Institution: De Montfort University
Unit of assessment: 4
Section 1. Unit context and structure, research and impact strategy

1.1 CONTEXT AND STRUCTURE

This is a debut submission for DMU in UOA 4 but some staff in psychology have previously been submitted to REF 2014 and RAE 2008 within other units of assessment, notably UOA 3 (Allied Health Sciences) and UOA 22 (Social Work and Social Policy now UOA 20). The current submission is focused mainly in the Institute for Psychological Science (IPS), with primary affiliation in the Division of Psychology, which is part of the School of Applied Social Sciences (SASS) in the Faculty of Health and Life Sciences. It is one of seven research institutes and centres hosted in the Faculty. All staff in the Division of Psychology are affiliated with the IPS. Three staff in the Division of Psychology are also affiliated with the Centre for Reproduction Research and the Mary Seacole Research Centre, also based in the Faculty. We have extensive collaborative ties with both centres, as well as with other UOAs within the Faculty. Additionally, staff from the schools of Applied Social Sciences (**Younie**, **Yates**) and Pharmacy (**Laird**) within the Faculty have contributed to our impact case studies.

Research in the IPS is managed by the IPS Research Committee, responsible for evolving the IPS research strategy and monitoring its performance, ensuring that the strategic plan is implemented effectively. The committee is chaired by the director (**Elqayam**) and supported by the deputy director (**Baker-Kukona**). Membership includes cluster coordinators (**Coulthard**, **Baker-Kukona**, **Svirydzenka**, **Scase**); readers / associate professors (APs); an Early Career Researcher (ECR) **AWilson**; PhD representatives; PhD students' tutor (**Goodman**); impact and knowledge transfer lead (Short); with the Head of School (Lyttle) in an *ex officio* role.

Coherence between the IPS and the Division or School is achieved through the IPS Research Committee (of which the Head of School, Lyttle, is *ex officio* member), and through membership of the IPS Director (**Elqayam**) on the School Executive Committee. Psychology staff (**Elqayam**) also sit on the SASS Research Planning Group, the Faculty's Research and Innovation Committee (FRIC), the University Research and Innovation Committee (URIC) and Faculty Research Ethics Committee (FREC) (**Mitchell**).

The Division of Psychology and the IPS have grown in scope since 2014. The Division of Psychology currently numbers some 65 staff. We have a large component of ECRs, with 28 staff currently identified as such, of whom six are holders of Vice-Chancellor 2020 lectureships with a protected research time allowance (see REF5a). Our current submission includes 43 staff, most of whom are based in the Division of Psychology (with one based in Business and Law), who hold a Research and Innovation Allowance (RIA) which ringfences time for research. Of the staff in the Division of Psychology, 64.6% are research-active, and are being returned in this submission. Of the staff submitted, one is a professor, one is a reader, four are APs, and the rest are lecturers or senior lecturers. Our submission to UOA 4 from this group has adopted an inclusive approach to maintain our culture of collegiality and mutual support. Our submission includes outputs utilising qualitative methods and interdisciplinary research. This is also in line with calls from the British Psychological Society, Experimental Psychology Society and Psychology Heads of Department to stop and reverse the disciplinary fragmentation process typical of previous REF and RAE cycles.

Research in the Unit is organised in four clusters. Each member of staff is typically affiliated with one or two research clusters. The clusters provide the organisational structure and support mechanisms required to deliver research in prioritised areas of strength. Their function is developmental, and they organise activities to facilitate collaborative research, including regular seminars, research 'speed-dating', mentoring, and facilitation of international collaborations. Cluster leads report to the IPS director and sit on the IPS Research Committee.

Names of staff being returned in this Unit, whether as Category A or B staff, are highlighted in bold.

1.1.1 Cognition and Neuroscience

With 29 members and led by **Baker-Kukona**, this cluster focuses on computational, processing and neurological mechanisms underlying a wide range of human cognition, from visual perception, through emotion, to higher mental processing. The cluster has particular research strengths in higher mental processing, culture and cognition; visual perception; and emotion.

1.1.2 Health Psychology

With 23 members and led by **Coulthard**, this cluster has interests in a broad range of areas, from preventative health to chronic health conditions, as well as psychological factors relating to health settings and the professionals who work within them.

1.1.3 Social, Cultural, and Personality Psychology

With 15 members and led by **Svirydzenka**, this cluster focuses on three key themes: group processes and intergroup dynamics (norms and values, emotion, identity, stereotyping and prejudice); role of context in human behaviour, cognition, and emotion (culture, environment); and sociocultural influence on mental health and well-being outcomes.

1.1.4 Psychology and Technology

With 10 members and led by Short, this cluster embraces all aspects of psychological research on how people interact with technology. The research spans work on assistive technology to help individuals with sensory impairments to the use of technology to enhance the health and well-being of individuals and also to promote behaviour change.

1.2 RESEARCH STRATEGY AND DEVELOPMENT

Our current submission capitalises on the substantial growth in research quantity and quality since 2014. Research output, research funding and research impact have undergone a major overhaul, supported by a research-informed strategy for recruiting new staff, and an extensive support and mentoring scheme, both in-house in psychology, and with University-wide support from schemes such as the VC2020 Lectureships and the RIA which is in addition to a base 10% scholarship allocation for all academic staff for teaching or research development activity. The VC2020 scheme (REF5a) has enabled ECRs to have designated time (two days per week) in their first year to develop their research career; they have also had the opportunity to bid for up to £5,000 for research funding (2.2).

Since 2014, the Unit's strategy has focused on capacity-building (1.2.1) with the key aims of creating a sustainable research culture by fostering development and achievements of ECRs (1.2.2) and increasing societal engagement with research (1.2.3) to generate impact from the commencement of each project. As a guiding principle, our strategy encourages a sense of ownership that draws on intrinsic motivation for research, alongside the collegial community already existing in the Division of Psychology, and the support of School and Faculty management. This was supported by the creation of the research clusters and affiliation of staff with these clusters and, later on, by the emergence of the grassroots ECR network initiated and led by early career staff. This collegiality persevered as the staff group grew and diversified.

1.2.1 Building capacity

Although there was no REF submission in UOA 4 at DMU in 2014, the unit has since grown its base of research-active staff and is returning 43 staff in this submission. This increase was supported by a research-driven recruitment strategy that prioritised research-active staff with the capacity to fit in and augment existing research. Of the 43 staff submitted to the current REF, 31 (72%) were appointed since 2014. Some 67% (N = 28) of submitted staff are early career researchers and we particularly benefited from the VC2020 Lecturer scheme to which ten staff (**Aldridge**, **Bisson**, **Crivelli Delgado**, **Ku**, **Noreen**, **Prpic**, **Quincey**, **Svirydzenka** as well as **Buckley** and **Christou**, the last two returned as Category B staff) were appointed.

A research baselining exercise in 2015 identified 16 REF-eligible outputs in UOA 4 produced by Psychology staff in the census period of the previous REF (2009–2013). We are now submitting a

total of 106 outputs, all of them peer-reviewed journal articles.

1.2.2 Fostering ECR development and success

The ECR network led by **AWilson** and **Prpic** (section 2) aims to provide a mutual exchange of knowledge and ideas to help shape the IPS and support ECRs. The network supports writing for publication, external-income generation, and offers in-house training events. The network also represents ECRs on the IPS Research Committee and reports regularly to the IPS Director and Faculty Associate Dean Research and Innovation (ADRI). ECR achievements have increased substantially in the last few years, as shown in Figure 1. The trajectory is generally increasing, although we identified a dip in grant submission in 2018/19. ECRs were encouraged to apply for Faculty research funds, which resulted in additional Faculty support to the cohort in 2019/20, leading to increased grant submission. We aim to increase this further in 2020/21 and beyond.

