

Institution: Ulster University

Unit of Assessment: UOA4

1. Unit context and structure, research and impact strategy

Context and structure

The Psychology Research Institute (PRI) at Ulster University (UU), founded in 1972, has a sustained track record of **developing research leaders** through **excellent support networks**, a focus on **advanced research methods** and **applied psychological research**. The PRI includes a diverse team of **independent researchers** (N=34), **contract researchers** (N= 12) and **PhD researchers** (N=73) with expertise in **complex statistical research methods, qualitative approaches and experimental research techniques**.

Since REF2014, a **£1.3 million infrastructure investment** has helped the PRI transform its capability to **develop, lead and deliver internationally renowned, interdisciplinary research** through the creation of state-of-the-art research laboratories but also the **implementation of a robust framework to nurture and develop research talent, with a particular focus on PGR students**.

The research strategy, underpinning PRI, saw the **prioritisation of mental health research** within UU with further significant internal strategic investment (>£1M) giving rise to a new **Institute of Mental Health Sciences (IMHS)**. The **success of this approach is evidenced through a significant increase in staff submitted to REF, large-scale grant funding and an increase in the number of PhD completions** (see Table 1).

Table 1: Key changes in PRI during REF2021 cycle

Assessment period	REF2014	REF2021	% change
Submitted staff	22	31.4	43
Income (spend)	6,448,521	10,503,976	61.5
PhD Completions	46	65.55	42.5

Our research and impact strategy addresses national and global priorities in mental health (e.g. effective diagnoses and care pathways), health-related behaviours (e.g. understanding e-cigarette use) and important issues facing children and young people (e.g. outcomes of growing up in the care system). We aim to provide robust evidence to influence policy and practice across the globe by:

1. Understanding psychological processes, precursors and supports for mental health.
2. Using psychological theory to generate interventions to promote physical health and well-being.
3. Investigating the psychological and social development of children and adolescents to ensure better outcomes for all.

Our research portfolio has significantly expanded through major initiatives that align to our aims including:

1. **Significant strategic investment (>£1M) in a faculty-wide interdisciplinary Institute of Mental Health Sciences (IMHS)** that encompasses research on child and adolescent mental health (McSherry, Kirby, Murphy, Adamson, Houston), precursors to mental health (Shevlin, McBride, Bunting) and novel interventions (Ennis, O'Neill). In addition, the approved **£28.55m capital investment in a new School of Medicine**, including a graduate entry medical course, will bolster our research in health services implementation and interventions.

2. Our researchers lead the behavioural sciences work-package of the UKRI-Global Challenge Research Fund (GCRF, £5.7m in total) funded **SAFEWATER project** that aims to develop usable technology to improve rural communities' access to safe drinking water (Gallagher, Keenan). Leavey leads the **Administrative Data Research Centre** (ESRC, £2.2m) that enables research to inform policy for service planning and provision (Ferry, Rosato).

3. Securing significant investment from the Department of Health to UU (£1.7M with matched funding to Queen's University Belfast) for the creation of an interdisciplinary **Academic Paediatric Cardiology Department** with specific focus on the epidemiology of childhood coronary heart disease, impact on family functioning and associated developmental outcomes (Simms).

Since REF 2014, researchers have published **499 journal articles, 15 conference papers and 11 editorials/commentaries**, with an average citation rate of 15.3 per output. Researchers also published **2 books, 21 book chapters and 22 commissioned reports**. **22.4%** of our journal articles are in **the top 10% of cited psychology publications world-wide** (Scopus). **Armour and Shevlin** are rated in **top 2% of most cited authors within his field** (Science-Matrix classification). **Grant income** has risen from £6.5m to £10.5m (61.5%) in the REF2021 period, with 159 research grants awarded within the current reporting period. Our research is global, with **50.3% of our publications including international co-authors**. The calibre of our researchers has been recognised through prestigious awards from sector relevant bodies (See Section 4).

Research and Impact Strategy

Throughout the REF2021 period we aimed to develop our research programmes by building on the strengths we evidenced in REF2014, focusing on mental health sciences. Our research programmes align with the University's strategic research themes of "Healthy Communities" and "Social Renewal" (REF5a; Section 1) providing excellent opportunities for interdisciplinary collaboration. Strategic aims during the REF2021 cycle were:

1. Increase investment in research infrastructure by leveraging internal and external funds
2. Recruit and nurture new academic staff with expertise in mental health research and experimental methods
3. Diversify and increase our research income base and ensure these funds translate to real-world impact
4. Ensure transparency in decision making and equality for all researchers
5. Develop and support our contribution to Open Science practices
6. Support and develop new research leaders

The PRI places team-based research programmes at the centre of its working practices. **PRI Research Director (RD; Simms) works collaboratively** with the **Head of School (HoS; Giles)** to **create a vibrant and inclusive research environment**. The PRI was structured into three

recognised research groups (RRGs: Psychological Epidemiology and Mental Health, Health and Wellbeing and Peace, Conflict and Equality). Following REF 2014, the PRI **performed a comprehensive internal review** (involving RD, Professoriate and Visiting Professors), to tighten and align existing RRGs into three new “research themes” that also **closely align with the global research challenges identified by the United Nations Global Issues** (such as Children, Health (and well-being) and Ageing). The three new research themes are “**Children, Young People and Schools**”, “**Mental Health**” and “**Health and Ageing**”. This means that researchers within the PRI are not only directly aligned to strategic research priorities at the university level, but also at national and international levels.

The “**Children, Young People and Schools**” theme includes researchers focused on **child and adolescent development in social contexts** and is **led by Cassidy**. Researchers within this theme use a **wide range of experimental methods** (e.g. eye tracking, child-friendly experimental designs), **large scale surveys**, and **qualitative research methods**. They also collaborate internationally on large-scale, interdisciplinary studies that aim to elucidate factors that impact on child development in order to improve outcomes globally. For example, **CONCEPTION** (Simms, £1.06m, H2020) involves **60 European partners** and will document the **impact of in utero and breast milk drug exposure on neurodevelopment outcomes**; while **EPPIFAST** (Cassidy, McLaughlin, £400k, ESRC, BBSRC) is a randomised control trial investigating the **long-term impact of extended folic acid use on psychosocial and cognitive outcomes** in early and mid-childhood.

