

Institution: University of Bolton

Unit of Assessment (UoA): Psychology, Psychiatry and Neuroscience (A4)

Section 1: Unit context and structure, research, and impact strategy

Teaching Intensive Research Informed (TIRI)

The University of Bolton promote and adhere to the Teaching Intensive Research Informed (TIRI) agenda when transferring knowledge and prompting active, sustainable research. The following five points denote the fundamental principles which underpin the TIRI agenda, known university wide as the 5-point strategic plan:

- Improve the quality of research and enterprise activities which support teaching
- Ensure research centres map research on to teaching
- Make all teaching informed by high quality, current and innovative research, and professional practice
- Identify, deliver, and evaluate innovative and effective ways of teaching
- Engage with business, industry, and the community in knowledge transfer through consultancies, knowledge transfer partnerships and applied research linked to teaching

Changes in Research Strategy (REF 2014-REF 2021)

In the REF 2014 unit level environment submitted by Psychology, Psychiatry and Neuroscience, it was stated that the department amalgamated into one single discipline-based research group, The Psychology Research Team (PRT), under the then newly constituted Education and Psychology Subject Group. This amalgamation occurred in 2012 and was trialled throughout the REF 2014 assessment period. However, since the previous submission the unit context and structure of the submitting unit for REF 2021 has altered. The department remains incorporated within the university's School of Psychology and Education but operate as a singular department. Since REF 2014, staffs within the submitting unit have been fragmented into research clusters based on their specialism and interests. This allows the departments to easily identify different strands of research and promotes cross collaboration across research clusters. This method is also more advantageous for undergraduate and post graduate students when choosing academic staff to oversee their research orientated dissertations and theses, respectively.

Psychology Research Objectives

The submitting unit (Psychology, Psychiatry and Neuroscience-A4) is encompassed within the university's School of Psychology and Education but operate as a singular department. Within the current REF period, separate from, but encompassed under the TIRI agenda, the Psychology department have defined their own, departmentally specific research objectives:

- Contribute to the TIRI agenda by linking research to taught programmes
- Increase the number of psychology staff who are research active and support those who wish to undertake postgraduate research and/or professional practise degrees
- Mentor research active staff to attract funding, increase the quality of published work and publicise research via conferences and external networks
- Support post graduate research students to publish and publicise their work and mentor staff who are new to post graduate research supervision

- Integrate research with evidence-based practice and increase research impact

Research Clusters

Since the previous REF submission, to further develop and refine areas of research, the department has been fragmented into four overarching research clusters; Applied Social and Forensic Psychology, Cyberpsychology and Online Technology, Social and Cognitive Neuroscience and Neurodevelopmental Disorders and Positive Psychology, Health and Wellbeing.

Systematically categorising staff into four broad research clusters allowed staff the opportunity to further specialise their research interest, focus on generating impact and ensure sustainable research by aligning themselves with colleagues with similar research interests. As well as categorising the research clusters for their specificity, clusters also correlate by their topical correlation to existing undergraduate and post graduate taught programmes.

Each research cluster is guided by a senior member of staff within the Psychology department. Said staff members are responsible for the development and coordination of research and postgraduate students within their cluster, in accordance with the research objectives of the submitting UoA and the TIRI agenda. It is not uncommon that staff may sit within more than one research cluster depending on their research interest, the nature of their expertise and publications. Research clusters comprise broad themes that encompass existing expertise and published research and it is in fact encouraged for staff to cross collaborate. Engaging in cross collaboration between clusters has allowed staff to further develop their knowledge base, research skills and external collaborations and has promoted a more conducive and successful research environment.

Cluster 1: Applied Social and Forensic Psychology

Cluster Lead and Research Focus

The lead for Cluster 1: Applied Social and Forensic Psychology is Dr Michelle Lowe (Reader). The research focus of this cluster is on applied social psychology, criminological psychology, violence, and victimology. This cluster links to the Criminological and Forensic Psychology BSc (Hons) undergraduate degree. This cluster generates research which explores; violence and victimology in varied populations, post traumatic growth and resilience in victimised samples, attitudes and attributions towards victims, offenders and criminal situations from an applied social psychological perspective, explorations of the cultural and societal scope of criminological and forensic psychology, honour based violence, and violence against sexual minorities and crime reduction and resolution, including work within criminal justice and restorative justice.

Research Projects and Impact

Male and Sexual Minority Survivors of Sexual Abuse

Spanning two decades, Lowe's research on male and sexual minority survivors of sexual abuse has led the field in the UK and is well known internationally through publication in internationally respected journals. Within the current REF period, Lowe's male survivor research has produced eight academic outputs, one review published in the British Psychological Society's flagship publication, *The Psychologist*, a number of others under editorial review or in preparation, and her work is included in an information pack on male survivors for medical services in West Yorkshire.

