

Institution: London South Bank University
Unit of Assessment: Psychology, Psychiatry and Neuroscience
<p>a. Overview</p> <p>This submission is based on the research activities of the Centre for Research in Psychology (CRP) in the Faculty of Arts and Human Sciences (AHS). The Centre consists of three research groupings: (i) Developmental Disorders, (ii) Addiction and Health-Related Behaviours, and (iii) Memory in Applied Settings with staff drawn predominantly from the Psychology Department. The Centre was established in 2009 following a strategic review of research at the University. It aims to encourage and sustain high quality research in psychology and to apply basic psychological science to the 'real world'. The Centre is part of the Faculty's Institute for Social Science Research (ISSR) which also hosts the Weeks Research Centre, the Centre for Media and Culture Research (both submitted to REF2014) and the Centre for Education Research. The ISSR provides an overarching framework for research across AHS. Since 2008 the ISSR has received QR funding of over £3M of which £1M has been allocated to the Centre of Research in Psychology. This submission represents continuous investment in Psychology at LSBU over the last 10 years. The Centre currently involves 18 academic staff plus eight visiting professors and fellows. The Centre has its own Research Management Team (Albery, Henry, Reavey, Wilcock, Frings), responsible for strategy, planning and resource allocation and is accountable directly to the ISSR Management Team chaired by the ISSR Director of Research (Albery).</p>
<p>b. Research strategy</p> <p>The Centre operates within the overall ISSR research strategy, whose key objectives are to: (i) sustain a dynamic research culture that encourages research of an international standard on a selective basis; (ii) target support to enable staff to achieve their research potential; (iii) strengthen research infrastructure and support; (iv) provide effective research governance and management; (v) deliver effective research training and development of research staff, (vi) provide a dynamic postgraduate research environment and experience; (vii) increase research income; and (viii) develop beneficial research collaborations and partnerships. Monthly ISSR meetings, chaired by the Faculty Director of Research, with Research Centre and Academic Department Heads and the Dean of the Faculty ensure that consistent and effective Faculty, University and Centre research policies are developed and implemented.</p> <p>We have delivered the strategic aims set out in our RAE2008 submission, viz:</p> <p>(i) increase the proportion of staff with high quality research outputs. We have provided training events on how to write quality research papers, used experienced research staff to review proposed publications, invested in teaching buy-outs to enable staff the necessary time to write publications, and provided seed corn funding to enable staff build their research networks and portfolios. We have actively recruited high quality research fellows to strengthen and complement our research activities. As a consequence we are submitting an increased number of eleven staff to REF2014.</p> <p>(ii) encourage and support staff to submit regular bids for external research funding. Centre staff agree annual research income targets (at least one application per year) as part of their annual appraisal. This is underpinned by, amongst other things: provision of mentoring to junior staff by more experienced staff, allocating small awards on a competitive basis to support pilot research studies and teaching buyouts. These initiatives have contributed towards staff in the UoA attracting over £850K of research income since 2008 (£0K in RAE2008). Grants and contracts have been gained from a range of prestigious sources (e.g. ESRC, British Academy, European Advisory Research Board, Leverhulme). During 2011-12, six applications were submitted of which five have been awarded (ESRC (2), Waterloo Foundation, British Academy, British Psychological Society) reflecting the quality of applications submitted.</p> <p>(iii) grow our PhD student numbers and supervisory capacity. Our PhD student cohort has increased as a result of Centre staff successfully accessing both faculty and University funded scholarships schemes and through match-funded scholarships with external organisations e.g. with the London Metropolitan Police. These measures have resulted in PhD student numbers growing from 6.5 (8 heads) to 14.5 FTEs (18 heads) over the review period with a corresponding increase in PhD completions. Supervisory capacity has increased both as a result of new staff appointments and by providing less experienced staff with the opportunity to participate formally as members of PhD supervisory teams.</p> <p>(iv) raise the profile and impact of our research with external stakeholders. Each research</p>

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grouping hosts regular impact events for professionals (e.g. police officers/commissioners, speech and language therapist, SENCOs, teachers, charity representatives, addiction therapists). These events disseminate our research findings and directly link our researchers to external stakeholders in the planning and implementation of future research and enterprise initiatives. In addition to our regular external seminar series we host an Annual Psychology Lecture to raise the profile of research in the Centre. This has attracted eminent speakers (e.g. 2013: Loftus, Washington and California; 2011: Sutton, Cambridge) as well as academics from around the UK.

