

<p>Institution: University of Chichester</p>
<p>Unit of Assessment: A4: Psychology, Psychiatry, and Neuroscience</p>
<p>a. Overview</p> <p>The University is one of the smallest in the sector, with approximately 5600 students. The Department of Psychology and Counselling, within which the submitted Unit sits, was formally established in September 2010. Thus no RAE entry in Psychology was made in 2008 since all submitted staff are new to the institution, and the research environment and strategy have been developed since 2010.</p> <p>Since 2010, the Unit has been on an upward trajectory consolidated and energised year on year through new academic appointments, academic promotions, internal investment and PhD student bursaries.</p> <p>Research in the Unit of Psychology is focused around a core group of Psychology staff, 2 appointed in 2009, 2 in 2010, 1 in 2011, and 1 in 2012, that, alongside developing from scratch a British Psychological Society (BPS) accredited BSc in Psychology, has established a critical mass of research active staff, a research centre, a portfolio of international quality research outputs, international networks, and a PhD community. The Unit is dynamic and ambitious and has a strategy and is on a trajectory to achieve even greater things in the next period.</p> <p>All academic staff were recruited as active researchers, either with an existing and growing research portfolio or with the capacity to develop the same. A research centre (the POWER Centre) was established within the Department in 2011 with the aid of HEFCE SDF monies, to act as a focal point for research activity and research funding, and all members of the Unit belong to the research centre.</p>
<p>b. Research strategy</p> <p>Strategic research aims for the submitted Unit until 2014 were agreed with the University in 2010. These were:</p> <p>Achieving critical numbers of research active staff in Psychology to enable a submission to the Psychology UoA in REF2014 and to meet criteria for research supervision to enable development of a doctoral programme. The Unit set out to enable a critical mass of 5 psychologists to be in place for REF2014, and meet the minimum staff threshold for establishing a viable research environment for PhD students. Whilst BPS accreditation for the newly developed BSc in Psychology dictated the specialisms recruited, the Unit was able to recruit research active staff with an interest in applied Psychology.</p> <p>To date 6 members of staff have been recruited, all research active, 2 appointed in 2009, 3 in 2010 (1 subsequently left and replaced), 1 in 2011, and 1 in 2012. Institutional approval for the Psychology research environment for PhD supervision was granted in 2011 by the University of Chichester and the University of Southampton under the longstanding accreditation agreement for research degrees and a doctoral programme was launched 2012 with 4 PhD students supported by University bursaries.</p> <p>Developing a vibrant research and scholarship culture to enhance the research profile of staff and support research bids, research papers, and books that underpin teaching. We set out to: encourage staff to write research articles: establish one professorship and two readerships in Psychology by 2015; build a research environment through incorporating the employment of research assistants and associates as part of research bids; encourage the presentation of conference papers; and encourage national and international collaboration in research.</p> <p>To date within the REF period 36 research articles have been submitted and 30 published, academic promotions have led to one professor and one reader being established, 3 research assistants have been employed as part of bid-based projects, 43 conference papers have been given, and each member of staff has been encouraged to present at an international conference each year. The Unit established 14 international collaborations in research during the period (see</p>

section e below for details).

Creating a research and practice group to deliver high quality research, professional development and consultancy aimed at commercial, public sector, and industrial organisations and those working in them. We set out to develop a programme of activity that linked income generation and employer engagement with the opportunity to collect research data wherever possible. We therefore developed a strategic agenda with which to approach local and regional commercial, business and public sector organisations for funding for research and consultancy.

In 2011 the University supported the launch of a research centre (POWER) whose start-up was funded through HEFCE strategic development funds between 2011 and 2012 (£27,391). The POWER Centre has gone through an establishment phase since launch where different models of working were explored, largely based on exchanging consultancy for research opportunities. In this phase the Centre employed a facilitator to help develop and support its activities, developed a website to promote its activities externally, and developed a range of services. As a result of that experience and the recruitment of further academic staff, the Centre is being re-focused as the People and Well-being in the Everyday Research Centre, and acts as the focus for research, research bids, spin-off consultancy work and reputation, and provides the vehicle for each member of staff to articulate their work in terms of 'Wellbeing in the Every Day' and provides the framework for strategic decisions around investment to support research in this area (PhD bursary awards, internal Research Facilitation Fund (RFF) applications). 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. The focus on Well-being in the Everyday reflects learning from the early experiences, engages the imagination and commitment of staff across the department, and provides the platform for collaborative research beyond the department.