Post-Traumatic Growth

Staff within this cluster actively carry out research on post traumatic growth and resilience regarding the effects of trauma, and positive psychology. There have been several published outputs from this project, published in international journals regarding the development of a novel post traumatic growth model. More recently, staff have encouraged collaborative research with post graduate students exploring post traumatic reactions in military veterans.

Honour Based Violence

Lowe's research into honour-based violence began when she worked at the University of Central Lancashire (up to May 2014) and has continued during her employment at the University of Bolton (from November 2014) and throughout the current REF period. This research involves international collaboration with researchers across Europe and Asia. This research has resulted in three journal articles, one book chapter and several others in preparation. From this research, Lowe has also produced a professional report on honour-based violence for Lancashire Constabulary. A project which concerns assessing vulnerable victims began when Lowe worked at the University of Central Lancashire, and has during her employment at the University of Bolton, culminating in a report for the European Union, a showcase UK conference, a series of workshops for victim support services, and academic publications within the current REF period.

Crisis Plans

The CRIMSON trial was the continuation of an individual level, randomised control trial comparing joint crisis plans with treatment as usual for people with severe mental illness. The initial trial was completed in the REF 2014 period, however, write ups and follows up research occurred in the current REF period. The results were disseminated to all community teams involved in the trial (CMHT/ AOT/Crisis teams) and resulted in enhanced engagement from care coordinators.

Ethnic Minorities in Psychiatric Research

SHAMIL was a project which built on previous research from the University of Manchester. It focused on exploring the under representation of ethnic minorities in psychiatric research, despite their over representation in mental health services. Considering the limited resources and acknowledgement of securing efforts to recruit minority groups into mental health research in the UK; the main aim of this project was to train field researchers to improve the recruitment process for participants from ethnic minority groups. A training manual was created, and this has been delivered to a range of researchers, clinicians, academics, medical students.

Men in Sheds

Men in Sheds is a national initiative designed to help men from diverse backgrounds reconnect with their wider community, whilst developing practical skills and forming a social network. This research project examined the efficacy of participating in community-based shed use on health and well-being to explore the impact of this intervention more fully. This research has boosted a request for a social prescribing initiative for the funding of more sheds due to the robust evidence of their benefits.

Female Genital Mutilation (FGM)

Lowe and Brown carried out research into FGM and the psychological effects on women in the Bolton area. The initial findings of this ongoing project were presented at a multidisciplinary FGM conference at The Royal Bolton Hospital. Due to this mixed methods research leading the field in this area in the UK a new, validated scale was introduced to measure the impact of experience. These findings have been disseminated to healthcare workers across the North West.

Behavioural Change for Crime Intervention

The CHANGE research study aimed to provide a formal evaluation of Project Chameleon delivered through Global Policing; facilitated in 10 schools across Bolton. Project Chameleon is an educational ten-week behavioural change crime intervention, facilitated by former police officers. It is delivered to Year 5 primary school pupils within their curriculum, aiming to raise understanding of the implications of crime and social awareness of pupils, by encouraging different thinking about their behaviour and effects on others. Work was disseminated at the professional body education conference. The research was also recognised by TV and news features such as Granada Reports.

Strategic Aim

The strategic aims, respectively, for continuation and sustainability of research in this cluster are as follows; promote the dissemination of research and exposure surrounding the issues so that victims may feel more comfortable and supported when disclosing their experiences and to further promote the implementation of the post traumatic growth within organisations and charities. Following the CRIMSON trial, further integration of collaborative planning into care teams requires further research prior to implementation. Regarding research exploring the under representation of ethnic minorities in psychiatric research, researchers aim to fully evaluate the training, considering impact of the attendees on their future research and how this is reflected in recruitment rates from BME groups. A Men in Sheds event will be held at the University of Bolton for the 'shedders' and community partner organisations. Further steps in this project will result in collaboration with Manchester Metropolitan University and Age UK. Within the FGM research, the cluster will continue research using qualitative methods and participants from the BSCA. Under the CHANGE project, research will continue and grow as the intervention travels across the country and will be sustained by continued collaboration with Global Policing. The research cluster will continue to embody the University of Bolton's TIRI agenda by actively seeking student participation in research projects to provide early research experience and promote a positive student-academic research culture.

Cluster 2: Cyberpsychology and Online Technology

Cluster Lead and Research Focus

The lead for Cluster 2: Cyberpsychology and Online Technology is Dr Julie Prescott (Reader). The focus of this cluster is to investigate research in Cyberpsychology and the use of online technologies. Cyberpsychology and Online Technology links with the BSc Psychology, Psychotherapy and Counselling BSc (Hons) pathway. This cluster participates in research surrounding; online counselling approaches and how technology can support and enhance therapeutic practices, gender consideration and influence in the gaming industry and wider STEM sector, aspects of cyber psychology and human computer interaction including technological innovations in teaching and learning and how new technologies such as mobile apps, computer games, virtual reality and social media can improve and support mental health.

