

Institution: University of Winchester

Unit of Assessment: A4: Psychology, Psychiatry and Neuroscience

1. Unit context and structure, research and impact strategy

1.1 Overall unit structure

All UoA4 members are from the Department of Psychology. REF2014 was Winchester's first UoA4 entry. Since then, UoA4 has expanded rapidly in size and research capacity, from nine 'Category A' submitted staff in REF2014 to 30 'Category A' submitted staff in REF2021, and has developed a vibrant, inclusive, research environment organised around four research groups (RGs) and one research centre. Reflecting our commitment to inter-disciplinary working, the RGs also include members of the Department whose work during the current REF period contributes to other UoAs (UoA17 - Bradley-Cole; UoA19 – Pachi; UoA34 - Giles), research fellows, PGR students and UG students working as research assistants.

Strategic leadership of research and impact is provided through two groups. The UoA Working Group (UoA WG) oversees recording, assessing and reporting of research for REF and manages the use of internal QR funds to support research and impact. The Research Liaison and Strategy Group (RLSG) reflects the full breadth of the Department's research, providing an inclusive structure to engage all members of the Department regardless of their role or UoA, for instance, running regular Departmental Research Away Days. Membership of both groups includes: Head of Department; Research Lead; lead of each RG/Centre; ECR representative.

1.2 Review of progress against priorities

The strategic research priorities for the UoA during the 2015-21 period, summarised from the REF2014 submission and the UoA 2015 onwards research strategy, were:

1. In the context of growth in staffing, forge new RGs that galvanise the expanding portfolio of staff research.
2. Invest in infrastructure and equipment to improve accommodation, research and laboratory facilities.
3. Support Early Career Researchers through mentoring and strategic support from QR funding.
4. Build research excellence reflected in high quality outputs, external grant capture and research impact, supporting this through QR seed-corn funding.
5. Build on the portfolio of consultancy and partnerships with businesses, local NHS trusts, police and community/local government organisations.
6. Increase doctoral research, aided by recruiting students from planned taught postgraduate courses.

The threefold increase in staffing (Section 1.1) has enabled the development of new research areas (priority 1). Since REF2014, the Department's then two RGs have undergone significant transformations. The Human Perception and Performance RG evolved to become the Brain and Cognition RG, with seven new staff appointments and a focus on the role of cognitive processes in complex cognition and contexts including creative thinking, spatial cognition, mental health, head injury and social interaction. The Societies and Communications RG has divided into 1) the Social and Organisational RG, focussing on social identities, group processes, interpersonal interaction, citizenship, political and civic engagement, social movements, culture, and

organisational dynamics, and 2) the Childhood and Youth Psychology RG, focussing on children's and adolescents' social, emotional and cognitive development with the aim of improving psychological wellbeing, relationships at home and school, and academic achievement, facilitated by the appointment of seven and five new staff respectively. At the time of REF2014, some staff (Frowd (departed 2016), **Kneller, Bayless**) were researching eyewitness identification. The strategic development of the Centre for Forensic and Investigative Psychology (Section 3.2) built on this foundation, with nine new appointments and a focus on vulnerable witnesses (e.g. child, autism, intellectual disability), intoxicated witnesses, investigative interviewing, eye witness perception, and detecting deception. A final area of strategic growth, aligned with University developments (Sections 3.2, 4.5), established the Healthy Lives RG, supported by five new appointments, with a focus on 'behaviour', including typical health behaviours, such as physical activity, aspects such as patient decision-making and health organisations' working practices. All RGs/Centres have also benefitted from significant investment in new research labs and facilities (priority 2; Section 3.3). RGs are essential fora for the planning and discussion of research including bids, outputs and impact, supporting our ambition to grow research excellence (priority 4).

All staff, including ECRs, are offered a research mentor (priority 3; Section 2.2). Further, QR funds, allocated to the UoA, support ECRs (£52,063 awarded to support 38 small grants in this cycle). For example, **Satchell** was funded to host a meeting in the Netherlands to set up an international 'psychology of psychology' study to assess participant experience effects on psychological research. The study has attracted 42 projects from over 40 universities of which 28 have been completed to date and is documented on the Open Science Foundation (OSF) website. **Waterhouse** was funded to attend a National Child Advocacy Centre meeting in the US to learn about their witness interviewing processes and meet with practitioners and academics. This supported her subsequent development and leadership of the *Criminal Justice Research Network* (Section 3.2). ECRs have also benefited from Knowledge Exchange Grants and Staff Development funds.

Over the REF period, UoA members have published at least 223 peer-reviewed articles, 23 book chapters, 14 full conference proceedings papers and 2 books, and given 166 conference presentations, with an increase in quality evident in our REF submitted outputs. There has also been an increase in the portfolio of external research funding compared to REF2014 (Section 3.1). This increasing research excellence (priority 4) has been facilitated by >130 internal QR funding awards, totalling £265,448, for small projects, external bid pump-priming work and impact activity.

Priority (5) has been achieved through (1) the establishment of the *Criminal Justice Research Network* (Section 3.2) engaging members from a range of public and third sector criminal justice organisations; (2) use of the University Knowledge Exchange Fellow scheme to establish a Visiting Fellow position from a commercial insight agency to increase engagement with research in commercial environments (Section 4.2); (3) through running stakeholder events (Section 4.2), supported by QR funds.

The University was awarded Research Degree Awarding Powers in 2008 and there was one UoA4 PhD completion in REF2014. During REF2021 there has been progress (priority 6) including 3.5 successful UoA4 completions, two additional students awaiting viva and ten further students currently undertaking a PhD (six in Psychology, four with the lead supervisor in another

UoA). Staff have also been part of supervision teams for completing students in other UoAs (**Gamble** – Sport & Exercise; **Randell** - Sport & Exercise; **Warhurst** – Education) and some staff supervise students based at other institutions (**Sowden** - Surrey; **Richardson** - UCLAN; **Gibbons** - Royal Holloway). The Department has increased staff able to lead doctoral supervision from three to eight during the REF cycle, by appointing staff with successful PhD supervision experience (e.g. during the cycle). **Sowden** supervised six students to completion at Surrey and **Wilcock** two at London South Bank) and pairing experienced supervisors with staff new to supervision, ensuring new supervisors are appropriately mentored. The establishment of the Centre for Forensic and Investigative Psychology, and development of a MSc in Forensic Psychology, have created a new pipeline for PhD students from UG to PGT to PhD and three students have completed PhDs in this area during REF2021. Recruitment has been further supported by competitive, internally funded, studentships (e.g. 2019-22 inter-disciplinary studentship with Computer Science to **Sowden & Gill**; two 2016-2019 studentships to **Wilcock**; 2017-2020 studentship to **Husted** and **Gray**), external advertising for self-funded students, and through external funding (e.g. 2020-23 NIHR ARC studentship to **Husted** and Faculty of Health and Wellbeing colleagues).

