

<p>Institution: Staffordshire University</p>
<p>Unit of Assessment: 4 – Psychology, Psychiatry and Neuroscience</p>
<p>a. Overview</p> <p>Psychology was not entered as a unit of assessment in the 2008 Research Assessment Exercise, and psychology researchers contributed to other units of assessment, such as Sport and Exercise Science, Allied Health Professions, and Education. In the last five years, we have implemented an effective new research strategy (section b) that has led to significant developments in key areas and has resulted in a research group that now produces excellent, internationally-esteemed research, and has peaks of research excellence in health psychology, cognitive psychology, critical social psychology, and developmental psychology. In line with our aim of increasing the pool of highly trained researchers, we have appointed nine new research active members of staff and are now in a position to offer a viable and convincing Psychology, Psychiatry and Neuroscience return. The return of 13.8 staff in 2013 shows that we now have a significant critical mass of research active staff who are publishing in international, high impact journals. Psychology at Staffordshire University is based in a purpose-built Science Centre (see http://www.centreofscience.com/about/virtualtours/) which was established in 2012, and all active researchers belong to the Psychology Research and Enterprise research group. This group has a general mission to promote psychological well-being through applied psychology research. Psychology research is supported by a thriving Visiting Speaker Programme, financial support for conferences and training events, and through the staff appraisal process (section b). The strong research support mentoring system and training for MPhil/PhD supervisors (section b) ensures a vital and sustainable research culture and has led to excellent research outputs in international peer reviewed journals such as <i>Health Psychology</i>, <i>Journal of Experimental Child Psychology</i>, <i>Preventive Medicine</i>, and <i>Psychopharmacology</i> in this REF period.</p> <p>b. Research strategy</p> <p>The overall aim of the current research strategy of the Psychology Research and Enterprise Group at Staffordshire University is to enable staff to build on their research and scholarly interests to create coherent programmes which contribute to the growth of knowledge in their disciplines, contribute to current curricula within the school, and which can be applied to serve the local and wider community. This is linked to three principal objectives:</p> <ul style="list-style-type: none"> • to stimulate the highest levels of research and scholarly achievement of individuals and teams • to contribute to quality of life and wellbeing through the pursuit and effective exploitation of socially relevant research; and • to add to the pool of highly trained researchers by developing the research skills of both students and staff <p>Since 2008, we have made excellent progress on research development and on producing high impact, peer reviewed publications as seen in the outputs submitted in REF1. Research active staff are expected to produce at least one research output per year and to submit one funding application per year. We have also ensured that the second objective is addressed through disseminating our work to academics, and to the local and wider community and public through lectures, workshops, and invited talks. Between 2008-13 we have run four workshops on age-appearance morphing technology for health professions and teachers (Clark-Carter and staff from Centre for Health Psychology), have discussed the range of research conducted by Psychology staff in undergraduate open days and one-day sixth-form conferences (Clark-Carter, Humphreys), have presented keynote speeches at conferences aimed at professional groups such as health professionals (Povey), teachers, parents, early years professionals, and school children (Jolley, Williams) and to lawyers and police (Krähenbühl) as well as presenting at a range of academic conferences (all staff returned). Our work has been disseminated through national and international media coverage. For instance, Jolley's work has been publicised through radio, newspaper, and magazine coverage (REF3); Lee's work on reducing HIV/AIDS in Cambodian beer sellers (Impact Case Study 2) through UK and international newspaper coverage and on health-</p>

related websites internationally; and Clark-Carter's work on facial morphing and smoking prevention (Impact Case Study 1) through newspaper, television, and magazine coverage, as well as in local workshops aimed at health professionals and teachers. Our two impact case studies are good examples of development of research programmes that use psychological theory and research methods to develop practical interventions to improve people's well-being. In relation to the third objective, we have been successful in increasing the pool of research active staff. Fifteen staff (13.8) are now producing excellent research outputs in high impact international peer reviewed journals so are returnable in this REF submission relative to nine Psychology staff submitted in other units of assessment in 2008. Other key strategic aims for the future are to increase bidding for external funds, maintain a strong research culture, raise the priority that staff give to research, and provide ongoing support for research active staff. These aims will be supported through individual research mentoring, having a minimum of 22 days allocated to research over and above funded research per year, and through incorporating research planning and support requirements explicitly into appraisals and into our workloading model. We will continue to stimulate the highest levels of research achievement of individuals and research teams. We have put several strategic mechanisms in place to do this:

Mentoring system

All staff have a research mentor to help with research career guidance, grant applications and publications and also with more general planning of research. Clark-Carter and Jolley, both highly experienced in publishing in peer reviewed journals and accessing research funding, fulfill this role for Psychology staff. Each member of staff is allocated one of these mentors, including experienced staff.