Figure 1:
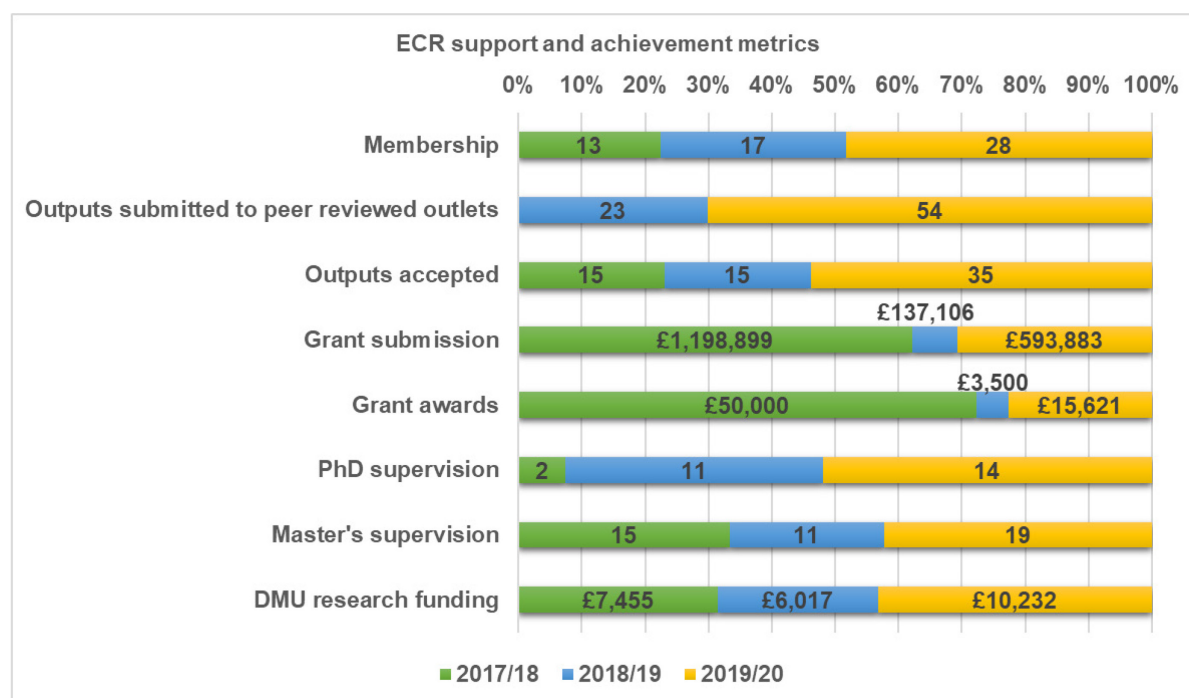
1.2.3 Support to enable societal engagement and research impact

The Unit's strategy is to embed impact in all projects from the very start of the research and to ensure that our ECRs are fully aware of the significance of impact. Members of the Unit work with two Impact Officers who provide workshops and one-to-one advice on impact.

The four impact case studies included in this submission have been supported by the impact team and have benefited from identifying impact at the commencement of the projects:

1   **Coulthard** and **Aldridge**'s Sensory Play Toolkit, designed to provide support for food acceptance in children;

2   **Yates** and Gatsou's programme, which embeds new clinical policies, operational strategies and training protocols across adult and child mental health services;

3   Jaspal, **Papaloukas**, **Williamson** and Fish's service evaluation of interventions targeting Black, Asian and Minority Ethnic (BAME) Gay, Bisexual, and Men who have Sex with Men (GBMSM), which has led to changes in inclusion that improved the health and well-being outcomes for this marginalised group; and

4   **Younie**, **Laird**, **Bisson**, **Baker-Kukona** and **Williamson**'s global package of educational resources for children to learn about germs and the importance of handwashing and introduce behavioural changes to improve handwashing.

All members of the Unit engage with the public and embed impact in their research activities. For example, **Wilkinson** made a presentation to the Sign Design Society on the extra challenges that those with a vision impairment face during the ongoing Covid-19 crisis. **AWilson** has been engaging with the New Futures Project using research to inform the volunteer work she does both during their drop-in sessions and outreach on the beat in the evening with street sex workers. She served as Chair of the Board of Trustees for East Midlands Sexual Health from February 2020 to October 2020 and is currently a board member. **Crivelli Delgado** gave a talk at the postgraduate medical education programme of the Leicestershire Partnership NHS Trust.

Williamson, **Coulthard** and **Quincey** conducted Patient and Public Involvement (PPI) research with a new charity for those affected by lobular cancer. **Williamson** is working on a project called 'Families feeding under fives in Leicester' with the public health department of Leicester City Council (led by Ochieng). They deliver focus group facilitation training as a key part of the project.

Quincey is involved with the launch of virtual meet-up for men with breast cancer. The interest is still ongoing. On International Men's Day, 2020, *The Psychologist* publicised two separate but related items online. **Quincey** is a founder member, and alongside NHS clinicians will be providing expertise to the men at some of the meetings. She is also meeting with NHS clinicians every 8–12 weeks to develop plans to work together to improve practices for men with breast cancer.

1.3 FUTURE STRATEGIC AIMS AND GOALS FOR RESEARCH AND IMPACT

Since REF 2014, the Unit has substantially expanded its research-active staff and capabilities. We are now expanding our strategic priorities in response to changes in the funding and political landscape. To achieve this, our research clusters have developed five-year strategic plans, which are agreed with the ADRI, and reviewed by the Faculty Research and Innovation Committee (FRIC) annually. The plans involve enhancing our outputs through the six routes described here.

1.3.1 Enhancing internationally leading and internationally recognised outputs

We will continue to increase our base of staff with significant responsibility for research, providing support for more staff to be allocated RIAs in line with our REF Code of Practice. In line with this, all research-active staff will be expected to produce on average one high-quality peer-reviewed manuscript annually. We aim to increase the quantity, quality and visibility of our research outputs with international collaborators, and through refinement of our publication and dissemination policies. In line with this, we will target 50% or more of our publications annually to top journals and continue to support open access publication so as to maximise the reach of our research. We will encourage national and international cross-discipline collaborations to enhance interdisciplinary innovation.

1.3.2 Enhancing impact and knowledge transfer

Generation of impact will be a key priority and we will monitor our strategy for impact in line with grant applications and ensure increased alignment between impact work and the relevant United Nations' Sustainable Development Goals (UNSDGs) for the Unit: Good health and well-being (SDG3); quality education (SDG4); gender equality (SDG5); and reduced inequalities (SDG10). In particular, SDG3 will be enhanced through interdisciplinary projects in research which will include colleagues in other disciplines, such as performance studies, law, education and engineering. For example, **Svirydzenka** is collaborating on a project in Mental Health Literacy in rural and urban communities in Kerala, India, using applied theatre methodology, funded by the Economic and Social Research Council (ESRC), Arts and Humanities Research Council (AHRC) and the Global Challenges Research Fund (GCRF). We will provide more training in methods to support researchers in demonstrating impact through the continued use of Figshare (an academic research data management and research data dissemination web-based interface) and other Open Science platforms (e.g. the Open Science Forum), to create knowledge exchange with

external partners. The impact and knowledge transfer lead will initiate events to extend our reach and contribute to strategic planning.

