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<p>Institution: Oxford Brookes University</p>
<p>Unit of Assessment: 4: Psychology</p>
<p>a. Context The Psychology UoA comprises research groups and staff within the Department of Psychology, Social Work and Public Health. This is a new department, following a major University reorganisation from eight schools to four faculties in 2011/12. The main non-academic beneficiaries of the unit's research range from health and education to car manufacturers.</p>
<p>b. Approach to impact</p> <p>A key feature of effective dissemination and impact generation for psychology research is the development of close and continuing links with non-academic users. These links are used at every stage of a research project, from conception to planning and implementation. The Institute for Research in Child Development at Oxford Brookes acts as a focus for presenting research in developmental psychology beyond the academic community, providing events for parents, teachers and professionals. Many links with non-academic users are based in the local community while others are based in centres or organisations with relevant expertise. Barnett and Wilmot have hosted meetings for and have close links with the local parent support group of the Dyspraxia Foundation, where their work on Developmental Coordination Disorder (DCD)/Dyspraxia is disseminated. Connelly and Barnett have established links and ran a series of workshops with school teachers and other education professionals and Barnett has recently established a Handwriting Interest Group in Oxfordshire to disseminate research findings and discuss good practice principles with local education professionals and parents. Barnett is also an academic advisor for the National Handwriting Association in connection with her work on handwriting assessment. Wiggs has worked extensively with various clinician and parent groups to disseminate information on sleep disturbance and interventions to improve sleep. These include Mencap, the Royal Society of Medicine and Autism Today. Harris has links with the Ear Foundation for her research on deaf children's literacy as well as being an associate of the Deafness, Cognition and Language (DCAL) centre at UCL which brings together researchers and policy makers.. Outside the field of developmental psychology Burgess has developed close links with the car manufacturer BMW and the Centre of Excellence for Low Carbon and Fuel Cell Technologies (Cenex).</p> <p>Central to our approach to supporting staff and research groups realise the impact of their research has been the commitment and involvement of the Head of Department and the Research Lead working in partnership with the appropriate research group Principal Investigator (PI), the University's Research & Business Development Office (RBDO) and the Faculty Associate Dean for Research & Knowledge Exchange (ADRKE). Together they ensure that the impact of research is at the core of all project planning, realisation and dissemination.</p> <p>At the research grant application stage, PIs are supported by a mentor and members of the Faculty research office (RO), who read, comment on and question statements about pathways to impact. One member of the RO team has expertise in supporting impact statements. All PIs and research fellows produce a rolling five year research plan, which is updated and discussed annually with the Department Research Lead and, as necessary, the ADRKE. The plan prompts staff to consider the impact of their research and what support might be required to enable the impact to be achieved, particularly as a funded project draws to a close. As a result of these meetings, staff may be advised to contact the Business Development Officer for the Faculty in the Research and Business Development Office (RBDO), who will review and assess the various opportunities open to the PI.</p> <p>In appropriate cases, follow-on funding is required to bridge the gap between research outputs and realising their potential for impact. The University Commercial Steering Group, of which the ADRKE is a member, oversees the distribution of funds to support such follow-on projects and awards are made typically varying between £2,000 and £60,000 to support market research or intelligence reports and proof-of-concept projects. Burgess has recently been awarded funding for</p>

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market research on the wider exploitation of his expertise on adopting green behaviours.

The Faculty has a Science Communication & Research Fellow, who coordinates activities such as an Outreach seminar programme, annual Brookes Science Bazaar and Pegasus Theatre events. She advises staff on ways to achieve effective dissemination and impact for their research, including effective use of social media - a topic at a recent psychology away day for staff – and the sponsorship of public engagement projects. **Jones** was awarded funding for a series of interactive Friendship Workshops, aimed at primary school children. These built on her research on bullying and aimed to show children that having someone in a friendship group who will speak out against nastiness (rather than stand and watch) is beneficial to psychological adjustment. Psychology runs an annual sixth form conference for local schools in which staff and students talk about their research and run hands on workshops.

c. Strategy and plans

The Department produces a rolling five year Research & Knowledge Exchange strategy, which is discussed and reviewed with academic staff, research fellows, contract research staff and research students, and incorporated in the Faculty strategy and approved through Faculty and University Research & Knowledge Exchange Committees.

Staff also produce rolling five year research plans (mentioned above), which are reviewed each year in discussions with the research lead and ADRKE. Integral to these discussions are plans to ensure maximum impact from the research and where necessary further discussions take place with the biological sciences business development officer within RBDO. RBDO staff assist academics in the writing of proposals to access follow-on funds or external expert advice, as previously described.