Research Projects and Impact

Maternal Anxiety

This cluster has carried out research exploring how pregnant women and new Mothers use the online platform. The research evidenced that whilst technology can be a good resource for health information, it can also further increase health anxiety related to pregnancy and new parenthood. This work is continuing with the development of a mobile app through a funded PhD and work with internal colleagues on maternity and cybernetics. The cluster has recently carried out research an exploratory study which aimed to understand the current levels of general and health anxiety in pregnant women and the positive and negative effects of social media usage, in general, and during the COVID-19 global pandemic.

Mental Health Apps

The cluster explores the positive and negative effects of mobile technology on mental health. Prescott collaboratively researches in this area with post graduate researchers using varying demographics who suffer with anxiety. For example, Barnes and Prescott are exploring the efficacy and viability of accessible virtual interventions for adolescent anxiety disorders, and the implications of user-feedback in their development for end-product acceptability and user-engagement. The final stage of this research is a gamification mobile app for anxiety reduction in adolescents. Rathbone and Prescott's research concerns anxiety and health anxiety during pregnancy and the development of a psychoeducational app for the reduction of the occurrence using skilful surfing, a conducive way of searching the internet for information during pregnancy. This area of research with the support of Prescott has enabled postgraduate researchers to publish with several conferences and over ten outputs in peer reviewed journals.

Online Counselling and Support

Over the current ref period, this cluster has collaborated with Dr Terry Hanley (University of Manchester) and the external counselling provider, Xenzone researching young people and online counselling. The initial research carried out pertained to the efficacy of technological interventions, consisting of several robust literature reviews. The current focus in this collaboration, commissioned by Xenzone, is looking at the Digital Outcomes in Therapeutic Support (DOTS). These measures are currently being tested and validated, with an aim to achieve acceptability within the NHS. This research demonstrates efficacy in providing Xenzone with an evidence-base to further commission their counselling service UK wide. This research has influenced an Education Policy Report and was cited by the Association of Child and Adolescent Mental Health (ACAMH) whose membership comprises of clinicians, practitioners, and world-leading child mental health researchers. This research prompted a US based online mental health community, 18percent, to request research collaboration with the cluster. This research is ongoing and explores online mental health communities, self-efficacy and transition to further support and will continue to consider site moderators and the influence of digital altruism.

Commencing Research

Prescott is also undertaking research with Passmore (Lakemore University, Canada) to develop a mobile app utilising identity structural analysis (ISA) for counselling supervision. This work builds on their previous collaboration on the use of ISA as a mentoring tool for trainee teachers. Previous external funding has also been secured from HEFCE to fund a

project looking at technology to enhance teaching and learning. The cluster will work collaboratively with the Education department.

Strategic Aim

The strategic aim for the sustainability of this research is to continue to explore technology and its effects on anxiety for at risk demographics such as adolescents and pregnant women. It is also planned that the cluster will repeat the data collection with several online mental health communities to provide a wider and more robust data set from varying sources. Mobile apps developed in this cluster will continue to collect data and evolve to meet the optimum efficacy for users through user feedback. The cluster aims to work collaboratively with current and emergent online mental health communities/organisations/charities to ensure that the service provided is supported by robust empirical research.

Cluster3: Social and Cognitive Neuroscience and Neurodevelopmental Disorders

Cluster Lead and Research Focus

The lead for this cluster is Dr Pedro Vital. This cluster researches areas of neuroscience using social, cognitive, and developmental dimensions. This cluster links with the Social Neuroscience MSc. Within this cluster there is research exploring the neural basis of cognitive and social processes in developmental disorders such as Autism Spectrum Disorder (ASD), research focused on gaining a better understanding of the neural correlates of cognitive performance throughout the life span, exploration of the potential advantages of combining neuroimaging with molecular genetic techniques and research into the potential interaction between social factors and neural plasticity, mainly applied to socially-based therapeutic interventions.

Research Projects and Impact

Autism Spectrum Disorder (ASD)

Vital works on developing his previous research interests around Autism Spectrum Disorder (ASD) by including a neuroscientific dimension, and to explore more recently added interests, mainly Misophonia. Within this cluster there are several PhD students who work closely with Vital research ASD. Due to the equipment available within the department such as the eye tracker, ECG, EEG, and software such as FaceReader and Observer, the department offers postgraduate students many possibilities and resources when carrying out research. Shorts used said equipment based on the neural bases of social maintenance behaviours in children with ASD. The focus is on contributing to a better understanding of the neural bases of social processes in ASD and other conditions. Endredi is also exploring the links between emotion understanding and facial mimicry in ASD.

