

<b>Institution:</b> University of Portsmouth
<b>Unit of Assessment:</b> 4 Psychology, Psychiatry and Neuroscience
<p><b>a. Context</b></p> <p>Since 2008, the beneficiaries of our research have been diverse and include a range of <b>public</b> (police, prison, probation, crown prosecution, the judiciary, schools, local and national Government, including the Home Office and Ministry of Defence), <b>private</b> (insurance companies, solicitors, health and safety organisations), and <b>third sector</b> organisations (primarily charities focused on a wide spectrum of societal concerns including autism, primate conservation, early years intervention, road traffic accident prevention, contested child abuse cases, guide dogs, veterans' associations) as well as the <b>general public</b> (many colleagues have contributed to local and national BBC programmes). Our research has had a substantial impact on <b>public policy</b> (e.g., changing the ways in which witnesses and suspects are interviewed) and has benefited <b>practitioners</b> in a wide variety of roles (e.g., police, security service personnel, early years professionals). These impacts have also influenced <b>policy at an international level</b> (e.g., changing interview training provided to police and security services globally). Our research has also had impacts on <b>society, culture and creativity</b> with evidence of an increased public understanding of science and animal welfare. Research and impact-related activities in our UoA are focused in three main Research Centres (Forensic Psychology, Comparative and Evolutionary Psychology, and Situated Action and Communication).</p>
<p><b>b. Approach to impact</b></p> <p>During the 2008-2013 REF period, colleagues in our Research Centres and Research Groups have developed <b>collaborative research relationships with key stakeholders</b> to deliver impact in a number of ways. Specifically, we have pursued a <b>focused strategy</b> to capitalize on areas where we hold an <b>existing portfolio of high quality research</b>. For example, our track record of internationally renowned research in Forensic Psychology has meant that we have an <b>extensive network</b> of practitioner contacts, built up over the years through our participation in national and international conferences, workshops and training events and policy development forums, as well as hosting such events at Portsmouth (e.g., the Division of Forensic Psychology annual conference in 2011). Our strategy of maintaining and extending our research profile in this area (e.g., <b>recruiting</b> and <b>retaining</b> research active staff; infrastructure investments including equipment), as well as policies that encourage and <b>enable individuals to allocate limited resources to network building</b>, has meant that we are contacted by outside agencies wishing to make use of our expertise. We are also in a strong position to <b>respond rapidly</b> to external calls for funding (e.g., DSTL; Home Office Scientific Development Branch). In some cases this has led to a <b>sustained pattern of funding</b> in specific areas. For example, Vrij's work on the detection of deception has been funded from public and private sources both nationally and internationally. In other cases it has led to a <b>series of linked projects</b> funded from different sources (e.g., Hope &amp; Self-Administered Interview©), <b>consultancy</b> (e.g., Akehurst) and <b>expert witness</b> work (e.g., Needs, Ost, Anand, Easton), and positions us well to be able to have an impact in <b>new and emerging</b> areas.</p> <p>In other cases our <b>vocational, professionally accredited postgraduate teaching courses</b> (e.g., Masters in Forensic Psychology, the Applied Psychology of Intellectual Disability, and Child Forensic Studies) <b>enable us to feed directly into, and be informed by, current practice and policy</b>. Every cohort of our Masters programmes includes practitioners and their dissertations are often informed directly by issues arising from practice (e.g., Needs' work on therapeutic communities). Issues arising from practice drive the work of our <b>doctoral students</b>, and many former PhD students who have conducted <b>high quality research on applied issues</b> are now in professional practice. Our position as a <b>key national provider of vocational training</b> means that we are able to contribute to wider policy issues (e.g., Nee's work on female offenders), and <b>policy makers</b> are invited to contribute to our B.Sc. and M.Sc. courses. We also continue to make <b>strategic recruitment</b> decisions to bolster areas of applied work where we do not currently have expertise (e.g., the recent appointment of Pearson from the Probation Service). This has meant that, for many years, our work (as well as the ethos of our undergraduate teaching) has embodied the principles of <b>practice-led research</b> and <b>research-led practice</b>.</p>

Our UoA also has a long history of working in the fields of early years intervention and intellectual disability and colleagues apply their expertise by acting as **advocates** for individuals with learning difficulties in a variety of contexts (e.g., Nunkoosing, Cherryman). Impact has also arisen where a link has been established between the research we conduct and the **needs of practitioners and trainers**. For example, as a result of her research on infant intersubjectivity Reddy has been invited to address countless practitioner and trainer groups and has worked with national organisations (e.g. Pen Green Centre for Children and Families) for **policy changes in early years funding**. Reddy is also an external advisor and evaluator on the EU-wide DAPHNE initiative which focuses on the detection and prevention of child abuse and neglect. The most recent exemplar of our research feeding into policy in this area is the **Autism Research Network (ARN)** that is emerging as a candidate for a future impact case study. The ARN was “born” at a conference hosted at Portsmouth in July 2010, which focused primarily on academic research findings. The next conference in 2011 took less of an explicitly academic focus and, possibly as a result, the audience consisted primarily of **parents, practitioners, adults with Autism and representatives of local Government** (Hampshire County Council). As a result of the networking opportunities this conference provided, López was invited to sit on the Autism Board of the City Council, the employment board of Hampshire County Council and has an input into **Autism-related policy** (the City Council’s service strategy includes reference to López’s research). The ARN promotes a **two-way dialogue with end users**. It publishes bi-monthly lay summaries of current research on its website following requests for up to date literature from parents and policy makers about various issues in Autism (e.g., challenging behaviour, employment issues). In addition to its links with local Government policy makers, the ARN also works in partnership with end user groups (e.g., Wessex Autistic Society, and the Hampshire Autistic Society) who publicise opportunities to participate in research studies and there is a mechanism via the web pages for individuals to offer ideas for future research projects. Due to be launched at the end of 2013 is the Autism Directory, an online link to services and resources for individuals with Autism and their families.

