

<p><b>Institution: University of Central Lancashire</b></p> <p><b>Unit of Assessment: UOA: 4 – PSYCHOLOGY, PSYCHIATRY, AND NEUROSCIENCE</b></p> <p><b>a. Context</b>          Within the Unit of Assessment we strive to ensure that our research provides the greatest benefits for society. We aim to develop research programmes that are appropriate and meaningful for the population they are intended to benefit. We work in partnership with a wide range of non-academic user groups and beneficiaries e.g. the prison and police service, witnesses and victims of crime, Higher Education Academy, students, schools/teachers and school children, patients and their families, health professionals, policymakers and businesses. Our three case studies highlight one area of research from each of our research groups: Cognitive Research Group (<b>Frowd</b>), Forensic Research Group (<b>Ireland</b>), and Health Research Group (<b>Abbott</b>). This template contextualises our case studies and describes our multifaceted approach to impact.</p> <p><b>b. Approach to impact</b>          To facilitate the achievement of impact from our research we are supported by the University Research and Innovation Office (RIO). The RIO supports the academics in identifying, developing and delivering research and knowledge transfer activity. Initially, support is available to identify and negotiate with potential partners and end users, and to identify activity that requires further assistance, e.g. Intellectual property development, sources of funding. Many staff contribute to our Unit's impact. Examples of their diverse approaches, knowledge exchange and follow-up work with partners are provided here.</p> <p><b>Hutchinson, Bryce, Qualter and Gardner</b> have collaborated with a variety of stakeholders concerned with children and young people's development and wellbeing. Stemming from previous work with 'Sure Start', <b>Hutchinson</b> developed partnerships with Sure Start Children's Centre staff, Blackpool's Children, Families and Adult Services, and Blackpool Educational Psychology Services in an 'early years' intervention. As part of the Early Learning in Families Project she trained staff to deliver a dialogic (interactive) story reading intervention to parents of 'very hard to reach children'. Despite starting with very low vocabulary skills the educational outcome for these children was much improved: catch-up in receptive and expressive vocabulary and progress across a range of developmental measures e.g. play and eye-hand co-ordination, good attendance at nursery, increased ability to pay attention for sustained periods, increased parental engagement with their children's learning and improved behaviour management skills. To disseminate the findings, UCLan co-hosted a conference for early year's practitioners across North West England. <b>Bryce</b> works within a political and regulatory environment in collaboration with international stakeholders (e.g. policy makers, enforcement, industry) concerned with internet safety and child protection. She was involved in drafting the Council of Europe Recommendation (2006) '12 of the Committee of Ministers to Member States on Empowering Children in the New Information and Communications Environment'. This expedited a research project funded by Orange the Mobile Network Operator and Internet Service Provider. The research examined young peoples' online experiences and risk exposure, focusing on the development and evaluation of educational strategies for increasing online safety. The research had a series of impacts: 1: Bryce's expert consultation for the Byron Report (2008) on the media effects and young peoples' online behaviours; 2. Dissemination and knowledge exchange at (a) the Department for Children, Schools and Family Cyberbullying Taskforce, (b) Home Office Taskforces on Internet Safety and Social Networking and (c) several LEA and teacher training conferences (e.g. Lancashire Safeguarding Children's Board, NSPCC), school staff, parents and young people in Lancashire and the Northwest (e.g. Kirkham Grammar School, Penwortham Primary, Walton-Le-Dale Primary); 3. The successful partnership with Orange facilitated 'follow-up work' with the development of a Young People, Parent and Teacher Forum run by Bryce and Orange in Bristol (2012). This allowed a series of focus group sessions to update the findings; 4. Development of the 'University Certificate on Child Safety on the Internet', which has trained representatives from national and international groups (e.g. teachers, enforcement and industry). <b>Qualter and Gardner's</b> research on Emotional Intelligence (EI) lead to the development of resources hosted by the Higher Education Academy (HEA). They are used to develop emotional intelligence and maintain personal wellbeing in university students (<a href="http://bit.ly/14EvmSj">http://bit.ly/14EvmSj</a>). They are</p>
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used by several UK Universities (e.g. Buckingham, Durham, Liverpool Hope, Liverpool John Moores, Teesside, and Northumbria). At a dissemination event held for teachers, several primary and secondary school teachers became interested in collaboration. Together with **Qualter** and funding from the Urban Regeneration Making a Difference programme and the Esmee Fairbairn Foundation, they developed EI software that helps to increase Emotional Intelligence skills amongst pupils excluded from mainstream schools (<http://www.u-think.org.uk/>). This is used by most short-stay schools in North West England and is hosted by UCLan as a free resource. It is accessed via Cumbria and Lancashire County Council's CLEO network.

