

Institution: Coventry University
Unit of Assessment: 4
<p>a. Overview</p> <p>Psychology research has grown significantly since RAE2008; the number of researchers returned to this Unit has increased from one to 14 (including one Professor and three Readers) and a further six health psychologists are being returned to UoA3. PhD completions have increased from one to seven, with a further 15 PhD students enrolled. External grant income since 2008 has grown significantly, from £4,225 to £797,441. The Unit is situated within a wider inter-institutional and international research environment, evidenced by collaborative publications and bids.</p>
<p>b. Research strategy</p> <p>Since RAE2008 the Unit has focussed on improving its reputation for excellent research in Child Development and Education (building on the work of Wood), and Violence and Interpersonal Aggression (building on work returned to the Law panel in 2008). Unit investment has enabled the development of a new group: Roles & Resilience. A Reader or Professor leads each group, providing strategic vision, directing activity, and enabling collaboration with end users.</p> <p>Group achievements, Group 1: Child Development & Education (Leader: Wood). Members: Wood, Vousden, Holliman, Mundy, Critten, (plus 7.0 RAs and 1.0 SRA).</p> <p>Wood, Holliman (AH1,2,3,4) and Mundy (IM1) have demonstrated through experimental, cross-sectional, and longitudinal studies that speech prosody is implicated in reading processes more broadly than had previously been assumed (impacting decoding and comprehension) and is impaired in children and adults with reading difficulties. Grants from the <i>British Academy</i> (£7,500), <i>Nuffield Foundation</i> (£46,484) and <i>Leverhulme Trust</i> (£75,761) have funded this research in the UK while collaborative activity with Wade-Woolley (Queen's, Ontario) has been supported by two insight grants from <i>Social Sciences and Humanities Research Council of Canada</i> (C\$126,230; C\$169,750).</p> <p>Wood's work (CW1,2,3) was the first to establish through concurrent, longitudinal and intervention data that children's use of texting slang does not impact conventional literacy negatively; instead it supports children's spelling development through the enhancement of phonological processing. Funded by the <i>British Academy</i> (£7,439) and <i>Becta</i> (£19,993), this research led to the first longitudinal study of texting and grammar, with Kemp (Tasmania) (<i>Nuffield Foundation</i> £144,814).</p> <p>With respect to pedagogy, Vousden (JV1,4) used computational models of word learning to identify which letter-sound correspondences are optimal for learning to read English. She directly tested these ideas in the classroom, informing debate about how best to implement phonics (JV3). She has also demonstrated experimentally that temporal processing underpins memory processes (JV2), with implications for theories which propose that temporal processing is implicated in literacy difficulties. Critten's methodologically novel research (SC2) has demonstrated that children's self-reported spelling strategies can inform theories of spelling development. With colleagues at the Institute of Education and Oxford Brookes, she also examined how children with specific language impairment write, using the latest tablet technology to analyse both moment-by-moment processes and products of writing tasks (SC1). Wood recently used a novel dialogic approach to develop new materials for the Reading Agency's <i>Chatterbooks</i> programme to support reading comprehension in underachieving Year 7 pupils. She conducted a large-scale randomised controlled trial (RCT) evaluation of this approach to supporting literacy (<i>Education Endowment Foundation</i> £397,315).</p> <p>Group achievements, Group 2: Violence and Interpersonal Aggression (Leader: Bowen). Members: Bowen, Brown, Sleath, (plus 1.0 SRA).</p> <p>Bowen examined factors that contribute to undesirable and antisocial adolescent behaviours using large scale (>5,000 children) longitudinal data, which in the case of also considered pre and post natal records (EB1). She led a pan-European project (Daphne III £363,116) to develop and evaluate a research-based interactive online 'game', which requires teens to examine the potential consequences of their attitudes and decision making about relationship behaviours. She has also found that domestic violence (DV) victims' perceptions of their partners' risk are as valid as ratings obtained using psychometric tools (EB2), identified through systematic examination of published evidence. She was also the first to examine whether male victims of DV are similar to females, and whether there are differences between violent heterosexual and homosexual relationships (EB3).</p>

With respect to sexual offending, **Brown's** research (**SB2,4**) has examined how cognition influences empathy, resulting in a new theory of empathy and cognitions in sex offenders. She developed a new reliable scale to measure attitudes to female sex offenders (**SB1**) and conducted a quantitative study of sex offenders' treatment refusal in the UK (**SB3**). **Sleath** (**ES3**) found that negative attitudes to rape victims are not successfully addressed by specialist police training. Her research was the first to test Alcohol Myopia Theory in a field setting (**ES2**) and examine rape blame in relation to male victims (**ES1**).