1.3.3 Funding

We will increase our income generation by 10% annually over the next five years through regular horizon scanning for funding opportunities and making effective use of the University's Research Services Directorate (RSD) that provides resources and a central knowledge base to support research activities. We will be targeting funding opportunities, building on established income streams, increasing inter- and cross-disciplinary collaborative grants aligned to other relevant themes and increasing the number of staff leading on these as PIs. We will diversify our funding sources to include a higher proportion of UKRI funding. A new iteration of the Peer Review College will provide mentoring for staff throughout the entire funding application cycle.

To further strengthen this commitment to increase our funding, staff will benefit from our projected membership of the Academy of Medical Sciences Springboard Scheme. Staff within the first five years of their academic post will have the opportunity to apply for up to £100,000 over two years to support their research on health-related themes, and will have access to the Academy's acclaimed mentoring scheme.

1.3.4 Staff development

We will strengthen our research leadership by growing our academic research base and recognise and reward research excellence. We will continue to recruit talented researchers and will nurture and support mid-career researchers to strengthen their research leadership and progression as well as promoting existing star researchers from senior lecturer to AP and professor.

We will use our RIA scheme to guide, mentor and support career progression and research achievements from ECRs through to those with significant responsibility for research regarding quality outputs, income and impact.

As well as our peer mentoring scheme and training schemes, we will submit for Bronze Athena SWAN in November 2021, and are committed to further submissions to Silver, and ultimately to Gold. We will work towards promoting equality for all researchers and acting to enhance the position of women engaged with research, and to ensure career progression for female researchers, improving gender balance in the associate professor and professor positions.

1.3.5 Postgraduate research student numbers

We will increase our postgraduate student cohort by a further 50% over the next five years through enhancing our supervisory capacity, offering both full and matched-funded studentships, and 'taster' sessions for academic, clinical and other NHS staff wishing to study for a higher research degree. We will increase our supervision capacity by ensuring ECR inclusion in PhD supervision teams, constructing teams of three supervisors, and including staff who have not yet had an opportunity to supervise.

1.3.6 Open access, and research integrity

Researchers will adopt a policy of adherence to the University's Ethics and Research Integrity guidelines with specific commitments to open research and culture. All empirical research will continue to be subject to approval by the Faculty's Research Ethics Committee, with at least two colleagues in Psychology initially providing peer review, and decisions scrutinised by the Chair. Open access will be promoted by making research outputs accessible through the Green Open Access route on the institutional open research archive (DORA) within three months of acceptance. Some outputs will be supported for publication through the Gold Open Access route using central funds when available. Researchers will also ensure that data is deposited on Figshare, our data repository system, or the Open Science Forum, to demonstrate transparency, and share with the wider community in order to generate greater potential benefit.

Outside of the formal institutional facilities, individuals will be encouraged to promote their outputs through media platforms. In other cases, staff will take opportunities to write opinion or discussion pieces for open access publishers such as *The Conversation* as well as blogs.

Section 2. People

2.1 STAFFING STRATEGY AND STAFF DEVELOPMENT

Our staffing strategy has been directed at developing research capacity with targeted appointments to our core research clusters, aimed at maintaining a critical mass of research across the breadth of the IPS and maximising opportunities for collaborative and interdisciplinary research. All new appointees are required to demonstrate a track record of international quality publications, and potential for external research funding success. In line with the University's staffing policy, the Unit has focused on the recruitment and development of ECRs and has endeavoured to attract a diverse range of researchers.

A particular emphasis has been placed on developing research strengths in Cognition and Neuroscience, with emphasis on the Unit's research strengths, including cognitive neuroscience, higher mental processing, and vision and navigation. Within the census period, the clusters have benefited from the following appointments:

2.1.1 Cognition and Neuroscience

Baker-Kukona and **Bisson** (psycholinguistics, modelling); **Crivelli Delgado** (cross-cultural, emotions); **Dubey** (autism spectrum disorders, neuroscience); **Rechdan** (social cognition, meta-cognition); **Shaw** (sleep); **Wilkinson** (reasoning, theory of mind); **Sobczak-Edmans** (cognitive neuroscience); **Hasshim** (attention, Bayesian statistics); **de Condappa** and **Prpic** (navigation); **Noreen** (neuroscience, memory); **Cook** (neuroscience); **TWilson** (education); and **Barlas** (agency), **Buckley** (vision and navigation); **Christou** (neuroscience); and **Bower** (sleep). The last three returned here as Category B staff.

2.1.2 Health Psychology

McGale, **Aldridge** and **Sharps** (eating behaviour); **Quincey** (marginalisation and health); **Bhatti** (health disparity, using the arts to promote well-being); **AWilson** (discourse analysis, marginalisation and health); and **Apps** (chronic illness).

2.1.3 Social, Personality and Cultural Psychology

Svirydzenka (cultural psychology, self and identity); **Ku** and **Lu** (judgement and decision-making); **Stanulewicz** (prosociality); **Ogunbode** (climate change, environmental psychology); and **Goodman** (discursive psychology, asylum seekers).

2.1.4 Psychology and Technology

Short, Farnell and Coles (cyberpsychology)

All these appointments were made at a junior (lecturer / senior lecturer) level, with the exception of Short, who was appointed at the associate professor level. This is a targeted area of development going forward, supporting staff to gain significant responsibility for research whether through the RIA route or the Researcher-in-Training (RIT) route (described below).

Our succession planning strategy has prioritised the next generation of researchers by recruiting through the VC2020 and Early Career Academic Fellows (ECAF) schemes. In addition, to build research capacity, the University has also launched the RIT route for the next generation of researchers, with a programme of support where we have a number of new appointees securing developmental support en route to having significant responsibility for research, with 320 hours (a day per week) accorded to this.

For all researchers, there is centralised research training that provides dedicated specialist and transferrable skills aligned to the Researcher Development Framework and we ensure staff are supported in various forms throughout the different stages of their careers. The RIA is also open to all researchers to apply with allocations ranging from 320 hours up to 640 hours per year (which equates to between 1–2 days per week) and made on a transparent basis with each

application considered on its own merits. Notification of outcomes is through the Associate Dean Research and Innovation (ADRI) and, where RIAs or RITs are not allocated, developmental considerations form part of the feedback given with appropriate support identified, including effective mentoring, particularly for less-experienced researchers going through this process for the first time.

2.1.5 Early Career Researchers

Our research strategy is tailored to cater for all stages of a research career, with particular emphasis on providing support and mentorship to our large ECR community. Our strategy focuses on training and mentoring ECRs in order to support their development as independent researchers, to encourage development of leadership skills, and to enhance workplace satisfaction so that gifted ECRs remain at DMU, eventually developing into research leaders in their own right, thus creating a pipeline for promotion and ensuring succession. A network initiated by **AWilson** and Bower is open to anyone who considers themselves to be an ECR and aims to provide support and mutual exchange of knowledge and ideas. This creates a collectivist versus individualist culture of research in psychology. We have a gender-balanced representation of chair **AWilson** and co-chair **Prpic** for the network and the network consists of members with a variety of methodological expertise including quantitative, qualitative and mixed methods. Since its formation, the Network has grown to 20 members.

To date, ECRs have been involved in bidding as either PI or CI for over £1,300,000 in external funding, received over £13,000 in equipment funding, published 35 manuscripts and have 23 manuscripts submitted for publication. Members of the Network have also delivered 34 conference and seminar contributions. ECRs now are being mentored by senior staff to act as supervisors for 14 PhD students. Training sessions have also been delivered to ECRs on how to use Figshare, which can be incorporated into the data protection and storage plan of all future grant submissions.

