

Institution: Leeds Beckett University

Unit of Assessment: 4: Psychology, Psychiatry & Neuroscience

1. Unit context and structure, research and impact strategy

1.1. Overview and context

Our unifying project is **improving psychological wellbeing**, and our strength in applied Health Psychology has delivered research impacts in diverse settings for patients, young people and employees through externally funded projects. This focus on real-world research aligns with the university mission to '*make a positive and decisive difference to people, organisations and communities*'.

Our submitted staff are primarily based within the *Psychology* department (n = 27), with additional staff contributing from *Speech & Language Science* (n = 3) and *Criminology* (n = 2), all within the School of Social Sciences – a total a total of 32 staff for REF2021, up from 12 for REF2014 (our first REF submission). This number reflects our aim to involve all staff in research, expressed in the unit strategic plan (2017) and aligned with Leeds Beckett University's (LBU) objectives for enhancing research excellence via 'increased **research intensity**' (LBU Strategic Plan [2016-21]). The unit now has three Professors (this includes one current vacancy [Abraham]) and three Readers, compared to one Professor and one Reader in REF2014, with a dedicated Director of Research (DoR: Gough), who reports to the DVC Research and Enterprise.

Our focus on research development and grant capture (**research prestige**) is also in line with key unit and LBU objectives and we have delivered growth in research income from a low base in 2014 (£33k), to £274k in 2019. Overall, we have attracted approx. £1.8million research income since 2014, with successful bids from established funders, including NIHR, EU and medical charities. One key to this success has been meeting our objective to develop a vibrant **research environment** via several **staff development initiatives** (see Section 1.2), and investment in PGR numbers (37 currently vs. 8 in 2014) via a blend of externally funded, self-funded, and School-funded studentships.

Centre for Psychological Research: PsyCen

As part of our strategy to improve and grow our research environment – and to enhance unit visibility within the university and externally - we established a dedicated *Centre for Psychological Research* (PsyCen) in 2017, directed by Holch (see <https://www.leedsbeckett.ac.uk/leeds-school-of-social-sciences/research/centre-for-psychological-research-psycen/>), focusing on six programmes and areas of strength, with a model of co-leadership to maximise staff engagement and sustainability:

- **Cognitive and Behavioural Neuroscience** - Programme Leads: Kolokotroni and Pauly-Takacs
- **Gender and Sexualities** - Programme Leads: Day and Turner-Moore
- **Health and Wellbeing** - Programme Leads: Dhingra and Wang
- **Culture, Diversity & Social Behaviour** - Programme Leads: Harkry and Moon
- **Psychology Applied to Safety and Health (PASH) & Occupational Psychology** - Programme Leads: Morgan and Curcuruto
- **Speech and Language** - Programme Leads: Hurren and Devers

Since the centre launch in 2017, all unit staff have benefitted from research support and engagement through direct funding, collaborating with colleagues within and between programmes, and a thriving research culture featuring seminars, workshops and centre/programme events.

PsyCen provides funding (up to £75k p.a.) for colleagues to pursue agreed research goals, with high quality publications and grant capture prioritised – in line with university, school and unit strategies. The centre is supported by a dedicated School-funded Research & Enterprise Co-ordinator, with responsibilities including the processing of staff and PGR research claims, publicising our research and organising conferences, seminars and workshops.

1.2. Unit research and impact strategy

Building on our REF2014 submission, our research strategy has prioritised high quality, impactful research facilitated by a sustainable, inclusive and collaborative research culture which enables staff to deliver strong outputs and grant applications. The strategy is led by the Director of Research (Gough), supported locally by senior staff within the Department (e.g. Professors; HoD), School (e.g. Dean) and centrally (e.g. DVC Research & Enterprise; REF strategy group). Our research strategy is directly aligned with both University and School strategies, focused on making a positive impact on the social and economic well-being of the communities that we serve at regional, national and international levels - through improving our research environment, intensity and prestige.

The LBU strategy recognises and supports three broad research themes, including Health and Well-Being, the focus of Psychology research across all PsyCen programmes – specifically on understanding and **improving psychological wellbeing**.

Unit research strategy has been implemented in several ways:

An inclusive research culture

Staff research is facilitated by our inclusive culture, designed to promote research projects showcasing diverse methodologies, from psychometric and experimental designs to qualitative and critical psychology approaches. We also encourage *interdisciplinary research* – we recognise that national and global research priorities require collaboration between diverse scholars – and colleagues work with peers from other social and health science disciplines and interdisciplinary fields on funding bids and projects (e.g. sociology, medicine, gender studies, public health) and publish in a wide range of journals beyond Psychology.

Focus on applied research with impact

Although several colleagues have published influential conceptual pieces, we have always promoted the value of (theoretically-informed) applied research, working in teams with colleagues inside the department and beyond, and including external partners and stakeholders to deliver impact (see Section 4). Our two REF2014 impact case studies were informed by research which fully incorporated patient and public voices (penile cancer patients, road users). Our three REF2021 impact case studies (see Section 4.5) build upon this past success, with users involved in developing interventions, for example young people in the ASBAE (Addressing Sexual Bullying Across Europe) project (Milnes, Turner-Moore, Gough).

Other ongoing research programmes (likely future impact case studies) also prioritise patient and public participation, including research with carers looking after family members with co-morbid conditions (Ashley), work on patient reported outcome measures (Holch) and body image interventions with young people (Deighton-Smith, Jankowski). All our research projects have our mission of promoting psychological wellbeing as a key focus, whether for rail workers (Morgan), patients living with reproductive health problems (Jones) or young people at school (Milnes, Turner-Moore, Gough).

We have three major approaches and mechanisms for achieving impact from our research:

- collaborative research and dissemination events with users, gathering and monitoring evidence of impact where appropriate;
- presenting our research at conferences and events aimed at practitioners;
- using print, broadcast and social media to engage with the general public about our research.

Our impact strategy is aligned with the LBU's mission as a civic university, serving the needs of local and regional constituencies, while also promoting impact at national and international levels. Each member of staff is encouraged to develop a relationship with at least one external organisation in order to further the impact of their research, with funding available from PsyCen – for example we are now promoting matched-funded PhD studentships. These links are reviewed during the annual Professional Development Reviews (staff appraisals).