More broadly, the theme explores **psychosocial and health development** in child and adolescent groups, including play behaviours, social emotional development in school-aged children, diet and sexual health outcomes (**Cassidy, McLaughlin & Davison**). The theme is also recognised for its research on educational and mental health outcomes of children growing up in care. **McSherry** leads the “**Care Pathways and Outcomes study**” (£210k, ESRC), a world-leading **20-year longitudinal study of children in care and adopted from care**. This study has been widely cited in policy, including the British Association of Social Work (BASW) adoption enquiry (2017); The Northern Ireland Family Justice Review (2017); the UK DfE report on outcomes from child abuse and neglect (2017); and the UK DfE report on the foster care system in England (2017). **Cassidy and McLaughlin** also examine socioemotional development in looked after children. **McDowell** studies interventions to improve educational outcomes of **children who are in care or who have intellectual disability** (£75k, Sharland Foundation). **Simms** uses cognitive experimental techniques to understand **mathematical development** and developmental conditions associated with poor mathematical performance and **broader cognitive outcomes**, with a specific focus on children **born preterm and evidence synthesis** (£62k, Nuffield Foundation). Simms and external collaborators developed an **open-access resource to train education professionals** on the potential long-term impact of premature birth on development and achievement which has been used by **approximately 14,000** users globally and received the **British Association of Perinatal Medicine (BAPM) Gopi Menon Award 2020 for ‘Excellence in Research or Innovation’**. **Keenan and Gallagher** use **behavioural analytics**, focusing on furthering our **understanding of autism**, but also adapt **behavioural principles to other applied settings** (such as techniques to improve uptake of safe water practices in developing countries, £5.7m, GCRF).

The **Health and Ageing** theme includes high-profile **pharmacologists, health psychologists, experimental psychologists and epidemiologists** focused on understanding and promoting

healthy ageing and is led by **Brick**. A critical component is the **international and applied nature of the research**. New appointments (during the REF cycle) **Craig and Kennedy** apply **virtual reality and neuroscientific techniques** to understand **movement and rehabilitation** associated with **Stroke and Dementia**. **Craig** successfully **launched a start-up company, INCISIV Ltd.**, to embed her scientific know-how into technologies to be used to **measure and improve movement performance in sport and health**. **Kennedy** was commissioned by **Stroke Association NI** to investigate the long-term impact of stroke resulting in the “**Struggling to Recover**” report that has **formed the basis of the Department of Health’s response in “Reshaping Stroke Care - Saving Lives, Reducing Disability”** (2019). An initiative that is driving improvements in rehabilitation and long-term support for people affected by stroke. **Brick** uses cognitive techniques to investigate **physical activity adherence and endurance behaviours**, and in collaboration with **Craig and Kennedy** applies these approaches with vulnerable populations. **Simpson, Dunwoody, Mallet and Giles** apply **behaviour change techniques** and **mixed methods** to understand **health related behaviours**, such as walking for exercise (NIHR, £270k), physical activity for cancer rehabilitation and e-cigarette use (NI Heart, Chest and Stroke, £116k). **Simpson**, along with **McConville**, also assesses the **cognitive and broader psychological impact of food supplementation** (£77k, ALPRO Foundation). **Norwood, Kim and Leslie** use animal models of disease to investigate **psychobiological underpinnings of cognitive decline**, specifically in relation to Alzheimer’s disease. **Barnes-Holmes** is a world-renowned pioneer in **Relational Frame Theory** and the primary developer of the **Implicit Relational Assessment Procedure (IRAP)**, which bridges our research strengths in behavioural sciences and cognitive psychology.

The **Mental Health** theme includes **globally recognised experts in mental health sciences** and led by **McBride** and closely aligned with the Faculty’s **IMHS**. **Bunting, Ennis, Ferry and O’Neill** research **mental health and related physical health outcomes and suicidal behaviour**. The long-standing collaborations with the **WHO World Mental Health (WHO-WMH)** survey which has generated internationally impactful research which has been expanded to include a new focus on university student mental health. This **WHO-WMH International College Student (WMH-ICS)** initiative is led by Harvard University. A strength of this research team is the use of **secondary data and complex statistical techniques** (such as structural equation modelling, latent profile and transition analysis and network analysis) to **assess the efficacy of mental health interventions**. Using these statistical techniques, **McBride, Murphy and Shevlin**, and partners from Sheffield University and University College London have led a **new longitudinal mixed-methods research on the impact of the COVID-19 pandemic on psychological and social outcomes** (£30k). **ESRC reviewers** for this award commended the **early pump-priming of data collection from PRI funds that demonstrated institutional support, forethought and commitment to the research**.

Armour, Murphy and Shevlin conduct research on the **nosology of complex trauma and the development of PTSD and psychosis** leading an **international Doctoral Training Programme** (£675k, H2020) on applied trauma research. **Armour** leads **The Northern Ireland Veterans’ Health and Well-being Study** (£396k Forces in Mind Trust; £69k The Royal British Legion). A **‘Veterans’ support office’** was established following recommendations from the study and **the role of 11 local council ‘veterans champions’ was clarified and renamed** in order to improve support for veterans in the community. **Shorter** investigates **profiles of addiction and effective interventions** (Public Health Agency, £35k), with a strong focus on **service-user involvement** and use of lived experiences to inform research programmes. **McBride** also researches

addictions and severe mental health, for example the use and efficacy of **community treatment orders** (£8k, NIHR). **Lagdon** investigates the long-term impact of **domestic and sexual violence** on mental health outcomes in the broad population and student groups. **Lagdon's** research on **policing response to domestic violence** in Northern Ireland (NI) including **"Every Voice Counts"** (2015) and **"If Everybody Helps"** (2018) reports are cited as some of the committee stage evidence **supporting the Domestic Abuse and Family Proceedings Bill**. **Adamson, Houston and Kirby** investigate the complexities of **mental health issues in adolescent populations** and the impact of **school-based interventions to improve mental health outcomes**, specifically around the areas of **trauma-informed practice** (£38k, DfE), education focused on **safe-guarding** (£41k, NSPCC) and **anti-bullying** campaigns.

Researchers in this theme (**Adamson, Ferry, McBride, Murphy, Rosato, Shevlin**) have success in the **ESRC Secondary Data Analysis Initiative** (SDAI). Interdisciplinary research teams including researchers from nursing and education, have harnessed **administrative data** to further understand **prevalence and variation in antidepressant prescribing** (£123k), **universalism in relation to Learning Disability** (£155k) and take a **population accountability approach to Special Educational Needs** (£162k). Research in this theme also focuses on assessing **efficacy of large-scale interventions**, such as the impact of **resilience training on children and adolescents in a post-conflict society**, interventions to **support student mental health** and the use of **chatbots for text-based mental health delivery** (**O'Neill, Ennis, Campbell, Kirby**: £590k, Special European Union Programme Board, SEUPB; **O'Neill, Ennis**: £638k, Interreg/CHITIN).

The **Bamford Centre for Mental Health and Well-being** is also situated within the **Mental Health theme** and is directed by **Leavey**. The **Bamford Centre** is renowned for its use of **administrative data** to further our understanding of **health and well-being** and its primary aim is to **inform policy** and the subsequent **provision of effective health services**. The Bamford Centre has secured **sustained funding from the ESRC for the Administrative Data Research Centre NI** (ADRC-NI, £2.2m in total, ESRC; **Bunting, Leavey, O'Neill**) which has allowed it to produce **impactful research outputs** and the **comprehensive training of future research leaders**. The ADRC-NI is a collaborative venture with academics at Queen's University Belfast (QUB) and the NI Statistics and Research Agency with an interdisciplinary focus (e.g. psychology, geography, nursing and public health). A senior research fellow (**Rosato**), research fellow (**Ferry**) and four research associates (**Cooper, Curran, McAnee, Robinson**) all work within the Bamford Centre. Building on these partnerships with key external health agencies we have recently (October 2020) secured funds from the **Health and Social Care (HSC) Trust** for a **data analyst who will respond to stakeholder** (e.g. commissioners, headteachers, charitable organisations) **enquiries** on the **£815k HSC funded Child and Adolescent Mental Health and Well-being Census data** that was carried out in collaboration with the **Mental Health Foundation** (**McBride, Murphy, Shevlin**). **Leavey** also leads a number of large-scale, international studies assessing the **impact of social isolation on healthy ageing and the use of technology and intergenerational interventions to improve outcomes** (**Leavey**; £330k, Northern Periphery and Arctic Programme of the European Union; £335k, Public Health Agency).