To continue to encourage public engagement, a presentation was delivered to ECRs by the volunteer service DMUlocal (REF5a). This has led to the submission of three grant projects by ECRs to the DMUlocal research funding scheme and to around 30 volunteer research assistants being supervised to conduct research with local charities. A Grant Seminar Series has been organised by the ECR Network with **Baker-Kukona** where staff who have been successful with the Experimental Psychology Society, British Academy, Ministry of Defence, ESRC, GCRF, and National Institute for Health Research (NIHR), presented their research and provided advice for staff members who are thinking of applying or are applying to one of the funders. Where relevant, ECRs are particularly encouraged to become members of the Experimental Psychology Society, to encourage networking and engagement with a research-intensive culture; and following this, to submit applications to Experimental Psychology Society funding schemes, as training and pump-priming for larger bids. They are also encouraged to become members of the British Psychological Society, and to submit applications to support pilot projects that can show they have a track record of successful external funding. Members have formed collaborations internationally (China, India, Italy, Japan, Spain and the US) as well as across disciplines (Business and Law, Arts and Design, Pharmacy) and within the local community (East Midlands Sexual Health, New Futures, Leicestershire Police), and are beginning to generate impact through these collaborations.

Peer mentoring is coordinated by the ECR Network and focuses on short-term, clearly defined goals. It is characterised by a lack of hierarchy and informality to help facilitate interaction and support. The ECR mentoring is a mix of group and one-on-one mentoring, often in the form of meetings that provide a specific piece of knowledge or a specific skill when researchers need them. Benefits include building professional networking, having fast answers to targeted queries, gaining skills and finding solutions, developing and practising personal skills such as leadership, communication and negotiation, and navigating change. Group mentoring involves a mentor building a relationship with a group of mentees at the same time, facilitating and guiding them around a specific topic. Benefits include group cohesion, social support, mutual support and reciprocity. Examples of successful peer mentoring include sessions on publishing during Covid-19, academic leadership, and submitting for external-income generation, engaging with the

local community via DMUlocal, and Open Science training. This has led, for example, to 35 manuscripts accepted for publication in peer-reviewed journals, and for grant submissions totalling £593,883 in 2019/20.

2.2 RESEARCH SUPPORT

Dedicated research budgets support research activity within the IPS. The IPS has an annual budget to support small-scale research projects around £1,000 per bid on a competitive basis, administered by the IPS Research Committee, that typically funds data collection in support of grant applications, high-quality publications, or societal impact generation and evidence collection. This is well-subscribed and in recent years the Faculty increased the budget over sevenfold (from around £3,000 to £22,000) in response to staff interest and the success of the scheme to achieve deliverables. Conference attendance is financed through the School staff development budget and administered by the Head of School.

In line with DMU policy, research-active members of staff are encouraged to submit an application for a RIA, which is supported within IPS but reviewed centrally and managed by line managers. In addition, staff can apply for short-term research leave in one of two schemes developed within Psychology and administered by the Institute Director and the Head of Division. Leave of up to five working days is reviewed by the Director and Head of Division in a fast-track process. Research leave longer than this (typically several weeks) is additionally subject to peer review. Examples of deliverables achieved with the research leave scheme include **Yu**'s paper in *Journal of Psychology* and **Prpic**'s paper in *Psychological Research*. There is also a centrally managed competitive University-wide research leave scheme for colleagues with a specific project for which they need leave from the University for a period of time, or for which they need additional travel or subsistence budget to undertake international, interdisciplinary fieldwork for research which helps to achieve the United Nations Sustainable Development Goals. During the census period, **Elqayam** and Jaspal were awarded research leave which supported their respective career trajectories, leading to promotions to a personal chair (**Elqayam**) and to Pro Vice-Chancellor Research (Jaspal).

The Psychology Research Experience Scheme is a voluntary scheme for undergraduate students wishing to be involved in research as research assistants. It provides volunteers with practical research experience while allowing staff to collect data for their research. For example, **Noreen**'s output in *Experimental Psychology* drew on data collected by two student volunteers. Members of staff can also apply to the Frontrunners scheme, in which students can be employed to support research.

All members of staff within the Institute meet three times annually for appraisal with a senior academic colleague. At this meeting, past research performance and future research plans are discussed in connection with research allowance plans, new objectives are agreed and performance is monitored. Where appropriate, training needs are identified, which can be supported from School funds. The process is also used to support and guide staff towards promotion. Over the census period, seven individuals in the Institute have been promoted: two to professor (**Elqayam**, Jaspal), one to reader (**Coulthard**), five to associate professor (**Baker-Kokuna**, **Scase**, **Song**, **Williamson**, Lee).

2.3 RESEARCH CULTURE

A number of informal mechanisms of research support and staff development are crucial to the development of a vibrant research culture. In term-time, weekly seminars by internal and external speakers are open to all staff and postgraduate students. Speakers are chosen on the basis of their potential to support existing research activity within the Institute.

Members of staff in the Institute are involved in activities that encourage a community-minded and international research environment. For example, staff (**Crivelli Delgado**, **Baker-Kukona**, **Palfreyman**, **Scase**, **Song**, **Wilkinson**) are involved in the University initiatives of DMUglobal and DMUlocal (REF5a). Several research training events were organised during the census period, some of which included invited international guest speakers. This included intensive training in

meta-reasoning and meta-cognition (led by Rakefet Ackerman, the Technion, Israel); training in conducting psychological research in different national and cultural context (led by Anise Wu from University of Macau and Francis Cheung from Lingnan University, Hong Kong); research impact training, and training in Structural Equation Modelling techniques.

2.4 RESEARCH MENTORING

Mentoring is based on a blended approach, which combines traditional and peer mentoring. All ECRs are provided with a combination of traditional and peer mentoring (see 2.2.1).

Traditional mentoring is provided through support and advice from more experienced colleagues. Research induction is run several times a year for all incoming staff in the Unit. The research induction covers research information relating to the support structure at DMU, available resources to staff and informal advice. Staff doing experimental research are encouraged to join the Experimental Psychology Society.

A Research Mentorship Scheme based at the SASS draws on the Faculty professoriate, emeritus professors as well as current researchers. We have set up a Peer Review Scheme, Reading Groups and Writing Groups to enhance the production of high-quality outputs (some of these sessions were moved online during the pandemic). We organise grant application workshops including for particular funders, protected writing spaces and drop-in support sessions to complement the guidance offered by the University.

A DMU Peer Review College has recently been constructed to provide further mentoring for staff applying for funding and PGR scholarships.

Several staff in UOA 4 (**Elqayam**, **Mitchell**, **Crivelli Delgado**, **AWilson**) have benefited from the University's Future Research Leaders Programme. Our Future Research Leaders programme, which provides mentoring together with a stipend of £1,500 for developmental activities, gives our rising research stars an opportunity to develop their research leadership skills, thereby setting out a path to senior positions. The programme seeks both to place this group as leading researchers in the University and to equip them with the skills and the sense of responsibility to act as champions and inspire research in their own research groups, departments, schools and faculties. Participation in the programme is an accolade and the size of the cohort is limited to 12 people across the University per annum, but our Unit has been successful in supporting five staff through the programme since its inception.

2.5 SUPPORT MECHANISMS AND EVIDENCE OF TRAINING AND SUPERVISION OF PGR STUDENTS

Since 2014, the Unit has seen three PhD completions. Recently, our community of PhD students has grown, with members of staff currently supervising 32 PhD students, 24 of them as first supervisors. These students are a vital component of the research culture of the Unit: they are active and full members of our research clusters. All PhD students are supervised by two members of staff, and sometimes three where this is deemed appropriate. All supervision teams include at least one supervisor who had previously supervised to completion. Seventeen of the supervision teams include ECR supervisors, ten of them as first supervisors. Joint supervision meetings are arranged on a regular basis. Performance against key targets and mandatory reviews are recorded on our PGR management system and monitored by the Doctoral College.

