

## Impact template (REF3a)

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| <p><b>Institution:</b> University of Greenwich</p>  |
| <p><b>Unit of Assessment:</b> (UoA 4) - Psychology, Psychiatry and Neuroscience</p>   |
| <p><b>a. Context</b></p> <p>Public engagement and the application of research is a central focus of research undertaken in this unit by the <b>Applied Psychology Research Group (APRG)</b> at the <b>University of Greenwich</b>. Staff focus on the application of findings from research in cognitive psychology (<b>Davis; Humayon; Poulter; Tharp; Ward</b>), developmental psychology across the lifespan (<b>Humayon; Maras; Monks; Pellegrini; Robinson; Tsermentseli</b>), electrophysiology (<b>Thompson</b>), individual differences (<b>Maras; Robinson; Tharp; Thompson; Ward</b>), neuropsychology (<b>Tsermentseli</b>), perception (<b>Poulter; Tharp</b>), and social psychology and social cognition (<b>Maras; Pellegrini; Stathi</b>) in applied areas including: education, health, law, social behaviour (including driving behaviour and sport). The main beneficiaries and audiences of the group's research include:</p> <ul style="list-style-type: none"> <li>• the general public, individuals, groups and service users via service involvement and media and other public engagement;</li> <li>• government, local authorities, public services and organisations and services via our contributions and invited evidence to inquiries and policy development;</li> <li>• private organisations via collaborative working on products, activities or services;</li> <li>• local government, charities and other services and organisations via our active involvement and partnership with them.</li> </ul> <p>See section b for evidence on types of impact, and links below for information on APRG context:</p> <ul style="list-style-type: none"> <li>• Media and news: <a href="http://www2.gre.ac.uk/about/schools/health/research/psycoun/aprg/news-and-events">http://www2.gre.ac.uk/about/schools/health/research/psycoun/aprg/news-and-events</a>.</li> <li>• Partners: <a href="http://www2.gre.ac.uk/about/schools/health/research/psycoun/aprg/our-partners">http://www2.gre.ac.uk/about/schools/health/research/psycoun/aprg/our-partners</a></li> <li>• Research programmes: <a href="http://www2.gre.ac.uk/about/schools/health/research/psycoun/aprg/researchprojects">http://www2.gre.ac.uk/about/schools/health/research/psycoun/aprg/researchprojects</a>.</li> </ul> |
| <p><b>b. Approach to impact</b></p> <p>Staff in the APRG conduct high quality research based upon clear theoretical questions and underpinned by rigorous methodology. Public engagement, including maximising the impact of research findings, has been a main focus of the APRG during the assessment period. Our approach to achieving this has been underpinned by three main aims:</p> <ol style="list-style-type: none"> <li>1. To ensure that potential impact is embedded in research from its design stage</li> <li>2. To disseminate findings to users through a range of means including workshops and CPD events</li> <li>3. To work with end users and service partners including seeking co funding for research, see for example the work of the <b>Research Centre for Children Schools and Families</b>: (<a href="http://www.gre.ac.uk/schools/health/research/rccsf">www.gre.ac.uk/schools/health/research/rccsf</a>) which is attached to the APRG</li> </ol> <p>These aims inform research across the department and are supported by the location of the department within the Faculty of Education and Health, which includes social work and nursing. Examples of how this has been applied to types of impact noted in section 'a' above include:</p> <ul style="list-style-type: none"> <li>• <b>Impact on the public understanding</b> of psychology and its relevance to human behaviour, through media and other public engagement as evidence by APRG's <b>strong media presence</b> (see REF5 and: <a href="http://www2.gre.ac.uk/about/schools/health/research/psycoun/aprg/news-and-events">http://www2.gre.ac.uk/about/schools/health/research/psycoun/aprg/news-and-events</a>).</li> <li>• <b>Impact on public services</b> such as the police, eg <b>Paul Ward</b> and <b>Josh Davis'</b> work with various police services, including the Metropolitan police in the UK and the Federal Law Enforcement Training Center in the US, have led to changes in process and activity and impacted on the success rate in identifying perpetrators of crime.</li> </ul>  |

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- **Impact on private and public organisations** eg **Paul Ward's** work with the US Olympic Committee, the English Institute of Sport Performance and the US Soccer Federation have resulted in changes in athletes' performance, and impacted on the success of the individuals and sporting organisations concerned and **Oliver Robinson's** work on positive and negative effects of life changes.
- **Impact on government policy** eg **Damian Poulter's** research on children's perceptual ability at the roadside was cited in a House of Commons debate (Hansard HC vol. 525 col. 131WH (16 March 2011)) and **Pam Maras'** evidence to a House of Commons Select Committee, see case study 3bi, resulted in recommendations for policy and practice.
- **Impact on the effectiveness of services** provided by local authorities and charities, eg **Claire Monks'** work on bullying and involvement with Lambeth Council and the Anti-Bullying Alliance, and **Pam Maras'** work on behaviour problems with the Royal Borough of Greenwich and Greenwich Mencap and on young women in prison with Peckham Evangelical Churches Action Network (Pecan) – all resulted in changes in the way that services were assessed and delivered and impacted on users of those services.

The dissemination of research in a variety of outlets in order to encourage user engagement is also an APRG priority. All staff in this submission have research linked to application. For example, **Sofia Stathi** has been working with the charity Porchlight to combat the stigma and improve people's attitudes toward homeless people.