Enhancing and sustaining our research environment

Following REF2014, which provided the unit with Quality Research (QR) funds to invest in research, and responding to the University Strategic Plan (2016-21), our unit strategy (2017) has focused on promoting and growing an inclusive, vibrant and supportive research environment to enable staff to pursue agreed research programmes which prioritise high quality outputs and, where appropriate, grant capture – all embedded within PsyCen. In consultation with staff, we have developed several policies and practices agreed at Management Group and wider departmental meetings, including:

- **Promoting awareness of research goals and REF strategy in the department** via:
 - regular Psychology Research Committee meetings led by each PsyCen research programme;
 - standing research agenda items at Psychology Management Group and all-staff department meetings;
 - dedicated PsyCen research programme meetings;
 - a full annual seminar programme with external and internal speakers to stimulate discussion of latest trends and inform staff research programmes;
 - an annual research away day to update and revisit strategy and build our research community;
 - annual PhD conference attended by staff and PGRs to promote PGR development and intellectual exchange;
 - dedicated initiatives e.g. for ECRs (e.g. writing retreats, led by Jankowski), for qualitative researchers (data analysis sessions, led by Muskett) and for colleagues
 - contributing to open science developments (led by Persson) – to foster staff development and research quality enhancement.
- **Recruiting and retaining excellent, research active staff to build research capacity.** We have prioritised the recruitment of accomplished researchers at senior levels, and ECRs who show promise, including at Graduate Teaching Assistant level. For existing staff with strong research profiles, we have supported research development as well as promotion applications (see Staffing Strategy, Section 2.1 for details).
- **Offering a sabbatical scheme.** Since 2014, the department has allocated approx. four (one semester) sabbaticals per year to staff (24 in total) wishing to pursue research goals, typically relating to data collection/analysis, writing journal papers for submission to journals, and developing funding bids.

- **Providing a research mentoring programme** to enhance research quality (updated and rolled out in 2017), involving a transparent matching process (with staff-led applications, nominations and negotiations), based on evidence of best practice pioneered by a former member of staff (Woolnough; now administered by Tipples).
- **Requiring all staff complete individual research plans** for discussion and agreement at annual Personal Development Review meetings (staff appraisal), ensuring that research objectives align with departmental strategy, needs are identified and supported, goals are realistic, and that staff are motivated to develop their research programmes.
- **Submitting high quality funding bids.** In line with university strategy to enhance research prestige, we encourage high quality funding bids where appropriate. Staff wishing to bid for external funds must seek approval from the DoR so that fit, viability and support can be identified. In line with university policy, all draft bids are internally reviewed by senior research staff within and beyond the department before submission is approved. Since 2014, we have witnessed growth in the number of bids submitted by the unit, to a greater variety of funders, resulting in a marked increase in grant capture and larger, more ambitious bids to more prestigious funders (e.g. two bids to Wellcome Trust in 2020 c£1million each).
- **Capitalising on internal opportunities for research capacity.** DoRs work at senior levels to formulate and deliver university research strategy. For example, to grow STEM research, DoRs in relevant units were recently (2019) asked to bid for STEM funding, and our unit was successful in bidding for four Psychology PhD studentships in Medical Psychology and Cognitive Neuroscience – areas which we want to grow. Another example: DoRs were tasked with inviting expressions of interest for bids to the Wellcome Trust for new research initiatives (2019) – the Psychology bid was successful and the bid was submitted this year for approx. £1million (2020).
- **Growing our research student community:** We have successfully targeted growth in our PGR numbers since 2014 as part of our strategy to enhance our research environment, including investment in 8 x Graduate Teaching Assistants (GTAs) every four years, a successful bid for 4 x STEM Psychology studentships from university funds, and 4 x School funded fees-only Masters by Research (MReS) studentships annually since 2016.
- **Securing necessary research equipment, software and infrastructure** to support staff and PGR research (e.g. new suite of research laboratories; BioPack; SONA system; Qualtrics; Eyetracker; tDCS – See Section 3).
- **Promoting our research internally and externally** (regionally, UK-wide and internationally), including to policy, professional and third sector constituencies (see examples below); we now have a bi-annual PsyCen newsletter which showcases our latest research and is published on the School website; we also use social media (mainly Twitter) to promote research events, staff profiles and achievements.
- **Supporting collaborations with colleagues in the UK and internationally.** We recognise that excellent research is facilitated by collaboration with leading researchers and stakeholders and every year we reserve staff development funding at School and unit level for travel to meetings within the UK and internationally (see examples in Section 4). Partnering with experienced colleagues is part of our strategy to enhance unit research environment through funding success, project activities and raising our profile.

Collectively, these policies and practices have bolstered the engagement of all colleagues in research-related activities and embedded a supportive research culture, resulting in more staff publishing and involved in externally funded projects with colleagues within the unit and beyond. The ongoing and future vitality of the department is also boosted by our relatively youthful age profile – senior staff in their 40s/early 50s and many Lecturers and Senior Lecturers in their 20s and 30s – with staff retention rates high (50% of the group have been with us for 10 years or more). Student numbers are stable, and our planned MSc Health Psychology (2021-) will deliver further students, provide another pathway to grow our PGR community and hence offer staff further opportunities to supervise students, participate in new projects and co-author papers.

In sum, all staff are now research active, and our focus now on promoting quality and impact, supported by unit and university investment, will enable us to sustain and grow research excellence into the future.

2. People

2.1. Staffing strategy

Our strategic commitment to hiring research leaders and promising ECRs, along with our continued investment in staff development, has been bolstered by our growing reputation for applied research focused on improving psychological wellbeing for diverse groups.

Established research leaders

It has been our policy that the DoR (Gough) chairs all staff recruitment to ensure that we bolster our research community and environment. With only one Professor and one Reader in 2014, our staffing strategy has focused on attracting established research leaders to build on our REF2014 success, develop areas of research strength, including grant capture, and provide leadership and mentoring for junior colleagues. We started with a Reader (Abraham) in 2015 in the field of Cognitive Neuroscience, and then two Professors in 2016 in Health Psychology (Jones – from Sheffield) and Cognition (Stoet – from Glasgow; now at Essex). More recently (2020), as part of our drive to develop our portfolio in STEM areas, we have appointed 2 Visiting Professors to develop our Cognition research (Kemp: Clinical Neuro-Psychology; Abraham [ex-LBU]: Creativity). These appointments have proved effective in mentorship opportunities and in enhancing our PGR and post-doctoral capacity and communities.

ECRs

Following a change in university HR policy in 2017, we have been actively recruiting at Lecturer level in order to attract research active ECRs and reinforce the sustainability of our research culture. Since 2017, we have recruited five new Lecturers (Round, Harkry, Pfeiffer, Moon, Brown) in diverse areas, who have all contributed high quality publications, with one already successful in grant capture as a Co-Investigator on an EU-funded project (Harkry). Alongside our Graduate Teaching Assistant (GTA) programme (see Section 2.3), this ECR focus has further added to the vitality of the department while impacting positively on our staff-student ratio, thus creating more time for all staff to engage in research activities.

External research funding has also enabled us to recruit five post-doctoral researchers, and we are currently investing c£150k in recruiting a Research Fellow in Health Psychology (2021) for three years.

In terms of staff retention, we have also been careful to support and develop existing Senior Lecturers in their research endeavours (see Section 2.2).