Group achievements, Group 3: Roles and Resilience (Leader: **Abell**). Members: **Abell, Adie, Goodman, Hughes, Jenks, Stanley**.

With respect to the sub-theme of roles, **Abell** (**JAb1,2,3**) has used discourse-based methodologies to examine lay accounts of national identity and she has achieved significant insight by constructing a psychological understanding of national community. Her research shows how this insight can be used to promote diversity and inclusion in multicultural societies, rather than merely explaining outgroup prejudice. **Goodman** (**SG1,2,3,4**) has led work on the use of discourse-based methods to understand the ways in which racism is used by different groups in asylum-related arguments. He secured funding to use discourse-based analysis to understand refugees' experiences of seeking asylum (Richard Benjamin Trust £10k), in collaboration with *Oxfam* and the *Coventry Refugee Centre*. Roles are also explored through psychometrics. **Hughes** (with Manchester and UCL) considered the assessment and impact of specific traits and how they interact with online behaviours (**DH1**). He argued that researchers should abandon the study of undifferentiated 'online behaviour', and found that personality is less influential in online behaviour than previously stated. The sub-theme of resilience is explored experimentally. For example, **Jenks** (**RJ1,3**) examined the relationship between smoking behaviours and smoking- and food-related cues in dieting women, adapting paradigms used in animal research for application to dieting women. **Stanley** conducted the first laboratory studies to demonstrate the effects of imagery when used as a strategy to influence affective responses to moderate intensity exercise. He found that emotion regulation strategies are more cognitive than previously reported (**DS1**). Similarly, **Adie** (**JAd1,2,3,4**) has examined longitudinally and experimentally the impact of achievement motivation on a wide range of sport participants' psychological wellbeing.

Future Strategy: The Unit will continue to develop its reputation for working at the interface between theory and practice, with an emphasis on developing theoretically-based interventions and understanding the environmental factors that impact interventions. The Unit will extend its collaborative research with national and international academics and stakeholders, enabling access to European and international funding.

The **Child Development and Education** group will extend and formalise its international network of research teams working collaboratively to develop and evaluate novel, theoretically-grounded interventions. Coventry will act as the hub for this network, building on our work in literacy, prosody and technology. **Vousden** and **Wood** have already secured £644,000 (Education Endowment Foundation) for a large scale UK-based RCT evaluation of an online resource for early literacy with Savage (McGill). New partnerships with McBride (Chinese University of Hong Kong), Thomson (Sheffield), Lyytinen (Jyvaskyla) and the Avon Longitudinal Study of Parents and Children (ALSPAC, Bristol) will be developed, including the analysis of large-scale longitudinal data sets. The National Literacy Trust are already in discussion with the Unit regarding national evaluations of their programmes. To support the work in this group, additional appointments at Reader and Research Fellow level will be made in 2014/2015.

The **Violence and Interpersonal Aggression** group will develop novel methodologies to understand empathy, and emotional and sexual reactivity in sexual and violent offenders to inform rehabilitation programmes used within the community. The group has research planned with world-leading sex offender researcher Hanson (Corrections Research, Public Safety Canada) and Gress (British Columbia Corrections) on implicit measures of risk in sex offenders. The group will continue to identify psychological factors that impact on the perception of victims, in order to develop effective training for staff involved in investigations and victim support. To achieve this, we are collaborating with Smallbone (Griffith, Australia) on the analysis of data collected via the Griffith Youth Forensic Service on sexual violence committed by children and adults. The group will also develop an interdisciplinary practitioner framework to promote safe adolescent relationships, using educational tools based on **Bowen's** EU-funded research. The NSPCC has awarded £25,000 to

Brown to research social workers' knowledge and confidence when working with cases of child sexual abuse. The group has also secured £90,000 (Ministry of Justice) to review the processes for commissioning expert reports in public and private family law cases, and to understand the quality and impact of reports on the progression of cases. A further £80,000 has been secured for an Army-based research project from the Ministry of Defence (see **REF3a**). The rapid development of activity in this group will also be supported by the appointment of a Reader and two Research Fellows in 2014.