1.3 Support for interdisciplinary research

Staff have been actively supported to engage with inter-disciplinary research through strategies including appointment of staff with interdisciplinary expertise (Section 4.4), support to attend and organise interdisciplinary meetings (Sections 4.3-4.4), inviting colleagues in other disciplines to engage with Psychology RGs (e.g. Sports Science, Animal Welfare, Theology, Education, Computer Science), formation of the interdisciplinary Criminal Justice Research Network (Section 3.2) and interdisciplinary studentships (Section 1.2). Indicators of success include interdisciplinary co-authors on 24% of UoA4 papers published during REF2021 (see Section 4.4 for examples), inclusion of psychology staff in other REF2021 UoAs (Section 1.1), and staff engagement with inter-disciplinary research initiatives such as the University Health and Wellbeing RG, which includes academics in Sport and Exercise Science, Medical and Health Education, Social Work, Physiotherapy and Nursing and healthcare practitioners from the Hampshire Hospitals NHS Foundation Trust (HHFT) and beyond (Section 4.5).

1.4 Facilitating research impact

The UoA has facilitated impact by: (1) investment in infrastructure (Sections 3.2-3.3); (2) staff training on Research Away Days for impact case study (ICS) authors, and workshops from external specialists (e.g. respectively given by Bulletin Communications Consultants; Dr Stephen Kemp, Research and Impact Consultant; Dr Sarah Foxen, Knowledge Exchange Manager for UK Parliament's Knowledge Exchange Unit); (3) Department-wide exercises to identify, plan and record impact, supported by software (e.g. Altmetric Explorer; Vertigo Ventures Impact Tracker); (4) QR funding for Impact Assistants during 2018-2020 to help run impact activities, such as stakeholder workshops, and track impact arising. These strategies have resulted in a growing portfolio of research impact (Sections 4.2, 4.4-4.5; submitted impact case studies) and will be sustained through our research strategy (Section 1.5).

1.5 Research and impact strategy going forwards

Over the next REF cycle, we will build on our successful post-REF2014 research strategy and subsequent new opportunities and priorities, to focus on six key areas:

1. Developing the research careers of our staff. We are committed to managing ECRs' workload to allow, wherever possible, more time for career development. To support all staff, but especially mid-career, a new mini-sabbatical programme of breaks from teaching will be available. During these, staff will be mentored (Section 2.2) to achieve goals focused on research career development objectives (e.g., gaining research leadership experience; research skill development; inter-disciplinary research), with strategic support from internal funds. We will also continue to prioritise EDI (Sections 2.2, 2.5, 3.3) in relation to the research career progression of all staff, with particular attention to the progression of women to senior levels (Section 2.5).
2. Increasing our PGR population by building on our investment in ECRs to support staff to gain supervision completions, broadening our PGR recruitment strategy, and engaging with external funder initiatives on PhD training. We will continue to ensure that PGR students receive high quality supervision, mentoring and training (Section 2.4) to enable them to progress their careers successfully.
3. Growing our external funding portfolio, drawing on the increase in staff with external funding experience (Section 3.1) and our investment in ECRs, to mentor staff to win bids supported by a Faculty-wide peer review college, bid development workshops and bid-writing support. Further, working with the University's Research Funding Team, we will enhance our horizon scanning and strategic identification of funding opportunities to carefully target bids that align with staff output track records and funder priorities, brokering conversations with funders about these wherever possible. We will continue to support staff to build competitive research track records and pilot data sets, using internal pump-priming funds.
4. Complementing growth in our research portfolio, in line with University Strategy, we will ensure that our research is recognised and impactful. We will promote external recognition of our research by supporting staff with funding, infrastructure and allocated time in order to travel, network and speak externally, undertake professional service, engage with the media and host events and conferences (e.g., *International Investigative Interviewing Research Group Conference, 2022*; *British Society for Individual Differences, 2021*). We will facilitate impact through training for all ECRs, the formation of further stakeholder networks and community panels, the co-design of research with research users and the establishment of project advisory/steering boards, and through stakeholder engagement and public information events, supported by internal funding.
5. The strategic development of research areas aligned to Departmental and University strengths and future directions. In particular:
 - a. Following the formation of the Hampshire Collaboration for Health Research and Education (Section 3.2), partnership with the NIHR Wessex ARC, formation of a new faculty of Health and Wellbeing and the development of the Healthy Lives RG in Psychology, we will continue to invest in and develop this area in collaboration with our partners.
 - b. Building on the establishment of the Centre for Forensic and Investigative Psychology, the Criminal Justice Research Network and the recruitment of many staff in this research area, we will continue to develop and invest in our associated research portfolio.
 - c. With the University's strength as a provider of Teacher Education, the formation of the University of Winchester Academy Trust and the development of the Child and Youth Psychology RG, the portfolio of research in areas such as creative

cognition, the psychology of education and mental health during education will be a third area for strategic development.

- d. Capitalizing on the University's Strategic Vision 2030 to enable people and communities to flourish, the Social and Organisational RG will continue to develop social psychological theory and research, and build strategic links with local charities, communities, and organizations in the area of citizenship, social identity, and support for people across their life span. This group will also broaden internal interdisciplinary collaboration (e.g. with the Centre for Animal Welfare, Business School).
 - e. Responding to an increasingly complex, inter-dependent world, and the University strategy to support achievement of the UN Sustainable Development Goals, we will explore how brain and cognition underpin our approaches to these challenges and our ways of interacting with the world, including through the novel use of technologies, in a range of settings including health, education and the criminal justice system.
6. A final key priority will be to further develop engagement with Open Science (Section 1.6) through continued staff training and support in areas such as pre-registration of research and preparation of high-quality datasets for open access deposit. We will also continue to encourage engagement with multi-lab research replications.

In addition to the key priorities, work with other disciplines and with international partners will continue to be a characteristic feature of our research (Sections 1.3, 4.1).

