

Institution: University of South Wales
Unit of Assessment: A4
<p>a. Overview</p> <p>The School of Psychology's research environment has developed and grown extensively since the successful performance in the RAE, 2008. The strategy of mentoring, supporting and encouraging colleagues has led to an enhanced culture of research engagement, with 6 established research groups within the School that reflect our emphasis on applied research that has external impact, and links directly to staff areas of research expertise: Health and Mental Health (including Lancastle, Shearer, Tyson); Social Psychology; Developmental Psychology (including Kirby, Stuart-Hamilton, Thomas, Purcell); Behaviour Analysis Psychology (including May, Giles); Cognitive and Biological Psychology (including Morgan, Purcell, Thomas, Tyson); and Play & Play Therapy. Staff members at all stages of their research careers, from post-doctoral research level (and including PhD students), are encouraged to become part of one or more of these research groups. Within the new University of South Wales (formed in April 2013 through a merger of the University of Glamorgan & the University of Wales Newport), Psychology is located in the Faculty of Life Sciences and Education (LSE). At University level, research leadership is provided by the Deputy Vice Chancellor (Research and Student Experience), who works with the Central Research Office to provide core support on all research-related matters including grant applications, staff and student skills development, and research student administration. At Faculty level, the Professoriate, with representation from all 4 Schools, has over-arching responsibility for strategic direction. Support for research was further enhanced in 2013 by the creation of 4 Research Institutes. The majority of psychologists are located within the Research Institute for 'Science and Health' with some colleagues in 'Social Sciences' and 'Computer Science'.</p> <p>The University of South Wales is committed to sustaining and enhancing the thriving research culture that is facilitated through a comprehensive programme of investment, professional administrative support and research staff and student development. The University has been awarded the HR Excellence in Research Award by the European Commission for our work to implement the Concordat to Support the Career Development of Researchers. This award demonstrates the University's commitment to meeting the needs of researchers and improving opportunities for them in terms of development and future careers. The implementation of the University Research Strategy 2009-2014 has reinforced the continuing commitment to research and has provided a platform to achieve and drive the research agenda forward. This has been supported by an allocation of £400,000 p.a. through the 'University Research Investment Scheme' (RIS). The School has benefited from this fund particularly towards new research 'start-ups' in pre-diabetes (Health Research group, including Lancastle) and Autism management (Austen, May & Giles), which directly support our research strategy to develop impactful applied research that can lead to collaborative bids to secure funding for larger studies. Further, Stuart-Hamilton was recently awarded one of the Glamorgan Centenary Doctoral Scholarship Bursaries, supporting a PhD student (£15,000 p.a.). The University's membership of the St David's Day Group of Universities (comprising Aberystwyth, Bangor, Cardiff, South Wales & Swansea, and representing more than 90% of national research activity) demonstrates its positive commitment to collaboration with other universities, both national and international.</p>
<p>b. Research strategy</p> <p>2008-2014</p> <p>The School's research strategy post RAE has been to build on the success of that exercise (where 80% of our submitted research was rated as of national or international significance), and to focus on further developing our expertise in applied psychology, and the associated collaborative opportunities and potential for impact. Redefining the School's Research groups to reflect these distinctive research interests has facilitated a sense of identity, collaborative</p>

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purpose, and of centres of excellence. These have been substantially enhanced and complemented by the recent merger of two institutions with highly research active psychology teams who have integrated almost seamlessly in terms of research goals, areas of expertise, research facilities and strategy, as evidenced through activities such as collaborative research funding bids, supervision of new PhD students, an increase in the volume of publications in high quality/impact journals, and a substantial increase in research facilities (see Section D below). Research outputs are increasingly extending their impact in the wider community, for example in health (John, Faulkner, **Lancastle, Shearer, Stuart-Hamilton, Tyson**); sports (**Shearer, Roderique-Davies, Hall**); educational and developmental (**Kirby, Thomas, Purcell**); and other public arenas (Graff, **Morgan**, Taylor). More recent areas of expertise and research influence are Behaviour Analysis (Austen, **Giles, May**), Human Factors (**Morgan, Purcell**), and Play Therapy (Birdsey, Crowley, McInnes).

