

<p>Institution: York St John University</p>
<p>Unit of Assessment: 4 (Psychology, Psychiatry and Neuroscience)</p>
<p>a. Overview</p> <p>One of the key objectives of York St John University (YSJU) is to ‘ensure that high quality research and scholarly activity contribute to exceptional learning and teaching’. In line with this, a major strategic objective of the Faculty of Health and Life Sciences (HLS) from 2007-12 was to establish a track record in internationally recognised research and develop the reputation of our relatively new university, and this has informed many aspects of our work. We have developed focused research groups and increased our external collaboration to enhance our connections with national and international research networks and the quality and impact of our research outputs. Staff members are engaged in both individual research projects and in a range of collaborative projects with international partners and within the UK.</p> <p>The university takes seriously the need for staff members to be supported to continue to develop their research activities. We have a comparatively small, but gradually expanding team of academics in Psychology, and see one of our key roles as the recruitment and development of early career researchers. Three core members of the Psychology team, who submitted to RAE2008, remain research-active and have recently been joined by a number of early career researchers. Research leadership of the unit is provided by an Associate Professor. Staff members are supported by the Faculty to disseminate their published and on-going research, to seek opportunities to apply it through impact-related CPD events for practitioners, and to ensure that it has regional, national and, where possible, international reach.</p> <p>Our research activities ensure that at both undergraduate and postgraduate levels, research is embedded within the learning experience and explicit within the curriculum. YSJU research degrees are currently offered under the auspices of the University of Leeds regulations and quality assurance structures. YSJU has rapidly been developing the expertise to move these processes in-house, and has applied for Research Degree Awarding Powers. The growth in postgraduate research students in Psychology since the RAE 2008 has had a positive effect on our developing research profile.</p> <p>Formal responsibility for the development of research in UoA 4 rests with the Dean of HLS and the appointed Faculty Research Professor, who are members of the University Research Committee and the Research Degrees Sub Committee respectively and are accountable to the Deputy Vice-Chancellor. This ensures that research conducted in the discipline is consistent with the University’s research strategy.</p>
<p>b. Research strategy</p> <p>The UoA4 research strategy is an integral part of the HLS Research Strategy, and has been designed to ensure the delivery of quality research by a competent staff group in a supportive environment, with transparent policies and procedures. This Research Strategy focuses principally on putting in place structures to:</p> <ul style="list-style-type: none"> • provide opportunities for researchers to explore critically their own work and the research of others, both within the University and through external links and networking; • provide appropriate staff development in research and research supervision and grow the numbers of staff with University of Leeds ‘sole supervisor’ status; • implement a performance development review (PDR) approach that facilitates planning, monitoring and management of academic productivity, ensuring that staff members’ research aspirations, qualifications and performance are foregrounded; • develop collaborative initiatives and external networks, facilitated through action planning and Faculty support; • disseminate research through international conference presentation as an annual expectation for research-active staff members;

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- establish a research culture in which the contribution of research to the quality of teaching is recognised and celebrated;
- enhance PhD provision and raise our aspirations in this area, to increase numbers both of students and of qualified supervisors.

These have been achieved in this UoA through promoting research as a key form of learning. In both the undergraduate and Masters-level programmes the best students have been encouraged to publish their projects with academic staff members, and disseminate this research collaboratively. Two staff members have achieved University of Leeds 'sole supervisor' status since RAE 2008, with a further two beginning that process. We ensure that research and scholarly activity contribute to exceptional learning and teaching. The UoA has secured both Higher Education Academy funding and University funding for Research-informed Teaching projects (Noret, Gibson and Akhurst); and from the University 'students as researchers' project, surveying graduate career trajectories in Psychology and Counselling. Collaboration with City of York Council partners (Noret) has been successful, with undergraduate and postgraduate students implementing and evaluating interventions. Collaboration across departments has led to projects such as the one that has researched the card sort for Occupational Therapy (Akhurst & Moores).