We are dedicated to creating an environment that focuses on students' health and well-being. We therefore ensure our students engage with schemes and resources that facilitate their development and studies through academic support, personal tutoring, finance advice, mental health support, and careers and employability advice. We also recognise our research students as vital to our capacity-building as well as to ensuring a vibrant research culture and environment. They are therefore integral in our decision-making with representation on the FRIC and on the IPS Research Committee.

A Faculty PhD Tutor liaises with PhD students and is responsible for maintaining and supporting PhD research culture. The PhD Tutor and the PhD student representative sit on the IPS

committee. PhD and masters' students are encouraged to attend staff seminars.

Our research students are carefully managed through the Doctoral College which oversees all administrative aspects of their studies and monitors their progress from recruitment to completion. They also provide generic training across the University, but the Faculty additionally provides two programmes of doctoral training for this Unit with one in the Applied Social Sciences and the other in Bioanalysis, Pharmaceuticals and Health. These enable students to further develop specialist skills that map to the Researcher Development Framework.

The appointment of supervisors is overseen by the Faculty Head of Research Students in collaboration with the research institute director. Effective supervision forms the basis of DMU's Certificate in Research Supervision which all supervisors are required to complete before they act as supervisors. This includes training in the required skills, the procedural regulations and student monitoring. This has ensured that students get appropriate support and the benefit of this was reflected in the 2020 PRES with 93.4% of students feeding back that they are happy with their supervision, 8% higher than the national sector and 7.5% above the benchmark. Apart from supervisors, the Faculty Head of Research Students works with the Doctoral College to oversee student academic progression and pastoral care, and reports to the FRIC which monitors students' progress as part of the performance monitoring of our institutes. The process of monitoring is supported by the use of an online platform that allows research students, supervisors and the Doctoral College to track and record progression throughout the students journey from registration to viva, ensuring milestones are met on time. Annual reviews, training and records of discussion are monitored through the Doctoral College.

Our strategy for enhancing the success of our postgraduate researchers begins with linking each student to a research cluster to ensure they have strong support from active researchers with significant responsibility for research and opportunities for peer mentoring. This is in addition to their supervisory support. Our students are encouraged to be proactive in promoting their research and are provided with funds and administrative support through the Faculty Research and Innovation Office (RIO) to organise a student focused Postgraduate Research Conference. This provides an opportunity to acquire organisational skills as well as develop their presentation competencies. The conference is additional to several other events organised by the Doctoral College, including the PGR lecture series and the three-minute-thesis and poster competitions.

To further support our students and ensure they can work undisrupted when on campus, we have created designated postgraduate research student offices with dedicated computer stations, a kitchen, seating area and lockers which is additional to the central library facilities. This enables our students to work more closely with other colleagues and be situated close to their supervisors.

Funding is available to all students for conference attendance and research trips (up to £500 per student). Within the census period, the University has funded four full scholarships and one fee-only scholarship in the Unit.

Staff encourage PhD students to submit their work for publication in peer-reviewed journals, and to present it at national and international conference. Within the census period, staff published 22 peer-reviewed journal articles with PhD and MSc students, including high-profile outlets such as *Appetite* (IF3.8) and *Social Sciences and Medicine* (IF3.4); one popular science piece in *The Conversation*; and 31 conference contributions with PhD and MSc students. Several of our former PhD students are now lecturers at DMU.

2.6 EQUALITY AND DIVERSITY

Researchers and ECRs are fully integrated into, and benefit from, the research culture of the Unit. In line with DMU policy, the Division of Psychology is committed to ensuring equality, and diversity issues are properly addressed in all aspects of its work. For example, all members of staff have to complete an Equality and Diversity training course, all members of interview panels must also complete a training course before appointment, and all selection panels must include a female member of staff. See Table 1 for the gender and ethnicity balance of the Unit.

Table 1: Staff gender and ethnicity balance

	Male	Female	White	BAME	Not disclosed	Profs/Senior staff	Readers/AP/PL	ECAF/L/SL
2014	0	0	0	0	0	0	0	0
2021 (43)	35%	65%	53%	33%	14%	5% (F = 50%)	9% (F = 25%)	86% (F = 70%)

Notes: 'F' indicates number of women in the population. VC2020 SL = 5; Lecturers = 2.

Of the 43 members submitted, 65% (N = 28) are female, and 35% (N = 15) are male; 53% (N = 21) are White, 33% (N = 14) are BAME (with 18.6% / N = 8 undisclosed / unknown ethnicity). Of the 43 members, the majority, 86% (N = 37) are lecturers and senior lecturers, 9% (N = 4) are reader / associate professor, and 5% (N = 2 are senior staff / professor). We acknowledge that the gender balance is not the same across career levels, with 70.3% (N = 26) female among ECRs, lecturers and senior lecturers, but only 25% (N = 1) of readers and APs. At the senior staff / professorial level, 50% (N = 1) are female. This presents a challenge for the Unit going forward, and is the direct motivation for the relevant strategic aim mentioned in section 1. We identified in the population being submitted six female VC2020 lecturers / senior lecturers, who constitute a female promotion potential in the pipeline. We will invest in mentoring and career progression support to improve the gender balance in the more senior career levels for our future submissions.

Athena SWAN: Our environmental culture continues to progress in terms of equality and diversity to include the Athena SWAN principles around equal opportunities specifically for women and their careers. Building on the success of the Faculty of Health and Life Science's Women in Science, Society and Health (WISSH) Network, a SASS application is being drafted for the Bronze Athena SWAN award to be submitted in November 2021. A submission to the Silver award is planned. To date the Athena SWAN initiatives have included a staff survey collecting both quantitative and qualitative data, a presentation of the results of the survey to the School for a question-and-answer session, and data requests to HR and management on sex divisions within the School.

Psychology staff are represented on the Athena SWAN committee, including a PhD student from Psychology. **AWilson** is also involved in drafting the action points to overcome any of the current obstacles for women in this section. **Palfreyman** and **Aldridge** are involved in drafting the section on key career transition points for academic staff that include recruitment, induction and promotions. This has led to several notable changes already put into practice in psychology. For example, all Grant Seminar Series talks have been recorded and materials shared on the psychology blackboard community for those who may have been unable to attend due to caring responsibilities. There is also an even gender split in leadership of the ECR Network and we have increased our recruitment of female PhD students.

Staff are also supported by DMU's policies for leave and flexible working benefitting both male (taking paternity leave) and female colleagues.

Section 3. Income, infrastructure and facilities

3.1 RESEARCH INCOME

Since 2014, the Unit has seen income generation and knowledge transfer from charities and some statutory organisations (see Figure 2).