The Faculty receives a fair share of income received from the exploitation or impact from its research activities mainly through royalties from licences, which also includes a generous 'rewards to inventors' scheme. The Faculty Research and Knowledge Exchange strategy outlines (1) how it plans to (continue to) use this income (about £600K and rising annually) to directly support its research activities including funding of research studentships, Research Fellowships, bridging funds to support contract staff between grants, start-up funding for new staff, faculty research events and outreach activities, and (2) how it plans to support current researchers to best exploit the outcomes of their research.

d. Relationship to case studies**Assessing the Viability of Electric Vehicles for Daily Use (Harris & Burgess)**

This research project grew out of an ongoing collaboration between Oxford Brookes and BMW. The BMW MINI plant is based in Oxford and there has been a longstanding association between the University and the plant. The association is part of the wider strategy of the university to have links with key stakeholders in Oxford and the surrounding area. The research began with BMW and then broadened out to include other motor manufacturers as the Technology Strategy Board recognised the value of the approach taken by Oxford Brookes and BMW in the Ultra Low Carbon Demonstrator Programme, and was able to provide more funding.

Throughout the research into user expectations and experiences of electric vehicles, the researchers worked closely with BMW and other vehicle manufacturers (including Nissan, Mitsubishi, Tata, Mercedes and Ford) to maximise impact. They also worked closely with colleagues at the Centre of Excellence for Low Carbon and Fuel Cell Technologies (Cenex). Cenex is a delivery agency, established with support from the Department for Business, Innovation and Skills, to promote UK market development in low carbon and fuel cell technologies for transport applications. The researchers made regular presentations to the car manufacturers as the results emerged. A key event was a meeting at BMW headquarters in Munich (May 2010) in which the findings of phase 1 of the MINI E trials were reported to senior staff, including the head of project i. These findings fed directly into BMW's development of the i3 that came to market in

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Summer 2013.

The researchers also attended key industry conferences, notably the National Low Carbon Vehicle Event, which is organized annually by Cenex and attended by motor manufacturer and other industry representatives. **Harris** attended a number of dissemination events with members of the BMW MINI E project team in the UK, including a presentation to the then Chair of the Committee on Climate Change, Professor Dame Julia King and a member of the Office for Low Emission Vehicles (OLEV).

The Vice Chancellor of Oxford Brookes hosted a policy dinner in June 2011 in which the researchers discussed their findings with representatives from OLEV, the Society of Motor Manufacturers and Traders (SMMT), BMW, and power suppliers. The findings of the study were fed back to participants at an event held at Oxford Brookes in November 2011. **Burgess** attended a series of national and international events to further disseminate the findings (see impact case study) and he was given additional time through workload planning to enable this.

Improving identification and support of individuals with handwriting and movement difficulties through development of two tests: Movement ABC-2 and DASH (Barnett)

This case study is an example of the work undertaken at the Institute for Research in Child Development (IRCD) at Oxford Brookes, where links with a commercial company are coupled with a high level of engagement with user groups.

The impact of this research has been through the development of commercial products: The Movement ABC-2 Test, (a test of general motor competence for children aged 3-16 years) and the Detailed Assessment of Speed of Handwriting or DASH tests (with separate versions for children aged 9-16 years and students aged 17-25 years). These tests are purchased and used by professionals working in a range of disciplines and settings.

The research behind the production of these tests initially developed from links made by **Barnett** with the test publisher, Pearson Assessment who part-funded and published the tests. A close working relationship with Pearson was established and maintained throughout the standardisation projects. Critical to the delivery of the products was the legal support from the University in negotiating and drawing up appropriate contracts of work with the publisher.

Engagement with users of the tests has been an integral part of the development of these tests and ongoing from the very early stages of the project to the present day. At the beginning expert panels were established, consisting of experienced education and health professionals. In early meetings with the expert panels the proposed content of the tests was discussed, to ensure the face and content validity of the new instruments. This was crucial to ensuring appropriate presentation of the test in a user-friendly format. Later on the panel gave advice on recruitment and data collection. Towards the end of the project feedback was sought on the style and content of the test manuals and record forms. A close working relationship with the test publisher, Pearson Assessment also ensured that the products were relevant to health and education professionals. In particular, familiarity of staff at Pearson with current assessment policies in education ensured that the DASH tests would meet the needs of teachers in schools and specialist assessors and tutors in colleges of further and higher education.

There continues to be a high level of engagement with users of the new tests. This takes several forms including formal marketing and training events as well as personal communications with test users. For example, **Barnett** has delivered Movement ABC-2 training workshops to health and education professionals in the UK and overseas (USA and Brazil) as well as DASH workshops in venues across the UK. She also responds to individual email and telephone enquiries from parents and professionals and has used these to compile case studies and responses to 'frequently asked questions' on the test publisher's website. This work is ongoing, with plans for Barnett to host a 'Webinar' supported by Pearson Assessment.