Conference and workshop attendance

All staff are encouraged to attend relevant conferences and internal and external research training sessions. Since 2008, people returned have presented at national and international conferences, including giving keynote presentations (see d ii below) and all research-active staff are encouraged to attend at least one research training day per year. Funds are available through the Psychology, Sport and Exercise staff development budget to cover conference attendance, and staff apply through line managers for this money.

Encouragement of collaborations

Mentors and line managers encourage staff to develop links with researchers in other institutions and ensure that they maintain links already made through encouraging staff to submit joint grant applications. Researchers from other institutions are also invited to talk about their research in Visiting Speaker Sessions which take place on Thursdays through the first and second teaching semesters. This encourages maintenance of existing research links and development of additional collaborations. Staff attend interdisciplinary research group meetings locally at Staffordshire University, and externally at Keele University, Manchester Metropolitan University, University of Derby, and University of Manchester which have led to collaborations on research projects. The Staffordshire team have also attracted visiting academics from Australia, the USA, Belgium, Spain, and France in this REF period who have visited for periods between one week to one year to engage in collaborative projects and to produce joint publications (see e below).

Appraisal processes

Psychology staff are required to report on research development as part of the staff appraisal process, so discuss research plans and progress with their line managers every six months. These research plans are then reviewed at the next appraisal session against progress. This means that staff are accountable for research progress, and that support can be put in place where this is required. Research publications and dates of research leave are recorded on the e-prints and MyView systems making these available to the line manager who can check plans against progress (see e below)

Developing the pool of research active staff and supervisors

Since 2008, we have added to the pool of highly trained researchers by developing the research skills of both postgraduate students and staff through mentoring, in-house and external research training sessions. New staff will continue to be mentored on research supervision by experienced members of staff and will be encouraged to undertake the Staffordshire University research supervision training course. We will also ensure that staff apply their research through research-informed teaching to students at both undergraduate and postgraduate levels, and this will be monitored through peer observation, and through the staff appraisal process. At present, a group

of staff engaged in forensic psychology research is carrying out a project in which two level 5 students are working as Research Assistants to gain research experience. Staff will also be encouraged to respond effectively to external initiatives and will be made aware of these through the University External Projects and Commercial Development group. Successful funded projects since 2008 which have been prompted by external initiatives include a Knowledge Transfer Partnership on community approaches to exercise with Stoke PCT completed 2011 (Smith), and on children's eating with Five Boroughs Partnership NHS Foundation Trust (Povey) completed 2013. Projects currently under development include a Knowledge Transfer Partnership with South Staffordshire Council (Povey). In future we will continue to combine research and enterprise activities where possible to enable us to gain funds that can be used to develop and support research.

c. People, including:

i. Staffing strategy and staff development

Since 2008, Psychology has adopted a staffing strategy of adding to the pool of highly trained researchers by developing the research skills of both students and staff, and all new members of staff employed in this REF period have excellent research profiles. All interviewees for lecturing posts are now required to discuss their research via presentations to the full Psychology group before they are interviewed. Of the 15 staff returned in 2013, eight are new staff appointed since 2008. Where there are peaks of research excellence, such as in health and cognitive psychology, these have been supported through replacing staff who leave the University with other high quality research-active staff.

The University is committed to adopting the HEFCE Concordat for the development of researchers, as seen in the 2012 University Plan. As part of this, line managers ensure that all academic staff are engaged in scholarship, enterprise and/or curriculum-related research, to provide the expertise to under-pin teaching, and enable this through staff development. Staff have access to research sabbaticals, a short-term study leave programme, enabling one member of staff to have an extended period of study leave each year between 2008-present. Full time staff have a minimum of twenty-two days per year to engage in scholarly activity (part-time staff have a pro-rata entitlement), enabling most staff to engage in research-related activities for about one day a week averaged across the year. Staff are strongly advised to take these opportunities, and this is monitored through the staff appraisal processes. Funds are also available for staff for attendance at academic conferences and professional training programmes (see above). Staff with special circumstances are well-supported, and line managers work with part-time staff and those with other commitments/disabilities to ensure that they are able to carry out research to the best of their ability and get any additional support required, such as access to specialist computer software, or flexibility in working from home where necessary. Early career researchers are also supported through the research mentoring scheme, as are all staff. Each has his or her own research mentor who supports research development through reading drafts of papers before submission, helping with research grants, and advising on research conferences and training events.