1.6 Supporting an open research environment

The UoA has engaged with open science and reproducibility of psychological science initiatives. For instance, **Wood and Thomae** (departing 2018, 2019 respectively) were funded to collaborate in the Open Science initiative that, up to December 2014, replicated 100 top psychology studies resulting in publication of a 2015 seminal article in *Science*. **Wood** and **Thomae** subsequently shared their acquired expertise with the UoA supporting further staff to participate in research replication. For instance, in conjunction with *Psychological Science*, **Randell** and **Gamble** are conducting a pre-registered multi-lab replication of **Gamble's** work, published in the same journal, showing that wearing a bicycle helmet can increase risk taking and sensation seeking (**Gamble & Walker, 2016**), and **Jones** is participating in the international EEGManyLabs project to investigate the replicability of influential EEG experiments (<https://psyarxiv.com/528nr/>).

Open Science has been further supported by strategic recruitment of staff active in this area. For instance, **Satchell** (recruited 2019) has collaborated in multi-lab replication work published in *Perspectives on Psychological Science* (2014), conducted pre-registered research (e.g. paper in *Behavior Research Methods*), and contributed Open Data and Code (OSF member since 2013, e.g. papers in *Journal of Experimental Social Psychology*, 2019, *Evolutionary Psychological Science*, 2020, *Applied Cognitive Psychology*, 2020, *International Journal of Mental Health and Addiction*, 2020). **Satchell** was supported by UoA funds to participate in the Society for Improving Psychological Science meeting in 2019 (**Kontogianni** also participated in 2019 and 2020) and has provided expert training and advice for colleagues, giving presentations on Open Science at Departmental Research Away Days and at the University's Open Access week.

Other recently recruited staff with a track record of open science include **Sowden**, **Kontogianni** and **Leunissen**. The latter's 2017 paper in *European Journal of Personality* received Open Science badges for open data and open materials.

1.7 Supporting a culture of research integrity

The UoA places importance on ethical research, conducted in accordance with appropriate regulatory frameworks, and is committed to the Concordat to Support Research Integrity. Research ethics training is provided to all staff and research is subject to institutional ethical review policies and practices (see REF 5a, 2.4). The UoA benefits from the expertise of **Gray** who, as Faculty Head of Research and Knowledge Exchange (2014-17), was involved in designing new ethical review policies and training for the University, and of **Lancaster**, who was recruited from the Defence, Science and Technology Laboratory (DSTL) where he developed specialist expertise in research ethics, serving as part of the DSTL Scientific Advisory Committee. **Lancaster** has brought his expertise to the Department as Chair of Psychology Ethics advising staff, implementing ethical reasoning workshops for students, giving ethics input to the Faculty Research and Knowledge Exchange Committee and to the revised University Research Ethics Policy (August 2019).

2. People

2.1 Staffing and recruitment policy

The more than threefold growth in staffing has been facilitated by strategic growth in student numbers. Research track record of applicants is a key criterion for appointment, resulting in the recruitment of many staff with robust research profiles aligned to the Department's RGs/Centre. To achieve scale at an affordable cost, whilst bringing fresh ideas and dynamism to the Department, much recruitment has been at earlier career stages (reflected in the UoA output reduction approved by Research England; Section 2.5, Table 2). However, this was complemented by promotion of staff to more senior roles (Section 2.5, Table 2; Uther (departed 2018) to Professor, **Wilcock**, **Gray** and Frowd (departed 2016) to Reader) and by recruitment at senior levels. For instance, as HoD, **Wilcock** developed the business case for a Professorial Research Lead, resulting in the recruitment in 2018 of **Sowden** from Surrey, where he was Head of the School of Psychology. In combination, the retention and recruitment of senior staff and the development and promotion of existing staff has provided the capacity for greater research mentoring in the growing Department and for further strategic development and management of research.

2.2 Integration and support of ECRs and Staff Development Strategy

The Department is committed to the Concordat for the Career Development of Researchers. ECRs and new staff, including fixed term, are allocated a research mentor and the Department offers research mentoring to all staff; all but two have opted in. The University supports mentoring by allocating Readers and Professors work-loaded time for this (50 and 75 hours p.a. respectively). Mentors and mentees meet regularly for the purposes of research support, guidance, development, feedback and reflection. Faculty research mentoring schemes, developed by **Gray** during her tenure as Faculty Head of Research and Knowledge Exchange, have also been available during the REF cycle.

Staff are further supported through membership of RGs/Centre and represented by their RG leads at the Research Liaison and Strategy, and UoA WG (Section 1.1). An ECR representative

ensures that ECRs have a voice at these groups. Using a two-pronged approach, the Department has adopted an inclusive understanding of ECR: 1) Aligned with many funders, colleagues who have not been principal investigators on externally funded research are automatically regarded as ECRs; 2) Staff are invited to self-identify as an ECR if they feel they would benefit from being included amongst this group. This broad conception of ECR adopted by the Department and the UoA 'captures' staff who have had career breaks e.g., due to child rearing or sickness absence before they fully established their research career or whose research career has been setback.

All staff participate in an institutional-level annual Individual Review and Development Scheme (IRDS) process, with either the HoD, Dean or other line manager, to review and agree research and career development objectives (REF 5a, 3.4). The process identifies training and support needed to facilitate successful achievement of objectives. Alternatively, staff in their first academic appointment participate in the probation process. They agree research and other objectives with the HoD, along with development. Progress is reviewed every three months during probation and additional support needs identified as required. After the first year, staff normally move to the IRDS process.

Additionally, staff complete annual Research Planning Forms. These are reviewed by the Department's Research Lead who provides developmental feedback and flags anything requiring further discussion to the IRDS reviewer to ensure that agreed research objectives are supported and achievable. In addition to research support through training and internal funding, staff can apply for teaching buyout for a semester as **Bonnardel & Uther** did this cycle) and for research leave (**Uther**). Our planned UoA mini-sabbatical programme will expand research leave opportunities (Section 1.5). The Research Planning Form cycle provides space for feedback and reflection on what was achieved during these periods.

Examples of external training and development activities supported include: ESRC Media training to support **Wilcock's** ESRC-funded research and ICS on Supporting Vulnerable Witnesses; completion of the Certificate of Competence in Educational Testing enabling **Ross** to use educational tests in her research; training in Mind-Mindedness Coding and digital behaviour change interventions for **Husted's** research; training for **Randell** in PsychoPy programming, completed at the University of Nottingham; training for **Jones** on transcranial electrical stimulation, at UCL, and on transcranial magnetic stimulation at BrainBox Workshop, Wellcome Collection; training to use Mixed Linear Models for **Davies** and a subsequent course delivered by '*Figure it out statistical consultancy and training*' attended by 15 UoA staff and PGR students. The University's Research and Knowledge Exchange Centre also provides development opportunities, such as grant-writing workshops from external consultants, and Open Access days on topics such as open data, pre-registration of research and registered reports, and pre-print archiving systems. Further, provision of *ad hoc* research development is embedded in the Department's culture. Examples include training on subjective coding (provided by **Satchell** with colleagues from Portsmouth, Southampton and Leicester DMU), Signal Detection Theory analyses (**Sowden**) and 'R' (**Leunissen**).