Upholding high standards of research integrity and transparency

Staff in the PRI are committed to **high ethical standards** and conduct research with **integrity**. 53% of staff are members of the British Psychological Society, ensuring that the society's standards are embedded in our values and practice. Furthermore, **100%** of researchers have

completed the mandatory **Research Integrity training** course provided by UU. The PRI has a **dedicated ethics committee**, chaired by **Dunwoody**, that operates under the guidance of colleagues from Research Integrity (See Section 2, and REF 5a; Section 2). Ethics panel members conduct **peer review of ethics applications** and provide **expert advice on policy, research practice and governance**. Any application with **vulnerable populations or novel interventions** are scrutinised at the University level **UU Research Ethics Committee**. All research involving the **NHS** must be submitted to the **Office for Research Ethics Committees-NI (OREC-NI)** for ethical clearance. The PRI, and UU more broadly, provides secure data storage services for hard and soft copies of data.

The PRI is also committed to **open and reproducible research practices** and have launched an **Open Science policy**, which built on specific training in these practices. Several PRI researchers are experts in the use of **secondary data analyses which has historically required the pre-registration of research questions, hypotheses and analysis plans**. Therefore, there has been an ongoing and **increasing commitment to the accessibility of data for reanalysis** and the pre-registration of objectives and hypotheses for our primary data studies. Staff within the PRI use the **Open Science Framework with undergraduate and postgraduate students** to increase knowledge and accessibility to systems that **encourage open and transparent scientific practices**. The **PRI Open Science policy** also aligns more broadly with the **Open Access** initiative of the University (REF 5a; Section 2). **PRI researchers recognise and value that their research should be openly accessible to all**. Researchers are encouraged to **publish in open access outlets**, with ringfenced **PRI funds to support this initiative**. A dedicated **executive administrative assistant** supports researchers to ensure that their outputs **meet compliance regulations for accessibility of publications to the wider academic community and the general public**. The RD has made significant contributions to the development of **UU Open Science Policy and associated resources** (REF 5a; Section 2). **UU is a signatory of DORA and supports the principles of the Leiden Manifesto and the Metric Tide**, thus these values are reflected in many of the practices in the PRI including workload management and support with career progression.

Developing and delivering impact

Our research impact is underpinned by several key factors. First, the PRI has focused on applied psychological research since its inception in 1972, our **long heritage of impactful research** that aims to **improve societal outcomes ensures that a culture of impact is deeply embedded in our teams' approach to research and PRI processes**. Second, researchers ensure that **Patient Public Involvement (PPI)** is a **core component of our research programmes**. Therefore, research impact is an **integral component of our research processes**. For example, the **Pathways Project (McSherry)** has **co-developed research proposals with key stakeholders** such as foster carers, children and young people who have experienced care settings and statutory organisations while the **Developing Mind Network (O'Neill)** facilitates **co-producing research identified and prioritised by young people, their caregivers and relevant services**.

Third, the RD actively **supports impact generating activities by ring-fencing funds for training on impact planning** (e.g. through Fast Track Impact) and **impact related activities** (e.g. stakeholder engagement events, production of policy briefing documents). All PRI members are welcome to attend this training (including PhD researchers). Researchers actively disseminate their skills and knowledge associated with impact through **research away days** and in-house

seminars. Thanks to our **commitment to impact training**, all staff are **well equipped to identify clear impact goals and build pathways to impact**. This is evidenced by our research being able to make **societal impact within relatively short timeframes** (as evidenced by Impact Case Study 3, led by Shevlin). Our commitment to impact is exemplified by the **appointment of O'Neill by the NI Executive** as the **Interim Mental Health Champion for NI**, announced in June 2020 with the appointment commencing in August 2020, with the remit to ensure stakeholder engagement and evidence-based practice and policy-making. This prestigious appointment was based on **O'Neill's research expertise and recognition of her long-standing commitment to advocacy and community engagement**.

Impact case studies for REF2021 were identified through a **series of PRI-wide events** in which researchers described the tangible impact their research has generated. **Impact Case Study** leads have time dedicated within the PRI **workload model** to recognise their efforts. The **RD and Faculty Impact Officer** meet regularly with REF2021 Impact Case Study leads to provide **feedback, support and identify needs**. The PRI has also invested in a **Post-Doctoral Research Assistant** who provides **support on research-related activities, including impact generation and Impact Case Study data gathering**. Three impact case studies that epitomise the long-standing and impactful research of the PRI have been selected for submission:

Impact Case Study 1: Developing psychological services and addressing the mental health impact of the Conflict in NI

Impact Case Study 2: Changing Policy and Practice in Suicide Prevention

Impact Case Study 3: ICD-11 Complex Posttraumatic Stress Disorder: Introduction of a new psychological disorder and a tailored diagnostic assessment tool

Public engagement

We have a strong commitment to **public engagement** within the PRI, with numerous researchers contributing annually to **local and international public events** (e.g. ESRC Festival of Social Sciences; Northern Ireland Science Festival; Silesian Science Festival, Poland). A number of our researchers (**Brick, Kennedy, O'Neill, Simms**) have successfully secured both **internal and external funding to support dissemination, knowledge transfer and public engagement activities**. We acknowledge that impact related activities are time-consuming and as a result, the PRI **workload model** fully recognises **public engagement, outreach and stakeholder engagement activities**. This working environment practically supports researchers to ensure that their **research reaches the right audience** and that their work can **generate meaningful benefits for society at large**.

Future strategic research and impact plans

The PRI has undergone a **significant transformation since REF2014**. A key strategic development was **consolidating the School of Psychology** from a **two-campus entity** (based 40 miles apart) to a **one-campus entity** in September 2019. This significant change was an ideal **opportunity to reassess and enhance the PRI's research direction and profile**. Consolidation has enabled the coherent planning and development of a vibrant research infrastructure and culture (See Section 3). The PRI has used **research theme group meetings, theme leader planning events and whole team away days** to agree on the following strategic research goals for our future:

1. To provide a supportive and inspirational research environment to facilitate excellent research:

Throughout the REF2021 cycle investment has enabled eight new permanent appointments, bolstering our research strengths in mental health, behavioural neuroscience and social psychology. **Our future goals** are to ensure further investment in staff through **securing funds for new academic posts, increasing internal bespoke training opportunities for staff** (e.g. through expansion of our Statistics Summer/Winter Schools) and **providing opportunities for staff to receive research and career development support** (e.g. through research theme meetings, increased uptake of sabbaticals and coaching).