The recent strategic appointment of **Abell** as Reader within the **Roles and Resilience** group, will be complemented by the appointment of a Professor in critical social psychology in 2014. Through collaboration with charities such as Oxfam, this team will conduct psychological research into the identity and resilience of specific communities, applying psychology to the human issues raised by multiculturalism, economic migration and conservation. Experimental and psychometric approaches to studying identity and resilience in specific contexts will be extended through collaborations with Furnham (UCL), Booth (Edinburgh), and Irwin and Batey (Manchester). Interdisciplinary research in the area of conflict resolution will take place between this group and Coventry University researchers returned to UoA21, Politics and International Studies.

In addition to the creation of Faculty-funded junior research posts, psychology research will be supported by the implementation of a new 12-month sabbatical scheme within the Unit. This will enable staff to withdraw from teaching and focus on securing funding, collaborations and publications. New accommodation has been secured in planned building work, to enable growth in staff and facilities. Access to state-of-the art facilities will be improved through £10,000 investment in audio and EEG equipment and formal collaborative working agreements (e.g. to Nottingham's fMRI facility). We will also appoint a post-doc researcher who will enable staff to exploit our new EEG facilities and eyetracking technology. We will increase income by securing support from new sources (e.g. Horizon 2020), submitting larger value bids (e.g. Nuffield Foundation, Education Endowment Foundation, Leverhulme, ESRC) and submitting bids with (inter)national partners. We are on track to secure 25 new PhD completions by 2020, based on Unit- and externally-funded studentships.

c. People, including:

i. Staffing strategy and staff development

The number of research-only contracts has increased following internal investment and external funding: **Wood** and **Vousden**, and one SRA, are Faculty-funded, and eight (S)RA posts are grant-funded. Grant-funded posts are fixed-term, but strategic bids are made to the University to enable the extension of contracts and continuity of RAs across projects. For example, two posts created by Nuffield funding held by **Wood** and **Holliman** have been extended by securing further grants. We have five Early Career Researchers (ECRs), which reflect the strategic investment in research-active new appointments. This is balanced by five mid-career scholars (**Adie, Goodman, Holliman, Jenks, Vousden**), three Readers (**Abell, Bowen, Brown**) and one Professor (**Wood**). New staff must engage in research that develops existing groups, thereby building capacity and coherence. Research-only and academic staff are co-located, enabling research staff to support and learn from academics in the discipline and vice versa. Our research is supported by a Research Support Office (one project assistant and three project administrators), two psychology technicians who manage and our research facilities (also see section d) and seven full time RAs and two SRAs, one of whom supports data analysis. Grant and bid management is provided by the University's Business Development Support Office comprising 60 staff (see section d for details).

ECRs and new staff meet with **Wood** regularly to they discuss research interests and aspirations. She introduces them to staff with related interests from within and outside the Unit. **Wood, Abell, Brown** and **Bowen** act as ECR mentors for publication and bid submission. Unit staff complete **Wood's** bid writing workshop, resulting in **Vousden, Goodman, Bowen, Holliman, Brown** and **Hughes** securing funding for projects within the census period. A Business Development Officer meets with all new staff to identify potential grants and support bids. ECRs initially submit modest bids as PI and join larger research teams and PhD supervisory teams (e.g. as an ECR, **Holliman** secured a British Academy grant as PI (£7,500), leading to a larger Nuffield grant (£46,484), and is a co-investigator on a Leverhulme project (£75,761) that also affords supervision experience with **Wood** and **Vousden**).