Research deployment

Since 2018, in line with the university REF 2021 Code of Practice, our work-load model has allocated 20% of workload to research for each academic holding 'significant responsibility for research' (in addition to the 10% for RSA). Each year staff apply for research allocation based on research performance, and all applications are reviewed by the approved unit REF panel (Gough – DoR; Rickett – HoD; Jones – Professor). Approx. 70% of Psychology staff have been approved for 20% research deployment each year as 'independent researchers', with other colleagues 'working towards independence' and receiving less dedicated research deployment (e.g. 10%).

Equality, diversity and inclusion

As a unit, we have always been committed to maintaining and developing policies and practices which promote equality, diversity and inclusion in relation to staff recruitment, retention and development. Our approach to recruitment is agreed locally through our Psychology Management Group (PMG), with consultation and support from the Dean of School where appropriate. The minutes of our PMG meetings are made available to the group, and staff are encouraged to identify research-related needs pertaining to recruitment. Our recruitment processes and practices adhere to HR guidelines concerning equality, diversity and inclusion. At university level, we are Disability Positive employers, hold institutional Athena Swan accreditation, have received Stonewall Top 100 employer status, and are members of the pilot group of universities for the Race Equality Charter Mark. At School level, our Athena Swan accreditation application was led by HoD Psychology (Rickett), with DoR (Gough) part of the core team, along with ECR Psychology colleague Drakett and PhD student (Leach).

We are very committed to supporting staff with special circumstances. We work closely with colleagues who have caring responsibilities or who experience extenuating circumstances to agree flexible working practices to maximise time for research-related activities. As part of our School Athena Swan application, we received feedback from staff that our flexible working policy was family-friendly and effective in supporting colleagues to balance their development as researchers with their wider commitments. More generally, we use staff availability forms where colleagues can indicate particular times when they cannot be available for teaching and related duties. Approximately one third of colleagues complete this form annually within the School, with no noticeable gender pattern. To date, all applications to change working hours and patterns have been approved by HoD and/or Dean. For colleagues taking parental leave, line-managers are responsible for providing individual support by using a University level 'Parental Leave Checklist' managed through a series of meetings which happen at 'first steps'; 'during', 'planning for return' and 'following return' stages. Staff returning to work following parental leave have a 10% reduction in deployment for one year (six months for paternity leave). In Psychology, we have also encouraged returners to apply for a sabbatical in order to facilitate re-engagement with research programmes. To date, six colleagues returning from maternity leave have benefitted (Mahmoodi, Thiel, Harkry, Selby, Fozard, Martin).

Unit staff composition is approx. 80% female, in keeping with our student body, with women in key leadership positions (e.g. HoD – Rickett; PsyCen Director - Holch); two of our three Professors are female (Jones; Abraham [now at U. Georgia]) as well as two of our three Readers (Ashley; Dhingra). Around 25% of staff are from countries outside the UK (China, South Korea, New Zealand, Australia, India, USA, Italy, Hungary and Germany), lending the department an international outlook. As with most other units at LBU, we have work to do to recruit more staff from ethnic minority groups.

2.2. Staff development

We are committed to supporting staff to achieve their research goals and those of the unit. To this end we have prioritised a number of initiatives, in keeping with the University's People strategy, which is designed to support colleagues to achieve the best they can for themselves and for our university. Various initiatives have already been documented in relation to enhancing and sustaining our research environment (Section 1.2 above), including:

- Staff sabbatical programme
- Staff mentoring scheme
- Annual staff research plans

In addition, we have prioritised, with funding where needed, the following PsyCen initiatives:

- **An ECR Initiative** led by Mahmoodi, supports unit staff in various activities and is funded by PsyCen. Writing retreats have proved successful here, both on and off campus, with peer review and feedback offered in a safe, collegial space. This initiative is designed to help us foster a sustainable research environment where junior colleagues are encouraged to develop their potential.
- **A qualitative data analysis group (QUALMS)** led by Muskett and funded by PsyCen, meets regularly to offer support to staff and PGRs working with diverse qualitative datasets. Qualitative research is a distinctive and recognised research strength in the unit.
- **Open science**, a recent (2020-) initiative to increase staff awareness and improve practice concerning latest developments in psychological science, supported by PsyCen and led by Persson. This has developed from an informal working group and the initiative has already delivered staff training, invited speakers and networking events.
- **Shut up and write! sessions** co-ordinated by Singleton, offering weekly two-hour slots in a quiet university space for colleagues working up journal articles – highly valued by staff who attend.

We also support staff in other ways:

- **Supporting productive staff with promotion applications.** We recognise that successful promotions facilitate staff retention – we want to keep our best researchers to promote high quality research and enhance departmental reputation. Colleagues interested in applying are invited to one-to-one meetings with the DoR, and feedback is provided on draft applications, including advice on planning, timing and likely success of bids. Since 2017, we have had one promotion to Professor and three to Reader.
- We encourage staff to present their work at **national and international conferences**, supporting funding bids to the School Staff Development panel, averaging £14k spend per year. For example, colleagues have presented recently at events in the USA and Canada (e.g. Abraham, Drakett), Europe (e.g. Golonka [Denmark], Day/Rickett/Thompson/Woolhouse [Iceland], Kolokotroni/Selby/ Fozard [Italy]), South Africa (Jankowski), Hong Kong (Holch) and New Zealand (Gough).

We have been proactive in identifying **internal opportunities for research-related funding** and support. Those colleagues interested in applying for internal funding and

support are required to consult the DoR and Head of Department before proceeding, with advice and feedback then offered on draft applications. We have been successful in several areas, including:

- University-funded Early Career Researcher Awards: £10k (Wilson, 2013-14; Pauly-Takacs, 2014-15);
- University-funded Research Cluster Awards totalling £90k (Wilson, 2014: *Virtual Reality Research Cluster*; Rickett, 2014: *Health and Care Needs of Transgender Youth*; Milnes and Turner-Moore 2016: *Sexual Consent for University Students*);

Staff also benefit from the many research-related events we organise:

- We host **dedicated research events** for staff and PGRs (e.g. Annual Psychology Research Away Day; Annual Psychology PhD conference; staff seminar programme);
- We have **hosted a range of regional, national and international research** events at LBU (see examples in Section 4).

University-wide staff development workshops, which includes research-related events and courses, are open to all staff and PG research award students, coordinated through the Graduate School. Human Resources, the Graduate School and representatives of the Research community coordinate our implementation of the Concordat to map our support activities for the career development of researchers at all stages of their research journey from postgraduate researchers to professors. In 2019 Leeds Beckett University retained the HR Excellence in Research award.

Ethics training and support

Staff and PGRs also receive training and online advice and support pertaining to research ethics – to protect staff as well as research participants. All research projects in Psychology must receive ethical approval from our Local Research Ethics Committee (LREC), chaired by Deighton-Smith, and adhering to the most recent LBU ethics framework (December 2016). We have recently (October 2019) moved to an online submission system for transparency and efficiency, and staff, PGRs and undergraduates have received relevant training and updates, face-to-face and online. Students and staff are expected to engage with not only the BPS Code of Ethics for all applications. All ethics submissions are reviewed independently by two academics, the majority of which fall under risk category 1 or 2 and managed locally. For any project deemed risk category 3, the application is referred to the University Ethics Committee for scrutiny. Since much of our external research funding comes from health and medical sources, many staff are well versed in applying for ethical approval to partner organisations, such as the NHS.