2. To foster strong collaborative and interdisciplinary relationships to secure large and sustainable grant income:

The restructuring of our research activity into three clear themes has enabled us to identify synergies across individual research programmes to ensure collaboration within the PRI. This has been particularly important for early career researchers (ECRs), providing relevant mentoring, ring-fencing PhD studentships for new staff and collaborative opportunities. **Our future goals** include further strengthening these teams through the **careful use of funds to pump-prime grant application ideas** (through a transparent process), utilise funds to support **networking around large grant calls** (e.g. through hosting sandpit events within the PRI) and developing a **database of participants who are keen to be involved in PPI activities**, thus ensuring that we can be highly responsive to grant calls. Our work will be closely aligned with the new **School of Medicine** which will allow us **maximise our existing research collaborations with national healthcare providers and extend our collaborative relationships to include new key partners**.

3. To produce research with national and international relevance with clear impact:

The PRI has a long-standing commitment to undertake applied research with a clear focus on impact generation. By hosting international researchers, symposia and conferences we have increased our international profile and the global reach of our research programmes. **Our future goals** are to foster an environment in which knowledge transfer and impact is increasingly respected. We will do this by **regularly communicating how PRI research is having impact** through bi-monthly email communications, by **celebrating “unsung impact” through a mini showcase** of our impactful work to the university, and through increased investment in supporting researchers to **share their research on an international basis through conference and workshop attendance**. **We will continue to engage in training with internal experts and external organisations on achieving impact**. Ongoing research programmes will be supported financially by the RD to ensure their impact generation, specifically, the Northern Ireland-wide Child and Adolescent Mental Health and Well-being Census (as part of £815K survey with data collected by Perceptive Insights, Health and Social Care Trust) and Our Generation resilience and mental health intervention for young people for a post-conflict society (£590k, Special European Union Programmes Body, SEUPB).

2. People

Staffing strategy and staff development

Our staffing strategy has achieved our **goal of attracting and retaining researchers** through substantial investment in appointments, resulting in **eight new academic staff joining the PRI**. These appointments strategically build on our established successful programmes of research in REF2014 in Mental Health (N=2) and expand the PRI in terms of experimental methodologies in relation to Health and Ageing (N=4), and Children Young People and Schools (N=2). We have successfully **secured appointments across the academic career scale (Lecturer: N=4; Reader: N=2; Professor: N=2)**, providing **diversity in the career profile** of the PRI. Overall, the **academic staff profile is well balanced across all career levels (Professor= 35.3%, Reader= 8.8%, Senior Lecturer= 17.6%, Lecturer= 32.4%, Research Fellow= 5.9%)** indicating sustainability and continuity in the PRI workforce. The profile of career levels within the School also reflects the **commitment to equality with progress being made over the REF period** in terms of the **promotion of females into more senior leadership positions** (See Section 2.2). **Our first ever female HoS (Giles)** was appointed in 2015 and **our first ever female RD (Simms)** was appointed in 2018. **Armour** (established researcher) was appointed to the role of **Associate Dean for Research and Impact (ADRI) in the Faculty of Life and Health Sciences** in 2017.

The PRI supports **career progression for all researchers**. **Nine staff have been promoted** during the REF2021 period (**Senior Lecturer: Gallagher, Simpson; Reader: Armour, McBride, Shorter, Simms; Professor: Armour, Cassidy, Murphy**). We have a vibrant and **growing body of ECRs in new academic appointments (N=4)** and currently have **12 contract research staff** within the PRI. The commitment to contract research staff development is evidenced by the **transition of a proportion of these staff to permanent contracts within the REF2021 period**, one to Research Fellow (Ferry), one to Senior Research Fellow (Rosato) and one to Reader (Shorter). **All researchers are mentored by staff within the PRI** and can also **avail of a faculty-level mentoring scheme**. The unit implements the University's Concordat to Support the Career Development of Researchers' principles with annual opportunities for advancement, regular training and development.

In the **first year of appointment new researchers** have a **reduced teaching load** to ensure they can **establish their research programme**, and their workload is **increased in a phased manner over the second year**. New staff are initially provided with a **"buddy"** to support them with any **practical needs** they may have but are assigned an **official mentor** by the RD and HoS within six months of appointment. New appointments are also **allocated a funded PhD studentship** to pump-prime their research activity within their respective research theme. A **staff handbook** provides new appointments with **information about staff development opportunities provided within the institution**. All staff have access to **PRI funds to support conference attendance, training needs and laboratory equipment support**. Following the **Vitae Researcher Development Framework**, probation and biannual appraisal processes and meetings enable **Training Needs Analyses (TNAs)** and goal setting to be completed, support to be identified and a **coherent plan of work to facilitate staff in their career progression**.

The university facilitates a wide-ranging **professional researcher development** programme, which includes training for **researcher development, mentoring and PhD researcher supervision**. **82%** of our staff participated in **university-level training and support**

programmes over the REF2021 period. Researchers are supported, both **financially and through time allocated in the work-load model**, to **engage with external development programmes**, such as AURORA (x3 members of staff), Post Graduate Certificates in Advanced Statistics (x 1 member of staff) and gaining at least Associate Fellowship of the HEA (76.5% of staff; with 29.4% Associate Fellowship, 58.8% Fellowship and 11.8% Senior Fellowship). **Succession planning** is also built into the **principles of the PRI's workload**. All **major administrative roles** are **four-year positions**, these are **rotated through the team with mentoring provided**. Within the PRI a mixture of early (Brick, Norwood), mid (Dunwoody, McBride, Shorter, Simms) and established (Cassidy, Leavey) career staff have major leadership or administrative roles.

An **institution level sabbatical policy** was introduced in 2018 and is implemented at the Faculty level. Academics can apply for one term of sabbatical leave (one semester in duration) within a REF period. Careful planning of the sabbatical is carried out in conjunction with the RD and ADRI with specified objectives. **PRI staff** who have availed of this opportunity **have significantly expanded their research networks, developed large grant applications and produced multi-author outputs**. **Researchers** can also apply to the ADRI for up to **120 hours of teaching relief in relation to arising grant applications**, providing time for researchers to focus on time-limited opportunities. In addition, researchers are aware that the **PRI senior leadership team** has a **flexible approach to workload management** and can approach the HoS and RD to **discuss changes in workload in response to specific grant calls**. Therefore, the PRI workload model is used responsively to maximise arising opportunities to secure research funds.

Contract researchers are integral to the PRI. Currently, there are **twelve contract researchers** within the PRI. A **contract researcher forum meets once a semester** to provide a communication mechanism for any queries from the group. In addition, an **academic member of staff, Davison**, is the **contract researcher advisor**, acting as a point of contact for any queries from contract researchers. Contract researchers have access to **PRI funds to support career development opportunities**, such as networking support or funds for open-access publication. Contract researchers contribute to School Board, research away days and the PRI seminar series. The **RD** is a member of the **HR Excellence in Research committee that plans and implements action plans** to improve career outcomes of contract researchers.