ii. Research students

Although numbers of PhD completions have been modest in the REF period, with ten PhD completions since 2008, we have had 98 taught doctorate completions in the period 2008-2013 on the DHealthPsych and Clinical Psychology doctorate programmes. PhD students and doctorate students contribute significantly to our strong and supportive research culture, and benefit from dedicated base-rooms with computer access and where they can access peer support where necessary, as well as acting as a social hub for those engaged in research. Of the publications submitted in this REF period, PhD and doctorate students contributed to publications by Buckley, Clark-Carter, Jolley, Kingston, Lee, Povey and Smith. All PhD students undertake the University research training programme and are also encouraged to attend research methods training with the taught doctorate students. All postgraduate students are expected to attend the Visiting Speaker research talks where they get to meet researchers from a range of other institutions and to discuss research issues with their peers and with other academic staff and undergraduates who attend. In addition, postgraduate student conferences enable students to present their work and

Environment template (REF5)

receive support on development of research projects. For instance, in May 2013 the University hosted a postgraduate student conference which was found to be very useful for students undertaking their PhDs. All PhD students are supported by a team of suitably qualified and experienced academic supervisors who meet students regularly for supervision sessions where progress is discussed and minutes are usually taken. All students and supervisors complete progress reports at the end of each academic year which are discussed by the University Research Degrees Committee which monitors progress. If progress is not as expected, students and staff will be contacted to enquire whether additional support is needed. All students complete a research planning form (RDC1) in the first year of their registration where they report on plans for the PhD and which is commented on by independent University rapporteurs and discussed at the University Research Degrees Committee. At the end of the second year (or fourth year for part-time students) students undertake a transfer viva to move from the MPhil to PhD stage of their studies. PhD students are supported through an intensive programme of support workshops and receive an induction programme when they commence their studies organised by the postgraduate tutor (Clark-Carter). All MPhil and PhD students are required to complete the Staffordshire University *Postgraduate Certificate in Research Methods* <http://www.staffs.ac.uk/course/research-methods-pg-cert-tcm429547.jsp> as early as possible into their research, and normally in the first year of their studies. They are also supported through the post-graduate staff-student group which reports back to the Psychology Research and Enterprise Group. Although we have modest numbers of PhD students, we have a good record of publications and employment from those who complete with us. For instance, around 14 of the returned outputs are the result of PhD student work.

In 2002, to recognise research excellence in health psychology, and in line with the Staffordshire University strategic plan to promote employability, we decided to develop professional training doctorates in Health Psychology and Clinical Psychology. These have been highly successful. Both awards were accredited by the British Psychological Society in 2003. The Clinical Psychology doctorate programme is run jointly between Staffordshire University and Keele University and recruits 15 new students per year. The Professional Doctorate in Health Psychology recruits between 4-6 new students per year and was the first programme in the UK to be developed and accredited as providing Stage 2 professional training in Health Psychology. Both programmes received successful approval visits from the Health and Care Professions Council and British Psychological Society in 2011-2012 and both were highly commended. Trainees from both programmes are eligible to receive both British Psychological Society and Health and Care Professions Council registration and fitness to practice on successful completion of their awards. These students receive intensive research training as part of their awards, and all are required to demonstrate that they are able to write research papers to a publishable level in order to graduate from the awards, and have contributed to papers submitted in this return for Clark-Carter (*Journal of Health Psychology*, 2009) and Povey (*Psychology and Health*, 2013).

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

Members of the Psychology Research and Enterprise Group will have attracted over half a million pounds between September 2008 and September 2013 (REF4) from local Trusts (Stoke PCT, Five Boroughs Partnership NHS Foundation Trust, Sandwell PCT, South Staffs PCT, NHS West Midlands, Birmingham and Solihull MHT), and hospitals (Warwick, Shrewsbury and Telford), the Royal Academy, Pfizer, South Staffs Council, Staffordshire Fire and Rescue Service, and the Medical Research Council to support our research. This has enabled us to develop and maintain an excellent record of publications in high impact journals across a variety of areas related to all areas of psychological well-being, such as *Health Psychology*, *Social Science and Medicine*, *Journal of Health Psychology*, *British Journal of Health Psychology*, and *Psychology and Health*. Staffordshire University has also been part of a successful bid to the Medical Research Council which funds a full-time Research Officer based at Staffordshire University and some casual researchers until 2017. This has enabled development of a smoking prevention group at Staffordshire University including doctorate students, a research officer, and research-active staff. Research income has increased each year, demonstrating the growth of the team, and we expect

this trend to continue.