2.3. Research students

A significantly expanded PGR community

Since REF2014, we have grown our PhD community significantly through externally funded, School-funded, and self-funded pathways, and now have a community of 31 PhD and 6 MReS students (up from 8 in 2014). This planned growth has boosted our research culture, benefitting staff through research supervision experience, access to datasets and co-authored publications, while PGRs enjoy expert supervision, a supportive environment and opportunities for development. Notably, we have attracted 4 externally-funded PhD studentships, e.g. from NIHR and medical charities (e.g. Alzheimer's Society), and several self-funding or employer-funded students - 6 currently); we are also promoting matched-funded PGRs for the first time in 2020, drawing on established and new partnerships with external organisations with a view to future research collaborations (e.g. Leeds Teaching Hospitals Trust; Lucy Faithful Foundation). As noted in Section 1.2 above, every four

years we recruit 8 fully-funded (previously 4) GTAs, six GTAs progressing to become members of lecturing staff after their PhD. In 2019-20, our recent cohort of eight GTAs, along with three university-funded STEM PhD studentships and two matched funded studentships, amounted to a total investment of approx. £300k. We are proud of our PhD completions record - 15 Psychology PhDs since 2014: Deighton-Smith, Selby (2013-14); Thompson, (2014-15); Wilson, Cross, Jankowski (2015-16); Ahearne, Drakett, Round (2016-17); Wray (2017-18); Henson, Yang (2018-19); Nuryanti, Jones, Sandle (2019-2020). A further seven have been examined in 2019-20 and are currently completing (minor) corrections (Gilborn, Price, Lowe, Whittaker, Marwood, Smith, Charlesworth).

Psychology support for PGR's

All colleagues with supervisory responsibility undertake training and must demonstrate to the University's Research Degree Sub-Committee that they are currently active researchers as part of the approval process for supervisors. This is to ensure that students are properly supported by those whose research is current. In order to best attend to PGR needs, we appointed a Psychology PGR tutor (Turner-Moore) in 2017, who has been proactive in establishing a bespoke online Psychology Research Postgraduates course site covering Announcements, Community, Information and support, and Useful tools and resources.

We also host a local induction for new Psychology PGRs annually, co-ordinated by Turner-Moore, and appoint PhD student representatives each year who discuss issues with the Psychology PGR tutor twice per semester. In 2019 we supported a small group of Psychology research students to be trained in mental health support, and they now run the weekly peer mental health support group (called 'the postgrad picnic') for research students within the whole School.

Psychology staff also work as co-supervisors for an additional 20 doctoral students registered to other units (e.g. Clinical & Applied Sciences; Health and Community Studies), and some staff co-supervise students registered at other HEIs (e.g. Imperial, Sheffield).

Our policy is to encourage doctoral students to submit and publish journal articles with supervisors during their time with us - those 13 students completed since 2014 have all published at least one journal article with supervisors, while several existing PGRs have published with staff (e.g. Ahmed, Asquith, Price, Sandle, Whittaker).

2.4. Training and supervision of research students

Training and support for PGRs

All postgraduate research students are required to complete a Research Training Programme that equips them with the skills important for their development as researchers and improves their future employability. At the beginning of their studies, students complete a Training Needs Analysis which forms the basis of an individual training programme that they undertake throughout their research degree. The competencies that students are required to develop and evidence are based both on the needs associated with their individual doctoral research and on the Joint Statement of the UK Research Councils' Training Requirement for Research Students.

Training sessions are provided at University level and by Schools/Departments. For example, the Graduate School co-ordinates a week-long programme of seminars and workshops each semester, which are promoted to all PhD students and cover a range of methodologies, debates and issues as well as skills development (e.g. publishing, literature searching). These sessions are provided by experts (often professors). Many

resources are also made available online so that our distance learning students can access them easily. Towards the end of their registration, students produce a portfolio that identifies and evidences the skills that they have developed and can be used to enhance their employability.

In Psychology, all PGRs are allocated an allowance of £1000, which is mainly used for conference attendance, but can also be used to access further training and development externally (e.g. in 2018 two students attended workshops on ethnography at Essex). PGRs can also bid for funds to cover research-related costs (normally up to £1000), and this budget has typically been used for participant incentive payments, interview transcription and equipment/software.

PGR progress and development

We have various mechanisms in place to support students, monitor progress and promote on-time completions. Four to six months after registration, students prepare a report that is reviewed by a panel made up of an independent chair and a senior academic not connected with the project and the supervisory team (Confirmation of Registration). The panel can confirm the target award, recommend an alternative target award (e.g. rather than a PhD the student registers for an MPhil), recommend that the student addresses specific areas of weakness and resubmits their report, or recommends that the student withdraws from the University. At the end of each year of their doctoral research, students are required to present their work to a progress panel (Annual Progression) consisting of supervisors, an independent chair, and another senior researcher from within the school. These meetings are invaluable in providing students with constructive feedback and advice.

More generally, the most recent (2019) Postgraduate Research Experience Survey (PRES) administered by the Graduate School indicated high levels of satisfaction with supervision and support within our School. Our most recent (2020) Psychology survey of PGRs also highlighted very positive feedback, for example on our most recent Psychology induction for PGRS, it was reported in feedback that:

'The Psychology induction day was great, especially as we have some differences in research style/ethics. A subject specific induction was really appreciated.'

and concerning local culture and support:

'As a new starter I would just like to say that all the other postgrads within psychology (and the staff) have been really welcoming and helpful with giving information and advice'

Students who experience difficulties at any stage in the PhD process may apply to the University Research Degrees Subcommittee (RDSC) e.g. for an extension or temporary suspension due to illness or other personal circumstances (e.g. caring responsibilities, maternity). The Graduate School now operate a PhD manager software system ('SAM', 2020-) which automates much of the work concerning RDSC applications while also enabling PGRs and supervisors to deposit drafts, feedback and meeting logs.

3. Income, infrastructure and facilities

3.1. Income

In line with unit strategy (2017), we have developed a culture where bidding for grants is expected. Since REF2014, when we reported very modest grant income of £33k, we have increased the number of high quality grant applications, targeted a greater variety of funders, and achieved substantial growth in research income: an eightfold increase to £260k in 2019, and approx. **£1.8million** in total since 2014 from sources including NIHR, EU and various medical charities (e.g. Alzheimer's Society).