To further embed research culture, staff are also encouraged to participate in the Student Fellow and Winchester Research Apprentice (WRAP) Scheme (REF 5a, 3.5). These recruit UG students to work on research projects, with £220 student bursary support per week, providing the students with opportunities to gain research experience and staff the opportunity to develop

their skills in mentoring and managing research. During this REF cycle, UoA4 staff worked with 2 WRAP students, receiving £9,900 in bursary support from the KE Centre.

2.3 Reward and recognition for research and impact

Research and impact success are rewarded and recognised by the University through the allocation of additional time for research and impact in the workload model, and through progression and promotion procedures. At unit level, hardcopies of research outputs are displayed in the Department's 'Social Learning Space', which is shared by staff and students. Funding and impact success are shared through department-wide email announcements and meetings. A regular research newsletter is sent to all students and they are encouraged to follow us on Twitter (@UOWPsychology) for regular research updates.

2.4 Research students

Expansion of PGR students was a REF2021 UoA priority (details and commentary on completion data in Section 1.2). Funded and unfunded PGR opportunities are advertised externally (e.g. FindaPhD), on University and individual staff webpages. All applications are made centrally and candidates undergo rigorous scrutiny by a panel of staff including the supervisory team and Faculty PGR lead. All panel members are required to have completed training on interviewing PGR students, including EDI during the selection process.

New supervisors are required to complete a University programme of core training and work with an experienced supervisor who mentors them and logs their supervision experience on an Annual Supervisor Return form. Experienced supervisors are also required to maintain their knowledge and skills through attending staff development sessions for PhD supervisors (REF5a).

PGR students join one or more of the RGs/Centre and participate in meetings. Students are represented on committees by their RG lead. They participate in Departmental Research Away Days, which have included discussion of Departmental research strategy, further ensuring that they have input into the research environment. Away Days have also included PGR poster sessions. In addition, students complete the University Postgraduate Certificate in Research Skills and can access other development opportunities (REF 5a, 3.3). Bespoke training needs are identified in conjunction with the supervisory team and provided in house or externally, as needed, supported by a £500 p.a. research training grant.

Student progress is monitored through annual review and upgrade procedures affording further opportunity to reflect on training needs and ensure students graduate effectively equipped for their future roles. Details of meetings with the supervisory team are recorded and frequency of meeting is monitored through the annual review process by the Director of PGR Research. Students experiencing difficulty are supported by their supervisor, Faculty and University PGR services and/or student services as appropriate.

To improve the physical integration of psychology PGR students, a new PGR office was created during refurbishment of the Department in 2018/19 (Section 3.6).

2.5 Equality, diversity and inclusivity

In line with the University's values of Compassion, Individuals Matter and Spirituality and commitment to Social Justice (University Strategic Vision 2030) we place considerable emphasis

on EDI. We are guided by the Staff EDI Strategy, underpinned by the University's: Equality and Diversity; Flexible Working; Gender Identity & Reassignment; Maternity, Parents and Carers; Data Protection; Dignity at Work, and Disciplinary Procedure Policies. As a relatively small UoA, data that potentially identify colleagues with Protected Characteristics cannot be included in this statement, but we support EDI using multiple approaches: (1) All applicants meeting essential criteria for a vacancy, who disclose a disability to HR (blind to the shortlisting panel), are invited to interview and considered on their abilities. (2) Flexible working, for instance to meet parental or caring needs, is actively supported. Current adaptations, within the UoA, include condensed working hours, reduced working hours and/or restricted availability for teaching. (3) Staff returning from maternity/parental leave meet with the HoD to discuss workload. Where possible, teaching hours are initially reduced and the staff member is encouraged to meet with their research mentor. (4) Staff returning from long term sickness meet with the HoD and Human Resources to discuss reduced workload and teaching duties and a phased return, as appropriate. (5) Part-time members are allocated pro-rata research hours in the University workload-allocation model, but they can apply for non-pro-rated QR funding. (6) All staff complete mandatory online EDI training and UoA WG members, who selected submitted REF outputs, complete additional, bespoke, conscious and unconscious bias training.

Staffing by gender and level, and promotion and appointment data are shown in Tables 1 and 2. The UoA has 73% female staff. This is higher than the 67% in REF2014 and the 62% typical for UK Psychology (AdvanceHE, 2020) and close to the 80% female UG psychology population (Johnson *et al.*, 2020), suggesting that the UoA is successfully addressing the 'leaky pipeline' by retaining women in academic psychology careers. There are more women at all career levels in the UoA except Professor (one male). However, during this cycle, there was also one female Professor (departed 2018), proportionally more promotions for women at all levels, and two female HoDs (out of three). Furthermore, over 2014-2021 we have had eight female RG/Centre leads compared to three male. The continued progression of women's careers is an ongoing focus of UoA strategy (Section 1.5(1)).

Table 1. Staff grade by gender REF2014-REF 2021

	REF 2014		REF2021	
	Male	Female	Male	Female
Lecturer	1	0	5	6
Senior Lecturer	1	5	2	13
Reader	1	1	0	3
Professor	0	0	1	0
TOTAL	3	6	8	22

Table 2. Promotion and appointments by gender REF2014-REF2021

	Promotions		Appointments	
	Male	Female	Male	Female
Lecturer	-	-	7	17
Senior Lecturer	1	12	7	5
Reader	1	2	0	0
Professor	0	1	1	0
TOTAL	2	15	10	22

2.6 Other staffing

We discuss visiting staff in Sections 4.1-4.2 and clinical researchers in Section 4.5 (category C staff).