Given that this is our debut submission and that we have a high percentage of ECRs, our research journey has just begun and consequently, our research income as PI is relatively modest. Since 2014 staff in psychology have generated external research income of around £595,000, and an additional £1,416,000 in consultancy funding, with funding coming mainly from the UK government (**Scase**, Hadlington), the EU (**Scase**) and UK charities (**Baker-Kukona, Christou**, **Elqayam**, **Prpic**, **Bisson**, **Scase**). We had particular success with the British

Academy / Leverhulme Small Research Grants Scheme (**Coulthard**, **Crivelli Delgado**, **Ku**).
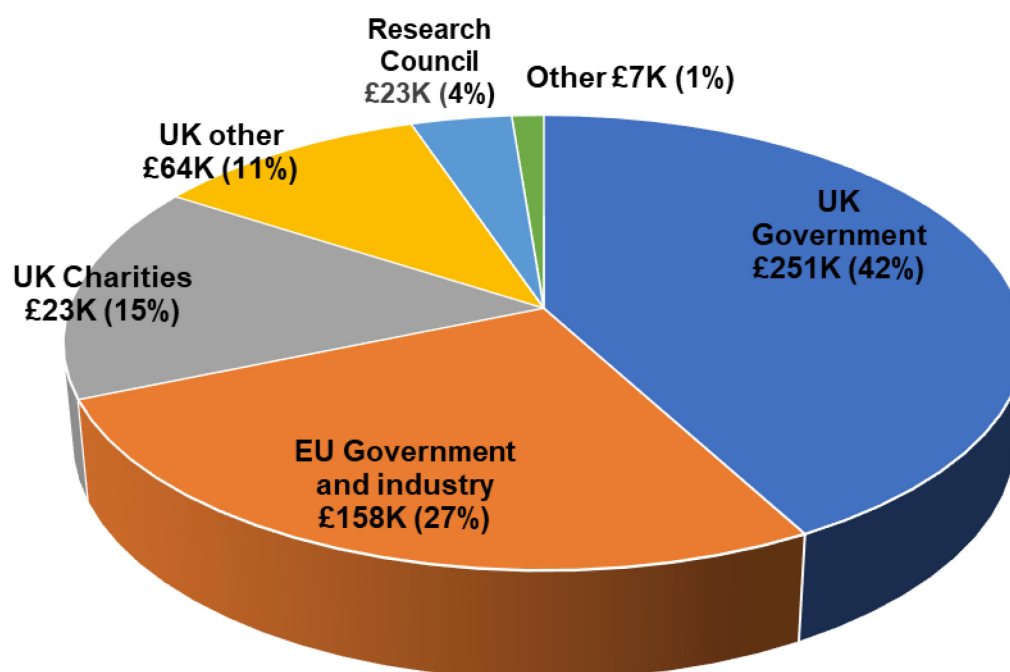

Figure 2: Distribution of research income

Examples of successful funded projects include:

3.1.1 Cognition and Neuroscience

Elqayam, Thompson, Over and Evans's project on *Generative Capacity of Norms* funded by a Leverhulme Research Project Grant (£75,000). The project explored the psychological mechanisms underlying the unique human capacity to generate novel normative rules. The postdoctoral researcher (**Wilkinson**) employed by the project is now a senior lecturer in Psychology at DMU.

Crivelli Delgado, *The Behavioral Ecology View of Facial Displays in Industrialized and Small-Scale Societies*. Funded by the British Academy / Leverhulme Small Research Grant (£10,000). The project explored the use of facial displays to interact with others by conducting a series of studies in Western labs and in a society of subsistence horticulturalists and fishermen – the Mwani of Matemo Island in Mozambique.

3.1.2 Health Psychology

Coulthard, *Sensory Play and Five a Day*. Funded by the Feeding for Life Foundation (£49,000). The project focused on increasing the variety of food intake by children with food neophobia ('picky eaters') by encouraging them to sense fruit and vegetables by touch and smell. This project eventually led to the development of the impact case study 'Playing with food: Game-based interventions to increase food acceptance' led by **Coulthard** and **Aldridge**.

Fish, **Williamson**, Brown, Padley and Bell. *More than a Diagnosis: Promoting Good Outcomes in Lesbian, Gay and Bisexual Cancer Care – A Qualitative Study of Patients' Experiences in Clinical Oncology*. Funded by Macmillan Cancer Support (£20,000). Cancer inequalities, including differences in cancer outcomes and patient satisfaction, affect a range of groups including lesbian, gay and bisexual (LGB) people. This report identifies key moments in the cancer journey where care provided for LGB cancer patients can contribute to their recovery and well-being.

3.1.3 Social, Cultural, and Personality Psychology

Lakhanpaul, **Aldridge**, Raghavan, Heys, **Svirydzenka**, Ucci and Lorgelly. *Covid-19 Impacts on Children Under 5 in Temporary Accommodation: Co-developing Solutions from Lockdown to the Recovery Phase – A Mixed-Methods Study*. Funded by the ESRC (£527,000). Ongoing. The purpose of this study is to determine the barriers attributed to the Covid-19 pandemic and our associated health services and societal response, experienced by parents of children under five living in temporary accommodation nationally for themselves and their children.

Ku, Wu (University of Macau) and Andres (Cardiff University). *'Does money buy happiness?' The Causal Relationships Among Consumption, Motives, and Well-Being Across Cultures*. Funded by the British Academy / Leverhulme (£10,000). This project brings together two separate lines of research investigation – materialism research in social and personality psychology, and experiential consumption in consumer research – to answer the intriguing question of whether money can indeed buy happiness. In particular the project examines whether the relationship between consumption and well-being is moderated by motives, and whether this relationship can be generalised to individuals of different socio-economic status and from different cultural backgrounds.

3.1.4 Psychology and Technology

Led at DMU by **Scase**. *DOREMI: Decrease of Cognitive Decline, Malnutrition and Sedentariness by Elderly Empowerment in Lifestyle Management and Social Inclusion*. Funded by the EU FP7-ICT (€216,000). The project focused on three main health aspects related to frailty in older people: unhealthy nutrition, sedentariness and cognitive decline. These aspects are the main items at the basis of the DOREMI environment: a context-aware and smart system able to learn and reason about older people, their intentions, preferences and aims, able to provide feedback and propose solutions to improve their lifestyle.

3.2 RESEARCH INFRASTRUCTURE

The IPS is supported by the FRIC which approves targets and monitors performance against agreed objectives and deliverables, including grant applications, awards, income and postgraduate student registrations and completions. Membership of the FRIC includes the ADRI, Institute Directors, the institutional Head of Research Services, the Faculty RIO Manager, Mentor Lead, ECR and ECR Champion, REF UOA Coordinators, and Head of Research Degree Students. The Dean and the Pro Vice-Chancellor for Research and Enterprise, together with his deputy, are *ex officio* members.

Connections between institutes, Faculty and University are maintained through the ADRI who sits on the Faculty Executive Committee, University Research Management Group, REF Steering Committee and University Research and Innovation Committee. This ensures activities within institutes align with the key strategic objectives of the Faculty and University.

The Faculty RIO, with its own dedicated staff headed by a RIO Manager, provides wider support for the institutes and researchers, including managing, under the direction of the ADRI, the budget allocated to bench fees. They also provide administrative support and assist with organising various workshops, conferences and the Faculty Research Awards. Additionally, they produce a research newsletter highlighting the latest developments and achievements in our research and support the ADRI in managing and processing various applications including those for RIAs as well as internal grant funding calls. The RIO Manager sits on the Faculty Research and Innovation Committee and members of the team service the committee.

Since 2014 the University has invested approximately £250,000 in psychology infrastructure. Laboratory and equipment infrastructure include 12 soundproofed, air-conditioned cubicles equipped with personal computers (PCs) and web cameras; an observation suite with a two-way mirror and camera observation system; four psychology PC labs with 20 PCs in each, and a perception lab with eye-tracking and visual equipment. In recognition of growing research activity in psychology, the University allocated funds to refurbish and equip additional cognitive-neurological lab space. This includes six research rooms, including a dedicated eye-tracker room,

EEG room and a cognitive room.