We especially encourage collaborative bids from research teams, as well as strategic collaborations with colleagues and groups with a track record in grant capture within the university and beyond. Staff are obliged to speak to senior colleagues before preparing a bid and supported where appropriate. Draft bids are read by senior colleagues within Psychology, but also reviewed by independent colleagues outside the group in accordance with university policy for internal grant review. Where appropriate, we solicit external reviews from experts, charitable groups and potential research users. There is internal support from the University Research Office and, where appropriate, the Enterprise Service, concerning bid preparation and costing, chiefly from Research and Impact Officers, Research Services Advisors, and Business Development Managers.

They also provide specialist support on areas including open access and open data; knowledge exchange and KTPS; and effective impact and dissemination strategies. As stated above, our research is strongly applied and this is reflected in grant success for staff as principal investigators, including:

- *NIHR Research for Patient Benefit (RfPB) Programme*: (PI Ashley, £150k, 2020-2022) – Improving self and clinical management of comorbid diabetes during cancer treatments: a qualitative interview study with patients and clinicians to identify theory-based intervention targets, strategies and implementation options
- *Sport Allies/Worldwide Roar*: (PI Gough, £100k, 2020-22) - Athletes for Action: Masculinities, Allyship and Sport
- NIHR clinical doctorate (PI Jones, £250k, 2018-22): establishing a national validated PROM within the UK Gestational Trophoblastic Disease (GTD) Service
- *Gamble Aware*: (PI Morgan, with Gough/Muskett /Jones/Kolokotroni. 2019-20, c£45k initially) Evaluation of Gamble Aware-funded Treatment System
- *Yorkshire Cancer Research* funded ‘Cancer, Fertility & Me’ project (PI Jones, £250k, 2016-20) helping young women with cancer to make fertility preservation decisions
- *Alzheimer’s Society*, funded PhD studentship on cancer and dementia, (PI Ashley, £75k, 2018-21)
- *Abbeyfield Research Foundation*: funded PhD studentship on cancer and dementia (PI Ashley, £70k, 2017-20)
- *BASF* scoping grant on improving workplace safety (PIs Morgan/ Curcuruto, £100k, 2017-18)
- *2 Knowledge Transfer Partnerships (KTPs)* (£197k and £208k, 2015-19) on safety issues within the railway industry (Morgan), working with industrial partners (Amey; Volkerrail) (see impact case study below for details)
- *Shire* funded project to develop an immunoglobulin burden of treatment questionnaire for patients with primary immunodeficiency. (PI Jones, £120k, 2014-16)
- *EU Daphne programme* funded project ‘Addressing Sexual Bullying Across Europe’ (Milnes/Turner-Moore/Gough, £264k, 2013-15) which developed an intervention to raise awareness of and help prevent sexual bullying in young people (see impact case study below for details).

Staff have also been successful as Co-Investigators on several funded projects e.g. *World Health Organization* (Jones); *Crohn’s and Colitis UK* (Jones); *MRC* (Jones); various *NIHR* projects, including programme grants (Ashley, Gough, Jones); *MacMillan Cancer Support* (Ashley, Jones); *NIHR Health Technology Assessment* (Jones); *EU Erasmus* (Harkry).

3.2. Infrastructure and facilities

Unit investment

There has been significant investment in, and support for, research activity at university and school levels in recent years, from which Psychology staff have benefitted, including a £234k investment in a new suite of research laboratories (2019) configured to enable data collection for a range of experimental and qualitative research designs. Most recently, we secured £50k from strategic STEM-related university funds in 2019 to invest in laboratory equipment such as the CANTAB - experimental test battery, Drager Drug Test 5000 Drug and Alcohol Testing Kit, iMotions GSR and ECG Hardware and Software, Eye-tracking software Pro Lab and Cotinine nicotine testing. In 2016 we spent £26k on a state-of-the-art eye-tracker (Tobii Pro TX300), situated in a specialist laboratory. BIOPAC hardware/software for physiological measurements such as ECG, GSR, blood pressure, are used currently in stress research and drug cue reactivity. Standard software is available on staff and student PCs, such as SPSS, Atlas TI, and E-prime. Recently other software has been purchased for research purposes, including MatLab, MPlus and SNAP.

Matlab is now available on all cognitive lab PCs and laptops for both research and teaching use and supports ongoing research in coordination dynamics, masked priming, throwing for distance and accuracy and social coordination (Golonka/Wilson). In addition, the Magstim HDC kit stimulator contains everything required to administer any stimulation protocols and is used for several new research projects (Kolokotroni/Golonka/Wilson), and open-source Matlab code can be used to simulate the resulting activation changes in the brain. For example, one project will determine whether brief stimulation of areas of the prefrontal cortex can temporarily attenuate drug craving in both tobacco and cannabis smokers (Kolokotroni). Staff are also beginning to use Transcranial direct current stimulation (tDCS), a non-invasive brain stimulation technique, to explore whether it is possible to attenuate levels of both trait and drug induced impulsive behaviour, and manipulate learning mechanisms (Kolokotroni; Round).

University infrastructure

Support for research and impact has become more systematic during this REF period. The University Research and Enterprise Office proactively supports research bids, including dedicated full-time staff and consultants with established track records of securing EU funding. Apart from the Peer Review process, further central support includes:

- Implementation of the Research and Enterprise Management (REMS) system in 2014 to enable better costing and data management of all bids across the Unit;
- Appointment of dedicated Research Funding Advisors, providing specialist funder knowledge and experience (e.g. institutional and sector wide success rates, financial rules, eligibility and participation criteria at the point of research idea / conception).
- Dedicated funding available to support preparing bids (£20k per annum);
- Support from the Post Award Research Team within the wider Research & Enterprise Service to ensure colleagues are supported from the point grants / projects awarded.

Library and Learning Innovation (LLI) plays a key role in the staff and student experience at the University, supporting the research, teaching and learning needs of our community. LLI offers 24/7 access to research collections both physically (over 380K books) and online (150K journal titles).

The research management infrastructure at Leeds Beckett comprises two separate, yet related, software systems - Symplectic Elements research management system and EPrints Institutional Open Access repository (<http://eprints.leedsbeckett.ac.uk>). Symplectic Elements research management system collects all Leeds Beckett research activity in one place, providing a database of bibliographic records that generates lists of publications on

online staff profiles and provides management reports for research activity across the University. EPrints manages full text files (i.e. authors' final accepted manuscripts) uploaded from Elements, including embargo where applicable, and ensures that research outputs are discoverable and accessible on the open Web. When a file is uploaded from Elements to EPrints it will also be available to download from an associated staff profile as a link on the respective bibliographic record.

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

4.1. Leading and contributing to the discipline

Many of our staff are at the forefront of their disciplines and influence the direction it takes. Our group is also influential in promoting diverse research methods in Psychology. Impact on the discipline has been achieved in various ways, including influential books, editing high profile journals and taking up research leadership roles in psychology-related organisations. Inevitably much of our evidence here is driven by our senior colleagues, but all staff contribute to important activities such as reviewing for journals, examining PhD candidates and conference organisation.