3. Income, infrastructure and facilities

3.1 Research funding and strategies for generating research income

Income generation was supported by: (1) the University Research Funding Managers who liaise with colleagues to keep abreast of staff expertise, participate in Department Research Away Days, and disseminate funding opportunities; (2) 'Horizon scanning' by staff and RGs for funding directions and opportunities to help target bids; (3) Staff engagement with organisations and stakeholders (Section 4.2); (4) The use of QR funds to help staff through training, and support for pilot research to try out ideas, include data in bids, and build publication track record. For example, **Bayless** was funded for work on alcohol intoxication, attention and eye-witness performance, published in *Perception* (2017) and *Psychopharmacology* (2017, 2018), and to attend a grant writing workshop, which resulted in a successful application, as PI, to BA/Leverhulme; (5) At times during this REF cycle, staff were also provided with additional seed-corn funds of £350 following submission of an external bid.

Consequently, during this cycle, the UoA secured **£187,193** from sources including UKRI (ESRC), charities (Action for Blindness; British Academy x 3), businesses (Boston Scientific; Nokia Foundation), and other funders (European Organisation for Research and Treatment of Cancer; UK Government). This is a 135% increase in funding, compared to REF2014, significant especially given the high proportion of ECRs.

In addition, we have recruited staff with experience of funding at their previous HEIs. Between them they had collectively secured PI (n=7; £486,500) and CI or named post-doc (n=5; £111,500) funding (**Gray, Husted, Kontogianni, McKeague, Richardson, Ross, Sowden, Whyte, Wilcock**). (Funders: ERC, ESRC, Waterloo Foundation, The Royal Society, British Psychological Society, Metropolitan Police, Norwegian National Security Authority, GRIT, Bayer, Cherry Marketing Institute, California Walnut Commission, Wild Blueberry Association of North America). The experience accrued from these projects prior to employment at Winchester supported the aforementioned increase in research income generated by the UoA during the REF cycle. E.g. two colleagues review and help develop all bids before submission.

3.2 Organisation infrastructure supporting research and impact

Since REF2014, the Department has built on its eyewitness identification and the effects of alcohol on attention research (a REF2014 ICS) to develop distinctive expertise in Forensic and Investigative Psychology and for research in the Criminal Justice System. The establishment of a University Research Centre for Forensic and Investigative Psychology, led within the UoA, has increased capacity for, and recognition of, our research in this area. Linked to the centre we have established a Criminal Justice Research Network that comprises academics from 10 universities working in the areas of Psychology, Policing and Criminology, and practitioners working in the criminal justice system including magistrates, five police forces, the Prison and Probation Service, Victim Support, the Office of the Police and Crime Commissioner, the Ministry of Defence, Citizen's Advice Witness Service, the National Crime Agency, the National Video Identification Parade Electronic Recording (VIPER) Bureau, the College of Policing,

Intermediaries for Justice, Broadmoor prison, and the Crown Prosecution Service. Underlining the importance of these developments, two of the UoA's three REF2021 impact case studies arise from work conducted by the Research Centre.

A further infrastructure development has been the formation of the Hampshire Collaboration for Health Research and Education, a formal collaboration agreement between the University and Hampshire Hospitals NHS Foundation Trust (HHFT), and of a new Faculty of Health and Wellbeing. These developments work synergistically with the UoA's new Healthy Lives Research Group. A joint research steering group includes representation from HHFT (Research Director (Ramage - Section 4.5, Head of Research and Development, Lead Research Nurse, Research Portfolio Manager, Programme Manager Digital Care), the new faculty (Dean, Research Director, Research Advisor), and the Department of Psychology (Healthy Lives RG (**Husted, Gray**), Research Lead (**Sowden**)). During this cycle, collaboration between these groups has facilitated a range of funded research projects and publications (Section 4.5), and studentships (Section 1.2).

3.3 Nature, quality, provision and operation of specialist research infrastructure and facilities

The Department underwent a two-phase refurbishment and investment in facilities and laboratories during 2016 and 2018-2019, as part of a wider campus development, comprising an investment of £1,036,138. These have benefitted teaching and research. New research facilities include EEG and Neurostimulation Laboratory; Virtual Reality Laboratory; Social Interaction Suite with a multi-camera recording system and adjoining control room; Infant and Child Observation Suite with a multi-camera recording system and remote camera observation room; upgraded Eye-tracking Laboratory; suite of eight Project Laboratories; Alcohol Research ('bar') Lab. The new facilities have expanded research opportunities. E.g. the Bar Lab facilitated the work reported in our REF2021 ICS on "Changing Perceptions of Intoxicated Eyewitness Performance" and the EEG Lab our participation in EEGManyLabs (Section 1.6). Other facilities include a new PGR office; new 'social learning' space; expanded accommodation and facilities for the Department's technicians.

In addition, the Department has expanded physiological testing equipment (e.g. BioPAC systems, GENEActiv actigraphy), and maintained existing specialised labs for psychophysical and colour perception research along with licences for a wide range of software used for research. Research facilities are supported by three dedicated psychology technicians and are available to all staff in the Department via an online booking system, ensuring equal access. The technicians each have their own specialist areas of expertise thereby providing support for staff who may have less experience with specialist facilities such as EEG or neuro-stimulation equipment.

4. Collaboration and contribution to the research base, economy and society

4.1 Research collaboration

Staff have been active at research collaboration, with 56% of papers published by UoA members having a co-author(s) at another institution, and 30% having an international co-author(s). Research collaboration is fostered through multiple strategies including appointment of visiting staff, support to visit other institutions, and internal funds to attend conferences, research meetings and conduct collaborative pilot research.

During this REF period, Visiting Fellows/Professors included Dr Alastair Harvey (2014-16, University of Portsmouth), Professor Charlie Frowd (2016-21, UCLAN), Dr Megan Topping (Hampshire Hospitals NHS Foundation Trust (HHFT), 2016-21), Dr Sebastian Kaupp-Roberts (HHFT, 2015-2018) and Professor John Ramage (HHFT, 2013-2016, Section 4.5, category C staff). These fellowships facilitated collaboration on a range of funded projects (Sections 3.1, 4.5) and publications (Section 4.5).