The success of the strategy is evidenced by the increasing reputation of the unit as a centre of research excellence in applied psychology, which has led to the development of broad collaborative research partnerships with many local applied psychological services, including special educational services (**Giles, Austen, Birdsey**); a local private healthcare provider (**Stuart-Hamilton**); NHS groups working with patients with chronic pain, cardiac conditions and eating disorder services (**Lancastle, John, Faulkner**); and other UK and overseas universities (e.g., University of Leeds (**Kirby, Purcell, Thomas**), Oxford Brookes (**Purcell**), Cardiff University (**Morgan**), the University of Gloucestershire (**Tyson**), the University of Pablo de Olavide in Seville (**John**), and the University of Haifa in Israel (**Kirby**).

The synergy between research and practice is illustrated by the success of our two clinics. PAWB Wales (based at the Treforest campus) is a fully functioning professional psychology clinic that offers a range of behaviour intervention and therapeutic services open to members of the public, businesses and public sector bodies alike. This exploits our multiple expertise in the areas of health, sports & exercise, behaviour analysis, and play therapy, utilising it for both the well being of the local community, and for applied research studies. The Dyscovery Centre (based at the Caerleon campus) was set up over 15 years ago. During this time it has developed into a specialist and high quality service providing clinical services, undertaking research, and providing consultancy services and training at all levels (locally, nationally and internationally).

School objectives set in terms of numbers of papers published, number of bids for funding submitted and number of postgraduate completions during 2008-2012, have been achieved and are summarized in Table 1 below. The research outputs for the School from 2008 to date are displayed in Table 2 below.

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The newly structured School of Psychology, now with 30+ research active academic staff, is in an excellent position to pursue the next phase of our strategy. The extensive evidence provided in this submission relating to the impact of the School's research and the engagement of research staff in many areas of public and community life, demonstrates that our research strategy of engaging in applied research that will make a difference to people's lives is clearly being achieved. The post 2014 REF research strategy is to build on these successes and the reputation for excellence that is being developed with external partners. In an increasingly challenging economic climate, research funding in applied psychology is more likely to be allocated to consortia consisting of academics and practitioners with complementary areas of expertise, and also, with pilot and feasibility work completed.

The groundwork already completed in the 2008-14 strategy means that serious collaborative partnerships are in place in most of our research groups. Specific objectives, using our successes during 2008-14 as foundations, are to secure external funding through targeted and collaborative grant applications; to extend research collaborations with international partners (e.g. Comparative adolescent alcohol consumption in Spain, (John)); to produce high quality research outputs in high impact journals; to disseminate research through international

conferences, and also through engaging with relevant stakeholders. The strategy will be pursued through both formal and informal mentoring of research staff in each of these objectives. The School has introduced a research steering group made up of senior staff to oversee the strategy; to ensure that momentum is maintained; to mentor; to provide a voice for researchers on university and school committees; and to provide guidance on dissemination to stakeholders.

c. People, including:

i. Staffing strategy and staff development

The research strategy is integral to the unit's staffing plans, and this is evidenced by:

- Research targets being a fundamental element of the annual staff appraisal processes which include, and for most staff, an Academic and separate Research Institute appraisal;
- Strategic recruitment of research active staff at the Caerleon campus including 6 who are highly research active (academic and research staff), with one of these at professorial level (**Kirby**); and high achieving early career researchers at both the Caerleon and Treforest campuses (**May, Giles, Purcell**). Each of these staff members now sit within at least one of the School's research groupings and all are members of Research Institutes;
- Research monies awarded from the unit's RAE 2008 performance have been used directly to support staff research work (e.g. Age related cognitive decline (**Stuart-Hamilton**); Preventative CHD interventions in high school (Faulkner)), and in funding bid and manuscript preparation (numerous);
- Staff are supported in disseminating their research through submission of manuscripts to journals and presentation at national and international conferences, and key to this, is the inclusion of early career researchers being encouraged, supported and mentored to engage with these activities (e.g. two PhD students in the Health Research Group presenting at the 2011 European Health Psychology Conference);
- Pro active engagement in research skills development is an important element of the unit's staff appraisal process; staff are both encouraged and supported in identification of research development needs and CPD activities (e.g. identifying and engaging with international funding sources; software training programmes);
- Full time staff are encouraged and supported in the pursuit of doctoral qualifications with 3 full time staff currently completing PhDs;
- Hourly paid lecturers are encouraged and supported in the pursuit of doctoral qualifications and to be involved in the research activities within the school;
- The unit is committed to equality and diversity in its research strategy, and selection of staff entered into the REF. This is evidenced by: a research mentoring scheme that is inclusive; transparent process of distribution of RAE research money through bidding process that is open to all academic staff in the unit; staff selected for REF through rigorous output assessment.

