

<p>Institution: University of South Wales</p> <hr/> <p>Unit of Assessment: A4</p> <hr/> <p>a. Context</p> <p>The School of Psychology within the former University of Glamorgan has been building on its successful first Unit of Assessment (UoA) submission to the RAE in 2008 with a clear research strategy for 2008-14. The merger between the University of Glamorgan and the University of Wales, Newport to form the University of South Wales in April 2013 has both increased the research capacity of the School and enhanced our strengths in applied psychology. These are consolidated in newly organised research groups designed to further facilitate world leading research with high impact as a core strategy of the new larger School. These groups are: Health & Mental Health; Play & Therapeutic Play; Developmental Psychology; Cognitive and Biological Psychology (including Human Factors); Social Psychology; and, Behaviour Analysis. The commitment to build on the impact of the unit's research has resulted in the development of a new Health, Sport & Exercise, and Play Therapy Clinic (PAWB Wales) where staff research outputs are providing evidence-based interventions to the wider community as well as applied research opportunities for postgraduate students and academic staff. Similarly, and following the recent merger, the School also benefits from a multi-disciplinary centre of excellence in developmental disorders, established in 1997 by Amanda Kirby (The Dyscovery Centre). Within each research group there are distinct user groups where impact is evidenced. The developmental group's research has impacted with policy makers in public health, and service users such as adults with developmental disorders (see both Kirby & Stuart-Hamilton). The Behaviour Analysis group's research has led directly to an autism disorder service being established within the UoA (Giles, May & Austen). Research by the Health group on alcohol risk behaviours resulted in a Welsh government/Drinkaware UK funded campus alcohol intervention (John, 2010). In 2013, Academics from the School contributed directly to Welsh Government policy development in a number of areas including Youth Justice, Parenting Guidelines and the delivery of Psychological Therapies.</p> <hr/> <p>b. Approach to impact</p> <p>Much of the UoA's research is of an applied nature, thus the impact of our outputs is an integral component of both our research and dissemination strategies. The School has a proactive policy of engaging stakeholders and policy makers across a range of relevant sectors, and of encouraging staff to disseminate research findings with relevant stakeholders as well as academic peers. During the assessment period the School has had (and continues to have) impact across a range of research outputs with service users, policy makers and practitioners. Areas of research expertise include: addictions; managing challenging behaviour in the classroom; preventing health risk behaviours; developmental disorders across the lifespan (including DCD); applied cognitive psychology and Human Factors; exercise and mental health; and sports performance. Increasing numbers of external stakeholders (from paralympians to children with autistic spectrum disorder, infertile couples, and patients in GP surgeries, as well as practitioners) are engaging with the School. Examples include: Dr Austin's research centres on addressing challenging behaviour through creating positive school environments for children. She was recently recruited by a local Pupil Referral Unit to design evidence-based school and class-wide systems for encouraging positive behaviour and developing essential life skills, and to train teachers in this intervention. Dr John's research into screening and treating alcohol related admissions in A & E departments (2002, 2010) resulted in the development of the FAST Alcohol Screening Test (2002, 2004), which is now available in many languages, is used around the world, and is the brief alcohol screening measure recommended by many bodies, including NICE. A recent Welsh Government initiative in child protection policy drew on the Schools research expertise in interventions for challenging behaviour, parental influences on children's motivation to learn, playfulness and child development. Prof Stuart-Hamilton's work on older adults with autism has led to changes in Welsh government policy on care provision for this population. The unit also produces regular research news bulletins which disseminate research activity and impact via School and University web pages and social media feeds. There is also a research seminar series for internal and external speakers, including postgraduate research students. Furthermore, the School's research is disseminated to additional audiences through a wide range of media, as detailed below.</p> <p>(1) <i>Teaching</i>: research strengths in Health Psychology and Play Therapy have led to professionally</p>

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accredited MSc programmes in these subjects. An MSc in Developmental Disorders and M level credit modules have been developed from The Dyscovery Centre's research and clinical work.