Committees: A Faculty Research Committee (FRC) meets four times per year, and Psychology is well represented. It is chaired by one of the Faculty Research Professors, and reports directly to the Faculty Leadership Group. The FRC works in collaboration with the University Research Committee to further develop and monitor mechanisms and practices to promote staff research and respond to relevant external opportunities. A Faculty Research Ethics Committee, reporting to the University's Research Ethics Committee, supports the work of the FRC to maintain the highest ethical standards in research, consider all research projects submitted by staff members and postgraduate students, and advise the FRC on developments in the field of research ethics and governance.

Integration of Research: All academic staff members are expected to be research active and an annual planning cycle, during which workload models are negotiated, supports academics to maintain their research activities. In contrast to many other post-1992 universities, staff members are contracted to cover 450 (rather than 550) hours of teaching and related activities, and our adherence to the British Psychological Society (BPS) requirements of a 1:20 staff to student ratio enables staff members to negotiate further research time. Specific activities, which stimulate the research activity of staff, include:

- A regular programme of staff and doctoral student research seminars
- Regular meetings of research groups
- Research mentoring of more junior members of the Psychology team by senior researchers
- Seminars led by experienced researchers from research intensive institutions
- Financial support from the Faculty for academics to attend national and international research conferences.

Research Groups: Psychology staff members are involved in researching across a diverse range of topics using both qualitative and quantitative methods. Work from each of the four main research groups in the subject group is represented in this UoA submission: (i) the Unit for Child and Youth Studies; (ii) the Community and Critical Social Psychology research group; (iii) the Cognitive Psychology Research Group; and (iv) a group developing evidence-based approaches to learning and teaching. Establishing these research groups has facilitated the production of co-authored publications, collaborative funding applications and the organisation of conferences, seminars and workshops.

c. People, including:**i. Staffing strategy and staff development****Academic Staff:**

The first submission from YSJU for Psychology was made to the RAE 2008. The resulting overall profile indicated that 30% was rated as internationally recognised and 45% was of national quality. This provided a baseline from which the Psychology team has been striving to build, in terms of

deepening the capacity of existing staff members to produce quality outputs, to attract research students to add vitality to research development, and to recruit new staff members.

There are currently 13 members of staff in Psychology (11 full-time and two part-time): ten of these people have PhDs and a further two are registered for doctorates (one completing in 2013). Since the inception of HLS in 2007, being research-active, preferably with a PhD, has been an essential criterion in the person specification for academic posts in Psychology. This means that no candidate is short-listed unless the application demonstrates willingness and potential, with appropriate support, to develop further as a researcher. Opportunities are provided for all staff to develop their skills and understanding of research via, for example, in-house seminars, staff development days, and support for staff to attend and give papers at conferences.

Six staff members were submitted to the RAE 2008. Of that submission, two academics have re-located, and three of the remaining group (Noret, Gibson and Akhurst) are being submitted for REF 2014. Since interdisciplinary collaboration with health professionals underpins much of the community-based research of both Akhurst and Tizro (a newer appointment) in the Psychology team, their outputs have been submitted to UoA 3; however Akhurst's impact case study is central to the UoA 4 submission. The outputs of Noret and Bell, and Noret's impact case study, relate to the Unit for Child and Youth Studies; Gibson's and Hamilton's outputs are located in the Community and Critical Social Psychology research group; while Butcher's outputs represent the recently formed Cognitive Research Group, which has good growth potential with four members of staff developing their research in the area.

Since 2009, all UoA 4 PDR processes have included reports on and discussion of research plans. Every member of staff is required to provide an overview of research activity on an annual basis with the aim of identifying support requirements. All individual and institutional professional work-planning in the UoA foregrounds research development. All academic staff are encouraged and supported to attend relevant Research Supervisor courses and workshops run by the University of Leeds. This has ensured that we are able to supervise all current research students in-house.