Alzheimer's Disease

Jaggers' research focuses on the neural mechanisms and electrophysiological signatures of episodic memory. This approach has been applied to the memory disorders that are seen in Alzheimer's disease and theoretically how early changes could be detected using EEG. The early detection of Alzheimer's disease has become the primary research focus. Changes due to early neurodegeneration at the asymptomatic stage should theoretically be detectable using EEG, as in the earliest stages of Alzheimer's disease (>10 years before diagnosis), synaptic dysfunction is present. The research cluster has presented

these ideas at the International Alzheimer's and Parkinson's conference and will present experimental results at the next conference. Within the cluster there is one full time PhD student investigating this area. The research fits with a major initiative in the Greater Manchester area 'The Early Detection and Diagnosis of Dementia' co-ordinated by Health Innovation Manchester. This cluster has received a Jenkinson's award from the university, which allowed staff and students from the department to attend an advanced training course in EEG in Hamburg in 2019. This allows staff within the cluster to further develop the submitting unit's EEG capabilities and subsequently, the research. In terms of social neuroscience, further research is carried out from a neuropsychological perspective and centres on social deficits in patients with acquired brain injuries. Social cognition in clinical practice, is an under researched area and yet is of utmost importance, in terms of patient rehabilitation and recovery from brain injuries. Social neuroscience is a relatively new discipline and the 'communication' between academic and empirical research and clinical practice is small.

Strategic Aim

The research cluster are currently in the process of establishing a new undergraduate pathway: BSc (Hons) Psychology, Neuropsychology and Neuroscience. This will further stimulate the research conducted by the group by the addition of more projects and the development of collaborations. Whilst this process is in its infancy, the primary objective of pump priming research into this area is to encourage students to collaborate with staff and creating a 'centre of excellence' for Psychology and Neuroscience teaching and research at the University of Bolton within the Psychology department.

Further, the involvement of external partners will provide research and employment opportunities for all students. One aim is to create better links with clinical practice and the NHS within the Greater Manchester area and industry partners (mainly pharmaceutical) at a national level. Social neuroscience research within this cluster aims to bridge the gap of empirical evidence informing clinical practise by using theoretical models to inform clinicians to better understand social functioning in their patients. The primary objective of this research is to provide clinicians with the tools to be able to assess social deficit in patients with acquired brain injuries.

Cluster 4: Positive Psychology, Health and Wellbeing

Cluster Lead and Research Focus

The lead for this cluster is Professor Jerome Carson. This cluster explores research in all areas of Positive Psychology. This cluster links with the Positive Psychology MSc. In the current REF period, the Positive Psychology research group was established and led by Carson and Kannangara. Initially the group focussed on PhD research, Durkin (Compassion), Rozehnalova (obesity), Ujhelyi-Gomez (dual diagnosis), Kannangara (dyslexia). Apart from developing novel positive psychology interventions (PPIs), Carson and Kannangara developed an MSc in Positive Psychology and then Kannangara and Prescott established an MSc in Counselling and Positive Psychology. The group have also developed several new psychometric scales to be used in research. These have included a measure of maternal wellbeing C-Mews (Clarry), compassion in nursing students (Durkin), forgiveness (Amanze) and academic resilience (Kannangara and Carson). Another PhD student, Macfarlane, has developed a positive psychology intervention (PPI) for nurse associates, with a train-the-trainer element to build in sustainability.

Research Projects and Impact

Happiness

The research cluster also focuses upon how the concept of happiness has altered throughout the ages. Access to the Mass Observation Worktown Study material (initially collected in Bolton in 1938) was gained in 2013. This included 226 letters written by the public in 1938 and a set of their questionnaires asking them to rank order 10 aspects linked to happiness. The cluster then adapted the material for a major study in 2014, which replicated the competition of 76 years earlier. This occurred in conjunction with the local media (Bolton News). Comparison of the findings of the two competitions showed how the concepts of happiness had changed for the town's residents in the 76-year period. It highlighted the economic and social changes that had occurred and provided indications of how well-being could be enhanced.

The cluster presented these findings at the 2015 BPS Annual Conference in Liverpool and attracted national and international attention with the study being shown on BBC TV, on radio stations, and there was a feature in the Daily Mail. Invitations were received from two publishers for the submission of a book proposal. Further presentations of the research and the use of the template took place in Bolton, Manchester and in Brazil in 2016, 2017 and 2018. An invitation to present the study in Rio de Janeiro and publications in Brazil indicates international interest in the research. Coding of both the 1938 data and the 2014 data were analysed and compared, illustrating the differences between the two periods in what made people feel happy as expressed in their own words. The results were presented to the 2017 BPS Annual Conference in Brighton. In continuation of the research, in 2019 research was undertaken. Focus groups were used in addition to questionnaires with several small women's groups. The increased importance of leisure and its role in well-being was more evident in the 21st century research. Further research commenced in 2019 within the local Asian community which will provide data to explore the importance on religion, focusing on diversity. This research is still ongoing.