Books that innovate and enhance the discipline:

Abraham (now at U. Georgia) is a leading expert in the neuroscience of creativity and imagination and has recently published a book on *The Neuroscience of Creativity* with Cambridge University Press (2018) and has edited *The Cambridge Handbook of the Imagination* (2020). Gough has edited a *Major Work on Qualitative Research in Psychology* (5 volumes) for Sage, published 2014. Gough also edited the *Palgrave Handbook of Critical Social Psychology* (2017) and recorded three videos on qualitative research in psychology for Sage in 2015 for international distribution. Other books include *Critical Social Psychology of Social Class* (Day/Rickett/Woolhouse, 2020); *Contemporary Masculinities* (Gough, 2018); *Chemically Modified Bodies* (Gough [with Hall/Grogan], 2016); *Madness and Creativity: Yes, No & Maybe* (Abraham, 2015).

Staff have also contributed textbooks to the discipline, including *Critical Social Psychology* (Gough, 2015 [2e] – with McFadden/McDonald); *Applying Psychological Ideas in Speech and Language Therapy* (James, 2018 – with Brumfitt).

Journal editing and disciplinary good citizenship:

Several staff are - or have recently been - editors for journals. For example,

- Gough is co-founder and co-editor of the journal *Qualitative Research in Psychology* (2004-), co-Editor-in-Chief (2018-) and Section Editor (2006-) for *Social and Personality Psychology Compass*, and Associate Editor of the APA journal *Psychology of Men and Masculinity* (2013-2020).
- Dhingra is Editor-in-Chief for *Journal of Criminal Psychology* and is on the editorial board for *Journal of Criminal Justice*.
- Moon has recently been appointed as Associate Editor in *Journal of Comparative Family Studies* (2019).
- Wilson is associate editor for *Cortex* (2020-)
- Jones is Speciality Chief Editor for *Frontiers in Global Women's Health* (2020-) and past associate editor of *Health and Quality of Life Outcomes* (2008-11).
- Abraham is an Associate Editor for *Frontiers in Psychology: Psychopathology* (2014-).

- Golonka and Pauly-Takacs are Review Editors for *Frontiers in Cognitive Science* (2015-).
- Rickett was editor of *Psychology & Sexuality* (2014-17).

Some staff have guest edited journal special issues (e.g. Ashley: *Psycho-Oncology*; Gough: *Health Psychology* [twice]); Golonka/Wilson: *Cognition & Clinical Psychology*; Day/Rickett/Milnes: *Feminism & Psychology*; Jankowski/Gough et al: *International Journal of Men's Health*; Holch: *Journal of Cancer Survivorship Research and Practice*; Jones: *Pilot and Feasibility Studies*).

External research roles and building the discipline:

- Ashley was Chair of the *British Psychosocial Oncology Society* (BPOS) 2014-16, hosted the annual conference at LBU in 2015, sits on the *British Psychological Society (BPS) Standing Conference Committee (SCC)* (June 2017 –), the *National Cancer Research Institute (NCRI) Psychosocial Oncology and Survivorship Clinical Studies Group* ('interventions to improve outcomes' subgroup) (Jan 2015 –) and the *International Psycho-Oncology Society (IPOS)* (2014 –) - Member of the IPOS Federation Committee (2014-16), Member of the IPOS Communications Committee (2016 –).
- Holch is also a member of the *International Psycho-Oncology Society (IPOS)*, the *ISOQOL (International Society for Quality of Life Research)* and their Best Practices for PROs- Reporting Taskforce (Patient Reported Outcomes).
- Jones is an invited member of the Independent advisory Group for a large NIHR funded international study on preterm birth (PRIME) and the PROLLIT Study (Quality of life following a lower limb reconstructive procedure Advisory panel).
- Rickett is a core member of the *Women & Organizations – MENA Region Think Tank* (Middle East-North Africa).
- Gough is a founding member of the *European Qualitative Research in Psychology (EQUIP)* organisation and hosted the third meeting at LBU (February 2019).

Several staff have or have held leadership positions in various BPS sections, including POWES (e.g. Rickett, Drakett) and QMiP (e.g. Day, Gough). Many of our staff review for high-profile journals (e.g. *Cerebral Cortex*, *Hippocampus*, *Neuropsychologia*, *Neuroimage*, *Perspectives on Psychological Science*, *Psychonomic Bulletin & Review*; *Neuroscience & Biobehavioral Reviews*, *Health Psychology*, *Cognition*), funding bodies (e.g. ESRC, NIHR, Leverhulme) and publishers (e.g. Sage, Palgrave, MIT press).

4.2. Open science

Reproducibility and open science are high priorities for psychology researchers, as evidenced by a new PsyCen initiative led by Persson. The Psychology group at LBU has been actively engaging with these topics for several years, and is making good progress on incorporating best practices into our normal workflows.

We began by inviting two speakers (Dr Kirstie Whitaker and Dr Hannah Hobson) in 2018-19 to give talks on open science and reproducibility (both the underlying issues as well as introducing all the tools that have been developed to aid researchers). Following on from these, Wilson ran sessions on using the Open Science Framework (www.osf.io) as a repository for preprints and data. In his previous role as Ethics Coordinator, Wilson also developed guidance for researchers so they can develop their open science/data sharing practice within the bounds of our institutional ethical governance.

In September 2019, Dr Sofia Persson formed the LBU Open Science working group (now a PsyCen initiative), which meets regularly and works actively to make Open Science

practices accessible across the School. The group's activities have included staff and member meetings, as well as a recent external talk by Persson, which was organised by North West Psychology in the Pub. The working group has also linked with library services, who are in the process of developing the University's online Open Access repository. Future planned activities include an Open Science training session for PhD students, as well a collaborative venture with the Open Science working group at Manchester Metropolitan University, which is a submission to SCORE (Systematizing Confidence in Open Research and Evidence), and a reproducibility event for researchers across the North West. Persson provides regular updates on Open Science to the school, and is the contact person for Open Science queries. She has met with individual members of staff to discuss their Open Science queries, which has continued over SFB since the University lockdown.