Faculty Research Administration: To support further growth and enhancement of research across the Faculty, a strategic decision was taken by the Faculty Management Group to allocate funds to employ a full-time research administrator in 2009. In 2010 this post was supplemented with another 0.5 FTE, due to increased research activity and growth in the recruitment of doctoral students.

Research Assistants: External money, secured since 2008 for a variety of research projects, has enabled employment of seven Research Assistants (RAs) on various fractional contracts. The work of the RAs includes assisting with data collection, transcription, funding applications, and symposium and conference organisation. The RAs play an important support role, enabling academic staff to increase their publication outputs, and research grant applications. The contribution of RAs to the subject area in terms of their own academic knowledge is recognised and normally RAs are encouraged to develop their own research expertise through further postgraduate study.

ii. Research students

Currently we have three registered doctoral students in UoA 4 (and two additional interdisciplinary PhD students are co-supervised by a Psychology staff member); at the time of the RAE 2008 submission, this UoA had no doctoral students. One student (completing, November 2013) has received a full PhD studentship and another has a half-funded studentship. In addition, during the census period, two students graduated with MScs by research, and a further two part-time students are registered for the MSc by research. We are seeking a steady expansion in research student numbers, since they add vitality to our research. Our research students are encouraged to participate in the research culture of the Faculty by attending and presenting at the Faculty research seminar series. As part of their training plans, regularly reviewed by research supervisors, doctoral students are encouraged to attend a range of courses and workshops available to them variously at York St John University, the University of Leeds and the University of York.

d. Income, infrastructure and facilities**Income:**

Since 2008 we have secured external funding for research activities, amounting to over £123,000. These include the following two projects (totalling £10,978):

- £5,329 from the City of York Council for the 'Learn and Thrive' project evaluation (Akhurst, 2008);
- £5,649 from the Nuffield Foundation for secondary data analysis of archived transcripts of Stanley Milgram's obedience experiments (Gibson, 2009-2010);

The following projects are all funded collaborative work with outside organisations, universities and other institutions, which were however not coded as research and therefore cannot be returned formally as research income:

- £68,924 from the City of York Council, secured by Noret between 2008 and 2013 for the work in relation to her longitudinal evaluation of children's experiences of bullying and their concomitant wellbeing (reported in an Impact case study);
- £20,000 from the NHS North-East to fund the evaluation of the mentoring Workforce Innovations Project (Akhurst, 2009-11);
- £12,159 in total from the Higher Education Academy Psychology Network for research into pedagogic developments, comprising: £5974 (2007-8), for the Green / Akhurst mini-project that resulted in the DVD and associated Impact case study submitted with this UoA; £5,435 (2010-11) accessed by Noret to develop peer tutoring; £750 (2009-10) for card-sort employability project by Akhurst / Whitaker;
- £6,200 (2012-3) Prof. Sir Ron Cooke International Scholarship awarded to Akhurst by Higher Education Academy to research community-based learning in Africa.
- £4,914 (2010-11) from BPS Qualitative Methods in Psychology(QMiP) Section: 'A national survey of qualitative research methods teaching in UK HE Psychology Departments' successfully completed by Gibson, in collaboration with Hugh-Jones & Madill, U. Leeds;

The above work has been augmented by internal YSJU funding amounting to £42,710.

Infrastructure and facilities: Funding is made available via the Faculty Research Committee and Faculty Management Group to enable members of staff to sustain and further develop their research activities and outcomes. The writing of bids for external funding grants is supported by the University Research Office and a Financial Accounts Manager. There is a culture whereby colleagues who have been successful with securing external research funding work alongside those who are less experienced. The Faculty Research Administrator regularly up-dates staff about funding opportunities via e-mail and displaying information on the research information board.

In setting budgets, priority is given within the Faculty to maintaining and enhancing capacity in those areas of research that have national and international significance and impact and those that may have world leading potential. An allocation of monies from the Faculty's Library budget has been used for purchasing sources relevant to the areas of staff research. Support is given to ensuring that staff research profiles, publication and other data are kept up to date through the work of the Faculty Research Administrator and the development of the Academic Profile System, a University-wide central research database. Overseeing the quality of the academic experience for research students is the responsibility of the University Research Committee, although various aspects of this are devolved to the University Research Degrees Sub-Committee and to the Faculty Quality and Standards and Faculty Enhancement and Student Experience Committees.