Staff bring their collaboration experience and outcomes to bear on current research in the UoA and to support other staff to develop collaborative work. Examples of collaboration across institutions during the REF period (see also Sections 4.2-4.5) with synergy across Winchester staff include:

1. **Bonnardel's** work, published in *Journal of Optical Society of America A* (2016) and *Color Research and Application* (2017), with colleagues at the National Institute of Design (NID) India, which has tested approaches to modelling colour dissimilarity and elaborated work on gender and colour preference to cross-cultural contexts and **Sowden's** ERC funded work on colour associations with colleagues in China published in *Journal of Experimental Psychology: General* (2020).
2. **Gibbons'** work, published in *Transplant International*, in collaboration with transplant and renal units and research centres across the UK (e.g. Addenbrooke's Hospital Cambridge, the Edinburgh Transplant Centre, and Guys and St Thomas' Hospital, London), looking at psychological outcomes in relation to organ transplantation and **Husted's** work on breast cancer (Section 4.5). **Gibbons** is also part of the Psycho-Oncology RG, National University of Ireland, Galway, working on the psychological, social, and behavioural aspects of cancer.
3. **Sowden's** influential work with colleagues in the US and Canada, published in *Thinking and Reasoning* (2015 - field weighted citation ratio of 19.91 (SciVal)) and the APA journal *Psychology of Aesthetics, Creativity & the Arts* (2020), and with multiple collaborators around the UK, which connected dual-process theory with creative cognition and tested effects of arts-based improvisation in education on creative thinking, **Warren's** work on the link between gender, implicit theories of creativity and creative outcomes in children (*Thinking Skills & Creativity*, 2018) and **Warhurst's** work, with Edinburgh, on how gender identity shapes subject preferences published in *Educational Psychology* (2019) and *British Journal of Educational Psychology* (2016).
4. **Richardson's** ongoing work with colleagues at UCLAN and Salford on executive-function monitoring following concussion in professional rugby (Royal Society funded, £5,500 to UCLAN; PI-**Richardson**), with colleagues at Edge Hill and UEA on a novel analytic approach to understand the influence of sleep, sedentary time, and physical activity on children's and adolescents' behavioural, psychological, and cognitive health (Waterloo Foundation funded, £60,000 to Edge Hill; CI-**Richardson**) and with colleagues at UCLAN on a randomized-controlled-trial of the efficacy of a tart cherry drink for treatment of patellofemoral pain in recreational athletes (Cherry Marketing Institute funded, \$37,000 to UCLAN; CI-**Richardson**) and **Whyte's** work (funded by California Walnut Commission, \$200,000 to Reading; Wild Blueberry Association of North America, £58,000 to Reading) with colleagues (Reading; Tufts; Illinois; Cincinnati), which has

established relationships between consumption of flavonoids in foods, plasma levels of inflammation, BDNF, glucose, insulin and triglycerides and effects on memory, executive-function and neurological EEG/ERP outcomes, published in *European Journal of Nutrition* (2019) and *Food and Function* (2019).

4.2 Relationships with research users, beneficiaries and audiences, including diverse communities and publics, and contributions to the economy and society

Relationships with research users and beneficiaries were facilitated through the Department's RGs/Centre, funding for stakeholder engagement, staff recruitment, working with the media and user participation in research.

The Centre for Forensic and Investigative Psychology (Section 3.2) ran a series of talks each year to develop research opportunities and disseminate work internally and externally. To further engage with key research users, **Wilcock** and **Kneller** presented their work to the Office for the Police and Crime Commissioner (OPCC) for Hampshire, and **Wilcock** was an Academic Member of the College of Policing Guideline Committee (2017-2018) and a contributor to the National Autistic Society Guide for Police (2017). The Centre held events such as a workshop on vulnerable witnesses attended by Criminal Justice System stakeholders (see membership of our CJRN, Section 3.2). **Wilcock** also co-hosted seminars at City University on autism and policing and the role of Registered Intermediaries, attended by over 400 police delegates, across 2015, 2016 and 2019. The CJRN, led by **Waterhouse**, held network events, supported by QR funding, to build research collaboration with research users. For instance, **Lancaster** is developing work with Gloucestershire Police to examine critical time-points in young offenders' lives for intervention to prevent them from committing crime. **Satchell** hosted a visit (07/2019) from the Japanese Embassy's First Secretary of Legal Affairs and seven visiting prosecutors to facilitate knowledge exchange with a subsequent visit to the prosecutors in Japan and input to an event on police interviewing at the Japanese Psychological Society.

The Childhood and Youth Psychology RG were supported by UoA funds to disseminate their research to users and build collaboration. For instance, **Ross**, **Aznar** and **Warhurst** held a joint conference with Hampshire and London schools. Resultant collaborative work on maths anxiety, seeded by further UoA funding, is underway. In addition, **Warhurst** worked with the Ministry of Defence to help assess the impact of military deployment on service children's education. **Warren** has recently started working with the charity GRIT (funded £20,500 November 2020, PI – **Warren**) on personal development and coaching sessions for young people, building on her previous experience with over 500 schools, working on interventions to build growth mindsets in learners.

In the Social and Organisational Psychology RG, **Gray** and **Cleveland** have built connections with charities to develop impact for their work on volunteering, published in *European Journal of Social Psychology* (2020) and *Journal of Community and Applied Social Psychology* (2019), funded by the Action for Blind Network, British Psychological Society and Open University. **Gray** has developed a strongly interdisciplinary and multi-stakeholder network, bringing together academics (Winchester, Nottingham Trent, Buckinghamshire, Open Universities), voluntary and community organisations (Community First), NHS and other health professional stakeholders, and local government (Hampshire County Council), to research the mechanisms of voluntary and civic action, how social connectedness impacts on health and wellbeing, and what 'active ingredients' are needed to ensure the development of effective interventions (e.g. for social

prescribing) in this space. **Gray** and **Cleveland** have formed the Volunteer Research Hub (www.volunteeringresearchhub.co.uk), supported by QR funds, to disseminate resources and findings to volunteer organisations complemented by regular keynotes at volunteering events (e.g. Community First Wessex Annual Impact Events “All Together in One Place” (2018); “A Connected Society and Community” (2019); Wessex Community Action AGM, 2020)).

In the Healthy Lives RG, **Husted** worked with patient groups and the Hampshire Hospitals NHS Foundation Trust on physical activity interventions during breast cancer. She has represented psychology at public participation events run by Hampshire Collaboration for Health Research and Education (Section 3.2). She also organised and facilitated an open public engagement event, at the Division of Health Psychology conference (Manchester) – “Health Psychology ‘beeing’ Socially Responsible”. The event connected health psychologists with patient and public involvement groups, general public contributors, NHS trust and charity employees. Furthermore, **Gray’s** research on sexual health and patient voice in health services, published in *Sexual Health* (2016), involved her as the patient and public involvement lead to the Bristol Health Integration Team for Sexual Health Improvement and advisor to the National Institute for Health Research, Health Protection Research Unit on Blood Borne and Sexually Transmitted Infections.