**Ireland (Carol)** and **Graham-Kevan** have worked in partnerships with forensic practitioners. From collaboration with the Behavioural Science Unit, Federal Bureau of Investigation, **Carol Ireland's** research on crisis negotiation was instrumental in the development of the critical incident strategy, the writing of a five day training manual plus a two day refresher, and delivery of staff training in the management of critical incidents (e.g. hostage taking, barricades, root-top protests) at Ashworth Hospital. This was subsequently rolled out to other secure hospitals in Mersey Care NHS Trust. She is their advisor in live incidents. Nationally, she has advised on changes to the HM Prison Service Critical Incident Manual (used in all prisons in the UK). She provides advice to the police and has presented her research findings at their national conference, supported them during their skills training events, and is one of only seven identified staff in the UK acting as an advisor during live incidents at a national level. The School released **Graham-Kevan** one day per week (2008 to 2012) to complete an MSc in Forensic Psychology. Her survey on bullying among prison inmates resulted in the stakeholders, HMP Forest Bank, recommending her to other service providers to undertake service interventions (Khulisa Crime Prevention Initiative and Red Road). The NHS funded project 'Strength to change programme' (Hull NHS), for domestically violent men in the community, identified elements which service users and other stakeholders perceived as key in retaining and working with men to change their abusive behaviour. She has addressed 'the evidence base and practice implications for male victims of intimate partner violence' (Scottish Parliament) and lead the British Psychological Society (BPS) response to government consultations on the definition of domestic violence. She has trained numerous practitioners e.g. BPS: Trauma and domestic violence; Prison staff: domestic violence assessment and treatment.

### c. Strategy and plans

Within the School of Psychology we conceive impact as a two-way process with our research protocols benefiting from the input of research users. To support and enable impact from current and future research, our impact strategy has three main strands. (1) When planning each research project we aim to (a) recognise key stakeholders, (b) determine how we will ensure that they will be aware of the research and (c) identify how they will benefit from the work. (2) We aim to maximize our impact by (a) sustaining and tapping into long-term networks/relationships, (b) establishing new collaborations, (c) increasing our engagement with research users, (d) appreciating their practice / policy perspective, and (e) planning public engagement events throughout the lifespan of the project. (3) We aim to monitor impact throughout our research projects and beyond.

To underpin our strategy and enable 'a culture of impact' we have nominated an Impact Champion who acts as a public engagement / media catalyst. We have enriched our plans to ensure that impact is infused into all aspects of our research and at all levels of research training. We have learned from our case studies as impact has been achieved from very different approaches, yet all involve sustained partnerships with non-academic beneficiaries in our research endeavours. The RIO has supported the School in moving from a transactional relationship to a transformational relationship with external organisations. Hence, we have initiated an Employers Research Forum, inviting potential partners / beneficiaries (e.g. Businesses, NHS, Education, Charities) to consider working in partnership to ensure the best possible route to achieving their needs. Through this approach we aim to build stronger long-term relationships where all parties mutually gain from the experience and develop 'real world' research protocols to answer 'real world' questions. We will maximize opportunities for breakthrough research which crosses disciplines and aim to work strategically to ensure that staff value the importance of public engagement activities.