Research Groups. Our three research groups are core to the strategic and operational decision of the Centre. Collectively, they inform the Centre's policies and practices on such matters as recruitment strategy for staff and research students, bids for internal and external funding, themes for annual lectures and seminars, dissemination and impact activities, infrastructure development, staff mentoring, staff and research student development activities, and innovative taught postgraduate programmes. Each research group has a scheduled programme of activities to encourage vitality, cohesiveness and innovation among its constituent staff and stakeholders.

Developmental Disorders Group: Research focuses on individuals with specific language impairment (SLI), Williams syndrome, Down's syndrome, dyslexia, autism, intellectual disability, and complex trauma histories. The group aims to apply models derived from cognitive psychology/neuropsychology to individuals with developmental disorders and to disseminate its findings widely to relevant professionals (e.g. teachers, special needs co-ordinators, social workers) and organisations (e.g. Williams Syndrome Association, Down's Syndrome Association, National Autistic Society). The key research theme concerns working memory and executive functioning in children with developmental disorders. **Henry** and Messer (Open University) were awarded £222k (ESRC, 2008-2010) to examine executive functioning in children with SLI. Related work includes; reasoning and number skills in children with SLI (**Newton**) and working memory, coping and executive functioning in adults with dyslexia (**Smith-Spark, Marchant**). Danielsson (Linköping University) spent one year at LSBU (2009-10) funded by a Leverhulme Visiting Fellowship, working with **Henry** and Messer on executive skills in children with intellectual disabilities. Related studies on executive skills in children with developmental co-ordination disorder (Waterloo Foundation, 2012-13, £43k) and in adults with intellectual disabilities (with Danielsson (Linköping) and Ronnberg (Stockholm)) using data from a Swedish longitudinal database (Betula), have also been carried out. The same international team are investigating the development of 'inner speech' in children with Down's and Williams syndrome using methodologies that rule out automatic language processes (Swedish Council for Working Life and Social Research, £175k, 2011-2014). With European colleagues **Henry** developed the MIDAS project (Memory Intellectual Disabilities and Strategies) providing a consortium of working memory researchers with an interest in developmental disorders. The MIDAS team has developed several symposia at international conferences (e.g. EARLI 2011, International Congress of Psychology, 2009), guest edited two special issues of the *Journal of Intellectual Disability Research* (2010), and **Henry** with Mähler, (Hildesheim) and Cornoldi (Padua), has facilitated study visits between partners (Poloczek spent two months in the Developmental Disorders group, 2010 and 2013). **Henry** is also involved in another European consortium researching inner speech and verbal rehearsal processes in teenagers with ID (van der Molen, Amsterdam; Büttner, Frankfurt; Poloczek, Frankfurt; Mähler, Hildesheim; Danielsson, Linköping). In addition, **Crane** has studied a number of issues related to autism spectrum disorder (ASD) including a British Academy funded project exploring experiences of receiving and communicating a diagnosis (with Hill, Goldsmiths, £10k) and remembering the past and imagining the future in adults with ASD (with Lind and Bowler, City). Other significant ASD-related work by **Molesworth** has shown short term memory deficits in categorisation processes (ESRC postdoctoral research fellowship, 2009-2011, with Happe, King's and Chevallier, Children's Hospital of Philadelphia, USA).