Visiting Professors are also strategically appointed and reviewed within the PRI. These appointments are used to ensure **solid collaborations between academic institutions or key public agencies** (see Table 1). Visiting Professors provide **mentorship for staff in specific subject topics, methodological advances, provide strategic advice on research development, policy transfer expertise and broader planning** for the PRI.

Table 1: Visiting Professors during 2014-2021

Prof Stephen Joseph Professor of Psychology University of Nottingham	Prof Gerard Cunningham Independent clinical psychologist	Prof Gerard Lynch Consultant Psychiatrist Northern Health and Social Care Trust
Prof Bill Flack Professor of Psychology Bucknell University	Prof Robin Davidson Head of Clinical Psychology Services Belfast City Hospital Trust	Prof Roger O'Sullivan Director of Ageing Research and Development Institute of Public Health in Ireland
Prof Seeromanie Harding Professor of Social Epidemiology King's College London	Prof Rory O'Connor Professor of Health Psychology Glasgow University	Prof Nicola Doherty Consultant Lead Clinical Psychologist Western Health and Social Care Trust

PhD researchers

Currently, **73 PhD researchers** are registered within the PRI. During the REF2021 period **99 PhD researchers have graduated from our programme**. In relation to PhD completions over the REF2021 period **25 (27%)** were funded by the **Department for Economy** scholarships, these studentships can only be accessed by applicants that meet UK residency status and target the development of local research talent. Other studentships were more broadly available for both local and international students: **10 were funded centrally through UU Vice Chancellor's Research Studentship scheme, 3 by H2020 Marie Curie Sklodowska Fellowships and one Health and Social Care Research and Development Doctoral Fellowship. We also supervised a large number of self-funded PhD researchers (N=60)**. According to **PRES2020 PhD researchers reported 92.6% overall satisfaction** with their experience in the PRI. This is **substantially higher than the UK overall reported average (80%) and the UK unit-specific average (84%)**. PhD researchers specifically highlighted the **supportive research environment, excellent supervision and training opportunities**.

The **UU Doctoral College** (REF 5a; Section 2) was **launched in November 2017**. The **Doctoral College** provides **support and training** for PhD researchers throughout the university and is serviced by **12 dedicated staff**. PhD researchers' **progression is supported and monitored through assessments** at 3 months post registration, 9 months post registration (at which transfer to PhD researcher is completed) and subsequent assessments at 2 years and 3 years. The assessment at 3 years acts as preparation for the viva voce when academics not involved in the thesis are able to engage with the candidate in academic debate. **At all points** in this timetable, **academics who are not involved with the PhD supervision provide objective and supportive feedback**.

Following completion of **annual training needs assessments** with their supervisory team, PhD researchers **formulate a training plan**. A cornerstone of UU Doctoral College is accessibility to excellent training through the **Researcher Development Programme** (informed and guided by

the Vitae Researcher Development Framework) to develop PhD researchers' methodological expertise, communication skills and impact potential (REF 5a; Section 2). The **UU Doctoral College** facilitates an annual **Festival of Research** during which PhD researchers can **showcase their research and develop research dissemination skills**. The institution also invests in **communications training** for PhD researchers around the **3 Minute Thesis (3MT®)** competition. **In 2020**, a PRI PhD researcher, **Nolan**, won the university-wide 3MT® and progressed to the national stage of the competition. **Specific psychology-related skills** are addressed within the PRI through **bespoke training courses** focused on **theoretical rigour, cutting edge methodologies, writing for publication and developing employment prospects**. Access to advanced statistical training is provided through the PRI's annual **Statistics Summer School** (covering complex statistical analyses techniques). All **DfE and VCRS funded PhD researchers** are allocated **£2.7k research training budget** over the period of their studentship to support any additional bespoke training needs and conference attendance.

PhD researchers also attend and present at **fortnightly research seminars** and associated discussions. With infrastructure developments within the PRI, PhD researchers have access to a range of **advanced facilities** to develop specific and transferable skills for research careers. At PRI level, we invested **substantial internal funds** in 2018-2019 to develop two dedicated **PhD researcher office spaces**, and these serve as hubs for PhD researchers to collaborate and support one another, and to ensure that our **PhD researchers are central to the PRI research environment**.

The PRI has a **Postgraduate Tutor** (McBride), a dedicated administrative role that is recognised in our workload model. The **Psychology PhD Researcher committee** meets on a **quarterly basis** and provides a communication structure for the RD and Post-graduate Tutor to support requested developments. **PhD supervisors** are provided with **training on supervision**, and a particular focus of the PRI is the development of our PhD researchers for future careers in research. During this REF cycle **19.6% of our journal outputs were co-authored with PhD researchers** and **15.2% of outputs were first authored by PhD researchers**, evidencing the excellent training and career development opportunities that PRI staff provide. The quality and support provided to our **PhD researchers** has been recognized through the **award of prizes** (e.g. Frost: UK Psychological Trauma Society Conference poster award; Kahn: NIBPS conference poster award; Timlin: NIBPS conference poster award), **travel awards** (Collins: British Neuroscience Society; McLafferty: National Conference of University Professors) and **competitively won fellowships** (Flood: College of Radiographers Doctoral Fellowship). Over this REF period our **PhD graduates** have been appointed to **numerous academic institutions in both research associate/fellowship positions** (e.g. McGeady, McGlinchey, McAnee, O'Neil: Queen's University Belfast; Cahoon, McParland: University College Dublin) and **academic** (McHugh: Letterkenny Institute of Technology, UU; McParland: Queen's University Belfast; McElroy: University of Leicester; Norwood: UU) positions. In addition, a number of our **PhD graduates** are employed in **broader research focused agencies** (e.g. Hitchens, McBride: Northern Ireland Statistics Research Agency; Gamble: Public Health Agency; Morning: Verbal Arts Centre).

In addition to the PhD programme, academics in the PRI (Leslie, Barnes-Holmes) also lead a **Faculty-wide master's in research** (MRes). This programme has successfully run for 9 years under the leadership of Leslie. This programme provides students with an **opportunity to develop their academic and research skills, increasing their exposure to interdisciplinary**

approaches to research and supporting the research training pipeline across the Faculty. Many **MRes students** have used this training opportunity to **successfully bolster their PhD studentship applications**, e.g. Duncan securing PhD funding (2020 intake) within the PRI.

Equality and Diversity

The PRI is a supportive and inclusive environment. Both the **RD and HoS** have made **substantial commitments to the Athena SWAN** process through their contribution to the SoP committees, ring-fencing budgets to support related activities, ensuring that the **Chair of the Athena SWAN panel** is a **recognised administrative role in the PRI workload model** and ensuring Athena SWAN is a standing item on School Board meetings. The SoP was awarded an **Athena SWAN Bronze award in 2016** (led by Simms) and the **application for a Silver award was submitted in November 2020** (led by Kennedy). The ethos of Athena SWAN has been outworked within the PRI and has **enabled cultural change** and **increased staff progression over this REF cycle** (see Section 2.1). Staff in the PRI are expected to be **on campus three days a week during term time**, with flexible working hours encouraged. In addition, the **University renewed the Institutional Level Bronze Award in 2017**, with **Simms being a steering committee** member and assisting in writing the submission (REF 5a; Section 3). **Kennedy** is now the **AS Champion** within the PRI, and she sits on the **university wide “Returning Carers Scheme”**, which provides financial support to those returning after a period of absence for caring responsibilities, and **University Athena SWAN Champions’ committee**.