(2) *Books*: based on research strengths from several members of the School e.g.: **Stuart-Hamilton** (2011) *The Psychology of Ageing: An Introduction* is now in its fifth edition and translated into 19 languages. It is the key text of numerous undergraduate and postgraduate courses across the world and is thus an influential work in creating formative ideas in psychogerontology; Taylor, (2012) *Deception: A Young Person's Life Skill* provides explicit practical application of research on deception to the criminal justice system for practitioners working in that arena; John (2012) an invited book chapter in an international harm reduction textbook for practitioners in substance misuse (Pates & Riley, *Harm reduction in Substance Use*). Since 1997 The Dyscovery Centre has produced many practical support guides for children, adolescents and adults with developmental disorders and for health and educational professionals working with these individuals (e.g. **Kirby**, Peters & Baudinette, *Dyscovery Skills Series*; Kirby (1999), *Dyspraxia*; **Kirby & Drew** (2003), *Guide to Dyspraxia and DCD*; **Kirby** (2004), *The adolescent with DCD*; **Kirby** (2013), *How to succeed in College and University with SpLDs*). Kirby's 1999 book on Dyspraxia has also been translated into Polish.

(3) *Engaging with popular media*: John (2010), advised and featured in a BBC Wales flagship documentary programme raising awareness of harm for young binge drinkers (this led directly to an invited keynote address at the inaugural ASH/Alcohol Concern conference in 2011); McInnes (2011), summarised her research on the importance of playfulness in early education for an article in 'Nursery World', a professional magazine for nursery nurses and early years educators. **Kirby** regularly contributes to radio and television programmes and to press articles as an expert in Developmental Disorders.

(4) *International Conferences including numerous keynote invited addresses, and other presentations*. Specific examples include: **Lancastle** (2013), invited to give a pre-congress lecture at the European Society for Human Reproduction and Embryology (ESHRE) on applications of her coping intervention during IVF treatment; **Amanda Kirby**, invited as a keynote speaker at many international conferences (e.g. DCD9 international conference in Lausanne 2011).

c. Strategy and plans

One of the core aims of the University of South Wales is to make "a positive impact on the economy, society and culture of Wales and beyond, through innovation and engagement." The unit's strategy to achieve this through research impact is ambitious and has clear objectives: to support and mentor staff members in both conducting high quality research and identifying and pursuing subsequent impact opportunities; to engage with a wide range of stakeholders (including Health and Clinical organisations, Policy Makers, business organisations and relevant employers), in order to demonstrate the relevance of the unit's research outputs and expertise; to continue establishing collaborative and mutually beneficial research partnerships between specific research groups and appropriate external associates; and, to build on existing centres of excellence (e.g., The Dyscovery Centre & PAWB Wales) where the School's research outputs are already providing evidence based services to the community and collaborative partnerships in the public, private and voluntary sectors (e.g., **Kirby**). Plans for achieving these objectives utilise university-wide initiatives to some extent. These have included encouraging all colleagues within the School to apply for membership of recently established Research Institutes (in areas where the university already has a significant research profile, e.g., Science and Health); 90% of these were successful, and include Early Career Researchers. The university's Strategic Insight Programme (SIP) promotes the engagement of academics with organisations outside academia. Staff from the unit have been involved in SIP programmes, successfully demonstrating the importance of their research outputs to a number of settings including: treatment adherence in a community chronic pain service (Faulkner, 2011); performance and skill management in apprenticeship training (Hall, 2011). Additionally, Unit staff have been involved in Knowledge Economy Skills Scholarships (KESS) and have developed initiatives with industry (e.g., Handley, 2012, Developing low carbon behaviour in the workplace utilising psychology with technology, and **Shearer**, 2012/2013, Sports Council of Wales). (KESS is a major European Convergence programme led by Bangor University on behalf of the HE sector in Wales.) The unit's strategy has produced a focused and systematic development of research collaboration with clinicians, practitioners and other occupational groups. The Health & Mental Health Research group's collaborative partnerships span four of the six Local Health Boards in Wales, and the research conducted by Developmental, Behaviour Analysis &