Addiction and Health-Related Behaviours Group: Research focuses on the effects of social and individual process in health-related outcomes including individual and group processes in addiction development and change, migration and fatigue effects. By disseminating this work to relevant users (e.g. the Territorial Army, Drinkaware, London Drug and Alcohol Policy Forum, the South East Drug and Alcohol service, drug and alcohol counsellors), the Group aims to inform public

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awareness and treatment programmes. A key theme is to understand the development, maintenance and treatment of addictive/habitual behaviours. The group uses psychological principles derived from cognitive, social and group psychology to develop an integrated understanding of addictive behaviours in individual and group contexts. **Albery** has examined how psychological and pharmacological factors interact to explain preparation for and consumption of alcohol resulting in the development of an innovative model for understanding the effects of alcohol on social drinking decision-making and forming the basis for a commentary and reply in *Psychological Bulletin* (2009). He was awarded £80K (ERAB 2008-2010) to test aspects of this model. Related work (with Moss, **Frings** and Dyer (King's)) has shown that exposure to responsible drinking messages (the *Drinkaware* campaign) resulted in increased drinking and more positive attitudes towards alcohol. This work has been cited by an independent DoH review of the Drinkaware Trust and has attracted the attention of a number of national organisations, including Public Health England and Mentor UK. The strength of our addiction research has led to the development of an MSc (Addiction Psychology and Counselling). This attracts approximately 90 part-time students, a number of Alcohol Education and Research Council studentships, and resulted in a dedicated Lectureship in Addiction Psychology from 2010. Members of the group have also had *Understanding Addiction: Key Concepts, Theories and Models* (Munafò [Bristol] Albery, Moss & Attwood [Bristol]) commissioned by Sage. **Frings'** research complements that of **Albery** by investigating how group membership moderates the effects of alcohol consumption. Their on-going innovative work has detailed the role of implicit and explicit group-based self-identity on changes in addictive behaviours (published in the *Psychology of Addictive Behaviours*). **Frings'** work on the role of group membership on decision making while fatigued (ESRC, £22k) was conducted in collaboration with the Territorial and Regular Army and has resulted in strategies for keeping problem solvers creative when fatigued due to sleep deprivation. **Frings** has also received funding from the British Academy (£5k) to investigate the effects of intention to stay in the UK by Polish immigrants. **Spada's** research focuses on the application of metacognitive theory and therapy to addictive behaviours including the first studies to investigate the role of metacognitive beliefs in problem drinking, problem gambling, problematic internet use and smoking. **Spada** has also undertaken seminal work on desire thinking and on rumination in problem drinking, as well as developed the first metacognitive formulation of problem drinking. **Spada** is the founder member of the Metacognitive Therapy in Addictive Behaviours Research Group, an international collaboration network across several institutions, including: Kingston University (Nikčević), University of Manchester (Wells), University of Pavia (Caselli), Royal Free Hospital (Fernie), Studi Cognitivi (Sassaroli), and Queensland University of Technology (Proctor). The network has produced over 30 international peer-reviewed journal articles, two chapters and over 40 international conference papers. **Spada** is consultant and Trust lead in CBT at North East London NHS Foundation Trust. He has been co-responsible for delineating and implementing the Trust's psychological therapies strategy resulting in substantial changes in the structure of the psychological therapies services through ensuring that all practitioners are trained to deliver CBT and associated evidence-based interventions.

Memory in Applied Settings. Research utilises a number of applied settings to examine the role of memory processes in areas such as witness skills across the lifespan in vulnerable populations (older adults and individuals with intellectual disabilities and/or autism); human error in the workplace; cultural practice, emotion and embodied experience and the interface between mental health issues and witnessing; and disseminates this work widely amongst practitioners (e.g. mental health practitioners, lawyers, barristers, police services, victim support agencies). One theme concerns how best to elicit accurate eyewitness recall and identification evidence from young adults, older adults and child witnesses. **Wilcock** has developed methods for understanding and improving the performance of eyewitnesses both in an evidence gathering interview situation and in a formal identification line-up in vulnerable witnesses (elderly, children, and those with intellectual disability) (with Valentine, Goldsmiths; Kneller, Winchester; Dando, Wolverhampton; Bull, Leicester). She has advised police forces on how best to show older witnesses identification line-ups (Metropolitan Police, Derbyshire). Dissemination of the group's research has been further enhanced through the MSc Investigative Forensic Psychology (**Wilcock** is course director) which attracts criminal justice professionals. A second research theme is witness skills in children with intellectual disabilities (ID). **Henry** has investigated how children with ID coped with "cross-