Through the **School-level Athena SWAN application process** three main issues were highlighted and have been addressed. **Mentoring** was identified as a priority, therefore all **new members of staff and staff who have requested mentors engage in a mentoring programme within the PRI**. Staff can also avail of a **faculty-level scheme** through which they can be **paired with a mentor external to the PRI**. In addition, issues relating to workload transparency were highlighted. **Clear and transparent workload modelling** was developed in conjunction with the staff team and the **final model was communicated across the team at School Board in October 2019**. This model recognises **teaching and supervisory load** as well as all **research related activity** (grant writing, output generation, stakeholder engagement, outreach, PhD researcher supervision). Staff are allocated **from one to up to three days per week dedicated research time** depending on their level of research activity. The SoP has also developed a **Team Charter** to ensure that **excellent working relations, equality and diversity** are upheld. Diversity and inclusivity are valued, actively promoted and embedded in all research processes and policies as outlined in the UU Code of Practice (CoP), which places people at its centre, and ensures barrier free processes to maximise inclusivity and participation in REF. The CoP was used to guide identification of SRR staff and selecting outputs for REF2021.

During this REF period **five members of staff** have taken periods of **maternity leave** (Campbell, Kirby, McBride, O'Neill, Simms). The HoS and RD have ensured that these periods of leave have been managed sensitively and returning from leave has been planned to ensure these staff members experienced a phased return to a full workload. Any **requests for flexible working have been facilitated**. The PRI supports staff returning from any carers leave through a **reduced teaching load for the semester following the period of leave**. The PRI is proud of its **100% return rate from periods of leave**. All of these staff have successfully applied for financial support from the university **“Returning Carers Scheme”** (up to £2.5k), which has funded conference attendance, research assistance and additional laboratory costs. Our staff have been **supported**

to attend conferences accompanied by young children and partners to ensure that parenting roles are not detrimental to access to these vital events. More broadly, the **PRI ensures equality of access to support funds** for research support and conference attendance by using open calls for support applications, with clear criteria for prioritisation of funds.

Our **research portfolio** has a **clear focus on mental health and well-being**. This research base **influences our research culture with the HoS and RD ensuring that staff well-being is a priority** and that individuals with protected characteristics are treated with equity and reasonable adjustments are ensured, specifically in terms of ensuring workload balance, and access to financial support for career development. The **PRI also has regular events** open to PhD researchers and staff to **support well-being** such as **informal staff gatherings** (e.g. coffee mornings, quizzes), events to **encourage physical activity** (e.g. marathon relay teams, campus walks) and our **staff contribute practical clinical skills to broader staff well-being training** (e.g. stress management).

3. Income, infrastructure and facilities

Income

The **PRI has increased grant income by 61.5% over the REF2021 period** (see Table 1) emphasising the successful implementation of our research strategy. The PRI's focus on **collaborative research programmes has ensured a diverse income stream totalling £10.5m with £4.4m from research councils**. Funding sources reflect the broad reach and scope of the PRI research portfolio with a total of **159 competitively awarded grants**, including **research councils (N= 22), European Union (N= 10), Charitable trusts (e.g. Nuffield Foundation= 50), Health and Social Care Research and Development (N= 32) and Government Departments (N= 23)**. Strategic grant awards for an international consortium for **Doctoral Training Programmes and Network grants** have particularly enhanced the vibrancy and sustainability of our research environment.

Strategic university-level investment in 2018 has **considerably strengthened the PRI's capability to collaborate both internally and externally** through the development of the new **IMHS with significant institutional investment**. This initiative has generated **three full-time academic positions within the PRI (2 x Readers: McSherry, Shorter, 1 x Lecturer: Lagdon)** along with additional appointments in Biomedical Sciences, Sport and Public Health. These academics, lead both national and international collaborations in conjunction with key stakeholders (such as mental health charities, AWARE, Samaritans, and local health and social care trusts), are leading national and international collaborations. This new **Institute aligns closely to the PRI's high-quality interdisciplinary, applied mental health research**. In 2019, the introduction of a University-wide **annual Interdisciplinary PhD studentship competition** significantly benefited the PRI, with an additional two studentships being awarded to our academics through this mechanism. It has allowed **interdisciplinary research collaborations with colleagues in the creative arts and computer sciences to be formalised**.

Infrastructure

During the REF2021 period there has been **substantial infrastructure** investment into the PRI, including a **£1.3m development of advanced laboratory facilities** to support our new research

initiatives and interactive teaching spaces. These laboratory spaces facilitate collaborative working both within and outside the PRI. Due to the collegial environment within the PRI, **laboratory spaces are seen as PRI resources** and are **shared across academic, contract and PhD researchers**. We also have an online booking system for 12 experimental cubicles and 8 social skills suites. **Department for Economy (DfE)** funding allowed us to **increase research capacity by purchasing new, and updating existing, equipment**. The strategic investment in experimental research equipment over this REF cycle (~£250k between internal faculty funds and DoE) has helped redress the balance of the PRI's research capacity. This has enabled **growth in experimental research whilst maintaining investment in mental health sciences, predominantly by focusing on large-scale secondary data analysis projects, a historical strength in the PRI** (see below).

Significant investment in our research environment over this REF cycle allows our researchers to benefit from excellent in-house provision for **computational modelling, experimental methods, developmental science and neuroscience**. Our collaborations across the institution also gives our researchers' access to additional **state-of -the-art neuroscience technology (i.e. 306 channel Elekta Neuromag TRIUX magnetoencephalography) based within Computer Sciences and wet-lab environments in Biomedical Sciences**.