Information on postgraduate students is given in section cii below

ii. Research students

The School currently has 21 doctoral students with an additional student starting in January 2014, pursuing research in the areas of health, social, organisational, cognitive, and developmental psychology. Doctoral student completions from 2008 to date are displayed in Table 1 below. The School has excellent facilities for postgraduate research, including a new Postgraduate Research Centre, and requisite expertise from supervisors in the relevant research areas. A research seminar series runs every three weeks, with both internal and external speakers where postgraduate researchers and staff disseminate their work to their peers and other members of academic staff in a collegial and supportive environment. Postgraduate students are also encouraged and facilitated where financially possible to present and disseminate at appropriate academic conferences (e.g. BPS general and Divisional annual conferences; EHPS conference; International Eating Disorder conference; Annual Conference of

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Haematology). The School also has a programme of scientific papers delivered by external speakers who are experts in a range of areas of psychology. These seminars are open to all academic staff and students in the School, and often across the institution. Recent examples of speakers have been Prof David Alexander from the University of Aberdeen, a leading international expert on the psychology of hostage negotiation and disaster management, and Prof Peter Naish from the Open University, an international expert on consciousness and hypnosis.

The University is committed to sustaining and enhancing the thriving research culture, formally at both Glamorgan and Newport, and now as the new University of South Wales, which is facilitated through a comprehensive programme of investment, professional administrative support and research staff and student development. A number of new strategic initiatives dedicated to meeting the demands and expectations of both Post Graduate Researchers and research staff include the recent development of a new 60-credit research module leading to a Postgraduate Certificate in Research, which provides PhD students with a sound framework for developing their research. In 2011, the new Postgraduate Centre at the Treforest campus was launched with the aims of helping to foster a sense of community amongst the postgraduate researchers by providing them with a social learning space, and to also encourage cross-discipline interaction by providing a space outside of the Faculty structure. Also, in 2011, the new Graduate Centre at the Caerleon campus was launched with the core aim to provide formal training and advice, research-related facilities, and a social space in which research students from across the University might meet on an informal or formal basis for activities such as seminars, organised conferences and the running of studies.

The University's Graduate Research Office (GRO) provides a central support structure that brings postgraduate researchers together from a wide variety of disciplines for a range of development opportunities and mentoring. In this way, the University provides our postgraduate researchers with the optimum environment for them to reach their full potential during their early research career. The GRO enhances the opportunities for multidisciplinary research by crossing discipline boundaries and maximising the use of facilities within the Postgraduate Centre for event delivery. The University provides support for postgraduate researchers, supervisors, examiners and viva chairs by providing a calendar of events that have been aligned to the four domains of the Researcher Development Framework (RDF). We also engage with our cadre of experienced research staff to deliver credible, high quality skills development opportunities. The GRO conducts an internal Annual Monitoring Survey and runs the Higher Education Academy's Postgraduate Research Experience Survey (PRES) every two years. Both provide valuable feedback from students regarding their experience which helps us improve the research environment for postgraduate researchers. Results of these surveys are reported at both Faculty and University level and feed into Faculty Annual Monitoring Reports and action plans.

The Postgraduate Certificate in Research *Introduction to Research* module, for example, includes three seminar days which are broadly themed *Introduction to being a Research Student at the University*, *Planning, Writing and Disseminating Your Research*, and *Looking to the Future – the Viva, the Research Landscape and Employability*. The University collaborates with other Universities in the region to deliver Vitae's *Effective Researcher* course and other Vitae training e.g. *The Part-Time Researcher*. Those students funded by Knowledge Economy Skills Scholarships (KESS) receive training and development opportunities via their company partner. Further learning opportunities for PhD and MPhil students include the development of a new 60-credit research module leading to a Postgraduate Certificate in Research, which provides PhD students with a sound framework for developing their research. Psychology research students also have a shared 'hot desk' room, which encourages collegial support and exchange of research ideas amongst the current cohort of postgraduate students.

Table 1: Postgraduate Completions 2008 to date

Postgraduate Completion – MSc by Research	8
Postgraduate Completion - PhD	8

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d. Income, infrastructure and facilities