Such dissemination is often multidisciplinary. In addition, short briefing notes (LERNnotes) outlining findings in user-friendly language are disseminated widely by the Research Centre for Children Schools and Families and through social media including twitter ([https://twitter.com/RC\\_CSF](https://twitter.com/RC_CSF)). Dissemination is also achieved through policy briefings (eg the RSCSF "Critical Issues in Education" series) and/or as part of wider arena, ie in reports by and evidence to government bodies such as the Departments of Health and Education (see Case studies). Other work is applied more directly with users, for example: **Stella Tsermentseli's** work on motor neurone disease presented to the Motor Neuron Disease Association in 2011 is included in a guide for carers: [http://www.mndassociation.org/Resources/MNDA/Life%20with%20MND/Information%20Sheet%2023%20-%20Cognitive%20Impairment%20in%20motor%20neurone%20disease%20\(MND\).pdf](http://www.mndassociation.org/Resources/MNDA/Life%20with%20MND/Information%20Sheet%2023%20-%20Cognitive%20Impairment%20in%20motor%20neurone%20disease%20(MND).pdf).

The University of Greenwich also actively supports these aims. For example, a Faculty Business Development Manager works with staff on research plans; strategic investment funds provide leverage when planning research for impact, for example **Pam Maras** was awarded HEIF funds to develop an online evaluation tool for use by schools and services to measure factors relating to children's behaviour and aspirations: see also REF 5 environment and case studies REF 3b.

Staff research programmes are annually reviewed formally as part of the appraisal process and include measures of impact from the start of the planning process – these are adapted as research progresses and include plans for dissemination, public engagement and, where appropriate, engagement with users. Training on impact, including embedding it in research planning, is provided and is a core component of the researcher development programme – particularly for PhD students and Early Career staff, for whom this is a component in induction programmes.

### c. Strategy and plans

Two operating principles underpin the APRG strategic aim to ensure maximum public engagement and the application of research findings:

1. Impact and dissemination are considered in planning research, and users are wherever possible included in planning.
2. The individual research plans of staff should inform the integration of measures of impact from the start of the research process. On a practical level we incorporate a flow model of activity into research plans, including time-points at which impact might be assessed in line with many funders' requirements.

In line with these principles:

- Research diaries are utilised in order to keep track of timelines, and examples as

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appropriate and their relation to underpinning research.

- Outcomes deemed as measures of impact are linked back to theory and/or methods as drivers of impact.
- When providing measures of contribution, impact and benefit, we refer to objective measurable examples of how the research has changed practice/policy etc or been disseminated to practitioners rather than or as well as academic outputs, citations or webpages.
- Where relevant models of dissemination outside academia are included, these are noted with evidence, for example by reference to policy guidelines or government briefings.
- Where we refer to our own websites and other forms of dissemination we provide evidence on the way these have been utilised by users and evidence of that use.

**d. Relationship to case studies**

The two case studies included in the submission exemplify the APRG approach to impact. Both have arisen out of work of an international level (as evidenced by publications and international dissemination). In both case studies the application and in part the actual research was carried out in partnership with non-academics. Our approach in preparing the case studies was based on the operating principles outlined in c above. The case studies provide examples of application in the context of education (3bi) and law (3bii), the underpinning research is interdisciplinary in both cases. Findings from have informed the development of processes within the department described above to ensure that the APRG embeds factors leading to potential impact in research.

**Case study 1 (3bi)** shows how findings from a programme of research by **Pam Maras**, that looked at young people's aspirations and social and anti-social behaviour, had an impact on the report of a government inquiry, received international media attention and affected the way that services worked with children and young people with social, emotional and behavioural problems. Main findings showed that adolescents became more negative in mid-adolescence and their identification with family, peers and school was linked to their academic self-concept and potential aspirations. In most young people this negativity improved as they got older; however for a few this was not the case. This finding has implications for the way schools work with students, especially those young people who do not improve, as this is predictor for adult depression. A further outcome of the research was the development of an online toolkit which schools and services can use to assess the effectiveness of interventions. Findings also provided the basis for policy development in widening participation of young people in higher education and informed the way that policy makers viewed anti-social behaviour in schools in the UK and more widely. In the case study we describe the impact of this and a programme of linked work on policy and practice for addressing children and young people's anti-social behaviour. This work is located in the Research Centre for Children Schools and Families for which research on anti-social behaviour has become a central focus, and externally funded projects including by the EU.

**Case study 2 (3bii)** is based upon applied research led by **Josh Davis** on eye witness recognition and particularly the face recognition abilities of police officers who were making a substantial proportion of all suspect identifications from CCTV. This work was based on research that found that some London police officers possess extraordinary face recognition abilities, which was well-publicised in the media and encouraged the Metropolitan Police to establish a pool of 'super-recognisers' to distribute CCTV images more effectively, resulting in increased suspect identification rates. A similar pilot is planned by Warwickshire police. Parallel research investigated techniques that enhance suspect identifications and is included in an official report to Queensland Police. Josh Davis has disseminated his research at workshops, meetings and training courses attended by policy makers, practitioners, police officers and lawyers (eg Association of Chief Police Constables, Home Office, the Ministry of Defence, the Crown Prosecution Service (CPS), the National Police Improvement Agency, various England and Wales police facial composite operators, media and criminal lawyers). Josh Davis has been financially supported by Early Career Researcher Research Excellence and Communicator of the Year Awards in 2012.