As a key part of the implementation of the University Research Strategy 2007-2012, a new Research Students Centre came on-stream in 2009. This incorporates IT facilities, informal social learning spaces, a seminar room and areas designed to encourage intellectual interactions between research students of different disciplines and their research staff colleagues. This enhances the academic environment for research students by fostering collegial support and research rigour and the informal dissemination of progress on research projects and findings, and by promoting cross-disciplinary networking. The university's Deputy Registrar: Research provides central support to Faculties in the management of their research students' and staff projects, as

well as liaison with the research degree awarding body, the University of Leeds.

The psychology laboratory and associated research spaces have all been refurbished, enlarging the capacity for more research student and staff use. Over the course of 2012-13, the laboratory space was doubled in size (including experimental cubicles, small group and interview rooms) and equipment. State of the art Eye-Tracker and Virtual Reality equipment has recently been purchased to support the new Cognitive Psychology group. A video-conferencing suite is available to facilitate virtual meetings, and has been used for discussions with international collaborators.

e. Collaboration or contribution to the discipline or research base

It has been strategically important for much of the UoA 4 research at YSJU to involve collaboration on various levels. The breadth of these collaborations includes:

Convening of International Conferences:

- Gibson convened the international Peace Studies conference, *Repertoires of Violence: Multidisciplinary Analyses of the Representation of Peace and Conflict*, 1-2 July, 2009, attracting speakers from 12 countries;
- The 8th European Community Psychology Association congress at YSJU 15-16 September 2011, entitled *Community Psychology: Critical Issues*, convened by Akhurst, and attracting speakers from more than 20 countries;
- Gibson has been an invited member of the Scientific Committee of the *International Psychological Applications and Trends (InPACT)* conferences 2012 (Lisbon) and 2013 (Madrid);
- Akhurst is a member of the Scientific Committee of the 9th *European Congress of Community Psychology*, Naples, 2013.

Membership of Journal Editorial Boards. Two staff members are active as follows:

- Gibson on the boards of *British Journal of Social Psychology* and *Papers on Social Representations*; also, Gibson co-edited a special issue of *Psychology Learning & Teaching* (2012) on 'Qualitative Research Methods in Psychology', and edited a special issue of *Papers on Social Representations* (volume 21, 2012) on 'Social Representations of Peace & Conflict';
- Akhurst on the editorial committee of *Community, Work and Family*.

International collaborations:

- **To produce publications:** Akhurst has published book chapters, including in *The Psychologically Literate Citizen* (a USA-Australia-UK collaboration); two chapters for the Boston University, USA, Group on International Perspectives on Governmental Aggression and Peace (GIPGAP), four volume series *State Violence and the Right to Peace* (Praeger), covering 43 countries; and co-authoring four chapters in the *International Handbook of Peace and Reconciliation* (Springer);
- **Recognition of research expertise:** Akhurst represented the BPS on the European Federation of Psychological Associations (EFPA) Task Force to research the occurrence of and potential contributions of Community Psychology to Europe; and the success of this group's work has led the formation of a Standing Committee to take the research further.