The University operates a centrally coordinated strategic planning process that requires Academic Departments, on an annual basis, to explicitly address core strategic themes (of which one is research) in terms of vision, aims, objectives, deliverables and resources (including facilities and staff development). Main objectives & activities agreed for the Unit for the next 5 years:

To refocus and further develop the POWER Centre to deliver high quality research and professional development related to 'well-being in the everyday'.

To generate income through the POWER centre based on research bids and the delivery of continuing professional development.

To establish a participant panel for research into ageing and everyday well-being.

To establish an observation suite that enables research and the training of groups of students in observational and other techniques.

To further the development of a high quality, vibrant, research culture within the department and to facilitate Psychology staff to conduct high quality research relevant to future REF entry and international recognition.

To develop high quality doctoral programmes aligned with the work of the POWER centre and to ensure recruitment to them.

The strategy within the Psychology unit of submission over the next period is to develop a coherent body of research around the theme of 'well-being in the everyday'. This strategy has built on the strategy initially launched in the REF period where the emphasis was on well-being at work, and encompassed stress, safety, employee engagement, and healthy eating related to employment. These interests have been added to and broadened since their inception and, along with the appointment of new staff, include, *inter alia*, emotional aspects of working life, cultural aspects of

healthy behaviours, the understanding of children's emotional expression through drawing and the influence of who they are drawing for, message priming and the healthy management of wide-ranging conditions such as diabetes, and the consequences of inefficiencies of prospective memory in work and aging populations, including those with Alzheimer's. Our strategic focus is on research that incorporates field-based studies accompanied by relevant laboratory-based work to advance both theory and practice. To this end we have invested in July 2013 in Qualtrics on-line survey software that is available to every member of the POWER centre, alongside the future establishment of an ageing panel and an observation suite suitable for investigating prospective memory in older adults and emotional expression and development in childhood. The latter will supplement our plans, well advanced, to establish a national archive of children's drawings at Chichester, with an attendant web presence.

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, which is on a site adjoining the University, and 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).

The staffing strategy was, and is, to recruit research active staff with an interest in research that related to application, and as a team could teach within the core areas of the discipline: Biological Psychology, Cognitive Psychology, Developmental Psychology, Individual Differences Psychology, and Social Psychology. This structure enables research as part of the academic role and is stable since all posts are funded through student-based income. An increase in student numbers will lead to an increase in staff in line with BPS accreditation criteria. Development plans are in place for staff to achieve academic promotions (within the broad context of the Researcher Development Framework). All members of the Unit are members of the POWER Centre.

c. People, including:

i. Staffing strategy and staff development

The University strategic aim is to undertake and support 'research as an integral part of its provision' and this is operationalized in departmental procedures to ensure all academic staff 'are engaged in research activity at a level appropriate to individual and departmental priorities'. In a small institution the proximity between 'the centre', departments and individual researchers enables more ready uptake of University level commitments and initiatives at the department and individual level, and more effective 'bottom up' activity to influence University policy and practice. For example, the former is evidenced in Psychology's participation in the University's piloting of the Research Development Framework (RDF), and the latter in the collective use of the annual Performance Review and Development Plan (PRDP) by the University's staff development team to inform future training programmes.

The University has invested significantly in its staffing strategy as evidenced in its commitment to Concordat to Support the Career Development of Researchers, subscription to the online RDF Planner (Sept 2013); subscription to the Epigeum Research Masters programme and award of the EU HR Excellence in Research Award (Nov 2013). Benefits are being accrued and embedded at the level of the Unit for those at all stages of their research trajectory as described below.

Every member of staff in the Unit has an annual PRDP. The PRDP process is the primary mechanism for individuals to reflect on past performance, identify future goals and support requirements. This process is informed by the RDF (which has been formally adopted by the University) and may lead to mentoring, formal and/or experiential training. In addition the PRDP is

informed by the research objectives for the unit as agreed with the university, which fit within the University's research aims.