The reputation of colleagues working in the Centre for Comparative and Evolutionary Psychology has led to productive collaboration with **key stakeholders**. The most recent exemplar of impact is Waller’s work with Marwell Wildlife. An initial request by Waller to access Macaques for the purposes of research led to a fruitful collaboration culminating in an award of **£25,000 from the University’s Infrastructure Support Fund to build the Macaque Study Centre (MSC)**. This purpose-built laboratory is attached to the Macaque enclosure and serves the dual functions of facilitating non-intrusive access to animals as well as **enabling the general public to observe science in progress**. Waller has also secured funding from the British Psychological Society (via a successful application to their ‘Public Engagement Grant’ scheme) to set up a Science Engagement Kiosk next to the MSC where **the public can participate in a series of interactive games and tests** related to the psychology of primate behaviour.

Another area of emerging impact is Hoskins’ work on **improving aspirations among school children**, supported by a recent grant of £368,000 from the Education Endowment Foundation. This initiative arose after Hoskins responded to a call for proposal for some small-scale projects initially funded by Portsmouth City Council and the Arts Council. Hoskins drew upon research showing that, with certain interventions, children’s perceptions of their own ability and “intelligence” can be changed resulting in, amongst other things, **better attainment in literacy and numeracy**. This research led to wider networking opportunities so that when the funding call from the EEF was published, Hoskins’ was contacted by Portsmouth City Council to put in a joint bid. Hoskins’ **involvement in this wider network was critical** because calls for funding for this scheme are sent to Local Government, not Higher Education Institutions. The initial phase of the project has been so successful that it has led to joint initiatives with Southampton and Hampshire Local Education Authorities and has recently been selected to be part of a national Government funded RCT intervention to be delivered to 115 primary and secondary schools.

UoA-level support for impact: We have **implicit** and **responsive** support at **management, administrative** and **technical** levels for research activities related to impact (e.g., workload reallocation, contracts, equipment purchasing). Calls for funding are frequently and widely circulated within the UoA. Internal grants facilitate impact related activities (e.g., networking, attending meetings with stakeholders). Impact is built into our **annual appraisal** system, and the potential for conducting research with ‘impact’ is one focus of our staff recruitment procedures.

## Impact template (REF3a)

Each member of staff has a **mentor** (a senior, research active member of staff) who meets with them twice a year to discuss research plans and, more recently, how to increase the impact of their work. We hold **research away days** that focus on synergies between research areas, as well as sharing best practice in engaging end users in collaborative research. All staff are encouraged to keep **one day a week clear** of teaching and administrative responsibilities to focus on research and impact-related activities and this is complemented by a **clear expectation** of what activities an individual should be undertaking in order to qualify as **research-active**. The UoA also has **two internal sabbatical schemes** that allow colleagues to apply to be relieved of some administrative and teaching duties for periods of between six months and one year to allow them to focus on research and impact-related activities. In order to support targeted dissemination of research findings, colleagues receive **bespoke media training**.

### c. Strategy and plans

At the heart of any impact strategy has to be the acknowledgment that **strong impact can only arise from the application of high quality scientific research**. As the examples in section b) demonstrate, it was our **existing academic research that gave credibility** to our attempts to engage end users in collaborative programmes, or that led them to seek us out. Maintaining a **high profile** in our respective fields by continuing to participate in national and international research conferences means that we will continue to build and develop our existing **multidisciplinary academic** and **practitioner** networks. Alongside this we will continue to build into our research strategy processes that create an environment where **impact-related activities are explicitly resourced, rewarded and can continue to flourish**. We will build on our current trajectory by:

- Including **target setting and review** of impact-related activities in the annual appraisal process;
  - **Targeting our internal resources** (e.g., sabbaticals), where appropriate, at activities specifically designed to increase the impact of our work;
  - Increase opportunities for staff mobility, multidisciplinary activity, and practice-led and applied research exchanges with external stakeholders that maximise the impact of research within the UoA;
  - Continuing to **host events for practitioner stakeholders** showcasing our work and aiming for at least one such event per academic year;
  - Facilitating a **two-way dialogue with end users**. For example, the suggestions for research on the Autism Research Network webpages and the bank of external practitioners ready to advise on projects and research questions as part of the Erasmus Mundus PhD programme;
  - Constructing a **robust framework** for the monitoring, assessment and evidencing of impact of research across the UoA and throughout the research lifecycle;
  - Building a **successional strategy** for research and its related impact so that we are more robust to the effects of staff leaving or retiring;
  - Capitalizing on and strengthening our **multidisciplinary** and practitioner links to underpin our existing ethos of **practice-led research** and **research-led practice**;
  - Increasing the numbers of our undergraduates who participate in our **work-based learning** unit will inevitably involve the exchange of ideas between academics and practitioners;
- Increasing the **proportion of practitioners** who sit on the **Advisory Boards** of our Research Centres and Groups.

### d. Relationship to case studies

The case studies presented showcase the ways in which our research has led to **improved efficiency** and **policy change** in the **private** and **public** sectors, both **nationally** and **internationally** (Vrij's research on deception detection and Hope's research on the Self-Administered Interview©), and has increased **public understanding of science** (Waller's research at Marwell Zoo).