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<p>Institution: University of Chichester</p> <hr/> <p>Unit of Assessment: A4: Psychology, Psychiatry, and Neuroscience</p> <hr/> <p>a. Context Research undertaken by staff submitted to this Unit of Assessment is primarily application-oriented in nature and focuses on specific beneficiaries and impacts within the theme of <i>wellbeing in the everyday</i>. This is a new Unit of Assessment for the University and the emphasis is developing a powerful upward trajectory from a relatively low base. The unit (6FTE) is based in the Department of Psychology & Counselling, a completely new department at the University that was formally constituted in 2010. The first member of Psychology staff was recruited in February 2009, another in August 2009, two in 2010, one in 2011, and one more in 2012.</p> <p>The majority of research in this Unit addresses three specific groups of beneficiaries</p> <ul style="list-style-type: none"> ▪ Patients (those in receipt of medical care); ▪ Employees (broadly within the public sector and including health and education); ▪ Children. <p>In addition, two further beneficiary groups, older people and parents, are being developed.</p> <p>These beneficiaries gain benefits through the targeted translation of specific research activity and outputs typically mediated through the health and medical professions, managers, carers and educators.</p> <p>The sorts of potential research impacts that are achieved relate to <i>wellbeing in the everyday</i> and predominantly focus on:</p> <ul style="list-style-type: none"> ▪ Avoidance of harm / reduction of injury; ▪ Improvements in wellbeing (social, psychological, physical wellbeing). <p>By way of illustration the research of Chmiel (e.g. Hansez & Chmiel, 2010) considers the psychological processes that predict safety-related behaviours at work as a function of work demands and resources, thus providing a theoretical basis for managerial decisions related to the interplay between workload and support in the design of jobs promoting reduced risk of injury. Similar previous research before this REF period that Chmiel has contributed to has led to Health & Safety Executive guidelines to managers on job characteristics in managing stress at work.</p> <hr/> <p>b. Approach to impact Our key approach to users and developing relationships with them is through the POWER Centre. In 2011 the University supported the launch of a research centre (People in Organizations and Workplace Engagement Research or POWER) whose start-up was funded through HEFCE strategic development funds (SDF). In August 2011 a full-time, 1 year fixed term Coordinator was recruited to refine the centre's remit, including offer development, relationship building and project management. The POWER Centre works closely with the University's centrally-based services that include: research bidding support, contract negotiation, knowledge transfer, and IP commercialisation.</p> <p>The aims for the first year of the Centre's development included:</p> <p>Aim 1: Establishing a unique service offering which strategically places the Centre in a position to meet organisations' needs to engage with our services</p> <p>Aim 2: Developing and maintaining relationships with target organisations</p> <p>Aim 3: Running successful income-generating projects</p> <p>Aim 4: Developing the Centre as a sustainable research centre</p> <p>The plan for reaching these aims was approached in three phases in 2011-2012. Phase 1 (pre-implementation), Phase 2 (lead generation) and Phase 3 (projects) ran sequentially over the course of the year and were overseen and managed by the Centre Coordinator.</p>
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Competitor, economic, and staff resource analyses were carried out, a website was developed to promote POWER activities externally, and a range of services were developed and shaped into a research-based offer to service users. The analyses enabled the Centre coordinator to represent academic staff to potential service users. During this period POWER aimed to develop two possible service user groups: 'communities of practice', focusing on GP practices and LEA Schools, with the idea that members of such communities could pool their resources to fund research-based solutions to issues they had in common; and public and private sector organizations on the basis of providing research-based solutions to their organizational issues on a consultancy basis that would allow for research access and funding of research projects. Typically our research sought to diagnose contributory factors to effective employee workplace functioning through focus groups, interviews and surveys, although we offered observational methods too.

The final phase of the Centre's development was a culmination of the work in phase 1 and 2 and was focused on starting to establish research and consultancy projects. We secured two consultancy projects as well as being subcontracted for delivery of an academic research project. The critical stage of Phase 2 was to develop a substantial database of contacts in our target markets. This was created through liaison with internal University departments with pre-existing contact details (such as the Research and Employer Engagement Office and the Schools Partnership Office) as well as independent research where the information did not already exist (for example, GP surgeries). This database was used consistently throughout the set-up phase, initially for managing lead generation through surveys/cold-calling, and subsequently to record and monitor leads and project activity. Over 1000 individual contacts were made to 400 organisations, 106 of whom were willing to complete a survey indicating which areas of research they were (in principle) interested in. Personalised letters were sent as a follow up, followed by further telephone calls to establish firm interest. 33% of schools were willing to discuss the POWER offer compared to 19% of large organisations and 3% of GP surgeries, suggesting that schools could be a key market. This prediction bore out in the networking stage of Phase 2, and we held introductory meetings with 21% of school locality groups in West Sussex, and had introductory communications with 17%.