Subsequently, open science practices and attention to reproducibility are being integrated into researcher's normal workflows. Concrete examples include:

- The creation of an LBU Open Science repository as managed by Persson. This is being continuously updated to provide Open Science material for the School, which is of particularly relevance since the University lockdown: <https://osf.io/562jq/>
- Pre-printing papers and chapters, which achieves green open access, both prior to and after publication. A few examples from the group:
 - Abraham: <https://psyarxiv.com/5yfnw/>
 - Golonka: <https://psyarxiv.com/83zvt/>
 - Wilson: <https://psyarxiv.com/zbkqd>
 - Pfeifer: <https://www.biorxiv.org/content/10.1101/444992v1>
 - Kolokotroni: <https://psyarxiv.com/c8qvp>
 - Persson: <https://psyarxiv.com/u4tqa/>
- It is institutional policy for published papers to have the author accepted manuscript be submitted to our green open access Symplectic system, which is now standard procedure in the group.
- Publishing in open access journals, which achieves gold open access after publication. This is good for the public, but also the authors (e.g. citations). A few examples from the group:
 - Moon: <https://www.frontiersin.org/articles/10.3389/fpsyg.2018.02262/full>
 - Pfeifer: <https://www.frontiersin.org/articles/10.3389/fnsys.2019.00029/full>, <https://link.springer.com/article/10.1007%2Fs00213-019-05228-w>
 - Wilson, Golonka: <https://www.frontiersin.org/articles/10.3389/fpsyg.2013.00058/full>
- Publicly available data: this takes longer to develop as practice, as it requires having the necessary ethical permissions, etc, so this is a developing practice here. The Cognition in Action lab (Wilson) has been leading here:
 - Data, analysis files and preprint for a now-published study (the first two authors were post-graduate students and this was part of their training) <https://osf.io/z7c9q/>; published version <https://doi.org/10.1016/j.humov.2018.04.005>
 - Data, analysis files and preprint for a now-published study <https://link.springer.com/content/pdf/10.1007/s00426-020-01308-1.pdf>
 - Data, analysis files and a preprint for a study currently under review (the first author is a PhD student and has been leading on moving the lab towards fully open science practices) <https://osf.io/6hsrj/>
- Study pre-registration: this is a replicability initiative, in which researchers detail their methods and data analysis plan prior to data collection and/or analysis. This allows them to demonstrate that their analysis was not modified post-hoc, one of the primary causes of the replication crisis.

- The last study noted above was pre-registered <https://osf.io/9cafkl/>.
- Follow-up studies have been able to refine what we pre-registered (<https://osf.io/25gkd/>) and inform the necessary a priori power analyses (<https://osf.io/ek8hf/>).
- The engagement with large-scale Open Science projects such as SCORE, which aims to estimate the overall reproducibility of Psychology using labs across the world.
 - Project details: <https://www.darpa.mil/program/systematizing-confidence-in-open-research-and-evidence>
 - Pre-registration: <https://osf.io/a8eq9/>

More broadly, as co-Editor-in-Chief, Gough (with Anne Wilson, Wilfrid Laurier) has established a new journal section of *Social & Personality Psychology Compass* dedicated to latest developments in open science ('*Methods and Open Practices*', 2018-).

Future plans include additional workshops on pre-printing, data sharing, preregistration and resources such as the Open Science Framework, along with initiatives managed through the research strands of PsyCen to encourage these practices. The development of useful procedures to facilitate these, as well as many of the recent hires to the department being well versed in open science and reproducibility, means that these are becoming increasingly visible and easy to implement. We are very committed to the open science agenda and for our unit to influence developments in psychological science.

4.3. Increasing reach through collaborative and interdisciplinary research

In line with our research strategy to grow and publicise our research strengths in applied research focused on improving psychological wellbeing, our staff have developed many collaborations, both national and international, with the aim of enabling our research to be funded, recognised and applied as widely as possible. Some examples:

- Abraham works with academics across the world in research on training effects on creative performance (Dr Bourisly, Faculty of Medicine, Kuwait University), cross-modal effects in aesthetics appreciation (Dr Wolfensteller, Dresden University, Germany) and multimodality in musical experience (Prof Ballan, Touro College New York, USA).
- Gough works with academics in Canada and Australia to explore boys' body image and wellbeing (Prof Kehler, Calgary; Atkinson, Toronto; and Drummond, Flinders, Adelaide, Australia). He also works with colleagues in New Zealand (e.g. Lyons, Victoria U) on projects concerning qualitative research methods, young people, gender and consumption – he was awarded a visiting scholarship to Massey university (NZ) during April-May 2015.
- Jones works with colleagues in Australia (Prof Ledger, Dr Peate, Dr Jasingue) and Switzerland (Dr Erhbar) on fertility preservation for people with cancer and in a large international team, including colleagues across numerous countries in Europe, Canada and the US as part of the development of her burden of treatment questionnaire for patients with primary immunodeficiencies.
- Dhingra collaborates with colleagues on prisoner suicide and mental health in Canada (Dr David Klonsky, University of British Columbia) and the US (Dr Matt DeLisi, Iowa State University).
- Wang works with academics and practitioners in the UK and China to improve patient care, including asthma care and palliative care (Prof Hyland, University of Plymouth, Prof Payne, Turner, Lancaster University, Mei Qi, Cancer Centre, Tongji Hospital China).
- Holch works with University of Michigan, USA Dr Joel Gaginer (University of Michigan) and Dr Wieneke Mokkink and Caroline Terwee (VU University Medical

Center, Amsterdam) to develop reporting guidelines for psychometric investigations of a Patient Reported Outcome Measure (PROM).

- Muskett works with Lester at Indiana on children's mental health issues and practitioner understanding.
- Wilson works with researchers in the US to explore the applications of his work on co-ordination dynamics (Prof Bingham, Indiana University, Zhu, University of Wyoming).
- Jankowski works with colleagues in Guelph, Canada (e.g. Rice) on eating disorder prevention.

These examples demonstrate our commitment to working with world-leading experts to build success in grant capture and international profile which, in turn, will enable us to attract and retain the best researchers and PGRs and grow our research culture further.

4.4. External recognition

Our reputation for delivering excellent research focused on improving psychological wellbeing has inevitably led to national and international acclaim. Below we note some examples of external recognition for our three Professors:

- Gough was elected as a *Fellow of the Academy of Social Sciences* in 2016 and was appointed as a Unit 4 REF panel member (2019). He has also given evidence (written and verbal) to the *Women & Equalities Select Committee Inquiry* on the mental health of boys and men (2019) and was commissioned by the WHO (Europe) to write a report on the role of masculinity in men's help-seeking for mental health issues as well as participate in a webinar on this topic (Gough & Novikova, 2020). He has given keynote lectures to *Qualitative Research in Sport and Exercise Conference*, Loughborough University, September 2014 and *Qualitative Research International Summer School*, University of the West of England, August 2014. He was an expert panel member at an *Institute of Education* event on boys and education in 2014. Gough has also delivered various invited lectures, including Massey University NZ (Auckland, Palmerston North, Wellington), March 2015; University of Auckland, NZ, March 2015, University of Western Ontario, Canada, May 2015.
- Abraham has given a keynote lecture at the annual Glimpses conference in Los Angeles on Creativity and Human Potential (Nov 2015) and seminars at academic departments such as Keble College, University of Oxford (May 2015) and University of Surrey (Mar 2015). She was selected to chair a symposium at the Annual Convention of the Association for Psychological Science in New York (May 2015) and was one of invited experts on the Neuroscience of Art panel convened by the Salzburg Global Seminar in Austria (Feb 2015). She was awarded fellowship of the RSA (Royal Society for the Encouragement of Arts, Manufactures and Commerce) and the SGS (Salzburg Global Seminar) in 2015. Her most recent keynote is at the Eighth International Conference on Design Computing and Cognition, 2018 – DCC'18. Politecnico di Milano.
- Jones was awarded the Lisa Thaxter Trust Prize in July 2016 at The Essentials of Fertility in Young People with Cancer, by the national charity '*Teenagers and Young Adults with Cancer*' July 2016, based on her funded research on fertility preservation for cancer patients and was invited to deliver an International Symposium on fertility preservation for people with cancer (presented at the International Society for Psycho-Oncology in Hong Kong, 2018). Jones was recently invited by the Royal College of Obstetricians and Gynaecologists to write a Scientific Impact Paper on the relationship between social determinants of health and maternal mortality. In addition, she was invited to co-author the new

policy and practice guidelines for the British Fertility Society on fertility preservation for medical reasons in women.