The School secured over £205,000 in external research funding support during the REF period. Additional funding from practise-based research, consultancy, and clinic activities has been substantial, and is evidence of both the success and potential of the research strategy's emphasis on applied research that generates both practise and policy impact, and further funding opportunities. The Dyscovery Centre has attracted over £550,000 of external grant funding since 2008 (many led by or involving **Kirby**) and has expanded its research staff base during this period by recruiting a Director of Research (**Thomas**), a Post Doctoral Researcher and two Research Assistants. PAWB Wales, which has been fully operational for less than three years, has already secured £150,000. Additionally, School staff have been very successful at securing external funding for other consultancy focussed projects that have research themes, including: Public Service Management Wales (PSMW) in collaboration with the Business School at the University of South Wales (17.5k awarded to Tombs); exploring the motivations of perpetrators who abuse vulnerable adults for the Wales Office for Research and Development (WORD) - collaboration between the former University of Wales, Newport (now USW), the former Glamorgan University (now USW) and Powys Social Services (65k awarded to Tombs); evaluating counselling services for Solas Cymru Housing (7k awarded to Williamson); and, evaluation of the MENTalk program aimed at promoting mental health awareness in young men by Gloucestershire Primary Care Trust (3.5k awarded to **Tyson**). The Play Therapy Research group was commissioned (20k) by the Welsh Government to evaluate parental attitudes to corporal punishment (and thus inform a policy initiative); an evaluation of the 'Night-time Economy' and alcohol related harm in Swansea was commissioned by Public Health Wales (4k, John); a joint Psychology and Criminology group was commissioned due to specific expertise in communication & deception and atypical development to review speech, language and communication needs within YOTs in Wales (Welsh Government: 30k, awarded to Taylor, **Stuart-Hamilton**).

The School of Psychology also received an allocation of research funding from the University as a result of its successful performance in RAE 2008. These funds have been targeted to the areas of improving the quality of journal submissions and facilitating the success rates of funding bids, which in turn facilitate a greater number of research students (with higher rates of completions). The research outputs for the School from 2008 to date are displayed in Table 2 below. School objectives set in terms of numbers of papers and number of bids for funding submitted and postgraduate completions during 2008-2013, have been achieved and are summarized in Tables 1 and 2.

Table 2: Outputs 2008 to date

	Published	In Press	Under Review	Total
Journal Articles	82	10	22	114
Book Chapters	10	2	2	14
Books	7	-	7	14
Commissioned research reports	6	-	-	6

The School of Psychology has expanded in terms of its infrastructure during the assessment period, and since the restructure as the new University of South Wales. There is increased laboratory space, including a Neuropsychology and Cognitive Neuroscience Laboratory, Applied Health Psychology Laboratory, Individual and Group Based Therapeutic Space, a new Play Therapy Clinic with observation facilities for research, therapeutic input and training purposes, and Sports and Exercise & Health Psychology Consulting Rooms. This laboratory space is equipped with a range of specialist equipment such as Biopac physiological measurement suites, Reflotron Plus clinical chemistry analysis systems (currently being used in sports and

health research programmes in exercise performance, liver function and glucose tolerance) and Tobii eyetracker equipment (current research developing novel models of emotional binge eating in obesity and other eating disorders and strategic deployment of memory resources during human-computer interaction tasks). At the Caerleon campus, facilities include a large computer laboratory (with multiple PCs arranged into cubicles) with specialised software for experiment generation (e.g., EPrime, Microsoft Visual Studio). There is also a smaller testing suite with additional PCs and a CANTAB system. Additionally, there is an office for PhD students and an adjoining laboratory space for testing up to 4 participants simultaneously. The Dyscovery Centre houses a two-way observation mirror testing room with posture packs and angle boards. There is also a flexible computer-based collaborative communicative research suite containing 40 high spec PC laptops, large wall mounted displays, and a state-of-the-art WoWVision PROVEOS network streaming control box to allow full interactivity between all internet enabled devices in the room. We are the first UK University to pilot test the WoWVision PROVEOS system and have regular showcase requests from other universities looking to adopt such technology. At the Treforest campus, there are now dedicated teaching rooms for taught postgraduate programmes (which have themselves derived from research expertise), and these house some of our state of the art equipment that is available mainly for research but also for teaching purposes.

e. Collaboration and contribution to the discipline or research base

Research collaboration both within and outside the institution is a central facet of the School of Psychology's long term research strategy, and thus is strongly encouraged. All research groups within the School are now working collaboratively with a wide range of external bodies, including NHS groups, Local Authority Education departments, Third Sector organisations and policy makers at both local and national levels. Specific developments from this growth have included attraction of support for postgraduate research students and a number of external funding bids. For example, the Health & Mental Health Psychology research group has 5 PhD students, one MRes student, a number of funding bids currently under consideration, and collaborative research projects with NHS Health Boards; including extending their stress and performance research to surgeons performing eye surgery. A number of current funding bids are also being considered.