Infrastructure

The Psychology Research and Enterprise group meets every two months. Members support each other on grant applications, research design, and writing for publication, and nominate speakers each year for the Visiting Speaker programme to ensure that all research areas are covered. In addition, the University organises workshops for staff on research design and analysis and on getting research funding. For instance, in 2012-13 research workshops have included sessions on European Funding, British Academy Funding, Leverhulme Funding and obtaining research grants. Ethical guidance and governance for staff and postgraduate research work is conducted through Faculty and University ethical procedures. Psychology staff and students follow closely the British Psychological Society (BPS) Code of Conduct and Ethics (2009) in designing their research, paying careful attention to issues of consent, anonymity and confidentiality of data, and all other areas of the BPS Code. Routine ethics approval work is devolved to the Faculty of Health Sciences Ethics Panel, and there is fast-track procedure available for applications for studies with student samples and minimal intervention. Meetings are scheduled bi-monthly for those not studying for the Doctorate in Clinical Psychology, with extra meetings purely for those on that Doctorate, and the Faculty committee is required to provide an annual report to the University Academic Ethics Committee summarising the ethics approval work carried out and highlighting any issues that have arisen. The University Academic Ethics Sub-Committee meets three times per year and is responsible for the setting and dissemination of policy around research ethics approval, the review and monitoring of practice, and the organisation of awareness training. Membership includes the Chairs of all Faculty Panels, a representative from the Student Union and a lay member. A Sub-Group is responsible for Research Governance issues, which need to be followed by projects which require NHS approval. The University Committee conducts regular audits of Faculty Panel activity, and facilitates training opportunities. Psychology staff are well-represented on these panels. Clark-Carter was Chair of the Faculty of Health Sciences Ethics Panel 2008-2012, and Elliott is currently a member of this Panel.

Facilities

In 2012, Psychology moved into new, purpose-built accommodation (section a). This includes a wide range of well-equipped specialist laboratories to support its research. For instance, our Psychology Human Sciences Suite in the new Science Centre in Stoke on Trent provides a variety of equipment for taking measurements for psychophysiology, neuropsychology and endocrinology research, and includes three Psychophysiology Laboratories, a Phlebotomy Room (blood and saliva analysis), and a food preparation area. The facility hosts a 32 channel NeuroScan for measuring EEG and evoked potentials, laboratory based and ambulatory cardiovascular monitoring systems (impedance cardiograph, continuous non-invasive blood pressure, 6 x TM2430 ambulatory BP monitors), 2 x MP100, 2 x MP36 and 4 x MP45 Biopac systems for measuring respiratory function, EMG and electro-dermal activity, a thermo sensory analyser for measuring vibration, shock, heat and cold pain induction for pain and neuropsychological research, and a cold pressor. This equipment is utilised by researchers such as Elliott in her research into nutritional intervention on cognition. The Cognitive Suite comprises of 5 separate cubicles, each one housing a PC and ceiling/wall mounted digital camera and includes a new eye-tracker, which is currently being used in research by Krähenbühl, Roberts and Humphreys. The Psychology Observational Laboratory includes 2 digital cameras (ceiling mounted and remotely controlled), ceiling mounted microphones, a two way mirror and furniture for use by children. This state-of-the-art observation suite is particularly suitable for developmental research (Jolley). We also have specially designed interview rooms for use in qualitative and counselling research. Staffordshire University also has an excellent library, open 24 hours, seven days a week, and most Library resources are now available electronically and can be accessed via the web. This means that research students and staff can usually get the information that we need, when we need it, at any time, seven days a week. The electronic resource collections offer a wide range of different types of information held in searchable online databases, electronic journals and e-books and students and staff can access this information when off campus. Psychology has a dedicated librarian who assists staff and students in accessing research-related materials. Staff development is also supported through the MyView and e-prints systems. The MyView system enables staff to book research time for specific research projects and means that managers can easily keep abreast of staff research activities and developments such as publications planned and training and conference attendance. Staff

request research leave through the MyView system and place outputs on this system which allows managers to see how research dissemination is progressing. They also place published outputs on the searchable University e-prints system, enabling staff to publicise abstracts of published research or, where the publication is open access, full pdfs of research papers and other outputs.

