

<p><b>Institution:</b> University of Lincoln</p>
<p><b>Unit of Assessment:</b> School of Psychology</p>
<p><b>a. Context</b></p> <p>The Unit of Assessment encompasses clinical and non-clinical academics within the School of Psychology. User groups and beneficiaries for research in the School include local government organisations, charities, children, patient groups, government departments and particular sections of society such as parents, dog owners and victims of crime (including offenders).</p> <p>Much of the research carried out in the School has direct impact on real world problems, such as those affecting public health, professional practice and society. Examples of this include projects on tourism and behavioural ecology, decision making in dentists, and visual impairment in specialist education. Other research addresses the fundamental nature of human mental processes, perception and emotion, leading to improved public understanding of psychological knowledge. Examples are programmes in the perception of art, psychosocial aspects of pregnancy and parenting styles, and the development of motor control and language in children.</p>
<p><b>b. Approach to impact</b></p> <p>The School interprets impact in its broadest sense, ranging from social, economic and health benefits and improvements in professional practice, to enhancing understanding and psychological literacy in the general public. We build on existing partnerships to deliver immediate impacts and use outward facing public engagement and participation activities to maximise opportunities for future impact.</p> <p>Our strategy and approach to impact to date has encompassed four key elements:</p> <ul style="list-style-type: none"> <li>• developing a culture of impact amongst staff;</li> <li>• forging links with local, national and international non-academic organisations;</li> <li>• encouraging public participation and engagement in our research;</li> <li>• using traditional and new media to publicise our research.</li> </ul> <p><i>Developing a culture of impact amongst staff</i></p> <p>A culture of impact is developed through supporting and rewarding staff conducting research with current and potential impact. Staff are required to identify the potential future impact of research when requesting support for research activities from School and College research funds. Staff contributions to impact are acknowledged and rewarded, including through promotions and merit awards. Importantly, we also recognise that impact may only develop following many years of incremental endeavour, meaning that long term support for staff research programmes is critical to developing impact from their research.</p> <p><i>Engaging with non-academic organisations</i></p> <p>The School believes that to achieve impact staff must be receptive to approaches from non-academic organisations, as well as actively seeking their involvement in planned research. We have developed links with a wide range of non-academic organisations at all stages of the research life cycle:</p> <ul style="list-style-type: none"> <li>• examples of well-established collaborative relationships include those with Hull Royal Infirmary, the Lincolnshire Probation service, and the Fortuna Special School;</li> <li>• more recent partnerships include projects with the Ministry of Defence, the Moroccan Tourist Board, the Hesse Epilepsy Charity, and the WESC Foundation Specialist Centre for Visual Impairment;</li> <li>• new partnerships are being cultivated to further facilitate the development of research, including with the Lincolnshire Community Health Services NHS Trust, the United Lincolnshire Hospitals Trust, and the Lucy Faithful Foundation.</li> </ul> <p>The success of this aspect of our approach is exemplified by the Forensic and Clinical Group's research into risk and personality assessment procedures for offenders with intellectual disability (Hogue). This arose from long-term relationships with non-academic partners (Broadmoor and Rampton Hospitals) and research commissioned by the Home Office. The resulting revised guidance for the Psychopathy Checklist (PCL-R) has been integrated into standard professional</p>

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practice guidelines for risk assessments of intellectual disabled offenders internationally.

*Public participation and engagement in our research*

The School places a high value on public participation as a route to enhanced public understanding of psychological research carried out at Lincoln, and as a way of maximising future impact by highlighting our research to new audiences, potential users and partners.

An exemplar of this approach is the Lincoln Summer Scientist week, a 5-day event that provides hands on experience of research for children of all ages. Children participate in real experiments, which are presented as fun 'games'. Over 220 children attended the event in 2013. Posters on display provide information on each individual research study, explaining the science underpinning each game, and how it relates to specific published research outputs from the School. The success of the event overall, as well as the individual games and posters, is assessed through parent questionnaires. A majority of the respondents in 2013 indicated that the event improved their understanding of psychology as a science (70%), and of psychology research at the University of Lincoln in particular (77%). Participants also gave high ratings when asked to rate how each individual poster and corresponding game improved their understanding of a particular research question (averaging 7.9 /10 across all studies in 2013).

Researchers in the School also regularly present research findings to non-academic audiences. Recent examples include presentation and participation at the Royal Society Summer Science Exhibition 2012, and State of Mind: A Consciousness Expo 2012. School Research Seminars are publicised as part of the University's external facing Lincoln Academy talk series, and staff also give individual public lectures to the Lincoln Academy, including Professorial inaugural lectures.

*Using traditional and new media to publicise our research*

Another component of our approach has been to raise the public profile of research in the school via media visibility. The aim of this is to maximise opportunities for future impact by widening the pool of potential non-academic beneficiaries, collaborators and users for our research. The School has also enthusiastically embraced digital media, with staff publicising research activity via lab and individual blog pages, Facebook and Twitter accounts. These complement School web pages and social media feeds, which themselves regularly feature research news updates.