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Play Therapy Research groups has clear impact on educational practitioners. This has established an excellent platform for the expansion of future impact at both practice and policy levels, and also for collaborative funding bids. University research funds have been secured by unit staff to support collaborations in preliminary work towards external funding bids (e.g. Understanding Ketamine bladder syndrome, John, with ABHB Urology Service; Pre-Diabetes interventions for at-risk young men, Health Psychology Research Group, and many others).

d. Relationship to case studies

Consistent with the unit's proactive policy of conducting high quality research that specifically engages stakeholders and policy makers across a range of relevant sectors, the following case studies with multiple examples of impact have been developed as exemplars:-

Following extensive research into collective efficacy in sport, in 2010 **Dr David Shearer** was headhunted by the Finnish Olympic Committee and the Kuortane Sports Institute to provide a sport psychology education programme based around group dynamics and communication. This appointment demonstrates **Dr Shearer's** international reputation both as a researcher and an applied sport psychology consultant. In addition, based on the same programme of research, **Dr Shearer** was consulted as a scientific expert on collective efficacy for a funded arts project developed by the Film and Video Umbrella (FVU). This project was funded by the Wellcome Trust (£150,000) with the aim of producing art works that demonstrated how science has impacted upon our knowledge and understanding of elite level sport performance. This art work was presented as part of the build-up to the London Olympic Games in 2012, with the aim of spreading the legacy of the games beyond sport itself. **Dr Shearer's** specific role was to work as the scientific advisor to acclaimed artist, Roddy Buchanan, to co-produce a film art-piece that represents how sports teams develop the confidence that leads to ultimate success. Both the work for the Finnish Olympic Committee and the Olympic arts project demonstrate impact in terms of **Dr Shearer's** research.

Prof Stuart-Hamilton was commissioned by the Welsh Assembly Government (WAG) via Autism Cymru to conduct a quantitative survey of problems faced by older adults with Autism Spectrum Disorder (ASD). A companion qualitative survey, involving interviews with a small sample, was conducted by colleagues at Bangor University. The report by **Stuart-Hamilton** et al. (**Stuart-Hamilton**, I., Griffith, G., Totsika, V., Nash, S., Hastings, R.P., Felce, D & Kerr, M., 2009) details the circumstances and support needs of older people with Autism. A report for the Welsh Government led to a further research paper (**Stuart-Hamilton**, I. & Morgan, H., 2011) 'Older adults with autistic spectrum disorder', *Advances in Mental Health and Intellectual Disabilities*, 5, 22-28). Its impact includes: (1) change to WAG policy for older adults; (2) change to WAG policy for people with learning disabilities; (3) several awareness-raising booklets on identifying older adults with ASD were distributed to appropriate professional groups across Wales – an example of one such document, targeting care home workers and similar can be found at the following NHS website: <http://www.wales.nhs.uk/documents/110127asdolderadultsen.pdf>; and, (4) even prior to the completion of the study, **Prof Stuart-Hamilton** was invited to provide evidence to an NHS committee on ASD in older adults.

Prof Amanda Kirby and her team at The Dyscovery Centre have conducted ground breaking research into Developmental Coordination Disorder (DCD) and other neurodevelopmental disorders (producing over 50 peer review journal articles and presenting at many national and international conferences). Originally, work at the Centre focused on research aimed at the management and support of children and families with DCD and the establishment of models of practice (nationally and internationally) and on raising awareness among health and educational professionals. Although it is acknowledged that the impairments associated with DCD continue into adulthood there was no standardised screening tool for evaluating or characterising the functional deficits present. This proved problematical for clinicians (initial key stakeholders) when presented with an adult with motor problems that had not been diagnosed in childhood. Thus, **Prof Kirby** and her team set out to develop the first screening tool with a clear positive impact on clinicians in terms of being able to accurately identify on individuals with DCD who would in turn receive a more accurate, complete and appropriate support. The Adult DCD assessment tool (ADC) has now been translated into 5 languages including Taiwanese, Brazilian, Portuguese, Dutch and Israeli for further development and use in those countries currently as well as in studies in France. It is also now used as the key screening tool for a number of universities and colleges throughout the UK.