

Impact template (REF3a)

Institution: Anglia Ruskin University
Unit of Assessment: 4 (Psychology, Psychiatry and Neuroscience)
<p>a. Context</p> <p>The Department of Psychology was established in 1998. Consistent with its strategic aim to increase research capacity (see REF5) it has undergone considerable expansion during the assessment period, with 11 of the 14 submitted staff taking up their posts since September 2010. We request that the Sub-Panel takes this into account (Para 150, REF 02/2011).</p> <p>Our research encompasses applications with a wide range of social, environmental and health benefits. The main beneficiaries of our research are (i) patients and their carers, (ii) children and their teachers, (iii) social care services providers and users, (iv) governmental and other relevant policy makers, (v) business and commerce, and (vi) the general public. The main types of impact from our research include changes in clinical practice and policy, development of pedagogical techniques in primary schools, commercial applications and enhancement of the public understanding of science. All staff submitted under UoA 4 are members of the Department of Psychology. Impact stems from activities undertaken by members of the Brain & Cognition Research Group (B&C) and the Applied, Social & Health Psychology Research Group (ASH).</p>
<p>b. Approach to impact</p> <p>Broadly, our approach to achieving impact has been to capitalise on existing relationships between academic staff and their collaborators, to invest in equipment to support research that has potential for impact, and to draw upon resources within our University. The following examples show how interactions with non-academic users have achieved impact.</p> <p>The Unit's recruitment of clinical staff has enabled us to direct our theoretical research to improve the wellbeing of patients and their carers. For example, people with brain injury, their families, and clinicians responsible for long-term settlement back into the community, have benefited. In recognition of the value of our approach, Ashworth and co-authors were named "Authors of the Month" at Psychology Press for their recent book written for brain-damaged patients and health care providers [Wilson, B. A., Winegardner, J., & Ashworth, F., (2013), <i>Life After Brain Injury: Survivors' Stories</i>. Psychology Press]. Similarly, existing partnerships with clinical colleagues have enabled more effective treatment of patients. The Unit has facilitated neuropsychological assessments of patients with suspected fronto-temporal dementia (undertaken by Bright in collaboration with the University of Cambridge) which, subsequently written up as reports, have been sent to referring clinicians to inform diagnosis and on-going treatment and care. Mohr and Pulvermüller's Intensive Language Action Therapy (ILAT), developed with an international team of collaborators, showed improvement in the language skills of stroke patients in comparison to less intensive therapeutic approaches.</p> <p>A second approach to enabling impact from our research has been to cultivate links with users who originally engaged with us for research purposes. Thus, for example, fostering relationships with local schools has provided the opportunity for pedagogical developments. Tune Time, a collaborative research project between Anglia Ruskin University and the University of Cambridge employs rhyme, rhythm and singing for boosting literacy skills in children. This on-going project, funded by the Harpur Trust (awarded to Kuppen), has enhanced phonological awareness in Year 1 children in comparison to children undertaking standard literacy programmes. We were able to develop impact from this research by supporting the staff member via a University sabbatical award.</p> <p>The Unit has drawn on institutional resources provided by Research, Development and Commercial Services (RDCS) to employ Knowledge Transfer Partnerships (KTPs) to direct the outcomes of our research towards achieving applied impact. For example, Strain obtained funding to work with Sancton Wood School in Cambridge, to develop the Learning Needs Profiler (LNP). This tool identifies patterns of learning strengths and weaknesses in children with dyslexia, and</p>

Impact template (REF3a)

links identified issues to systematically reviewed interventions. It was joint winner of the Public Policy and Service Impact Award 2009, sponsored by Research Councils UK. It was also awarded a Lord Stafford Award for 'Impact through Innovation' (2009) and was a shortlisted finalist in the Times Educational Supplement's annual School Awards in the 'Outstanding Special Needs Initiative' category (2009). RDCS specifically identify and support applications for funding with significant potential impact. For example, funding was obtained to undertake research for the Home Office Scientific Development Bureau on own-group biases within the criminal justice system (**Hills**). Findings have informed criminal and security-related decision making in government.

Unit resources are set aside to support national and international conference presentations and development of commercial partnerships likely to lead to impact. This enabled the formation of a collaborative relationship with Salimetrics Europe (**Bristow**). In partnership with this company, we provide expertise in laboratory assays, develop and test new techniques and provide training. The partnership has resulted in commercial impact, enabling a new process to be adopted by this business and a refinement of the process of analysis of cortisol in hair, to make it more efficient with the potential for greater commercial success. Work with University research institutes has enabled us to increase capacity for research which has potential for impact. For example, **Jansson-Boyd** has undertaken research with our Global Sustainability Institute in the area of behaviour change and decision-making. Funded by the European Regional Development Fund, this research involves tenants in social housing and incorporates tenant engagement as well as environmental benefits.