The University uses the 19 agreed measures of progress drawn from CROS, PIRLS and HESA to implement the principles of the **Concordat** to support researcher career development. These are overseen by our Research Concordat Sub-Committee. The Committee is chaired by the University Director of Research and includes research staff from the full career spectrum. Coventry was awarded the European HR Excellence in Research Award in January 2013 for its Concordat submission. Our priorities include the development of a researcher career development web portal and the extension of our researcher progression ladder. **Vousden** evidences effective researcher development: originally appointed as an SRA on a fixed-term contract she secured a permanent position and then promotion to Research Fellow through mentoring from **Wood** and activity managed by Development and Performance Reviews. We participate annually in CROS and PIRLS and the results go forward to dissemination workshops with research colleagues to build our Research Action Plans. Development and Performance reviews are used to discuss performance and career development twice a year and to set objectives; teaching relief is based on research activity. **Wood** sets targets which align with the Unit's and University's research strategy. The renew process defines research activity appropriate to each grade / post and offers financial rewards to staff exceeding expected levels of research activity. An Open Promotion Scheme operates on the basis of published Performance and Progression Criteria linked to reviews. These cover RA through to Senior Research Fellow roles. A Readership and Professorial Conferment Committee considers senior promotions and involves external peer review. Promotion is based on meeting the criteria, there are no budgetary limits. Nine Unit staff secured promotions through these processes in the census period.

University training for researchers provides opportunities for acquiring or consolidating research management and research leadership skills, for example, offering courses in Leading Research Groups, International Research Leadership, Media Skills. A Skills Development Programme offers 40+ essential workshops throughout the year to staff and PhD students. These develop career and research specific skills including: Your Viva, Job Search, Commercialisation of Academic Research. Staff and PhD students can also access the Epigeum on-line training research modules. Research ethics training is mandatory. The Centre for Academic Writing provides support on structuring and improving papers and using APA style. Statistical advice is provided by the University's award winning Maths Support Centre. Academics can take 5 weeks of scholarly leave annually, and apply for funding to develop new projects (see section e). The Unit funds conference attendance and small-scale exploratory and proof of concept research, for which ECR requests are prioritised (e.g. **Critten, Mundy, Sleath** have benefited from this). Unit staff attend departmentally-funded retreats to write papers and grant proposals. Bespoke training is held as needed. The University also provides mandatory training on Data Protection, PhD supervision and ethics. Staff from practitioner backgrounds can apply for Faculty support to undertake PhDs, and two colleagues have done so. PhD Supervisors initially join a team to be mentored by experienced supervisors into becoming Director of Studies (DoS). Nine staff in this Unit currently supervise PhD students.

Weekly seminars are given by internal and external researchers and PhD students: speakers have included Crook (Nottingham), Marsh (Sheffield) Haslem (Exeter), Spurgeon (Warwick), Coulson (Nottingham), Savage (McGill, Canada). External speakers are selected for their reputation for internationally excellent research. A health psychology seminar series is also run weekly, which Unit staff present at, and attend. **Wood** runs the Coventry and Warwick Reading Group with Carroll (Warwick). These seminars showcase ongoing literacy research, provide positive criticism of developing work, and facilitate collaboration, e.g. **Critten** collaborates with Coyne (NTU). Participants come from universities across the Midlands and South. *Violence and Interpersonal Aggression* group meetings are organised by **Bowen** as an interdisciplinary forum through which academics and practitioners discuss their research/practice findings and explore collaborations. Members include psychologists, social scientists and practitioners who work with victims or perpetrators of violence across the lifespan.