Specialist software subscriptions include those to Qualtrics, SPSS, Pavlovia and Superlab. Specialist equipment includes response pads to use with Superlab and Psychopy; eight Eyetribe mobile eye-trackers; Tobii Pro Nano Eye Tracker; Cedrus StimTracker; eight ADInstruments powerlabs with attachments of Pulse, GSR, EEG, ECG, Respiratory, skin temperature; one SECA 12 channel ECG, one SR eye link 1000 plus; and one Biosemi EEG with caps of 128 and 32 channels.

Colleagues can apply for small research funding from the Faculty budget, usually around £1,000. Support has increased during the census period and is currently around £22,000 per annum. Applications specify the project, the required expenses and the proposed deliverables such as manuscript submission and grant application, and are peer-reviewed to ensure project quality.

DMU has also invested in infrastructure for PGR students, with the number of research cubicles increasing from 6 to 12, the number of eye-trackers from one to five, and with a 128-channel EEG.

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

Members of academic staff in IPS have made a broad contribution to the discipline of Psychology within the census period, in wide-ranging international and national collaborations, media interest, grant reviewing and impact work.

4.1 INTERNATIONAL AND NATIONAL COLLABORATIONS, NETWORKS AND PARTNERSHIPS

4.1.1 Cognition and Neuroscience

Members of this cluster collaborate internationally with high-profile academic institutes such as the Sorbonne; University of Padova; University of California, Santa Barbara; and Haskins Laboratories New Haven, affiliated with the University of Yale and the University of Connecticut; and nationally with institutes such as Durham University, University of St Andrews, and University of Dundee. These collaborations resulted in high-profile outputs in leading journals such as *PNAS*, *Trends in Cognitive Science* and *Journal of Experimental Psychology: General*, and in funded work. Noteworthy collaborations include:

Baker-Kukona's collaborations with the University of Connecticut, Haskins Laboratories New Haven, and the University of Dundee, have led to outputs in the *Journal of Memory and Language* (IF 3.9), *Cognition* (IF 3.9) and *Journal of Experimental Psychology: Learning, Memory and Cognition* (IF 2.8), investigating the moment-by-moment cognitive processes that support real-time language comprehension, especially in connection to spatial language.

Crivelli Delgado's work on cross-cultural differences in facial expressions is done in collaboration with Universidad Autónoma de Madrid; the University of Melbourne; University of California, Santa Barbara; Boston College; University of Glasgow; and the Metropolitan Museum of Art. This has led to outputs in *PNAS* (IF 9.4), *Trends in Cognitive Science* (IF 15.2) and *Journal of Experimental Psychology: General* (IF 3.9), among others.

Elqayam's work on the psychology of conditionals is done in collaboration with Sorbonne University, leading to a new theory of conditionals published in *Cognitive Psychology* (IF 4.1). Her work on the psychology of inference from descriptions to norms was done in collaboration with the University of Saskatchewan, Canada, University of Plymouth, and Durham University, leading to a Research Project Grant from the Leverhulme Trust and outputs including a paper in the *Journal of Experimental Psychology: Learning, Memory and Cognition* (IF 2.8).

Prpic collaborates with the University of Trieste, the University of Padova, Delft University of Technology and University of Malta, among others. This work has led to an output in the *Journal of Experimental Psychology: Human Perception and Performance* (IF 2.5), and a small research grant (£3,500) from the Experimental Psychology Society.

Additional international collaborations within the Cognition & Neuroscience cluster include

McMaster University, Wilfrid Laurier University, Bielefeld University (**Barlas**), Maastricht University, the Netherlands (**Rechdan**); national collaborations include University of Liverpool (**Cook**); Goldsmiths, University of London (**Noreen**); and the University of St Andrews (**Noreen**). Collaborations with research beneficiaries include City of Hope Medical Center, California (**Elqayam**); Age Platform Europe AISBL (**Scase**) and Unilever (**Cook**).

4.1.2 Health Psychology

Members of this cluster collaborate with research beneficiaries such as the NHS and Macmillan Cancer Support, as well as leading international institutes such as University of Melbourne, and nationally such as the University of Oxford, leading to impactful work, outputs in leading venues such as *Neuroscience & Biobehavioral Reviews* and *Molecular Psychiatry*, and funded research work. Noteworthy projects include:

Coulthard and **Aldridge** collaborate with beneficiaries including local schools in Leicester and the City Council to develop interventions to increase fruit and vegetable acceptance among children. This led to a research project funded by Feeding for Life Foundation, outputs in the *Journal of the Academy of Nutrition and Dietetics* (IF 4.2) and *Appetite* (IF 3.7), and an impact case study included in this submission.

Dubey works in developmental disorders and has collaborations with institutes in India including All India Institute of Medical Sciences, Raipur, and LGB Regional Institute of Mental Health, as well as nationally with University College London and University of Nottingham, leading to outputs in *Neuroscience & Biobehavioral Reviews* (IF 8.5) and *Molecular Autism* (IF 5.7), among others.

Wang collaborates on topics relating to mental health; since early in the pandemic she has worked on mental health issues relating to Covid-19. Her collaborations with the University of Western Australia, the University of Macau, the University of Melbourne, Guangzhou Medical University and University of Oxford, among others, led to outputs in leading psychiatric journals, most recently in *Molecular Psychiatry* (IF 11.5), with the paper featuring on the homepage of the journal; as well as in *Epidemiology and Psychiatric Sciences* (IF 3.9), *JAMA Network Open* (IF 5.0) and *Translational Psychiatry* (IF 5.5), among others.

Brown, **Williamson**, **Wildbur** and Bell worked with Macmillan on expanding and enhancing psychosocial support for people with cancer. DMU created a partnership with Macmillan Cancer Care to carry out research and to promote and recognise student volunteering in the context of cancer support, co-funded between Macmillan and DMU. The project looked at the experiences of the student volunteers, and at experiences of cancer caregivers from under-researched groups (BAME background, LGBT+ and older adults). Bell, who was at the time a PhD student in psychology, is now a lecturer in Psychology at DMU.

Additional international collaborations within the Health Psychology research cluster include Universität Zürich, Switzerland (**Wang**); Chinese University of Hong Kong, Harbin University, National University of Singapore, and Notre Dame Australia (**Wang**).

National collaborations: King's College London, UCL (**Aldridge**); University of Nottingham (**Stanulewicz**, **Williamson**, **Mitchell**); University of Warwick (**Aldridge**, **Apps**). Collaborations with research beneficiaries include the NHS (**Williamson**), Nottingham University Hospitals NHS Trust (**Stanulewicz**) and L'Oréal Research and Innovation (**Coulthard**). **Apps** worked with the NHS on activity coping and education in primary care, and on developing a web-based pulmonary rehabilitation programme. **AWilson** was Chair of the Board of Trustees for East Midlands Sexual Health and is now a board member.

4.1.3 Social, Cultural, and Personality Psychology

Members collaborate with research beneficiaries such as the NHS, as well as leading international institutes, including the University of Macau, and nationally with Warwick University, leading to impactful work, outputs in leading venues such as the *Journal of Personality and Social Psychology*, and funded research work. Noteworthy projects include:

Ku collaborates internationally with the University of Macau, and nationally with the University of Sussex, leading to work funded by the British Academy and outputs in venues such as *Journal of*

Personality and Social Psychology (IF 6.3).

Svirydzenka collaborates nationally with the Universities of Warwick, Dundee and Leicester; internationally with Gomel State Medical University, Belarus and Tata Institute of Social Science; and with research beneficiaries in the NHS, leading to ESCR-funded projects, and outputs in venues such as *Social Psychiatry and Psychiatric Epidemiology* (IF 3.4).