e. Collaboration and contribution to the discipline or research base

Collaborations

Mentors and line managers encourage staff to engage in collaborative research work, and staff in Psychology are able to apply for study leave and funding for meetings and conferences to support collaborative research work. Staff collaborate with researchers at other Universities in the UK, USA, France, China, Canada, Singapore, Spain, the Netherlands, Lithuania, and Australia and these have led to numerous collaborative publications. The majority of publications returned under this unit of assessment include researchers from other higher education institutions, many of them outside the UK. Current collaborations include Yunnan Normal University, Republic of China (Jolley), Montpellier University, France (Jolley), Canberra University, Australia (Smith), Swinburne University, Australia (Elliott), University of California, San Diego (Smith), Vytauto Didziojo Universitetas, Lithuania (Smith), Vrije Universiteit Amsterdam, Netherlands (Smith), University of California at Berkeley (Smith) and National University of Singapore (Lee). These collaborations have resulted in cross-institutional input on many of the papers returned. Staff also collaborate with health practitioners across eleven different health trusts (Buckley, Burton, Clark-Carter, Povey, Smith, Kingston). These collaborations have led to direct funding through Stoke, South Staffs, and Knowlsey PCTs and joint publications for Clark-Carter, Povey, Smith, and Kingston. Recent collaborations include those with many groups outside academia such as fire and rescue services (Buckley, Kingston), local Councils (Jolley, Kingston), the Centre for Research in Environmental Epidemiology, Barcelona (Smith), and the National Institute for Health and the Environment, Netherlands (Smith), and charities such as *Speight of the Art* (Jolley) and The Thomas Pocklington Foundation Trust (Burton).

Contribution to the discipline

Staff returned in the Psychology, Psychiatry and Neuroscience unit of assessment disseminate their work to academic audiences through publications in peer reviewed journals and conference presentations. Journal publications cover a range of high impact journals such as *Social Science and Medicine* (Burton), *Health Psychology* (Clark-Carter, Williams), *Journal of Experimental Child Psychology* (Jolley), *Psychopharmacology* (Elliott) and *Preventive Medicine* (Smith). They also provide workshops and talks to practitioners outside the academic arena. They give public talks and keynote speeches in a variety of areas and advise on public health initiatives. For instance, in the period 2008-2013, keynotes and invited talks have included those at the European Conference of Psychology and Law (Krähenbühl), North Wales Family Justice Council (Krähenbühl), Trent Diabetes Special Interest Group (Povey), University of Nottingham Drawing Symposium (Jolley), and the Active Living Research Centre, San Diego California (Smith). Members of Psychology staff also provide expert advice to various external groups. For instance, some are on the British Psychological Society expert panel giving advice to media (Povey, Clark-Carter, Buckley), and Jolley has advised teachers and parents and health professionals on the benefits of children engaging in art at a variety of workshops around Stoke-on-Trent (REF3). Clark-Carter is a member of the AQA Research Committee which gives advice on the research and publications of that organisation. One area of significant research excellence within Psychology at Staffordshire University is in health psychology, and the Centre for Health Psychology is renowned internationally for producing high-quality research. Clark-Carter, Buckley, and Povey are all Health and Care Professions Council-registered psychologists, and play a key role in external examining PhDs and professional doctorate thesis across the sector. For instance, Buckley has acted as BPS Stage II Qualification in Health Psychology viva Examiner/Assessor in the REF period, and Povey has been external examiner for professional doctorate students in clinical and health psychology in the 2008-2013 period. As well as refereeing for over forty different academic journals, staff returned in this Unit of Assessment are on editorial boards of key theoretical and applied psychology journals such as *British Health Psychology* (Povey), and *British Journal of Mathematical and Statistical Psychology* (Clark-Carter).

f) Summary Statement

Psychology at Staffordshire University has become an internationally-renowned research group since 2008 with significant peaks in research excellence in health psychology, cognitive psychology, critical social psychology, and developmental psychology. We have enabled staff to build on their research and scholarly interests to create coherent programmes that contribute to the growth of knowledge in their disciplines and can be applied to serve the local and wider community. Outputs presented in REF1 show that we have stimulated the highest levels of research and scholarly achievement of individuals and teams. REF3 shows that we have been able to contribute to quality of life and wellbeing through the pursuit and effective exploitation of socially relevant research. The fact that we have 13.8 people in this return shows that we have been effective in adding to the pool of highly trained researchers since 2008 by developing the research skills of both students and staff. In future we will be focusing on developing an even stronger and more coherent research profile, and in engaging more staff in research. We are currently seeking ways in which to support staff more effectively through the appraisal processes, research mentoring, and through exploring new opportunities for development of existing activity to maintain and develop our current trajectory.