Equality and diversity is monitored through regular Equal Pay Audits. At our most recent Audit (2010), the Gender Pay Gap for Academic Staff at Coventry was 2.81% compared with 13.5% for the Higher Education Sector (Source ECU 2010). Coventry offers schemes and policies to support Equality and Diversity including Flexible Working, Career Breaks, and Job Share. Departmental research mentors support staff returning to work after any extended period of absence. Staff

complete mandatory diversity and equality training that assesses legal knowledge and appropriate conduct. Coventry is a member of the Athena Swan Charter and has the University Bronze Award. **Vousden** was a member of the self-assessment team for Athena Swan and **Wood** contributed to events sharing the experiences of senior female academics. Coventry is a Stonewall Diversity Champion.

ii. Research students

Unit staff have supervised seven Coventry PhD students to completion in the census period and a further 15 are in progress. The Unit has awarded nine fully funded studentships in the same period. Supervisory teams are drawn from staff who together have relevant expertise and PhD completions. Since 2008, the University has built a robust PhD support infrastructure and training programme. The student and DoS develop Research Plans at the outset. These identify key activities and require 5000 word drafts to be produced every three months. Students complete 40 taught credits in topics dictated by a training needs assessment, including an Introduction to Research module. Students take other credits from subject-specific master's modules or an accredited PGCert in teaching in HE. PhD students are located with staff to ensure effective communication with supervisors and facilitate their wider integration into academia. Induction occurs for all new PhD students and includes contact with senior research staff, academics and current PhD students. Students are equal members of research teams, attending training and meetings. A Student Entitlement Document defines the facilities, equipment and support students can expect during their studies, as well as the expectations of supervisors and students regarding activities and scheduled meetings. **Bowen** supports Unit PhD students, advising on resources and procedures, and undertaking supervision quality assurance. She holds Action Learning Sets for students every three weeks to discuss problems, ideas and methods and to develop subject-specific skills. The Faculty Careers Support and Enterprise Teams provide advice on jobs, business ideas and Intellectual Property Rights; e.g. one of our students received a University-funded £5,000 proof of concept grant to develop an e-working tool from her PhD.

Progress is regularly monitored and reviewed at annual Performance Review Panels (PRPs), where students present an overview of their research and plans for the next year to a chair and independent subject expert, who also review written outputs. The student's experience of supervision and the DoS's view of student performance is discussed. **Bowen** and **Wood** have chaired PRPs, and **Brown, Bowen, Mundy, Wood, and Sleath** have acted as PRP subject experts. Overall cohort performance is reviewed by the Research Committee. Faculties are accountable for student outcomes. Student feedback is provided by representatives who are members of the University and Faculty Research Committees. The Survey Unit evaluates each delivery of taught research modules, and students participate in the external Postgraduate Research Experience Survey or an annual internal survey. Resulting action plans are monitored by research committees. Independent advocacy and advice is provided by a Faculty Postgraduate Research Tutor.

In addition to research seminars (see section ci), students are actively involved in international networks and organisations. In the census period our students presented 36 papers at national and international conferences. International networks are also developed by hosting overseas doctoral students: for example, **Wood** hosted a PhD student from University of Granada as an Erasmus exchange with one of her students and the two students have collected data together and presented this work at an international conference. All PhD students participate in postgraduate events and networks organised by professional bodies such as the British Psychological Society, Society for the Scientific Study of Reading and National Organisation for the Treatment of Abusers. In addition there are Research Degree Symposia, which are organized annually at Faculty and University level where PhD students present papers or posters on their research. The best posters and papers are awarded financial prizes.

d. Income, infrastructure and facilities

Income generation is supported by the University's integrated Business Development Support Office (BDSO): a team of Business Development and Research Finance staff who support bid writing and project management. There is a peer-review process for grants designed and managed by **Wood**, which was used as the template for both Faculty and University-wide schemes for high-value bids. This combination of central and local support provides an infrastructure for sharing

information and expertise, strategic planning and cross-boundary activity. The effectiveness of this support is evidenced as Unit income has increased substantially year-on-year since 2008, and the mean value of individual bids submitted and won has also increased. The BDSO provides intensive workshops on funder-specific bid writing, managing consultancy and international partnerships. International Bid Writing Support is provided to mid-career researchers seeking to bid for EU or international funds (e.g. **Bowen's** EU Daphne bid was the result of such support). As noted in section cii, the BDSO provides intellectual property training to researchers and PhD students seeking to exploit their research commercially by identifying opportunities and applying for early-stage funding.