The Unit participates in activities to increase the public understanding of science as well as enable community engagement. Staff members regularly participate in the Cambridge Science Festival and the Cambridge Festival of Ideas (**Aspell, Hills, Bristow**), both of which provide opportunities for explaining psychology to the public and disseminating our findings to non-academic audiences. During the assessment period, we have participated in evening events at the Science Museum in London (**Jansson-Boyd, Bristow, Cook**). More broadly, we have drawn upon the institutional Corporate Communications team to facilitate the dissemination of research findings to the public. With their support, we have issued press releases on our research to enhance the public understanding of science. **Aspell's** research on the effect of internal body signals on self-consciousness was widely covered in the media (42 articles, including the *Wall Street Journal*, *Times Higher Education* and the *Daily Telegraph*; August 2013). **Zarkadi's** research on moral judgement also received wide coverage in more than 70 outlets (including the *Times Higher Education* and the *Daily Telegraph*; January 2013) reaching an estimated 5.3 million people. **Stagg's** research which indicated that children with autism who were trained to look at faces of their carers could improve their language skills, undertaken in collaboration with Goldsmith's, University of London, was also reported widely, including by the *Times Higher Education*. **Hills'** study on the sensitivity of emotional status on face processing has been published in a range of non-academic, widely distributed publications (including the *Daily Mail*, the *Times of India*, and other international newspapers and magazines). We have appointed a departmental media relations 'champion' (**Aspell**) to provide encouragement and ensure that best practice is effectively shared.

Finally, the Unit actively seeks to work in partnership with relevant charities, such as Headway in Cambridge (which provides support for people who have an acquired brain injury), and DHIVerse, a Cambridge sexual health charity where a member of staff serves on the board of trustees (**Rohleder**). More recently **Ashworth** has developed a Lived Experience Group which consists of local patients and service users. This group has two functions: to include service users as partners in teaching, and to act as an advisory group for our research. It therefore provides a conduit for further public involvement and impact of our research.

c. Strategy and plans

Inherent in Anglia Ruskin University's vision is our key contribution to the enhancement of social, cultural and economic well-being. Consistent with this, an important goal of our Corporate Plan is

Impact template (REF3a)

to increase engagement with local communities. Implementation of the Research Councils UK *Concordat for Engaging the Public with Research* will be a key aspect of enabling fulfilment of this goal. To this end, in July 2013 our University signed up to the NCCPE's *Manifesto on Public Engagement*. Our Unit's future strategy for enabling impact from research is derived both from evidence about what has been successful from our approach to developing impact and also our University's *Research Impact Strategy*. We will focus on five areas to support and enable impact:

1. Impact strategy: this will form part of our research strategy. We shall: explicitly incorporate targets for the creation and evidencing of impact and public engagement into our research strategy; ensure that public engagement and impact are considered by staff as part of their annual plans for, and review of, research & scholarly activity; ensure that impact activities continue to be considered in work balance models; celebrate and reward impact and public engagement success, both informally and as part of the promotions process.
2. Collaborations, networking & mentoring: utilise the existing research groups within the Department and the Research Institutes (particularly the Global Sustainability Institute, the Postgraduate Medical Institute and the Childhood and Youth Research Institute) to support opportunities for staff to network with those who are successful in impact activities; mentor relationships between staff; develop collaborative research partnerships.
3. Knowledge transfer and community engagement: consistent with a goal of our University's Corporate Plan to increase engagement with local communities, we plan to: increase the number and range of collaborative links with local businesses and charities; systematically review current department research for knowledge transfer or commercial potential.
4. Focused investment: we will continue to direct funding for equipment and resources with a view to supporting impact activities; fund training to support staff development in relation to impact/public engagement where required (e.g. communication skills, engage science and media training).
5. Recruitment: appoint a Professor to lead the implementation of our research and impact strategy; continue to appoint staff with a strong record of research with high potential for significant impact and whose areas of expertise align with those of existing staff and strengths, to foster collaborations within the department.

Our goals for the next five years are therefore as follows:

- All staff will include impact objectives at each annual review of performance and research activity, appropriate to their specific research area.
- A significant proportion of academic time will be spent on impact activity (actively monitored through implementation of work balance models for all academic staff).
- 20% of staff will be engaged in knowledge transfer activities (e.g. KTP/KEEPS).
- Media engagement will be increased so that 40% of staff are involved in media activity.

d. Relationship to case studies

The two case studies exemplify some of our successful impact activities, and illustrate how we have utilised existing collaborations and directed Unit resources to achieving significant impact.

Mohr's case study concerns the balance between optimising rapid recovery from stroke and the allocation of limited health service resources (including time, money and expertise). It exemplifies our focus on improving quality of life as well as clinical practice. It also demonstrates the value of building on existing research and clinical collaborations with staff in other institutions, both within the UK and internationally, in promoting impact. **Kuppen's** work provides clear evidence of the success of the Unit's strategy for nurturing research and supporting Early Career Researchers through the timely provision of sabbaticals and research funding support. These two elements of drawing upon existing collaborations and providing focused funding to create impact are therefore built into our future approach to achieving impact.