Café/bar is adjacent to the lobby – ask at reception if open. Exit the IMB and walk to the road. Turn right at the road and follow on the right of the road until it passes the bus station on your right. Turn left to cross the road when the path ends; the main entrance to the hotel is immediately in front of you, across the car park.
- Sports centre café (8 mins from IMB). Large café area with coffees etc and variety of snacks and sandwiches. Exit the IMB and walk to the road. Turn right at the road and follow on the right of the road until it passes the bus station on your right. At this point, continue in the direction of the path walking Westwards along the road for a brief period until a further footpath is available. Follow that path forwards then cross the road at the zebra crossing, turning right at the first opportunity to follow the path through the woods and down the hill with the road on your right. The next building after 300m is the sports centre, the café is through the barriers after turning left entering the centre.
- Wallace Monument visitor café (8 mins from IMB). Exit the IMB and turn left to leave the campus. Turn right at T junction, proceed past two roads then turn right onto the main road (B998). Walk westwards, towards the monument, for approx.. 400m. The café is located through the Wallace monument car park.