Dyslexia

The cluster used the personal narratives of those with dyslexia, to develop the 'Languishing to Thriving.' This theoretical framework suggests that those with languishing dyslexia face challenges with anxiety, avoidant obstacle-related behaviours, perceive criticisms negatively and engage in self-depreciation when experiencing failure, whilst those thriving; embrace challenges, use signature strengths to overcome, learn from criticisms and persevere when met with failure by finding alternative methods. As a positive psychology intervention (PPI), participants were signposted to the Values in Action (VIA) Strengths Survey, to identify their signature strengths. The host website presents a dyslexia friendly interface; allowing users to alter font type, colour, and size. The model uses a PPI to promote 'Desirable Dyslexia' by encouraging people to utilise their signature strengths. The research team used an interdisciplinary approach, which concluded that there is scope for the application of positive psychology to dyslexia.

Student Well-Being

Continuation of this research involved the 'Languishing to Thriving' model being applied to students in general. Three studies explored traits in undergraduate and postgraduate students which contribute to grit, for example, self-control, mental well-being, life satisfaction, feelings of worth, resilience, growth mind-set, perceived stress, and perseverance/time management skills, amongst other. This evidenced the usefulness of measuring constructs such as grit and mental well-being, for student success and

academic performance. The team developed a specific 12 item measure of tenacity (seven items) and self-composure (5 items); two constructs crucial to academic success. The Bolton Uni-Stride scale (BUSS) included items relating to mental health and signature strengths use. Based on literature evidencing rising mental health issues in schools, and the efficacy of PPI in secondary schools, the Hummingbird Project as developed; a psycho-educational PPI, delivered to schools in Greater Manchester in collaboration with the charity, Mediquip4kids.

Hummingbird

Psychology Interventions (PPIs) in secondary schools have been shown to improve mental health outcomes for students. The charity, Mediquip4kids, funded the cluster to deliver a positive psychology intervention (PPI) to secondary school students in the North West. The Hummingbird Project consisted of two phases which. Phase one consisted of 8 weekly, 1-hour sessions and included positive psychology topics. In phase two, sessions were condensed to 6 weekly 1-hour sessions. Outcomes evidenced positive changes in mental health, using a pre and post-test design. the results of this projects have been published in the Frontiers in Psychology journal.

Strategic Aim

The sustainability of Positive Psychology research can be seen in a growing number of publications and PhD completions. The cluster is aiming to establish themselves in the forefront of Positive Psychology research in the North of England. The expansion of MSc and PhD research will give more students the opportunity to participate in this comparatively new research area and fits perfectly with the University's TIRI agenda. The happiness research is ensuring sustainability by exploring all variables relating to the concept and further exploring marginalised demographics. Current and upcoming research is exploring the concept of happiness in relation to culture and religion. The Hummingbird Project, having been successfully delivered for two years, now needs to move towards a more sustainable model. To ensure this, the cluster are currently adapting the Hummingbird Project for deliverance to primary school students and developing resources for parents and guardians to ensure longevity of improvements in student mental health and wellbeing.

Implementation and Continuation

Research clusters have initiated school-based collaborations to support the designing and writing of research for publication in preparation for REF 2021. Where appropriate research cluster leads should form collaborative writing groups within and beyond their respective clusters to support knowledge transfer in research activities and writing for publication. All psychology staff already engaged in research report their research activities to the research cluster leads as appropriate. Staff not currently research active, who wish to develop a research profile may be mentored as appropriate to design and implement their research in line with one or more research cluster remits. Staff outside of the School of Education and Psychology may join the research clusters if they are publishing research within the research cluster remits, and if appropriate may join the collaborative writing groups to drive forward research outputs. All psychology staff are encouraged to support students in joint publishing where appropriate, to support the further development of the TIRI agenda, the psychology research objectives, and when this enhances the student experience. The submitting unit encourage and support the development of opportunities for external networking and collaboration beyond the university and will foster the continuation of external research in situations where successful collaborations already exist.

Section 2: PeopleStaffing Strategy

(i) Staff

Within the submitting unit the staffing structure is as follows; 1 Technical Officer (Harrison), 1 CBT Therapist (King), 2 Academic Coordinators (Harrison- Student Recruitment and Retention, Rabbit- Standards, Enhancement and the Learner Experience), 1 Variable Hour Tutor (Barnes), 2 Associate Lecturers (O'Brien, Patel) 4 Lecturers (Chandler, Hill, Jagger, Luckhurst), 4 Senior Lecturers (Greenhalgh, Matthews, Preston, Vital), 1 Assistant Teaching Professor (Kannangara), 1 Associate Teaching Professor (Brown), 2 Readers (Lowe, Prescott), 1 Professor (Carson), 1 Academic Operations Lead (Al-Talib) and 1 Head of School (Waugh). In contrast to the previous REF 2014 submission, the staff roster has altered. From the staff list above, 14 have been employed either prior to or at the commencement of the current submitting REF period and 7 have been employed within.