In the Brain and Cognition RG, **Davies**, who was previously a Visiting Research Fellow from the Ordnance Survey, was appointed to a permanent lecturer post in 2014, transferring her industry expertise and contacts into the UoA. Her extensive portfolio of industry and public sector experience and expertise on spatial cognition and maps (e.g. paper in *Acta Psychologica*, 2020) has enabled ongoing interaction with stakeholders such as Ordnance Survey and the Defence Science and Technology Laboratory (DSTL). To further support commercial impact **Sowden** has engaged a Director at Walnut Unlimited, an international insight agency, as a Visiting Knowledge Exchange Fellow to work with colleagues on shaping research for commercial environments. Myers’ organisation has provided workshops in the Department and reciprocal visits between organisations have taken place to help staff understand the demands of commercial research.

The UoA has regularly worked with the media to build awareness of, and audiences for, our work. Our research has featured in the national and international press (e.g. *The Guardian* – **Gamble’s Psychological Science** work on the use of cycling helmets; *The Daily Mail* – **Gill’s** work on facial features and attractiveness; *The New York Times* – **Sowden’s** work on improvisation, creativity and arts education; *Time*, and *Deseret News* – **Aznar’s** work on mothers’ use of emotional words and content when speaking with daughters), charitable membership organisation publications (e.g. *Cycling UK*, – **Gamble**; *National Trust* – **Sowden’s** work on natural environments, walking and creativity), online news (e.g. *The Conversation* - **Aznar’s** work on emotional development and parenting, **Jones’** work on neural correlates of thought-action fusion) and national radio (e.g. Radio 4 ‘*The Digital Human*’ – **Gill’s Psychological Science** work on facial expression and social camouflage; Radio 4 ‘*Technicolour*’ – **Sowden’s** work on colour perception; Radio 5 – **Thomae’s** (departed 2018) work on gender-neutral parenting).

4.3 Indicators of recognition by the research base

UoA members are active in research/learned societies. **Waterhouse** is co-director of the International Investigative Interviewing Research Group (iIRG). **Sowden** served as International Representative and member of Executive and Awards Committees for the American Psychological Association Division 10 (Society for the Psychology of Aesthetics, Creativity and the Arts). **Satchell** is a contributor to the Chartered Society of Forensic Sciences’ Forensic Gait

Analysis (FGA) Working Group, building FGA protocols for the Forensic Science Regulator, and a 'member at large' for the British Society for the Psychology of Individual Differences committee. **Husted** was Communications Lead for the British Psychological Society's Division of Health Psychology. **Parsons** is an Executive Committee member of the iIRG. **Bonnardel** served as Director, Vice Chair, Treasurer, Awards Officer and Executive Committee Member of the Colour Group (Great Britain), and as Treasurer and Committee member for Centre Français de la Couleur. Reflecting her inter-disciplinarity, **Davies** is a Fellow of the Royal Geographical Society.

In terms of editorial work and reviewing, **Gray** is an Associate Editor for the *Journal of Social and Political Psychology*, **Cheung** is an Associate Editor for *Social Psychology*, **Davies** serves on the editorial board of *Spatial Cognition and Computation*, **Sowden** edited a Special Issue of the *Journal of Creative Behavior*, **Leunissen** served as an editor for *Sage Open*. UoA members were reviewers for approximately 100 different journals during the REF period including many highly regarded journals such as *Cortex*, *Child Development*, *Journal of Experimental Psychology: General*, *Psychological Medicine*, *Nature Energy* and *Psychological Science*. UoA members were also active at grant review: e.g. ESRC peer review college (**Sowden and Wilcock**); Canadian Social Science and Humanities Research Council (**Davies**); National Institute for Health Research, the Joint Research Executive Scientific Committee; Newcastle-upon-Tyne Hospitals NHS Charity, Kidney Research UK (**Gibbons**); High-Value Detainee Interrogation Group, US (**Kontogianni**); European Research Council, National Science Foundation, US (**Sowden**).

Members of the UoA were active in conference organisation. Following an invitation from the Head of Science, French Government, **Bonnardel** was main organiser of *New Perspectives on Colour and Light: Science, Arts and Humanities* (Jadavpur University, Kolkata, India, supported by the Indo-French Centre for the Promotion of Advanced Research), co-organiser of *Light and Colour* (Musée de Minéralogie, Ecole des Mines, Paris, 2015) and on the International Scientific Committee for the International Colour Association Conference, 2018. **Parsons** and **Waterhouse** were on the conference organising committee for the iIRG conference for four years. **Husted** served on the British Psychological Society Division of Health Psychology Standing Conference Scientific Committee for four years. **Satchell** is hosting the British Society for the Psychology of Individual Differences conference (planned for April 2020 at Winchester, but postponed to April 2021, online) and hosted Talking About Research in Memory and Cognition (TARMAC) 2020, at Winchester. **Davies** was on organising and programme committees of the International Conference on Spatial Information Theory and has been on the conference steering committee since 2015. **Sowden** co-organised the *UK Creativity Researchers Conference* 2018 and 2019. **Gray** served on the organising committee for the *International Society of Political Psychology Meeting 2015*, San Diego, California and co-organised a series of BPS funded research seminars on the *Social Psychology of Social Prescribing* at Nottingham Trent, London South Bank and Winchester University (2018-19).

The excellence of research presented by members of the UoA has been recognised through six conference and journal awards (e.g. **Davies**, best paper presentation, *Conference on Spatial Information Theory* 2017) and members of the UoA regularly contribute keynotes and invited talks. For example, **Davies** gave keynotes at *GeoVIS 2015* [Montpellier, France, September 2015], *Making Salience Personal (AGILE 2018)* [Lund, Sweden, June 2018], *PLATIAL'18* [Heidelberg, Germany, September 2018], *Speaking of Location 2019* [Regensburg, Germany,

September 2019]. **Bonnardel** gave numerous invited talks, including the Retiring Chairman Valedictory Lecture at the Colour Group of Great Britain and seven invited international presentations in France (Université Pierre Mendès, Grenoble; Musée de l'Homme, Paris; École de Printemps, Roussillon; Centre de la Vision, Hôpital des XV-XX, Paris), Spain (Consciousness, Mindfulness and Compassion International Association, Malaga). China (Huawei R & D Department), and India (Javadpur University, Kolkata). **Gibbons** spoke on quality of life following transplantation to the Pancreas Forum, Madingley Hall, Cambridge and the Renal Transplant Services Meeting, Royal Marsden Hospital, London. **Sowden** gave numerous invited keynotes, plenaries and presentations including a keynote at the Comino Foundation consultation on "Teaching for Creativity" held at Windsor Castle (2020), a presentation at the Organisation for Economic Co-operation and Development meeting on "Creativity and Critical Thinking in Higher Education", NESTA HQ, London (2019), plenary lectures at *Cognitive Futures in the Arts and Humanities* (University of Kent, 2018) and *Psychology of Creativity Conference* (Edinburgh, 2017), and was invited to convene a four-day long discussion group as part of the 2015 *Salzburg Global Seminar Session 547 on Art and Neuroscience*, Schloss Leopoldskron, Austria.