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examination” interviews administered by trainee barristers. **Wilcock** and **Henry** have also looked at witness identification skills in adults with ID using realistic police line-ups. Perceived credibility of witnesses with ID has also been investigated in a joint project with **Henry** and **Crane**. **Henry**, in conjunction with **Wilcock**, edited a special issue of the *International Journal of Development, Disability and Education* on ‘Witness skills in individuals with intellectual and developmental disabilities’ (2013). New work is planned for the next two years, looking at witness skills in individuals with autism spectrum disorders (ASD). A further proposal looking at other aspects of witness skills in individuals with ASD will involve members of the research group in collaboration with one of our research fellows whose interests span developmental disorders and investigative psychology. The ESRC has awarded £376k to **Henry**, **Crane**, and **Wilcock** to fund this work. With **Wilcock**, **Reavey** is using a combination of qualitative and experimental designs to examine issues relating to vulnerable witnesses with mental health problems. With Ougrin (Maudsley) **Reavey** is also examining the efficacy of a supported discharge service for young people’s transition from psychiatric inpatient care into the community, using quantitative measurements of hospital re-entry and a qualitative study examining service user perspectives. Other current research funded by the Technology Strategy Board (£108k, 2013-15) involves identifying the perceptual and cognitive factors that influence human error in the quality assurance checks on fresh produce labels and recommending changes to the way that label information is presented to reduce these errors (**Smith-Spark**). **Marchant’s** work focuses on the theoretical understanding of ensemble representations (with de Fockert (Goldsmiths), Jenkins (York), and Simons (Illinois)). Recent work has applied these ideas to theories of dyslexia (with **Smith-Spark**), perception of alcohol related adverts and prevention schemes (with **Albery**, **Frings** and Moss (LSBU) and Dyer Kings College)) motivated performance situations with **Frings** and Allen (LSBU), and obsessive-compulsive and autism traits (with Jones, Winchester). **Reavey’s** research addresses the relationship between cultural practice, memory, emotion and embodied experience. This uses a social remembering approach to examine therapeutic culture in mental health settings, parental adoption experiences, people with anxiety problems, elderly participants’ experiences in a memory museum, women’s experiences of their bodies, and memories of survivors of child sexual abuse. Much of the research has been carried out in collaboration with Brown (Leicester) and Haaken (Penn State) and has led to journal publications and two books, *Memory Matters: Contexts for Understanding Recollections of Child Sexual Abuse* (with Haaken, 2009, Routledge) and *Vital Memory: Affect, Ethics and Agency* (with Brown, in press Routledge). More recently, **Reavey** has examined the development and testing of visual methodologies for studying embodiment. This has led to an edited volume, *Visual Methodologies: Using and Creating Images in Qualitative Research* (Routledge, 2010). She has also published a major text in the psychology of mental health, away from psychiatric categorisation, using up-to-date psychological perspectives and empirical data.

Research Plans over the next 5 years

The main objectives for the Centre over the next five years are to:

- (i) Continue to build the research capacity of the research groupings.** We will continue our policy of investment in high-quality research fellows to work in our areas of research strength. We will provide longer term contracts of employment (e.g. 3-5 years) for productive research fellows. We will also commit increased resources to fund capacity-building small grants for Centre staff through pump-priming of innovative ideas and kick-start funds for new and promising researchers.
- (ii) Maximise user-group involvement.** In line with our impact strategy, we will introduce research impact grants to promote increased liaison with external stakeholders in the development of research programmes and bids. We will also develop a programme of impact event activities designed to disseminate and share research ideas with key end-user groups.
- (iii) Encourage and support staff to submit regular bids for external research funding.** We will aim to double external research funding from prestigious sources (e.g. ESRC, etc). To achieve this we will continue to embed annual research income targets (at least one application per year) as part of the annual appraisal, mentor junior staff by more experienced staff and allocate small awards on a competitive basis to support pilot research studies and teaching buyouts.
- (iv) Increase recruitment of highly-quality research students.** We will increase research student numbers by 50% through appointment of external matched-funding scholarships. We will introduce a Research Internship scheme as a means of encouraging undergraduate students to engage in a research degree. An initial pilot has demonstrated the potential of such a scheme and

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success in implementing this will bolster the capacity of our research groups.