The University's advocacy for equality (e.g. Two Ticks, Stonewall Champion) permeates to the Unit. Flexible working is actively supported, which enables the Unit to meet the demands of research projects in an agile way. The University has recently revised its Research Sabbatical Policy (2013), funded and implemented at departmental level.

The University operates a process of application for promotion to Reader/Professor as a means to support and develop and invest in the research culture (two individuals in the Unit were successful in gaining research related promotions in the last round in 2012 (Burkitt and Chmiel). There is departmental support for participation in international conferences; each member of staff is expected to participate in at least 1 international conference each year and funds are allocated to support this.

ii. Research students

Currently in the Unit there are 5 full-time PhD students, and 1 in preparation. Since 2012 the University has funded 4 studentships in the Unit and a fifth in conjunction with Sports & Exercise Sciences (total value £122k plus fee waivers worth c£36k).

PhD students are integrated into the Unit's activities through the POWER Centre and their teaching activities. They are members of the Centre and contribute to its projects beyond their own PhD work. Student progress is reviewed at the level of the Unit by the appointed Research Degree Coordinator (Spina), and at the University level by the Research Degrees Group. The recent QAA Institutional Review (2012) identified two areas of good practice in the University's support for its research students (overall research environment and pre-PhD programme). The University participates in PRES, through which PhD students report, that they are positive about their overall experience (92% satisfaction rate compared to sector figure of 82% (Q17a)), and their supervisory support (92% against 82% for sector; Q1&2). All PhD students are given opportunities to contribute to teaching and supported to do so through the University's HEA accredited PGCert in Learning and Teaching in Higher Education (4 of the 5 PhD students are currently registered). Uptake of training at University and external is recorded in the students Personal Progress Log which is submitted annually to the Research Office for review. The University has invested in Epigeum Research Masters Programme to support its research students and (early career students) on and off campus. Equality and Diversity is embedded in support for research students, data on gender, disability, age is reported annually as part of the University's Equality Scheme and it is a routine item on the Research Committee (which has 2 PhD student representatives), staff training on E&D is also available to PhD students.

A future priority is to grow the research student population, the strategy is to complement planned future bursary support from the University to encourage part-time self-funded PhD study whilst the candidate is working that fit into POWER Centre themes, and to seek co-funded students through collaborative partnerships e.g. NHS.

d. Income, infrastructure and facilities

Since the Unit was formed during this REF period, and current staff were not all in place until 2012, it is in an early stage of its development. This development phase has been based on internal funding primarily, with a priority to establish a viable and solid research platform. The POWER Centre provides a key reference in deciding where research resources are deployed since it acts as a structure and framework within which staff conduct their research. The research platform has been consolidated and a sustainable platform established since core staff research is funded through student income. Thus the Unit's research activity is largely sustained through student income based on student numbers that also support current staffing levels, and where future expansion in numbers will enable further expansion in research. The department has established a research participation scheme where undergraduates are required to participate in faculty research projects in exchange for course credit, enabling staff research, and a research-oriented culture to

Environment template (REF5)

permeate all levels of the department, and that also serves to introduce students to the process and conduct of research. The scheme has been in operation since 2012. Members of the unit have, in addition, received RFF funds for specific projects (total of 30k since 2010/11), and bids for external funding will increase as part of the unit's activity to supplement our core research activity. We have employed research assistants with this funding. We have been successful in attracting some small-scale external funds, for example from Lloyds Pharmacy to conduct analyses of drawings.

Since inception 3 computer-based research laboratories have been brought on stream (90 computers, 60 desktop and 30 laptop), along with 3 high-quality sound-proofed and light controlled experimental booths, able to utilise laptops with e-prime and other software. The unit has access to sports and exercise sciences laboratory space and equipment, and shares in the provision of a large range of equipment suitable for investigating psycho-motor and biological functions.

For questionnaire-based research members of the unit have used Lifeguide, employing a research assistant to implement it. In addition the Unit has invested in powerful on-line survey software in 2013 in the form of Qualtrics, and also Mplus (multi-level multivariate modelling software) and has also added QDADataminer (qualitative analysis software) on dedicated laptops for staff and PhD use.