4.4 Contribution to sustainability of the discipline including engagement with national and international priorities and initiatives and inter-disciplinary research

Sections 1.5-1.7 and 4.3 detail the UoA's commitment to the key sustainability pillars of Open Science, reproducibility and research integrity, and to the research base. Experienced UoA members also contribute to sustainability of the discipline through education and training of the next generation of researchers, for instance, as external examiners for PhD candidates (e.g. UCL, Zurich, Cape Town, Griffith, QMUL, Goldsmiths, Plymouth, Canterbury Christchurch, Leeds Beckett, OU, Lausanne). Experienced and ECR staff members contribute through external examining of UG and PGT programmes (e.g. **Husted** – MSc Health Psychology, University of Bath; **Sowden** - MSc Functional Neuroimaging, Brunel; MSc Research Methods in Psychology, Herts; programme approval – MSc Neuroaesthetics and Creativity, Goldsmith's). **Davies** has also been active at extending the inter-disciplinary reach of the discipline. For instance, spending a week at the University of Zurich, Geography Department providing a seminar and advice to researchers and PhD students applying psychological methods to research in cartography and geography, speaking on language and spatial cognition to the Linguistics Department at Bangor and giving annual spatial cognition research lectures to MSc Geographical Information Systems students at UCL (2014-16), where she remains affiliated to UCL's ExCiteS citizen science RG as a psychological research methods advisor.

Responding to national and international economic, policy and funder priorities to increase capacity for creativity, and complex problem solving (e.g. Arts Council England Strategy 2020-2030, *Let's Create*; UK Industrial Strategy 2017-2027: *Building a Britain Fit for the Future*; World Economic Forum, *Future of Jobs Report*, 2018) **Sowden** is lead for the University on a 2018-2022 research project on Creative and Critical Thinking in Higher and Teacher Education, working in collaboration with the Organisation for Economic Co-operation and Development (OECD) and a network of 26 universities from 14 OECD countries. The University-level commitment to this project, including professional service and research support, reflects the University's Strategic Vision (2020-2030) and focus on sustainability and social justice. The project is strongly inter-disciplinary, bringing together 10 disciplines at Winchester (and many more across institutions) to research the mechanisms of creative and critical thinking and

interventions to develop these capabilities. **Davies** and **Cheung** are also contributing to the research.

Gray's work on volunteering (Section 4.2), also responds directly to national and international policy and funder priorities aimed at building thriving and connected communities and places, and tackling the root causes of social isolation and loneliness and their impact on our health and wellbeing (e.g. Civil Society Strategy 2018: Building a future that works for everyone; A Connected Society 2018: A strategy for tackling loneliness; NHS Long Term Plan, 2020; UK Industrial Strategy 2017-2027: Building a Britain Fit for the Future; Civil Society at the World Economic Forum Annual Meeting, 2020). This work also addresses current strategic priorities relevant for COVID-19 (e.g. UKRI Covid-19 Funding), especially the need for research on civil society and the voluntary sector, and their influence on community resilience. Also responding to COVID-19, **Satchell's** work, published in *Early Human Development*, emphasised the requirement to maintain quality of research evidence during the pandemic and his work published in *International Journal of Mental Health and Addiction* contributed to understanding the relationship between fear and public health compliance during COVID-19.

Other examples of inter-disciplinary work include **Satchell's** work, with forensic science, law and podiatry, on forensic analysis in the criminal justice system investigating bias in gait analysis, blood pattern analysis and vulnerable witness interviewing (e.g. work published in *Forensic Gait Analysis Principles and Practice*) and his work with sports scientists at Western Norway University of Applied Sciences on the use of apps in sports training (forthcoming in *JMIR mHealth and uHealth*) and at the University of Portsmouth on ecological approaches to expertise in tennis/badminton. **Leunissen's** pioneering work on the psychological functions of nostalgia in organizations, is an international inter-disciplinary collaboration with the School of Management, Rotterdam (Prof. Marius van Dijke) and social psychologists at Southampton (Prof. Constantine Sedikides and Prof. Tim Wildschut) and has been published in the top-tier organizational behaviour journal, *Organizational Behavior and Human Decision Processes* (2015, 2019). Finally, **Bonnardel** has drawn on her colour perception expertise to work with colleagues in marketing and business on visual branding, colour and marketing resulting in a range of work published in journals such as *Journal of Destination Marketing Management* (2020) and *Journal of Business Research* (2016).

4.5 Contribution of category C staff and collaboration/integration with external organisations

The unit had one category C staff member, Professor John Ramage (Consultant Physician and Research Director for Hampshire Hospitals NHS Foundation Trust (HHFT)), who is a Visiting Professor (Psychology: 2013-2016; University: ongoing as part of the Hampshire Collaboration for Health Research and Education (Section 3.2)). Ramage's research has been primarily located in UoA4 during this REF cycle. Joint projects between Ramage and UoA4 staff (**Gray**) included work, funded by the European Organisation for the Treatment of Cancer, on quality-of-life issues in pancreatic neuroendocrine tumour patients, published in *Endocrine-Related Cancer* (2020) and *Neuroendocrinology* (2017), and on neuroendocrine cancer, funded by Cancer UK (research in progress). Additional HHFT-UoA4 projects, included work to evaluate recovery coaching in acute elderly care (£10,000 consultancy funding from HHFT to **Gray** and **Ross**), published in *Qualitative Health Research* (2015) and *BMJ Quality Improvement Reports* (2014), ongoing work on treatment experience with haemophilia, funded by Bayer, and **Husted's** work on physical activity interventions during breast cancer treatment conducted with nursing, medicine, surgery and sports & exercise physiology, published in *Psycho-Oncology* (2019a,b).

Unit-level environment template (REF5b)

Husted's current collaboration with HHFT Urology on decision-making by men selecting therapy for non-neurogenic lower urinary tract symptoms, funded by Boston Scientific, will inform changes in practice and patient experience that will support research impact going forwards.