(v) Further develop our research infrastructure. The University has committed over £1M to expand and upgrade the psychology laboratory complex. Completion of this capital programme will double the space available for research and create additional dedicated laboratories in a number of important research areas (e.g. a naturalistic pub environment for alcohol-related research, an infant testing laboratory for research in developmental disorders, a psycho-physiological laboratory for threat and challenge research, and an interviewing suite for research in investigative forensic psychology). Longer term development and investment includes establishing an Institute for Addiction Research, Training and Therapy (IARRT). IARRT will develop and deliver credit and non-credit bearing professional training and education at every level of the international addiction treatment industry. It will also enable high-quality research in the field and provide consultancy and evaluation services to treatment providers and other organisations. These activities will attract a body of affiliated practitioners operating out of a purpose-built therapy centre.

c. People, including:**i. Staffing strategy and staff development**

A significant portion of the Centre's QR funding has been invested in staff, with 2.5 new research fellow posts being created since 2008, increasing both the capacity and vitality of our research. Posts were targeted at early career researchers with the aim of developing new research collaborations within our research groups. This approach is consistent with our staffing development policy of providing opportunities for independent researchers to build their own research portfolio within the framework of the Centre and its groups. Teaching staff are encouraged to be research active and to align their research interests with one of the research groupings. Such activity and research plans are reviewed annually through the appraisal system and training needs identified. Seed corn funding awards (£1-5k per application) are offered to all staff on a competitive basis, along with access to funds for teaching buy out, conference attendance, equipment or participant payment (£45k to Psychology staff since 2008). We operate a Research Mentoring Scheme whereby senior academics mentor junior colleagues in terms of their research development and career. This approach has been effective in integrating early career researchers into the Centre and support with grant proposals. Five out of six such applications were successful in 2011/12 (circa £475k). We have continued our established policy of promoting from within on merit. Our track record in promoting staff, including part-time and staff on maternity leave has been exemplary. Since 2008 three promotions to Reader (**Henry, Reavey, Wilcock**) or Professor (**Henry, Reavey**) have been made. Centre staff have also drawn on the University's Research Opportunities Fund to support younger and less experienced research staff to develop their research credentials by providing small grants for research assistance, sabbatical leave and consumables. Centre members gained eight such grants (£30k) during the review period. The University is fully committed to implementing the Concordat to support the career development of researchers. In line with this, the University's Central Research Support team (CRS) and Staff Development Unit provide a programme built around the Vitae Researcher Development Framework offering training and events for all research staff on a regular basis. The Faculty has its own Concordat Coordinator who facilitates researcher involvement in the programme and reports to the ISSR Management Team. The Centre works within a well-defined University equal opportunities policy that actively pursues equality and diversity. The faculty has actively participated in University initiatives to support equality and diversity policies among staff through equalities networks such as Equinet (for BME staff), Gendernet (for women) and the LGBT network. The Code of Practice for selection of staff for REF2014 adopted by the University (2012) makes clear that equal opportunities are at the heart of our selection process, and the code has been circulated to all relevant staff with the request that staff make known their wish to be considered. In terms of this submission 55% are women. Of the senior staff submitted, 2 out of 4 Professors and one Reader are female. All five promotions to either Reader or Professor during the period have been women. Two-thirds are under 40 years of age.

ii. Research students

Research degree policy, procedures and standards are set and monitored by the University's Research Degrees Committee (Chair: Pro-Vice Chancellor (Academic)). It has responsibility for approving programmes of study, supervisory teams, examination arrangements and ensuring that individual programmes are conducted in line with the University's Code of Practice and are compliant with national standards. The Committee delegates matters of student progression to one