Our next tranche of investment will be in brain activity recording equipment, and in developing an observation suite.

e. Collaboration or contribution to the discipline or research base

The unit makes a significant contribution to the research base and discipline through:

Peer Review Activity:

Burkitt: Reviewer for ESRC research grant proposal (2010-11). Reviewer for: IJADE, Sex Roles, Educational Psychology, Cognition and Emotion, Psychological Reports Ammons Scientific, Infant and Child Development, Applied Cognitive Psychology, British Journal of Developmental Psychology, International Journal of Psychology and Counselling, Early Years - An International Journal of Research and Development, International Journal of Art and Design Education, Educational Psychology.

Chmiel: Consulting Editor, European Journal of Work & Organizational Psychology (since 2008). Reviewer for: Journal of Occupational Health Psychology, Journal of Occupational & Organizational Psychology, Human Relations.

Churchill: Reviewer for grant application - Aids Fonds 2010-11 Aids Fonds Netherlands. Reviewer for: British Journal of Health Psychology, British Journal of Social Psychology, Acta Psychologica (2010-11)

Pereira: Editorial Reviewer - Journal of Alzheimer's Disease, Journal of Experimental Child Psychology, Annals of Neurology.

Spina: Reviewer for: Journal of Cross-Cultural Psychology; Asian Journal of Social Psychology.

Tyndall: Member of a Reviewer Panel for 'The Psychological Record' based in Illinois, USA (Editor: Dr. Ruth-Anne Rehfeldt), and 'Learning and Behaviour' (2010-11).

Conferences/Workshops: organization, reviewing, invited presentations:

Burkitt: International Society for the Study of Behavioural Development conference - Symposia coordination and presentation (2011-12).

Chmiel: Reviewer for American Psychological Association (APA) Work, Stress and Health congress, Washington, USA (2008). Member of the Program Advisory Group and Reviewer for 14th European Association of Work & Organizational Psychology Congress, Santiago de Compostela, Spain, 2009, Invited keynote-Workplace Safety, European Association of Work & Organizational Psychology summer school, University of Valencia, Spain (2010). Event co-organiser of an EAWOP-funded small group research meeting on safety at work (2009). Member of the Advisory Board, 16th EAWOP conference, Munster, Germany, 2013.

Pereira: Invited presentation- Did I do it? Event-based prospective memory across the lifespan, XII Meeting of the Portuguese Neuroscience Society, Lisbon, Portugal.

Environment template (REF5)

Spina: Symposium Chair, Culture and Breadth of Focus: Implications for Judgment and Decision Making. XX Congress of the International Association for Cross-Cultural Psychology (IACCP), The University of Melbourne, Australia. Invited presentations: Cultural differences in information seeking. XXI Congress of the International Association for Cross-Cultural Psychology (IACCP), The University of Stellenbosch, South Africa; A debate with murderers and paedophiles: Bringing research and practical experience into the undergraduate curriculum. International Conference on the Teaching of Psychology, Vancouver, Canada

Professional: bodies and activities (chartership, media dissemination);

Burkitt: Radio and newspaper interviews for consultancy project for Lloyds pharmacy (2010-11).

Chmiel: Member of governing council-Alliance of Organizational Psychology (2009-13); Member of BPS Psychologist & Research Digest Committee; Member of the Program Advisory Committee, 14th European Association of Work & Organisational Psychology congress, Santiago de Compostela, Spain 2009. Chartered Occupational Psychologist, registered with Health and Care Professions Council. Associate member of the British Psychological Society, Full member of the division of Occupational Society, British Psychological Society.

Churchill: Led a knowledge transfer project - building an online educational tool to promote effective diabetes self-care (2011-12). Sussex Community NHS Trust: Online training programme for health professionals delivering support to diabetic patients (2011-12). Member of British Psychological Society (BPS), BPS's Division of Health Psychology (DHP), European Health Psychology Society (EHPS), GlobalLink global tobacco control, UK Society for Behavioural Medicine

Pereira: Executive manager of the Biannual Administrative Board of the Dementia and Cerebral Aging Society (GEECD). Chartered Member of the British Psychological Society, Member of the Portuguese Society of Neurology, Member of the Dementia and Cerebral Aging Society.

Spina: Member of Canadian Psychological Association and The Society for Personality and Social Psychology.