Reviewing articles for journals / publishers:

- Gibson has engaged in article reviews for 19 publications, including: *National Identities*; *Research on Language & Social Interaction*; *Qualitative Research*; *British Journal of Social Psychology*; *The Sociological Review*; *Journal of Community & Applied Social Psychology*; *Qualitative Research in Psychology*; *Social & Personality Psychology Compass*; *Ethnicities*; *Journal of Adolescent Research*; *Youth & Society*; *Social Psychological Review*; *Equal Opportunities International*; *International Journal of Electronic Governance*; *Journal of Aggression, Conflict and Peace Research*; and for Sage, Hodder, and McGraw-Hill.
- Hamilton has reviewed papers for the *Journal of Child Psychology & Psychiatry* and *Infant & Child Development*, and Noret has reviewed for the *Educational Research*, and *Children and Society* journals.
- Butcher has reviewed for *Lecture Notes in Computer Science: Cognitive Behavioural Systems*;
- Akhurst has reviewed articles for *Human Relations*, the *South African Journal of Psychology*; *Journal of Psychology in Africa*; *Psychology Learning and Teaching*; the *International Journal*

of Therapy and Rehabilitation; Psychology in Society; Perspectives in Education and International Migration.

International research collaborations:

- Butcher has research projects underway with Hokkaido University, Japan and Nottingham University, Malaysia;
- Akhurst is collaborating on a South African National Research Foundation-funded project, with academics led by Dr M. van der Riet (University of KwaZuluNatal) and Prof. H. Daniels (University of Oxford), on an extensive long-term research project investigating 'Poverty and HIV in a rural context' in the Eastern Cape, South Africa.

Reviewing of research for national bodies:

- Akhurst has peer reviewed researcher applications for the National Research Foundation, South Africa (2009-11), and was a rapporteur for an ESRC research project, December 2011;
- Noret has reviewed grant applications for the ESRC and served as a reviewer for the European Science Foundation (ESF) from 2010-2012.
- Gibson has been an ESRC Peer Review College member (2010 – present).

Research leading to theoretical contributions:

- Gibson's earlier work on citizenship, developed first at Lancaster University in collaboration with Prof. S. Condor, led to presentations about peace and conflict in departmental seminars at the Universities of Limerick (Ireland), Lancaster and Nottingham Trent.
- Gibson has made important recent contributions at Canadian conferences in relation to his work on Milgram's obedience experiments: he was invited to present as part of a symposium on the experiments at the joint conference of the Cheiron International Society for the History of Behavioural and Social Sciences and the European Society for the History of the Human Sciences, in Montreal, (July 2012); he was also invited to sit on an 'expert panel' at the event; Obedience to Authority: Milgram's Experiments 50 Years On, in August 2013, Bracebridge;
- Gibson's work on the Milgram experiments has led to his being invited to present his work in departmental seminars at 9 UK institutions during the period covered by the REF (Universities of Cambridge, York, Strathclyde, Central Lancashire, Loughborough, Kent, Lincoln, Winchester and Queen's University Belfast). Gibson's *British Journal of Social Psychology* paper entitled 'Milgram's obedience experiments: A rhetorical analysis', has been used (in abridged form) in course materials by the Open University and led to two OU podcasts about his work.

National recognition of the importance of research findings:

Noret was invited to present at a one-day seminar organised by the DfES on Cyberbullying, which brought together academics, practitioners and children and young people. This led to an invitation to contribute to the Department for Children, Families and Schools (DCFS) Cyberbullying Taskforce, which developed, wrote and disseminated guidance (available on the Childnet website) on tackling cyberbullying in schools and other child and youth based organisations.

Collaborations with scholars nationally:

- Noret collaborated for a number of years with Prof. I. Rivers (Brunel University), and worked with Prof. P. Smith (Goldsmith's, University of London) on the above taskforce;
- Akhurst collaborated with D. Green (University of Leeds) to generate further research findings to support the work described in one of the submitted impact case studies;
- Butcher has collaborated with Prof. C. Spence (University of Oxford), leading to a publication;
- Hamilton's key collaborators are members of the Centre for Reading and Language (<http://crl-research.org/>) led by Prof. M. Snowling (University of Oxford), including E. Hayiou-Thomas (University of York) and Prof. C. Hulme (University College, London). She is currently preparing three first-authored papers in collaboration with these researchers;
- Butcher works with S. Bate, the lead researcher in the Centre for Face Processing Disorders at the University of Bournemouth, and R. Bennetts, on Prosopagnosia.