The School's approach in this area is exemplified by the University of Lincoln's 'Digital Capabilities' garden at the Royal Horticultural Society's Chelsea Flower Show 2013. Inspired by the Identity and Community group's research into why gardens are important to psychological well being and social identity (Prof Gross), the garden received national and international media coverage. Online and on site interactions with the garden offered the opportunity to bring research-led activity into a non-typical event. The garden won a Gold medal in the Fresh Gardens category.

**c. Strategy and plans**

Whilst seeking impact for our research has long been implicit in the research activity of the School, a formal Impact Strategy has been in place for the School of Psychology since 2011, the key goals of which are:

- to maximise the potential social, economic and health benefits of research in the unit;
- to influence policy and practice and enhance public awareness and understanding of psychological science through our research.

The strategy encompasses all the elements of the approach to impact outlined above, along with the following additional innovations:

*A School Impact Champion*

We have appointed an *Impact Champion* within the School (Dr Ziegler), to enhance the environment and culture of impact. The Champion works with the Research Director, Head of School, academic and support staff, to maintain up to date information on research users, stakeholders, audiences and evidence for impacts. The Champion will continue to identify opportunities for public dissemination of research and encourage staff to produce press releases on recent publications and grants, and to distribute summary documents to highlight research findings to relevant user groups. The Champion will also lead in organising public participation and

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engagement activities, including Summer Scientist Week and other educational outreach events.

*Utilising institutional and external support for impact and partnerships*

We will continue to use School, College and University resources to support impact generating partnerships and activities. The College Research Fund, for example, prioritises support for impact generating activities. We will also continue to use: the University Research and Enterprise Office and College of Social Science support services to assist in preparation of proposals for research funding, knowledge transfer partnerships (KTPs) and contract-funded research with non-academic organisations; the Events Office for support with publicity and organisation of public engagement and participation events; and the Communications and Marketing Department for support with press releases and the provision of advice and training for academics engaging with the media.

Recent successful examples of funded projects with non-academic partners include an award from the British Dental Association to investigate decision making in dentists, a grant from the Hesse Epilepsy charity to purchase a transcranial Doppler ultrasound scanner, and a 2 year Knowledge Transfer Partnership (KTP) with the WESC Foundation Exeter, in collaboration with the Technology Strategy Board and Medical Research Council. We will continue to build upon this approach, and where non-academic partners are willing to contribute material financial support or indirect benefits in kind towards a collaborative project, we will fully explore the potential for obtaining matched external funds, for example, via KTPs and the ESRC Knowledge Exchange Opportunities scheme.

*Encouraging interdisciplinary research*

Finally, the School sees inter-disciplinarity as a key part of our strategy for developing the widest possible impact for research. Solving real world problems in the future will require researchers and disciplines working together. We will therefore strengthen and broaden the scope of our collaborative networks and build on strong existing intra-institutional links. Important collaborative links exist with the Community and Health Research Unit and the newly launched Lincoln Institute of Health in the field of delivering quality improvements in healthcare, the School of Computer Science in the field of computer vision, image processing and educational games, and the School of Life Sciences in the field of animal perception and cognition and human-animal interaction. Other links are developing, such as with the School of Social and Political Sciences, on citizenship and participation among young people.

**d. Relationship to case studies**

The case studies presented here highlight key elements of our approach to impact and have informed the development of our impact strategy. *Preventing Dog Bites in Children* arose via links with non-academic partner organisations in the field of veterinary science and practice, and interdisciplinary collaborations with the School of Life Sciences' Animal Cognition and Behaviour group. The research and impact reflect the School's approach of encouraging *Public participation and engagement in our research*, via the Lincoln BabyLab's links with local schools and nurseries and use of the Summer Scientist Week event. Media coverage has been used to excellent effect to highlight the results and the benefits of the training programme, increasing the international reach of the programme via distribution of the Blue Dog DVD. The research has benefited from internal support via the College research fund, the University Research and Enterprise Office, and publicity and media monitoring provided by the Communications and Marketing department. The lead researcher was promoted to Professor in July 2013, reflecting the School's desire to *Develop a culture of impact amongst staff* by rewarding staff for conducting research with impact.

*Beyond The Green Cross Code: Cognitive and Social influences On Child And Adolescent Road Safety* describes the impact of a research programme on childrens' road crossing behaviour via a series of safety initiatives, programmes and guides. It represents the outcome of a long term programme of work by a member of staff, reflecting the strategy of *Developing a culture of impact amongst staff* which acknowledges that impact may develop following many years of incremental endeavour. This example also illustrates the success of our strategy of *Engaging with non-academic organisations* by utilising relationships that have been cultivated to enhance the reach of the research programme's impact. It also reflects our policy of valuing *Public participation and engagement in our research* via participation of parents and children from local schools.