Tyndall: Behaviour Analysis in Ireland Group Involved in inaugural meetings, election of officers, discussion groups (2010-11). Member of the Association for Behaviour Analysis International.

PhD examining:

Burkitt: Upgrade examiner for a PhD, University of Winchester (2010-11). External examiner for a PhD research degree (thesis), Open University (2010-11).

Chmiel: External examiner for a PhD research degree (thesis), University of Liege, Belgium (2011-12).

Research Collaborations:

Burkitt: Contributor to a collaborative research project with University of Victoria, New Zealand Cross - cultural expression in drawing (2010-11). Research collaborations with University of Surrey and Open University.

Chmiel: Erskine Fellowship, University of Canterbury, Christchurch, New Zealand (2008). Contributor to a collaborative research project with University of Liege, Belgium: research into job, stress and engagement correlates of unsafe behaviours at work (2010-). Contributor to a collaborative research project with Seconda Università degli studi di Napoli, Italy: research into organizational image processes and work engagement (2010-11). Contributor to a collaborative research project with University of Manitoba, Canada - analysis and reporting of studies relating to safety at work (2008-10). Research collaboration, University of Winchester, research in to team resilience (2011-).

Churchill: Contributor to collaborative research projects, University of Sussex: eating behaviour and narrative evidence (2013-), impulsivity (2013-) and Kingston University: message framing (2010-); Contributor to collaborative research projects Western Sussex Hospitals NHS Trust, Sussex Community NHS Trust: message framing and diabetes management (2012-).

Pereira: Contributor to a collaborative research project with Institute of Molecular Medicine, Faculty of Medicine, University of Lisbon Project Title: It Slipped my Mind! Enhancing Prospective Remembering through Enactment in Healthy and Impaired Older Adults (2011-12). Contributor to a collaborative research project with International Normal Aging and Plasticity Imaging Center, University of Zurich. Project Title: Enhancing Prospective Memory in Healthy and Impaired Older

Environment template (REF5)

Adults - A Neuroscientific Approach (2011-12). Contributor to a collaborative research project with Institute of Molecular Medicine, Faculty of Medicine, University of Lisbon Project. Title: Glycinergic neurotransmission in rat hippocampus: a role in epileptic status (2011-12). Contributor to a collaborative research project with Institute of Molecular Medicine, Faculty of Medicine, University of Lisbon. Project Title: Compensatory Long-Term Potentiation In Aged Rats (2011-12). Contributor to a collaborative research project with Hospital Sant Joan de Déu, University of Barcelona. Project Title: Abnormal expression of cation chloride cotransporters in Rett syndrome patients (2011-12). Research collaboration established (2013) for the project 'It Slipped my Mind! Enhancing Prospective Remembering through Enactment: a Behavioural Paradigm', Sussex Partnership NHS Foundation Trust, Memory Assessment Service (Western), Harold Kidd Unit; School of Psychology & Clinical Language Sciences, University of Reading: research into mild cognitive impairment and prospective memory (2013-).

Spina: Contributor to a collaborative research project with Queen's University, Canada, working on cross-cultural psychology studies. Writing a journal article (2011-12). Contributor to a collaborative research project with University of Macau, and Nanyang Technological University, China. Working on cross-cultural psychology studies. Writing a journal article. Contributor to a collaborative research project Birmingham City University Visiting Research Fellow. Led a HEA funded research project (£7000) on the effects of prison visits on students, including supervising 2 honours students to present research results on the project at the British Psychology Society conference at St Andrews, Scotland, in August, 20 (2011-12).

Tyndall: Contributor to a collaborative research project at National University of Ireland, Galway, Ireland & University of Memphis, Tennessee, USA on recording and analysing hand movements as an alternative to eye-tracking techniques in investigating conscious and subconscious choices and responses in cognition (2010-13). Contributor to a collaborative research project with National University of Ireland, Maynooth, Ireland & Teeside University, Middlesbrough, UK on explicit and implicit attitudes towards condom use before and after the introduction of the learning strategies (2012-). Contributor to a collaborative research project with National University of Ireland, Maynooth on the development of a novel behavioural test of implicit attitudes, the Function Acquisition Speed Test (FAST), (2010-12).