Staff within the psychology department are encouraged to take up further roles and memberships both internally and externally if they wish to do so.

Editorships

Prescott is an editor for the Journal of Medical Internet Research (JMIR). Lowe is an editor for both the Journal of Aggression, Conflict and Peace Research and the Journal of Sexual Aggression and Sex and Sexuality Studies.

Fellowships

Carson, Kannangara, Prescott, Al-Talib, Lowe and Preston are all Fellows of the Higher Education Academy and Prescott, Al-Talib and Lowe are Associate Fellows of the British Psychological Society. Brown holds a Honorary Senior Research Fellowship with University of Manchester.

External Awards

Kannangara has won the Heinz von Foerster Award and an Early Career Researcher award from the British Council (Iran) for a collaborative research project between Iran and the UK.

External Roles

Greenhalgh is the External Examiner at Goldsmiths, University of London for CBT Programmes of Study. Lowe is an external supervisor within the doctorate in clinical psychology programme at the University of Liverpool and Waugh is the Chief Examiner at the University of Ulster.

(ii) Staff Support

The UoB have in place the Staff Teaching Enhancement Programme (STEP); a programme which promotes and facilitates continuous professional development (CPD) for academic staff. Within STEP, there are several accredited programmes available which support the teaching intensive aspect of the universities TIRI Agenda. There are also several accredited programmes relating to the research environment, such as

Education Masters Scheme, Educational Doctoral Programme, Supervising Taught Research Projects, and Research Degree Supervision. Staff have access to internal and external research related workshops. Staff are encouraged to attend and disseminate research at conferences as and when possible.

Within the submitting REF period (2015) the university celebrated innovative research by establishing the Jenkinson's and Ryley Awards in which the academic staff bid for small internal research grants of £1,300 and £5,000 to pump prime innovative research within submitting UoAs. Since its beginning, the psychology department have won at least one Jenkinson award annually. In 2019 the department won two Jenkinson's awards, (Carson & Prescott). Carson also won a Ryley award which entailed promoting the publishing of final year psychological projects. Ian Harrison, the psychology department's research technical officer also won Research Support Professional of the Year.

Ethics

The university, on an organisational level holds a Research Ethics Framework which all students and staff are required to adhere to. To encourage further specificity each submitting unit are subject to their own Departmental Research Ethics Committee. For Psychology, Psychiatry and Neuroscience the ethical approvals for research are headed by the two departmental readers, Lowe and Prescott. Lowe and Prescott revise ethical requests individually and then as a team to ensure that requests are considered by two separate staff. If any further information or changes to the research process are required Lowe and Prescott will contact the researcher to clarify and request amends.

Open Access

The university also promote the UK Concordat on Open Research Data, which ensure that where possible, UK research is made open access in regards to relevant legal, ethical, disciplinary and regulatory frameworks. Researchers within the department are encouraged to publish their works as Gold open access (OA) where possible, considering journal relevance and funding. However, if this is not possible, students and staff are encouraged to deposit their research using the Green OA method, wherein manuscripts are deposited into the University of Bolton's Institutional Repository (UBIR). If publication copyright from closed access journals allow for such a deposit, this enables authors to make their research open access using the Green OA route which is often either the pre-print or the author accepted manuscript (AAM).

(iii) PGR Support

In the submitting unit there is a vibrant, research focused culture amongst the PGR students. There are currently 24 doctoral students. Doctoral students are offered provisos in the same location as staff; inclusive of but not exclusive to, offices, desktop facilities, research equipment and software and the use of the staff restaurant. The department deem doctoral students to be contemporaries and promote collegial relationships. This culture amongst the department promotes engagement in research across specialisms and provides PGR students and staff alike, the opportunity to engage in an array of research topics outside of, or collaboratively with, their respective research cluster.

The university has established and manages the Journal of Learning and Student Experience, a peer-reviewed online journal which aims to help all within the university to publish their research and ideas. One of the journal managers, Carson, is in the submitting unit.

PGR students situated in this UoA are encouraged to partake in other taught post graduate lectures, seminars and workshops which will be relevant too and enrich their current research, free of charge. PGR students have unlimited access to taught classes. The UoA considers this especially useful for students who may have enrolled onto a PhD straight from undergraduate completion and wish to use more advanced research methods in their thesis. Not only are students signposted to the relevant research methods classes, but they are also offered the opportunity to deliver research methods workshops if they feel comfortable doing so. This helps the PGR students remain familiar with researcher methods throughout their studies.

Within the current REF period the Ainsworth Scholarships were established. These scholarships provide the opportunity for students to undertake their doctorate whilst having their fees paid for and receiving a doctoral stipend in line with the RCUK.