In total, the Centre submitted seven research proposals to external organisations, in areas including service-user perception and needs; organisational change and internal communication. Of these, two proposals were accepted for funding (both of which overlapped with research interests and thus fulfilled both of the criteria we set); five were declined. This is fairly typical of the funding landscape in which POWER was working.

c. Strategy and plans

Our strategy in the next period is to refocus POWER under the theme of 'well-being in the everyday', renaming the Centre as "People and Well-being in the Everyday" Research Centre, thus retaining the acronym and building on its existing presence, enhancing the coherence of its remit in relation to impact, and increasing its reach and significance in a particular field rather than dispersing its resources more broadly. This will entail re-designing the website and changing the nature of the offer. However POWER will continue to be the principal means through which academic staff build relationships with service-users to achieve impact.

Colloquial feedback from organisations during the set-up Phase for POWER suggested that the offer of research consultancy could be difficult to grasp and was not as tangible as other typical university offers, such as courses. Therefore in early 2013 POWER undertook a review of its operations and agreed with the University to refocus its endeavours on research bids as a funding means, whilst at the same time offering collaborative research-based solutions to service-users under the theme of 'well-being in the everyday'. This re-focus has engaged the staff, including those that were appointed after the Centre's launch, as it better reflects staff expertise and interest, and thus POWER remains the principal means by which the Unit builds relationships with service users and delivers impact. Staff engagement with POWER is ensured through our PRDP (Performance Review & Development Plan) system where every member of staff is required to make at least one bid for research funding under POWER auspices per year, exceeding that

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required by the University's research strategy. The focus on 'Well-being in the Everyday' reflects learning from the early experiences, and engages the imagination and commitment of staff across the department, but also provides the platform for collaborative research beyond the department.

POWER is now involved in collaborative research with local and national institutions, most notably the local NHS hospital, and has also moved to focusing on increasing its research networks and bid led requests for funding its research.

We aim to achieve two key objectives in the next period. First the Centre is currently developing, with Sussex Community NHS Trust, an online training programme for health professionals delivering support to diabetic patients to manage their condition more effectively. The design of materials is well advanced (see case study) and the next phase will see the development of delivery platforms. Our long-term goal is to roll this programme out, first to South Coast NHS trusts, and then to the rest of the UK. The programme is designed to increase the uptake of healthier approaches to managing diabetes and will be accessible to the health professionals and patients involved. Second we are setting up a national archive for children's drawings which will enable the raising of stakeholder awareness of the issues involved in their interpretation and facilitate the understanding of children's emotional expression among parents and educational professionals. The phase of this development is the construction of a web-site to facilitate service-user access.

We are aiming to generate research opportunity and income through research bids and the delivery of research-based solutions to everyday well-being issues. The latter involves developing existing local links with service users in the NHS under the auspices of the POWER Centre. These include: investigating health message framing in partnership with the local NHS community hospital, St Richards, where we have built up a working relationship since 2011 on Diabetes management by patients and service providers. We are now in process of widening our service user base to include the Western Sussex Hospitals NHS Trust, and the Sussex Community NHS Trust. Our long-term strategy is to use our local partnerships to potentiate working with the NHS across the UK; We are also investigating prospective memory in Alzheimer's in conjunction with the Harold Kidd Unit, Sussex Partnership NHS Foundation Trust, Memory Assessment Service (Western). Thus POWER has a strategy of developing impact with local service users, where there is the opportunity to take the impact to a national domain. These initial developments in the next period are being funded through the Universities Research Facilitation Fund (RFF), whose allocation to Psychology in 2013/14 is £11,373.

d. Relationship to case studies

The Department of Psychology and Counselling and the Unit was only formed in 2010. Thus the two case studies represent the consequences of the strategic approach taken in 2010 and have informed the development of our approach since. The first case study concerning patient uptake of health advice in the management of diabetes, based on message framing research conducted by Dr Sue Churchill exemplifies the relationship building strategy entailed in the POWER Centre. At the same time the development of this relationship and its focus on impact on patients was one of the factors contributing to a decision to refocus the POWER Centre onto 'everyday well-being'.

The second case-study arose in part out of a POWER consultancy project assessing drawings for a pharmacy group. This led to a consideration of how visual cues, such as colour, in a situation or drawing influence subsequent interpretation and behaviour towards the situation or drawing. Thus this case study exemplifies the consultancy based approach to service users entailed in the launch of the POWER Centre and has also informed the re-focus of POWER. A consequence of the work done by Dr Burkitt is the future development of an archive of children's drawings hosted by the University. The aim here is the development of work already done through workshops in raising the awareness of parents and educational professionals about their influence on how children express emotion through drawing leading to better and more reliable understanding of children's emotional states and, in educational settings, what possible interventions may be needed to address them.