Contribution to the discipline and esteem indicators are is evidenced in many ways across the unit. The following are examples:

- In 2010 Prof Leo Hendry received a lifetime achievement award from the European Research into Adolescence Society;
- **Prof Ian Stuart-Hamilton** serves as a member of editorial board for the journal *Educational Gerontology*, and has been invited to apply for post of editor. He is a member of the Welsh Assembly Autism Action Group, and has been consulted to submit evidence to the (UK) Dept of Health committee on ASD in later life. He has also been consulted on the psychology of ageing for several TV programmes, and invited to give a closing address to the First International Conference on Psychogerontology, University of Santiago de Compostela, 2010;
- Dr Jennifer Austen is Associate Editor for the *Journal of Applied Behavior Analysis*, Associate Editor for *Behavior Analysis in Practice* and serves on the editorial board of the *European Journal of Behaviour Analysis*. Currently she is collaborating on a project with a colleague at the University of Oregon (USA);
- **Dr Deborah Lancaster** has been invited as a Pre-congress Course Speaker to the 29th Annual Meeting of the European Society of Human Reproduction and Embryology (ESHRE) in 2013. She is a peer reviewer for the journals *Social Science and Medicine*, *Psycho-oncology*, *British Journal of Health Psychology*, *Qualitative Health Research*, and peer reviewer for a book "Human Fertilisation and embryology: Reproducing regulation" for Routledge publishers;
- Ross Hall has worked with Lowri Morgan on her 2nd TV series of *Ras yn Erbyn Amser – Jungle marathon 2009* and *Arctic race in 2011*. Both TV series have been aired on S4C.

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He worked with the Paralympic and Olympic teams in the build up to the 2012 Olympics and also worked in the same capacity for the Beijing 2008 Olympic games;

- Dr Kevin Crowley is currently co-authoring a book on Child Development for Sage Publications. He has also been invited to present a masterclass on research methods for the 'Playing it Better' international play therapy conference to be held in Dunboyne, Ireland in June 2012;
- Dr Bev John has recently given four invited lectures on a series of research studies into social cognitive antecedents of binge drinking behaviour in students. She has an invited chapter in a recent Substance Use Harm Reduction book. She is an Associate Member of Alcohol Research UK Grants Advisory Panel, Associate Editor of the Journal of Substance Use, a member of the editorial board of the British Journal of Well-Being, and a regular contributor to BBC Wales, and Radio Wales;
- Dr Sue Faulkner was invited by Sir Mansell Aylward to present research into the relationship between the psychosocial factors and the recurrence of infectious illness at the influential Centre for Psychosocial and Disability Research at Cardiff University. She is also member of the British Psychological Society Training Committee for Chartered Health Psychologists;
- **Prof Amanda Kirby** is an internationally recognised expert in developmental disorders and sits on a range of scientific committees, steering and advisory groups (e.g., Welsh Assembly Government, Waterloo Foundation) on the subject. She has been an invited speaker at conferences world-wide and is regularly asked to contribute to television and radio broadcasts and newspaper articles. She is the inaugural member of DCD-UK research group and has been a driving force behind the development of the new UK consensus guidelines for Developmental Coordination Disorder. She is also an Honorary Fellow of the University of Wales.
- **Dr Philip Tyson** is the Academic Lead of the Mental Health Service User and Carer Research Group. This is part of Mental Health Research Network Cymru (MHRN-C) which is Welsh Government funded and coordinated by Swansea University. Dr Tyson was nominated for this position given his expertise and multiple research outputs in the area of Mental Health and Well Being.

Summary

The extensive evidence provided in this submission relating to the impact of the School's research and the engagement of research staff in many areas of public and community life, demonstrates that our research strategy of engaging in applied research that will make a difference to people's lives is clearly being achieved. The majority of our research active academic staff in the School are engaged in collaboration with researchers, clinicians, practitioners and policy makers external to the University, and increasingly outside of the UK. The School of Psychology has expanded in terms of its infrastructure during the assessment period, due to both committing to the success of our research strategy, and since the restructure as the new University of South Wales, with the merging of two highly research active psychology teams, both with a focus on applied research, areas of expertise and research facilities. The newly structured School of Psychology, now with 30+ research active academic staff and 20+ research students is in an excellent position to pursue the next phase of our strategy. Eighty per cent of the School's staff are members of the University's new Research Institutes, and the research environment within the School is also complemented by our two professional clinics, and array of state of the art facilities. The publications generated, increasing number of doctoral students and postgraduate completion, and success in obtaining external funding, are evidence of a strong, effective and developing research environment.