4.5. *The impact of our research*

The Psychology research strategy has delivering impact at its core (see section 1.2: Applied research), targeting three main areas:

4.5.1. *Collaborative research and dissemination*

Various projects led by LBU Psychology staff have comprised multi-disciplinary teams involving diverse stakeholders: Yorkshire Cancer Research funded research on cancer and fertility preservation (Jones), SHIRE-funded the development of a burden of treatment questionnaire (Jones); NHS-funded male weight management research (Gough), EU-funded (Daphne programme) research to reduce sexual bullying across Europe (Milnes/Turner-Moore/Gough), and two Knowledge Transfer Partnerships working with rail companies to tackle workforce safety issues (Morgan). This strategy of engagement has produced grant success and promotes dissemination to stakeholders and impact that reaches far beyond the research team. For example, the EU 'Addressing Sexual Bullying Across Europe' project involved young people and NGOs from 5 European countries, culminating in an intervention jointly produced and delivered by young people and disseminated to practitioners and policymakers at the end-of project conference at LBU (January 2015; see https://ec.europa.eu/justice/grants/results/daphne-toolkit/content/asbae-addressing-sexual-bullying-across-europe_en). An ESRC-funded seminar day on older men and physical activity led by Gough included presentations from Age UK and a local walking group, with delegates from a range of agencies, including public health professionals, men's groups and charities. A major national conference organised by the British Psychosocial Oncology Society (BPOS) took place at LBU in 2015, hosted by Ashley (Chair) and involving cancer specialists and patients as well as academics. The UK National PROMs (Patient Reported Outcome Measures) Conference involving patients and practitioners was chaired by Holch (June 2019), with Jones and Wang on the conference committee.

4.5.2. *Presenting our research to practitioner conferences*

Our School actively encourages staff to attend professional and sector conferences as well as those aimed at academics e.g. through staff development funding. Many academic LBU staff who partner with us are also healthcare practitioners, and this fosters a culture in which telling users about our research and helping them to apply it to improve their practice is both accepted and expected.

For example, Jones has presented her research on decision aids for young women with cancer at key national and International Cancer and Fertility conferences, Fawcner has delivered invited presentations on her work on body image to international eyecare practitioner conferences, and Turner-Moore presents her work on male sexual offending at practitioner conferences, for example the Annual Conference of the National Organisation for the Treatment of Abusers. Gough has presented his work on young masculinities to an audience of road safety professionals (Innovations in Road User Behaviour Conference, 2014). Morgan has presented to industry at the International Rail Human Factors Conference (2015).

4.5.3. *Engaging with the public using print, broadcast and online/social media*

In keeping with our mission to produce meaningful research of interest to local communities and beyond, colleagues have benefitted from LBU-sponsored media training to disseminate their work across various outlets:

- *Print media:* Psychology staff have been interviewed and quoted in several high-profile publications, including the Wall Street Journal, Washington Post (Stoet – now at Essex); Newsweek; Buzzfeed; Shortlist magazine (Gough); The Guardian, The New Yorker (Abraham); Nature magazine (Jankowski; Gough); Men's Fitness magazine (Jankowski/Gough/Fawkner); Scientific American (Abraham).
- *Broadcast media:* Psychology staff have been interviewed on radio and television e.g. BBC Newsnight (Stoet); BBC Radio 1 (Gough); BBC Radio 4 Woman's Hour (Jankowski; Budds); BBC World Service (Turner-Moore); 'What's Up?', Sky One (Gough); BBC Radio 5 Live (Abraham).
- *Online/social media:* Wilson and Golonka use social media to communicate directly with non-academics interested in their research. They write a blog <http://psychsciencenotes.blogspot.com/> and use a joined Twitter account (@PsychScientists). For example, the blog describes and invites comments on the theoretical framework for a new approach to neuroscience and cognition. Their blog posts have been linked to by the New York Times, Boing and Mind Hacks) and has been discussed in the online version of Psychology Today. It has also been cited in several papers and a book. As of September 2019, the blog has had over 1,674,314 page views for 256 posts and 8206 Twitter followers, primarily from general interest / educated lay person sites rather than from universities or research institutions. Gough has blogged for the Huffington Post on male mental health (November 2015) and the APA Psychology of Men & Masculinity Division on men's health (June 2015). The website hosting the research report and intervention pack from the EU-funded Addressing Sexual bullying Across Europe project (Milnes, Turner-Moore, Gough) has received over 5000 visits since February 2015.

4.5.4. *Current and future case studies*

The three selected case studies reflect our expertise across our three research clusters: Health & Clinical Psychology; Psychology Applied to Safety & Health (PASH) and Genders & Sexualities. All case studies reflect our strategy on and commitment to delivering impact to user groups through networking, collaboration and engagement with stakeholders (see section 1.2). All case studies are based on externally funded research projects and build on previous foundational research/publications:

- the 'Addressing Sexual Bullying Across Europe' project (Milnes/Turner-Moore/Gough) was funded by the EU Daphne programme call focusing on reducing sexual violence and features a new intervention aimed at young people;
- the two projects on health and safety in the rail industry led by Morgan are the product of two Knowledge Transfer Partnerships (KTPs) with two companies (Volkerrail, Amey Ltd) which are designed to facilitate company goals (improving staff wellbeing, performance and profitability);
- the 'Cancer, Fertility & Me' project was funded by Yorkshire Cancer Research and has produced a decision aid for patients to help with difficult fertility preservation decisions at diagnosis and pre-cancer treatment.

Our commitment to delivering impact is reflected in several ongoing applied research projects, including projects on:

- carers looking after family members with co-morbid conditions (Ashley)
- patient reported outcome measures (Holch)
- body image interventions with young people (Deighton-Smith; Jankowski).
- improving male mental health (Gough)
- interventions to help problem gamblers (Morgan).

We are proud of our research achievements to date. The growth in research culture and performance since REF2014 has been phenomenal, reflected by significant improvement in grant capture and PGR numbers – but also in the commitment of all staff in producing applied research on psychological wellbeing of use to diverse communities. Our success to date, aligned with an ambitious research strategy beyond REF2021, gives confidence in our potential to deliver more internationally excellent and world-leading, impactful research in the future.