Infrastructure: There is dedicated research space for the eight **Child Development and Education** RAs, where secure data storage, equipment and educational assessments are housed. The Unit also has five suites of experimental rooms. A usability suite contains a high quality semi-portable eye-tracker (Tobii TX300) and an observation room. Another suite contains equipment for the presentation of audio and visual stimuli (high specification computers supporting EPrime and Superlab) linked to equipment to assess electrophysiological responses (BioSemi), and a 'wet lab' for research into the psychological impact of caffeine, alcohol and other legal substances. (**Jenks**). Exercise equipment and assessments are used by sport and biological psychologists (e.g. **Adie, Stanley**), including full facilities for blood analysis, respiratory gas analysis, and EMG analysis (muscle activity). Saliva analysis (**Jenks**) is undertaken by staff in Biological Sciences. Two more suites each contain four testing rooms and larger spaces to provide space for individual and group-based experimental and psychometric assessment, including an *AMTech PST* pupilometer. Two psychology technicians write software and build equipment as needed to support research. An extensive psychometric library is administered by technical staff (used by **Bowen, Critten, Holliman, Hughes, Mundy, Sleath, Wood**). Data collection is conducted by RAs employed on grant-funded projects and supported by students on work experience. Fieldwork is coordinated by an SRA who also tracks the use of equipment and resources off-site. The Research Support Office provides administrative support to researchers and data transcription (**Goodman**).

Shared Facilities and Sponsorship / Benefit-in-Kind. The Unit currently undertakes research in collaboration with Nottingham and Broadmoor Hospital, who provide access to fMRI facilities. Wolverhampton Local Authority sponsored a research student (£17,300) to support collaborative research between their outreach team and **Wood** to develop a tool to enable children with sensory impairments and special educational needs to communicate their experiences of education. Thriftwood School (SEN) acts as a test-bed site for the piloting of literacy interventions by the Unit.

Research Governance. All staff must follow the University's Research Governance Policy and BPS ethical guidance. Coventry operates an online ethics submission and review system to monitor both staff and student work. The Faculty Ethics Committee is responsible for integrity and governance matters related to research, and is overseen by the University Research Committee and Director of Research. **Wood** was central in the development of the University's Ethics Governance: she was involved in the development of the current format for ethics submission.

e. Collaboration or contribution to the discipline or research base

Our research strategy evidences an **ongoing commitment to national and international academic collaboration**. The University offers Research Sabbatical Fellowships (RSFs) of up to 12 weeks every year by open competition. This scheme unusually requires no qualifying period and the award is made by the University solely on the merit of the research proposal. The award funds the release of staff from lecturing duties to concentrate on research. **Holliman, Bowen, Brown, Goodman** and **Wood** have all benefited from RSFs. For example, it enabled **Wood** to be seconded into Becta resulting in a continued link with the Department for Education. Additionally, an Applied Research Fellowship (ARF) scheme (up to £10,000 per person per year) enables staff to spend up to eight weeks at an internationally-ranked overseas University or non-academic UK partner. Funding is awarded on the basis of an open competition and encourages networking and joint research to establish and sustain the collaboration (e.g. **Bowen** and the National Offender Management Service; **Wood** and McGill). ARF relationships are maintained post-placement and often include other colleagues. For example, **Wood** and Savage have now secured funding (with **Vousden**) for 2014 (£644,000). The centrally-funded International Visiting Professor scheme (£3,000) brings researchers from international universities to work with staff and students and develop long-term research relationships. For example, this scheme has enabled **Bowen** and

Goodman to collaborate with Day (Deakin) and Sorbring (University of the West, Sweden). This is in addition to Honorary Visiting Professorships e.g. Wade-Woolley (Queen's, Ontario).