Interdisciplinary dissemination of research findings:

- Hamilton presented her research on Specific Language Impairment (SLI) at the international conference of the British Dyslexia Association (BDA), 2011, attended by academics, practitioners and dyslexic individuals. She was also invited to present her research and its therapeutic implications at the North-Eastern branch Speech and Language Therapists' special interest group in SLI, March 2013. She contributed to a symposium on the longitudinal findings

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of the Wellcome Language and Reading Project at the BDA conference, 2013, with researchers from the Universities of Oxford, York and University College London;

- Noret has presented at over 100 regional e-safety and anti-bullying events, regularly being invited to present at those organised by the *Anti-Bullying Alliance*, the *Bullying Intervention Group*, and *Grids for Learning*. These events, aimed at the designing of interventions, are for teachers and other professionals working with children and young people.
- Hamilton's findings on the home literacy environment for children at family-risk of dyslexia were cited by Prof. M. Snowling who gave an invited lecture at the British Academy in September 2013. Hamilton's research findings were live-tweeted from this lecture by the BPS.

Contributions to developing research methods:

- Gibson chaired the Higher Education Academy Psychology Network working group on the Teaching of Qualitative Research Methods at Undergraduate Level (TQR MUL) (2008-11) and is a member of the Higher Education Academy's Special Interest Group on Teaching Qualitative Psychology (2012 – present); this work led to Gibson editing *Doing Your Qualitative Psychology Project*, published by Sage, and chapters in edited books.

Substantial contributions to British Psychological Society member network committees:

- Akhurst worked (2008-9) to establish, and then was the inaugural Chair (2010-2012) of the BPS Community Psychology Section;
- Gibson was the Honorary Secretary of the Social Psychology Section from 2009-2013, and led the response of the Section to the report of the Levelt, Noort and Drenth Committees into the research fraud committed by D. Stapel. This led to important clarifications from the report's authors. He was a member of the BPS Publications & Communications Board (2009-2012) and is active in the Qualitative Methods Section, on the Editorial Board for the *QMIP Bulletin*;
- Butcher is a committee member of the BPS Cognitive Psychology Section;
- Gibson and Hamilton's work on citizenship has led to invited contributions to three seminars in the BPS-funded *New Social Psychology of Citizenship* series: 'Citizenship and Public Space', University of Winchester, May 2012; 'Citizenship and the Practice of National Identity', Queen's University Belfast, November 2012; and 'Citizenship: A social psychological perspective', University of Dundee, June 2013. Gibson also co-authored the BPS's response to the government consultation paper '21st Century Welfare' (September 2010).

PhD examinerships:

- Between them, Akhurst and Gibson have undertaken external examining of PhDs at the Universities of Lincoln, Winchester, Central Lancashire, the Open University, Nottingham Trent University, Queen Margaret University, Edinburgh, and Edith Cowan University (Australia).

Interdisciplinary research within the Health and Life Sciences Faculty:

A number of interdisciplinary research projects have been successfully completed:

- The Unit of Child and Youth Studies is, by its nature, interdisciplinary, including five members of the UoA 4 team and four academics from Sports Studies. Research studies include engagement in and enjoyment of school; the value of HIV/AIDS education delivered through sport; E-safety and Cyberbullying; peer relationships and gender issues in sport and physical education; Language and Literacy; Developmental Disorders and Children's memory recall;
- Work researching the impact of the Occupational Therapy card sort has led to a research article by the team;
- The Continuing Professional Development programme supported by the HLS Faculty has drawn from research findings of Noret and Akhurst, leading to dissemination of the work to practitioners in the region and nationally, an important link in building research impact;
- Within the UoA 4 team, joint publications on citizenship have resulted from work by Gibson with each of Noret and Hamilton.

All of the above testifies to the vitality of our research. External bodies and individuals recognise the important contribution we can make to the discipline through an approach that is both pragmatic, relative to our resource base, and also rigorous and collaborative, engaging with colleagues and research users widely.