Currently, there are two Ainsworth scholarship students within the submitting UoA; one who has just begun and another who will be submitting by the end of 2021.

(iv) PGR Training

All PGR students are supervised by two academic members of staff. Students will be allocated a first supervisor and a second. PGR students submit annual reviews of their research and are actively encouraged to prepare for their R1 and R2 submissions and are assisted to prepare for their viva voce when the time comes.

PGR students are automatically enrolled onto the Research Skills Development Programme. To further cement the integration of PGR students and staff, the resource is open to all postgraduate research degree students and staff, and forms part of the UoB Researcher and Staff Development Programmes, focusing on research skills development. Within the programme, weekly seminars and/or workshops, supporting materials and resources and relevant links to support research skills development can be accessed. This programme consists of two sessions (Session A and Session B) conducted once weekly. The programme is based around the Researcher Development Framework (RDF) and consists of four domains; Domain A: Knowledge and Intellectual Abilities, Domain B: Personal Effectiveness, Domain C: Research Governance and Organisation and Domain D: Engagement, Influence and Impact. There is also a section to signpost PGR students to further links and resources and some satirical content regarding the PhD experience is included. This allows PGR students to explore the personal experiences of others and how they overcame the obstacles and challenges which presented during their research. This is included as UoB considers the optimum mental health of all students to be imperative.

PGR students of the UoA are encouraged to present their research and findings both internally and externally. One such opportunity facilitating this is the annual research degree student conference hosted by the Postgraduate Research Students Society. The Changing Attitudes, Changing Lives Society is a society based in the submitting UoA. The students from this society hold an annual Psychology, Psychotherapy and Counselling (PPC) Conference, accessible to all. Several PGR students have not only presented their research at the UoB, but also at national conferences, such as; Psychology Postgraduate Affairs Groups (PSYPAG, 2018; Barnes & Short), Annual British Psychological Association Conference (2019; Oing & Short), Some have also presented at international conferences such as the World Congress of Behavioural & Cognitive Therapies in Berlin (2019; Barnes). PGR students can apply for financial support when presenting at national and international conferences.

PGR students who require further training or CPD specific to their research area are encouraged to access provisos across the UoA. For example, there have been instances

in which PGR students required further training in the use of the department's electroencephalogram (EEG) equipment. One student was supported to attend training at Kings College London (KCL) on general analysis. When the UoA's software was updated in 2018, the student was supported to attend training on said updates in Hamburg, Germany. Another example is that a PGR student required a more in depth understanding of therapeutic and counselling techniques for their research. Therefore the university funded said student to complete the ABC Level 3 qualification in Counselling Skills. The training of PGR students in the submitting unit have been proven efficacious by the increasing doctoral student completions over the current REF period. Overall, from August 2013 to July 2020 there have been 15 completions. For the academic year 2019/2020 alone, there were 30 enrolled doctoral students and 5 completions.

(v) Equality and Diversity

The Athena SWAN charter is actively recognised and supported within the university. This can be evidenced in the psychology department when presented with the promotions for female academic staff over the current REF period. Kannangara has been promoted to Assistant Teaching Professor, Brown to Associate Teaching Professor and Prescott and Lowe have been promoted to readers due to their academic success and progression within their respective research areas.

As reported by The Times & The Sunday Times Good University Guide 2020, the University of Bolton remains one of the most socially inclusive universities across England. In reference to the submitting unit there is a Psychology society which all undergraduate and postgraduate students are free to join. Here they can gain both study and research support from other students.

Within the UoA, there are provisions made for staff with protected characteristics. For example, one reader was on maternity leave but was still eager to engage in research. Provisions were made so that the member of staff could carry out certain aspects of her research from home whilst still on maternity leave.

Creating equality and diversity amongst the student body and within research is a strong focus for staff and post graduate researchers alike. Research across the department within the current REF period has focused on underrepresented factions such as mature students, students with anxiety and other mental health issues, male domestic abuse victims, victims of FGM, pregnant women and many more. This inclusivity within the departments research aims to provide a stronger voice for the underrepresented within empirical research and subsequently, within society.

Section 3: Income, infrastructure, and facilities

In the current REF period, the submitting unit have received £27,286.52 in research funding from both UK based charities (£24,886.52) and UK industry commerce public corporations (£2400).

Regarding the research environment within the school of Education and Psychology, research is often facilitated by the school's technical officer, Ian Harrison. Ian is a member of ATSiP (Association of Technical Staffs in Psychology) an association of technical staff in universities that aims to network and share ideas and helps via its forums, web presence, and most importantly the annual conference. Within this REF period, Ian has won the inaugural national award 'Technical Support in Psychology Research' in 2014, awarded jointly by ATSiP and the British Psychological Society and was awarded the

Jenkinson 'Research support Professional of the year ' award this year from the University of Bolton.