The Unit's research and funding strategy is targeted at addressing **national and international priorities**. For example: **Bowen's** EC Daphne III Transnational Action Grant fits within both EU and UK policy contexts: in May 2011 the EU Convention of Violence against women and domestic violence was signed by a number of member states. Article 14 requires signatories to commit to developing educational approaches at all levels to tackle attitudes towards violence, and the UK Government's Action Plan on tackling violence against women and girls identifies prevention through education as an important policy area. Explicit reference is made to teachers identifying and helping victims of such violence. Similarly, **Wood** collaborated with the Reading Agency to respond to a call from the Education Endowment Foundation for intervention projects in the context of international concern regarding declining reading habits in children, and a national crisis concerning literacy in children making the transition from primary to secondary school. Staff **collaborate with external universities, nationally and internationally**. For example, in addition to those already described in section b, **Goodman** collaborates with Walton (Lancaster) and Haddad (Oxfam) analysing UK discursive rhetoric around income inequality. **Holliman** collaborates with Hurry (Institute of Education) evaluating UK Reading Recovery programme. **Vousden** has a British Academy funded collaboration with Ellefson (Cambridge), on the role of word knowledge in irregular word reading. She also collaborates with: Chater (Warwick) regarding the application of the simplicity principle to reading; Shapiro (Aston), Brown and Adelman (Warwick), and Roberts (Edinburgh) on contextual diversity and reading performance; and Stuart, (Institute of Education) on letter-sound correspondence acquisition. **Wood** worked with Thomson (then at Harvard) to secure funding for an international meeting of theorists in reading and prosody (including **Wood, Holliman, Mundy**). To facilitate partnership working with stakeholders, staff undertake **secondments and user consultancy**; e.g. **Bowen**: Wiltshire and Dorset Probation Services, Risk Management Authority (Scotland); **Jenks** and **Bowen**: Compass-UK; **Wood**: Partnership for Children, Becta, Reading Agency, Wolverhampton LA.

Staff are **active participants in grant peer-review processes**. For example, **Wood** and **Brown** are members of the ESRC Peer Review College; **Wood** reviews for the British Academy; **Bowen** reviews for ESRC, Research Councils Romania, National Offender Management Service, BIG Lottery Fund, National Institute of Health Research Programme Grants Scheme; **Vousden** reviews for ESRC and BBSRC. Staff are mentored to become involved in **editorial responsibilities**. For example, **Wood** is Editor-in-Chief of the *Journal of Research in Reading* and was an Associate Editor of the *British Journal of Educational Psychology* (2008-2012). **Bowen** is an Editorial Board member of the *Open Law Journal*. **Brown** is Editor of the *Journal of Sexual Aggression*. **Goodman** is an Associate Editor for the *Qualitative Methods in Psychology Bulletin*. Staff routinely participate in **journal peer-review** processes, and have acted as reviewers for a wide range of journals, including: *Applied Psycholinguistics*; *Brit. J. of Psych.*; *Brit. J. of Social Psych.*; *Cognition*; *Cognitive Development*; *Cognitive Science, Computers & Education*; *Dyslexia*; *Int. J. of Educational Research*; *J. of Abnormal Child Psych.*; *J. of Child Psych. & Psychiatry*; *J. of Criminal Justice & Behaviour*; *J. of Exp. Child Psych.*; *J. of Sexual Aggression*; *Legal & Criminological Psych.*; *Sex Roles*; *Sexual Abuse*; *Language*; *Language & Cognitive Processes*; *Law & Human Behavior*; *Learning & Instruction*; *Quarterly J. of Exp. Psych.*; *Scientific Studies of Reading*.

Staff belong to **external bodies** and contribute to their activities; e.g. **Bowen**: Elected council member of UK Evaluation Society; Invited member of the UK Council of Child Internet Safety 2012; Member of Risk Management Authority, Scotland's Advisory Board for Risk Assessment Training and Evaluation. **Wood**: publications committee of UK Literacy Association. Our reputation for expertise is evidenced by invitations to **externally examine research degrees**, for example: **Abell** (Sheffield, NTNU (Trondheim, Norway)). **Brown** (Birmingham, Leicester, City) **Holliman** (Granada) **Goodman**: (Edinburgh; Adelaide). **Wood**: (Tasmania, Cambridge, Herts, Brookes, Notts). More established staff are experienced in **conference organisation**. **Goodman**: Committee member 'Critical Approaches to Discourse analysis across disciplines' conference. **Bowen**: July 2009-June 2011, North American Correctional and Criminal Justice Psychology Conference, Committee; **Bowen, Sleath**: European Association of Psychology and Law (Sept. 2013).