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of two sub-committees (Physical Sciences and Social Sciences and Health). The Faculty has its own Director of Postgraduate Research (**Albery**), supported by an administrator, who as part of the Faculty Postgraduate Board of Studies, oversee the progress and development of all AHS research students. Psychology is actively represented on all of the above Committees. Progress is monitored at least once a term and through registration, transfer from MPhil to PhD, and by annual reports. The Centre supervises 18 PhD students (14.5 FTEs) including a 50% match-funded scholarship with the Metropolitan Police. The CRP operates a PhD Forum (once per term chaired by the CRP Postgraduate Director (**Reavey**)) which gives students, supervisors and staff the opportunity to exchange ideas, receive key information and identify common issues. Each PhD student is required to give one seminar per year to their peer group and members of staff. A PhD student representative speaks to a standing agenda item in Departmental meetings. Fully-equipped research student accommodation is provided by the Centre within its laboratory complex. The Centre has fully funded four doctoral scholarships since 2009 and invested £10K in small grants for student conference attendance and bespoke training events. The University operates a Key Skills Programme for all research students which ensures that learning and skills requirements are identified, evaluated and monitored. LSBU was commended by the QAA (2011) for its Key Skills programme and for the use of trained independent chairs for PhD examinations. Research students attend and present at the University's annual Research Summer School. All Psychology PhD students are affiliated with the New London Graduate School (NLGS), established in 2009 by a consortium of five modern universities (LSBU, Greenwich, East London, Middlesex and Anglia Ruskin). It provides students with the benefits of a large community of PhD students across consortium partners and includes the availability of core and specialist training at partner institutions and bespoke seminar programmes. The NLGS has been successful in attracting AHRC funding for predoctoral MA scholarships.

d. Income, infrastructure and facilities

The core funding of the Centre derives from QR income, which is devolved to the faculty by the University without top slicing, and then allocated by the Executive Dean on the basis of annual bids from research centres in the faculty. The income pays for head of centre, core research staff either in part or wholly, bridging funds, centre fellowships, a senior research administrator, research student scholarships and small PhD grants. One of the two faculty managers has particular responsibility for research while the faculty finance officer has responsibility for research budgets. The Centre is also supported centrally by the CRS which provides expert administration and advice on the management of research bids, training opportunities, and support with research governance. Research strategy is shaped at the University level by the University Research Committee (URC) comprised of senior research staff from across the faculties and serviced by the CRS. The ISSR management committee, chaired by the Faculty Director of Research (**Albery**) coordinates research strategy within the faculty. Executive Deans in each faculty have budgetary responsibility and for ensuring financial accountability. They in turn can devolve budgets, and in the case of the CRP the head has responsibility for day-to-day budgeting and planning. The University's Research Ethics Committee, comprised of senior researchers and lay representatives, monitors and approves relevant staff and PhD projects. To ensure that the research activities of our research groups are supported our resourcing policy is to ensure that adequate laboratory requirements and equipment are provided. The research laboratory complex has been remodelled to provide more available testing space, have two dedicated technicians, and have also invested significant monies in the upgrade and the purchase of essential equipment via HEFCE-T/ QR resourcing (£150k) and RCIF (£80k). The University has also committed a capital investment programme in excess of £1M to expand and upgrade the psychology laboratory complex. This will double the space available for research and create additional dedicated laboratories (e.g. fully-functioning naturalistic pub environment, psycho-physiological laboratory for threat and challenge research) and provide bespoke accommodation for our doctoral students.

e. Collaboration and contribution to the discipline or research base

Conference organisation: Scientific committee of the European Conference on Intellectual and Developmental Disability, 2012 (**Henry**); Scientific Committee for 1st and 2nd Metacognitive Therapy Conferences, Manchester, 2012, 2013 (**Spada**); Organising Committee of the International Visual Methods Conference, OU, 2011 (**Reavey**); Autism and the Criminal Justice System, Greater Manchester Police Training Centre, 2013 (**Crane**); Diagnosing Autism, ESRC Festival of Social Science, London, 2012 (**Crane**) and Vulnerable Witnesses, London, 2013

(Molesworth).

Symposia: 6th International Thinking and Reasoning Conference, Venice, 2008 (**Newton**); 8th European Conference on Intellectual and Developmental Disabilities, Geneva, 2010 (**Henry**); BPS Developmental Psychology Section Conference, Goldsmiths, 2010 (**Henry**); European Association for Research on Learning and Instruction, Exeter, 2011 (**Henry**); 9th European Conference on Intellectual and Developmental Disabilities, Trieste, Italy, 2012 (**Henry**).