The university have various technological equipment and software licences which can be used when carrying out research. The submitting unit have equipment such as; SMI Eye Tracker, Noldus Media Recorder (used in counselling classes for recording counselling sessions), HTC Vive Virtual Reality head set, 64 channel Neuroscan EEG acquisition system with Syn amps and Biopac MP150 16 channel modular acquisition system for ECG (electrocardiogram) and EDA (electro dermal activity). The university has software such as; FaceReader software (emotion detecting software), the Observer (behavioural software), Eprime3 (experiment generator software), OpenSesame (experiment generator software). The university also has licenses for products such as Qualtrics (online questionnaire writing software). The research of both staff and students alike is supported and made possible by the schools' technical officer.

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

Within the submitting unit, spanning the current REF period, many researchers have external academic and societal collaborations, both national and international.

Low works collaboratively with universities and organizations such as; the University of Liverpool, University of Worcester, Birmingham City University, University of Central Lancashire, Manchester Metropolitan University, Bolton Solidarity Community Association (BSCA), Survivors West Yorkshire, Lancashire Constabulary, Victim Support, Fortalice, Trust House Lancashire, the National Association for People Abused as Children and international researchers from Cyprus, England, India, Pakistan, Malaysia, Iran and Portugal.

Brown has worked in collaboration with; University of Manchester, University of Birmingham, Kings College London, Institute of Psychiatry, Manchester Mental Health Trusts and Lancashire Care Foundation Trust in the CRIMSON trial. In SHAMIL, Brown collaborated with University of Manchester and Manchester Mental Health Trust. In collaboration with Bolton Solidarity Community Association (BSCA), Bolton Council and Bolton Hospital Brown explored the psychological effects of FGM. Bolton Council and Bolton at Home also worked collaboratively with Brown for the Men in Sheds project. Regarding current and on-going research Brown is working with Global Policing.

Prescott worked collaboratively with several Mother and baby groups, SureStart and the NCT and KOOTH (online counselling service for young people). Prescott is currently still collaborating with Dr Terry Hanley (University of Manchester) and 18percent (US based online mental health community).

Carson has developed partnerships with local mental health providers MhIST (community days services for people with mental health problems) and Northern Healthcare (residential services) and with Kannangara, the MedEquip4Kids connection. Working with Tytherleigh (University of Chester), the team are developing positive education initiatives.

Vital works collaboratively with Dr Diana Prata from the Institute of Biophysics and Medical Engineering at the University of Lisbon and the University of Hamburg.

Jagger works collaboratively with Dr Tarek Gaber (Consultant; Rehabilitation Medicine at the Wrightington, Wigan and Leigh NHS foundation trust), Dementia Framework Detection

and Diagnosis Task and Finish Group, Health Innovation Manchester, Dementia Industry Group, Dementia United and Alzheimer's UK.

Institution: University of Bolton

Unit of Assessment (UoA): Psychology (A4)

REF5a COVID-19 annex

The COVID-19 outbreak has been the causal factor of many changes in research carried out within the submitting UoA. To minimise the risk of cross contamination, the rota of academic staff has been altered so that they are not spending as much time within the department physically. This is also true for PGR students who are now required to phone ahead and book their office space/time so that social distancing can be adhered to within the PhD rooms. Whilst this has slightly fragmented working relationships and changed the onus of research, staff and students alike have been encouraged to engage with each other using platforms such as Teams, Zoom and Skype. This way PGR students still have frequent access to their supervisors and those who are researching collaboratively can still communicate.

Several internal conferences involving the department been cancelled but have since been delivered online. The acquisition of free tickets was facilitated for all attendees.

Staff have noted important areas of research considering the outbreak. For expel, Carson has explored the ever-changing definition of happiness in current circumstances and Kannangara has explored the effects of the outbreak on student mental health. This research will be considered and used to ensure that the transition back into university life for the students will be as easy as possible, ensuring that mental health requirements are identified and addressed.

PGR students have also had to alter their doctoral theses considering the outbreak. For example, Rathbone planned to collect health data from pregnant women prior to the outbreak. An unexpected study had to be added prior to the last to justify possible skewed health data. Endredi has been carrying out research with those with ASD using the eye tracker device. Due to social distancing and shielding guidelines, this research has been halted and there is uncertainty as to when it will be continued. The department and the university are striving to work with PGR students who have experienced disruptions in their data collection to facilitate solutions.

Previously planned research projects such as the Hummingbird Project has been put on hold due to the in-person deliverance of the material required within school settings. Whilst there has been internal disruptions, staff and students alike have also experienced external disruptions to their research.

Due to the outbreak, resources and facilities within the department are not as easily accessible due to COVID-19 guidelines. The department are working tirelessly to ensure that research may still be carried out in a safe and hygienic manner which will reduce the risk of cross contamination.