There are a number of specialist laboratories within the PRI: A) **The Human Performance and Exercise Laboratory** contains a h/p/cosmos Quasar Med treadmill, on-line metabolic and cardiovascular analysis capabilities (Cortex Metalyzer 3B Spiroergometry system), and biological measurement facilities (capillary blood analysis: Lactate Pro 2 test meter). This laboratory is recognised as a core facility within the institution to allow easy research collaborations across the university (particularly Sport Science and Biomedical Sciences) and with external organisations. B) **The Cognitive Neuroscience Laboratory** contains brain stimulation equipment including a Magstim stimulator that allows for the investigation of brain activity using magnetic stimuli and HDC tDCS kit which allows for the modulation of brain excitability. The lab contains both wired and wireless Electromyography (EMG) equipment, allowing for the recording of muscle activity from a range of muscles to be recorded, and this can be used within the lab or in conjunction with other labs, i.e. The Human Performance and Exercise Laboratory. The B-ALERT EEG system provides multiple options for data synchronization, data quality monitoring, and feedback of brain activity. A fully immersive, interactive virtual reality set-up includes the HTC Vive Pro Eye Head-mounted display with integrated eye-tracking and five body motion sensors to track bodily movements in real time. Equipment can be shared across both the Human Performance and Exercise and the Cognitive Neuroscience Laboratories which makes a unique, interdisciplinary collaborative research facility within UU. C) **The Behavioural Insights Laboratory** includes 3 eye trackers (2x SMI and 1 x TOBII Spectrum with TOBII glasses). In addition, a full TEA Biometric kit is also interfaced with the TOBII eye tracker, including GSR, ECG recording capacity. D) **The Data Analytics Centre** includes an ESRC-funded SafePod (a secure data setting, £30k, ESRC). The SafePod contains CCTV camera fittings, high speed internet access and two work-stations which ensures secure and remote access to high level data. The SafePod is supported by PRI technical and administrative staff and is associated with ten academic members of staff (mainly from the Mental Health research theme), six contract researchers and related PhD researchers. Due to COVID-19 the installation and operation of this facility was delayed. However, this facility investment builds on our success with ESRC funding of ADRC-NI and SDAI and ensures that our researchers have on-site access to sensitive administrative data whilst also maintaining data security.

In addition, **twelve dedicated experimental cubicles** provide testing facilities for cognitive, behavioural and social psychology experiments. A further **eight Social Skills Suites** are fully equipped with high resolution video and audio recording for behavioural and experimental recording. These spaces are also used for interviews and focus groups for qualitative research. One room is also equipped as a **child-friendly KidsLab** for research with toddlers and their families; this room includes one way glass for viewing participants and digital recording equipment.

Research support

The PRI aims to **develop and nurture research excellence**. PRI researchers are supported by a dedicated **research administrator and two research technicians**. Support is also provided to academics through Research and Impact (R&I) is a vital source of assistance, training and advice. Members of the PRI have developed strong working relationships with R&I who **provide advice and support to identifying funding sources, producing costings, and advising on grant management and consortium building**. The PRI is supported by both a **Faculty level grant acquisition manager and an impact officer**. **Specialist support** is also available for specific funding calls such as **SEUPB, Innovate UK and GCRF** with staff being offered financial support for strategic meetings, writing assistance and feedback on applications. R&I also offers **pump priming funding** focused on specific calls such as **GCRF** or **inter-disciplinary research incentives**, this support has directly contributed to **funding success through GCRF** (Simms, £252k). Centrally organised training enables researchers to develop their skills in grant acquisition, writing for publication, communication and impact through the **Professional Researcher Development** programme (REF 5a; Section2). This infrastructure enables access to excellent training and resources for researcher development. The PRI hosts a vibrant **bi-weekly seminar series that showcases ongoing research in the School, including that by PhD researchers, and hosts external speakers** with the overall aim to generate research ideas and collaborations. **These seminars** have continued **online throughout the course of the COVID-19 pandemic** to maintain connections across the PRI.

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

Collaborations

Our research collaborations encompass partners from **39 different countries and numerous Centres of Excellence** (e.g. Centre for Mathematical Cognition, Learning Disabilities Observatory, MRC Integrative Epidemiology Unit, Public Health England, The Danish National Centre for Psychotraumatology, UK Centre for Tobacco and Alcohol Studies). **Bunting, Ennis, Ferry and O'Neill's** contribution to the **WHO World Mental Health Survey Initiative** (led by Harvard Medical School) has developed substantially over the past 15 years and has recently expanded to **World Mental Health Surveys International College Student Project**. **McLaughlin and Cassidy** are partners in a **NIHR funded Public Health Interventions Research Studies Team (PHIRST) initiative**, one of 4 across the UK, in partnership with colleagues in University of Hertfordshire.

Our **national and international prestige** has been recognised by our **successful participation in Doctoral and Post-Doctoral training schemes and networks**. **Shevlin, Murphy and Armour** secured **European H2020 training network funding for The Collaborative Network for Training and Excellence in Psychotraumatology** (CONTEXT, £675k). The training network

involved **academic collaborators** across Europe, including University of Southern Denmark and Trinity College Dublin, **and third sector organisations** such as the Dublin Rape Crisis Centre, the Red Cross and Spiritan Asylum Services Initiative (Spriasi). The aim of this network was to build capacity and expertise and foster innovative practice in the area of global psychotraumatology. The **innovative approach of placing 12 PhD researchers within third sector organisations** throughout the lifetime of their studies **enabled meaningful and impactful research studies** to be delivered within the timeline of the grant. **McDowell** is a partner in the **Sharland Foundation Developmental Disabilities Applied Behaviour Analysis Research Impact Network**, a network of UK academic institutions working in partnership with the charitable sector, with an associated three Post-Doctoral researchers (UU: £75,360). **This network has been used as a best practice model for the Welsh Government when developing strategic research networks.** **Brick** leads the **RESIST (Research-evaluated Endurance Strategies Intending to Support Training)** that brings together experts based in the UK and Europe who focus on the psychology of endurance activity. The BPS-funded research working group includes members from St Mary's University, University of Wolverhampton, University of St Mark and St John, University of Essex, Edge Hill University, and the University of Bologna and **has produced a number of key outputs, public engagement events and an online resource for endurance exercise participants.**

Our researchers have successfully secured **GCRF funding to build international networks and deliver impactful research on issues that affect ODA countries.** **Keenan and Gallagher** lead the **behavioural sciences** component of the **GCRF Safewater** project (£5.7million) that **aims to develop, test and ensure uptake of clean water solutions.** This transdisciplinary project includes researchers from Biomedical Sciences, Engineering, Business and Law at UU in collaboration with academics from University of Medellin (Colombia), the University of Sao Paulo (Brazil) and non-governmental organisations Centro de Ciencia y Tecnología de Antioquia (Colombia), and Fundacion Cantaro Azul (Mexico). **Simms** leads **Home Environments for Learning Mathematics (HELM, £252k)** which **investigates the impact of the home environment on mathematical development** with partners from the Cuban Neurosciences Centre (Cuba) and University of Chihuahua (Mexico) with key partners of the Departments of Education in both Mexico and Cuba. This network aims to develop novel techniques to understand the home environment using ecologically valid methods in ODA countries.

The PRI is **committed to working in partnership with the charitable sector.** Therefore, we have a suite of large grants that work closely with our partners and stakeholders. **O'Neill, and Ennis** lead an **interdisciplinary team** (including colleagues from Computer Science and Biomedical Science) leads **Future Minds** engagement project (£100k, MRC/AHRC/ESRC) **working with service providers** (e.g. Youth Action NI and NI Youth Forum) who engage with **young people and young adults.** The aim of this project is to set future research priorities within children, young people and young adult's mental health. **O'Neill**, in collaboration with **Ennis, Campbell and Kirby**, also leads the PRI contribution to **Our Generation** (€712,025, SEUPB). This project works in partnership with **Action Mental Health, Donegal Youth Service, Co-Operation Ireland, Youth Action NI, Youthwork Ireland and PlayBoard NI** on a cross-border and cross-community basis to **deliver and evaluate interventions that support the mental and emotional wellbeing and build resilience of children, young people, and their key contacts (n=36,000),** whilst contributing to peace building within local communities in NI and the border counties of Ireland.