Invited presentation/keynotes at International conferences: 15th Biennial Conference of the European Association for Research on Learning and Instruction, Munich, 2013 (**Henry**); 7th European Conference on Psychological Theory and Research on Mental Retardation and Cognitive Development, Frankfurt, 2008 (**Henry**); ECOST Action Meeting, Malta, 2011 (**Henry**); Specific Language Impairment Special Interest Group, Royal College of Speech and Language Therapists, London, 2010 (**Henry**); 14th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Exeter, 2011 (**Henry**); 2nd Metacognitive Therapy Conference, Manchester, 2013 (**Spada**); Remembering in Context: Social, Cognitive, Linguistic, and Material Aspects of Memory, Germany, 2012 (**Reavey**); 6th International Thinking and Reasoning Conference, Venice, 2008 (**Newton**); Expert Workshop on Identity and Identity Change, Konstanz, 2013 (**Frings, Albery**); Chartered Institute of Logistics & Transport Annual Conference, Birmingham, 2013 (**Frings**); Dame Stephanie Shirley Lecture Series, Reading, 2010 (**Crane**).

Collaborations include: Manchester (Wells), Pavia (Caselli), Royal Free Hospital (Fernie), Studi Cognitivi (Sassaroli), and Queensland (Proctor) (**Spada**); King's (Dyer), Bristol (Munafo) and Kent (Sharma) (**Albery**); Hildesheim, (Mähler); Padua (Cornoldi), Amsterdam (van der Molen), Frankfurt (Büttner and Poloczek), Linköping (Danielsson) (**Henry**); Illinois (Simons) (**Marchant**); Goldsmith's (Pring), INSERM (Berthoz, Lalanne) (**Crane**); King's (Happe), Bowler (City) (**Molesworth**); Wolverhampton (Dando), Leicester (Bull) (**Wilcock**); Utrecht (Bendien), Leicester (Brown) (**Reavey**); California (Blascovich), LSE (Gleibs) (**Frings**); Open (Messer) (**Smith-Spark**); Essex (Roberts) (**Newton**).

External PhD Doctorate examining include King's (**Henry**); Strathclyde (**Wilcock**); London Metropolitan (**Albery, Spada**); Sheffield, City, Loughborough, Essex, East London (**Reavey**); Cambridge, Kent, Bristol (**Albery**).

Journal editorial board memberships: *Addictive Behaviors* (**Spada**); *Journal of Community and Applied Social Psychology* (**Albery**); *British Journal of Developmental Psychology*, *American Journal on Intellectual and Developmental Disabilities* (**Henry**); *Memory Studies*, *Feminism & Psychology*, *British Journal of Social Psychology* (**Reavey**); *Autism: The International Journal of Research and Practice* (**Crane**).

Journal Guest Editorials: *Journal of Intellectual Disability Research on Executive functioning and working memory in individuals with intellectual disabilities* (**Henry**; 2010); *International Journal of Development, Disability and Education on Witnesses with intellectual disabilities* (**Henry/Wilcock**; 2013).

Roles with users of research whether industry or public sector or charity: Development of the Autism and Criminal Justice Network between psychologists, criminal justice system professionals, intermediaries, lay advocates and autism charities (BPS public engagement grant, £16K) (**Crane**); Consultant and lead CBT practitioner for North East London NHS Foundation Trust overseeing the training requirements of over 130 staff members working in psychological therapies (**Spada**). BPS Research Board (2009-10) (**Crane**).

Journal reviewing includes: *Annals of Dyslexia*, *British Journal of Psychology*, *Cognition*, *Dyslexia*, *Memory*, *Psychonomic Bulletin and Review*, *Behaviour Research and Therapy*, *Addiction*, *Drug and Alcohol Dependence*, *Personality and Individual Differences*, *Acta Psychologica*, *Attention Perception and Psychophysics*, *Cognitive Science*, *Memory and Language*.

Participation in the peer review process for grants committees: The Wellcome Trust, the Nuffield Foundation, the Leverhulme Trust, the Social Sciences and Humanities Research Council of Canada, the Brain and Cognition Supervisory Board (The Netherlands), ESRC, MRC, Alcohol Education and Research Council; ESRC Peer Review College membership (**Henry, Frings**).

Awards: Winner of the psychotherapy article prize, Psychotherapy Faculty, Royal College of Psychiatrists, 2009 (**Spada**).