Additional collaborations of the Social, Cultural, and Personality Psychology cluster include Nottingham University Hospitals NHS Trust (**Stanulewicz**).

4.1.4 Psychology and Technology

Members of the cluster collaborate with research beneficiaries including the police and other governmental bodies, as well as leading international institutes such as the University of Pisa, and nationally such as Oxford University and the University of Edinburgh, leading to impactful work, outputs in leading venues such as *Journal of Personality and Social Psychology*, and funded research work. Noteworthy projects include:

Goodman's work on representations of refugees, prejudice and hate talk, using discursive and rhetorical psychology, benefited from national collaborations with the University of Edinburgh and Queen Margaret University, and international collaboration with the University of Adelaide, Australia, recently leading to an output in *British Journal of Social Psychology* (IF 2.6).

Scase's work on the DOREMI project, funded by the EU FP7-ICT, focused on developing a context-aware and smart system able to learn and reason about older people, their intentions, preferences and aims, able to provide feedback and propose solutions to improve their lifestyle. The project brought together academic and industry collaborators across the world, including the Italian National Research Council (CNR), University of Pisa, Austrian Institute of Technology, and AGE, a European network of around 165 organisations of and for people aged 50+.

4.2 CONTRIBUTION TO THE RESEARCH BASE, ECONOMY AND SOCIETY

Our diverse portfolio of research, led by established and internationally recognised academics, has made significant contribution to advancing knowledge and made economic and societal contributions. Through their achievements, many of our researchers have been recognised nationally and internationally and have made significant contributions in all disciplines submitted in this UOA. These include engaging with professional bodies; supporting activities of key funding bodies in their capacity as reviewers; engaged with learned societies and contributed to scholarly work. Some key examples of these contributions include:

4.2.1 Editorships and memberships of editorial boards

- **Aldridge:** Review Editor, *Frontiers in Psychiatry: Psychological Therapies*

- **Crivelli Delgado:** Editorial board member, *Scientific Data*

- **Elqayam:** Editorial board member; Associate Editor, *Thinking and Reasoning*

- **Goodman:** Editorial board member, *Journal of Community and Applied Social Psychology*; *Social and Personality Psychology Compass*

- **Prpic:** Associate Editor, *The Open Psychology Journal*; Review editor, *Frontiers in Psychology*; *Frontiers in Sport and Active Living*

- **T Wilson:** Editorial board member, *Current Psychology*

- **Svirydzenka:** Editorial board member, Springer Nature Encyclopaedia of Critical Perspectives on Mental Health

4.2.2 Keynote addresses

- **Crivelli Delgado:** XII Dubrovnik Conference on Cognitive Science: Cognitive and Functional Perspectives on Emotions. Dubrovnik, Croatia

- The Behavioral Ecology View of Facial Displays. International School of Ethology. Erice, Italy

- **Elqayam:** Sixth Annual Meeting of the New Frameworks of Rationality Program, Schloss Etelsen, Germany; Bayesian Approaches to Mind and Cognition, Germany

- **Mitchell:** Irish Rheumatology Health Professionals Society scientific meeting. County Kildare, Ireland

4.2.3 Conference organising committees

- **Aldridge:** International Conference on Children's Eating Behaviour, 2019; co-organiser

- **Crivelli Delgado:** Society for Affective Science (SAS) – Abstract Review Board, Virtual Annual Conference in 2021

- **Elqayam:** International Conference on Thinking, 2021

- **Goodman:** Qualitative Methods in Psychology section annual conference, 2022

- **Prpic:** European Conference on Visual Perception (ECVP); 2018, Scientific committee; 2020, Programme committee

- **Svirydzenka:** Society for the Study of Emerging Adulthood 2021 Congress committee

4.2.4 Grant reviewing

- **Aldridge:** British Academy / Leverhulme

- **Crivelli Delgado:** Czech Science Foundation; US–Israel Binational Science Foundation

- **Elqayam:** British Academy / Leverhulme, Leverhulme; Social Sciences and Humanities Research Council of Canada; INSEAD, France; NWO, the Netherlands; Research Foundation Flanders

- **McGale:** ESRC

- **Mitchell:** NIHR PGfAR & HTA streams

- **Scase:** ESRC, BBSRC, NIHR

- **Svirydzenka:** UKRI Future Leaders Fellowship (Mental Health focus)

4.2.5 Reviewing for top journals (selected examples)

- **Crivelli Delgado:** *Journal of Experimental Psychology: General*; *Proceedings of the Royal Society B: Biological Sciences*; *Psychological Review*; *Trends in Cognitive Sciences*

- **Elqayam:** *Behavioral and Brain Sciences*; *Psychological Review*

4.2.6 Invited international research visits include

- **Elqayam:** Rutgers University, USA; Giessen University, Germany; The Technion, Israel

- **Prpic:** University of Trieste, Italy

- **Stanulewicz:** SWPS University of Social Sciences and Humanities, Warsaw, Poland

- **Svirydzenka:** Gomel, Belarus

4.2.7 Invited talks and seminars include

- **Barlas:** Wurzburg University University, Germany; Bielefeld, Germany

- **Crivelli Delgado:** University of Melbourne, Australia; Queen's University Belfast, United Kingdom; University of Geneva, Switzerland; Universidad Europea de Madrid, Spain; University of Glasgow, United Kingdom

- **Dubey:** University of Huddersfield

- **Elqayam:** Justus Liebig University Gießen, Germany; The Technion, Israel; The Center for the Study of Rationality, Hebrew University of Jerusalem, Israel; Rutgers University Center for Cognitive Science, USA; University of Salzburg, Austria

- **Goodman:** Avignon University, France; Sheffield Hallam, UK; Warsaw School of Economics, Poland; EUMIGRO conference; Peace Studies and International Development Psychology Division Seminar, University of Bradford

- **TWilson:** The Science of Consciousness conference

- **McGale:** Food Matters Live: expert panel on food marketing; N8 Agrifood Annual Conference: expert panel discussing consumer food choice and sustainability (Liverpool, UK); Cheltenham Science Festival, on the Global Food Security panel

- **Mitchell:** BSGE Endometriosis Clinical Nurse Specialists training day

- **Prpic:** Italian Psychology Society (Associazione Italiana Psicologia – AIP) – Experimental Psychology Conference

- **Scase:** Leicester University

- **Wilkinson:** Lincoln University; Sign Design Society

4.2.8 Consultancies

- **Scase:** Defence Science and Technology Laboratory (£30,000)

- **Scase:** Psychological Wellbeing Practitioners course funded by the Health Education East Midlands (now Health Education England in the East Midlands) (£1,345,000)

4.2.9 Memberships in external committees

- **Crivelli Delgado:** The Consortium of European Research on Emotion Conference (CERE), Glasgow, UK; The Consortium of European Research on Emotion Conference (CERE), Granada, Spain

- **Goodman:** Qualitative Methods in Psychology section of the BPS (chair elect from July 2020); Social Psychology section of the BPS

4.2.10 Media talks, articles and interviews

- **Coulthard**'s work on children's healthy eating, and in particular fruit and vegetable consumption, has featured on international news agencies (Reuters) and radio (VICE, Canada), NRP radio (USA), Weekly Challenger (USA) and CBC (Canada)

- **Crivelli Delgado**'s work on cross-cultural differences in emotional expressions featured on *Nature News*, *New Scientist*, BBC News (translated to Spanish on BBC Mundo and to Portuguese on BBC Brazil), *Vice* magazine, and the Spanish daily *La Vanguardia*

- **Wilkinson**'s article on the effect of Covid-19 on visually-impaired people featured in *The Conversation*