The ethos of impact will permeate our encouragement and training of future researchers. We aim

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to inspire young people to pursue research careers. Staff members currently visit schools and colleges to give young people a 'taste' of the discipline of Psychology, careers and research. At undergraduate level our research informed teaching, Research Interns Programme and Undergraduate Research Conference (described in Environment Template) will further embrace the importance of interacting with beneficiaries. In our 2013 round of PhD applications impact was a key criteria and 'managing Impact' will be a focal aspect of postgraduate training within our research groups. An in-house programme of education and training (e.g. media training, open access publishing) is planned for all staff as a series of Research 'Away Days'. In line with our impact strategy, each member of staff will keep an evidenced record of impact arising from their research activities. This will be monitored, and staff will be supported, via annual appraisal.

**d. Relationship to case studies**

**Frowd** responds to requests from police forces to demonstrate the EvoFIT facial composite product software. Users are then offered a three months complimentary trial. Those who purchase the package (licence, training, maintenance support) are supported for five years in using the software, receiving regular software updates evolving from current research activity. The EvoFIT project's website is updated by UCLan's Innovation & Enterprise Unit ([www.EvoFIT.co.uk](http://www.EvoFIT.co.uk)) enabling end users access to the latest research activity and information as to where EvoFIT has been successfully applied. Feedback is sought from users and incorporated into improving the product. For example, the recent development of holistic and animation tools was in response to user group feedback and this has resulted in a fifty per cent increase in securing convictions. Additionally, **Frowd** has given invited public talks to *CSI Preston* (2008), *BPS Psychology For All* (2009) and the *Manchester Big Bang* (2010). He was interviewed on BBC Radio 4's *Super Recognisers* (2010) and his work appeared on BBC Crime Watch (2011). A BPS grant enabled the building of an EvoFIT exhibit at the Science Centre in Bristol and Glasgow. The project was also demonstrated during the Manchester Science Festival week in October 2011.

**Jane Ireland** has a dual role where she is employed 0.6 by the University and 0.4 by Mersey Care NHS Trust where she undertakes clinical work as a forensic psychologist. This combination is ideal for all parties as she engages with end user groups (NHS Trust, health professionals, service users, prison service) and the University simultaneously. Through the University she develops the academic arm of her profession and then through her post at Mersey Care NHS Trust she can apply that knowledge and identify where opportunities for academic input present themselves. A recent example is the long term violence therapy package – Life Minus Violence-Enhanced. Based on her research this was developed to fill an identified gap in this area and implemented with patients at Ashworth High Secure Hospital. The effectiveness of the intervention is being evaluated via an NHS grant and NHS supported funding held at UCLan. A further treatment project is now underway which is focused on the treatment and management of a prison based personality disorder (ASSIST programme). Again, this is being developed by **Ireland** via Mersey Care NHS Trust but using the research expertise developed through her role at UCLan. The evaluation of the impact of these treatment programmes is via UCLan.

**Abbott** has engaged with patient groups, health professionals and pharmaceutical companies and other businesses in the development and employment of patient-reported Health-Related Quality of Life (HRQoL) instruments. Such engagement has been reciprocal with user groups feeding back information, which has influenced every stage of the instruments development and use, and has aided the strategic planning of future research. Through this approach, solid, longstanding relationships where both parties bring their expertise and mutually gain from the experience have been developed resulting in research that is both methodologically rigorous and of substantial use to the end user / beneficiary. Continued promotion of the LupusQoL is also being achieved. UCLan has joint copyright of the instrument developed in conjunction with a Rheumatology Consultant (Dr. Teh) at East Lancashire NHS Trust. Dr Teh is a member of the UK Lupus group, comprising consultant rheumatologists who have collaborated with the development of the LupusQoL and have an 'investment' in its use clinically. Currently it is promoted through its own website ([www.lupusqol.com](http://www.lupusqol.com)) hosted by, and supported for translation, by a US company, Corporate Translations Inc. who actively promote the LupusQoL at international conferences.