Throughout this REF cycle our researchers, at a variety of career stages, have been recognised with national and international awards: Chaim Danieli Young Professional Award for Excellence in Research in Traumatic Stress (Armour), Young Minds in Psychotraumatology Research Award (Armour), BACB: Michael Hemmingway Award (Keenan), SABA, International Dissemination of Behavior Analysis Award (Keenan, Leslie), Autism Speaks: International Advocacy Award (Keenan), British Council/ Newton Fund Brain Injury Fellow (Kennedy), BPS Neil O'Connor Award (Simms). Simms and external collaborators were awarded the British Association of Perinatal Medicine (BAPM) Gopi Menon Award 2020 for 'Excellence in Research or Innovation'. Leslie was appointed as a Fellow of the Association for Behavior Analysis International. Craig currently holds a Royal Academy of Engineering Enterprise Fellowship.

PRI researchers have also served as presidents or chairs of impactful international organisations: Keenan: President of the European Association for Behaviour Analysis (2020-2022), Cassidy: Chair of the Division of Health Psychology, BPS.

Our researchers also hold a number of visiting positions at international institutions:
Professorships: University College Dublin, Ireland and Masaryk University, Czech Republic (Keenan), University College London (Leavey), University of Southern Denmark (Shevlin);
Fellowships: University of Lincoln (Brick), University of Maastricht (Leavey), University of Warwick, UK (McBride), Australian National University (Shorter) and **Lectureships:** University of East Anglia (Kennedy).

The PRI have hosted 12 researchers for extended research visits over the REF period from institutions across the globe: Kennedy: Dr Michael Grey (University of East Anglia, September 2019); Kirby: Professor Myron Belfer and Dr Kirsty Stark (Harvard University, June 2017); Leavey: Professor Seeromanie Harding (KCL, September 2017), Professor Thomas Prohaskas (George Mason University, December 2018 and June 2018), Professor Kelly Aschbrenner (Dartmouth College, June 2018); Murphy: Dr Filippo Varese (University of Manchester, December 2019), Professor Richard Bentall (University of Sheffield, November 2019), Dr Philip Hyland (Maynooth University, October 2017), Dr Frederique Vallieres (Trinity College Dublin, October 2017); Simms: Professor Jo-Anne LeFevre and Professor Chris Herdman (Carleton University, March- July 2016).

Researchers in the PRI have served on the editorial boards on a variety of respected international academic journals including: Addiction (McBride), British Journal of Developmental Psychology (Simms), British Journal of Educational Psychology (Simms), British Journal of Health Psychology (Shevlin), Child Abuse Review (McSherry), Clinical Child Psychology and Psychiatry (Shevlin), Drugs, Education, Prevention and Policy (Shorter), EC Gynaecology (Simpson), Frontiers in Neurology (Kennedy), International Review of Sport and Exercise Psychology (Craig), International Journal of Psychology and Psychological Therapy (Barnes-Holmes), Journal of Affective Disorders (McSherry), Journal of Criminal Psychology (Adamson), Journal of Sports Science and Medicine (Brick), Journal of Traumatic Stress (Statistical Editor: Shevlin), Social Psychiatry and Psychiatric Epidemiology (McBride) and Social Psychology Review (Campbell). In addition, PRI researchers have guest-edited special issues: British Journal of Developmental Psychology (Simms), Child Abuse and Neglect (McSherry), Children Australia (McSherry), European Journal of Psychotraumatology (Murphy), Frontiers in Neurology (Craig), Irish Journal of Psychology (Shevlin), Journal for Learning Development in Higher Education (Giles), Journal of Criminal Psychology (Shevlin), Journal of Religion, Mental

Health and Culture (Leavey), Journal of Addiction (Leavey), Journal of Public Mental Health (Leavey). McSherry has recently been appointed as Editor-in-Chief of the Journal of Child and Adolescent Trauma, with additional associate editors from the PRI.

PRI researchers provide expert advice through being members of advisory panels:

McSherry: NI Public Health Agency Health and Wellbeing of Looked After Children Committee and Scottish Government Advisory Panel regarding national returning children home for care scheme. Shorter: New Strategic Direction in Alcohol and Drugs Policy Steering Group, Institute of Public Health in Ireland North South Alcohol Policy Advisory Group; Simpson: Tobacco Strategy Implementation Working Group – Public Health Agency; Kennedy: UK Stroke Forum Steering Group). Leavey: Chair of the international review panel of The Irish Longitudinal Study on Aging (TILDA). Campbell: Mental Health and Psychosocial Support in Humanitarian Crises: Setting Consensus-Based Research Priorities for 2021-2030. Craig: quality assessed a number of Doctoral Programmes at European institutions through international panel membership (University of Rijeka, Croatia, University of Zagreb, Croatia, University of Talinn and Tartu University, Estonia). Cassidy: NI Impact Forum on Adult Learning report on Adult Learning: Health and Wellbeing.

PRI researchers have contributed to the broader scientific community by organising national and international conferences hosted or co-hosted by UU:

British Psychological Society Developmental Section 2016 (Simms), British Psychological Society Division of Sport and Exercise Psychology 2018 (Breslin, Brick), Dementia, Transforming the Journey: Prevention, Treatment and Quality of Life 2018 (Simpson), International Association for Suicide Prevention 2019 (O'Neill), International Clinical Trials Methodology 2017 (Shorter), Mathematical Cognition and Learning Society 2020 (Simms), Psychological Society of Ireland Division of Behaviour Analysis 2014-2020 (Leslie) and Psychology Health and Medicine 2015 and 2018 (Cassidy, McLaughlin, Simpson).

Our researchers have also been recognised through invited keynotes at prestigious conferences including:

Brick: Italian Society of Motor Science and Sport (2019, Bologna, Italy), BPS East Of England Branch Conference (2019, Cambridge, UK); Craig: International Symposium on Computer Science in Sport (2019, Moscow, Russia), European Conference on Visual Perception (2018, Trieste, Italy), European Congress of Sport and Exercise Science (2017, Nottingham, England), European Conference of Sports Sciences (2016, Vienna, Austria); Keenan: Association for Behavior Analysis International (2015, San Antonio, USA), International Summit and Conference Behavior Analysis and Autism in Higher Education (2018, Stockholm, Sweden); Kennedy: UK Stroke Forum (2014, Harrogate, UK); Leavey: Royal College of Psychiatry Annual Conference (2019, London, UK), International Association of Law and Mental Health (2019, Rome, Italy); Leslie: Sixth Sarasota Symposium on Behavior Analysis (2018, Sarasota, USA); Association for Behavior Analysis International (2018, San Diego, USA); McSherry: UK Association of Educational Psychologist (AEP) annual conference (2016, Belfast, Northern Ireland); Shevlin: Treating Trauma of the Troubles (2015, Belfast, UK); Shevlin: BPS Crisis, Disaster and Trauma Conference (2019, London, UK); Simms: BPS Developmental Section (2016, Belfast, UK).