

Institution: London South Bank University																																		
Unit of Assessment: 4 - Psychology, Psychiatry and Neuroscience																																		
<p>1. Unit context and structure, research and impact strategy</p> <p>1.1 Overview. Psychology at LSBU is a well-resourced UoA providing a vibrant, inclusive and enabling environment in which to: (a) address important questions of the day, (b) train the future generation of researchers, (c) instruct and develop under/postgraduates with contemporary knowledge and understanding, and (d) provide evidence to engage, inform and influence those for whom our research is relevant.</p> <p>Work is grounded in our shared mission for behavioural science of “making a difference to individuals, businesses and communities by asking relevant questions and providing useful answers” through cutting-edge and collaborative research in five key areas: Addictive Behaviours; Lived Experience of Distress; Developmental Cognition; Brain and Behaviour; and Forensic Psychology. Across these areas we have capitalised upon our expertise across a diverse range of appropriate methodologies to ensure the research we do is:</p> <ol style="list-style-type: none"> (1) Innovative, relevant, rigorous and designed to be reproducible. (2) Appropriate and reachable for the groups it is intended to influence; and (3) Has measurable impact on our communities of users. <p>Our maturing, vigorous and dedicated research environment attests to the success of this vision.</p> <p>The vitality of our approach is evidenced by trends in journal outputs. Since 2014, staff have published 312 peer reviewed journal articles, 18 book chapters, and 8 books. For refereed journal articles, this amounts to ~14 publications per FTE (~45 p.a. and ~2 per FTE p.a.). In addition, the number of peer-reviewed journal articles published, and the number published per FTE, have shown significant growth between 2014 and 2020 with ~195% and ~200% increases respectively (Table 1). In addition, compared to REF2014 period, during the current REF cycle there has been a ~271% increase in the number of papers published and an ~82% increase in papers published per FTE. This suggests a pattern of increasing productivity and the continuous/sustained development of peer-reviewed dissemination.</p> <p>Table 1. <i>Trends in peer-reviewed journal articles published 2014-2020.</i></p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="7">Year</th> <th rowspan="2">~ % change 14-18</th> </tr> <tr> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td><i>Number</i></td> <td>21</td> <td>42</td> <td>43</td> <td>48</td> <td>53</td> <td>43</td> <td>62</td> <td>+ 195</td> </tr> <tr> <td><i>N per FTE</i></td> <td>0.9</td> <td>1.8</td> <td>1.9</td> <td>2.1</td> <td>2.3</td> <td>1.9</td> <td>2.7</td> <td>+ 200</td> </tr> </tbody> </table> <p>In terms of significance, these papers have accrued c.3,900 citations (11.7 per publication and an average field-weighted citation impact score [FWCI] of 2.1) with 26.3% published in the top 10% of journals according to CiteScore™.</p> <p>Added to this, we have made 292 presentations (13 per FTE; ~2 per FTE per year) at national/international conferences including 32 keynote/invited addresses by ten staff. Nine staff have also been responsible for the organisation of 17 conferences/symposia at international congresses (e.g., Social Psychology of Social Prescribing seminar series (2018, BPS) [Vangeli], the Scientific program committee for Global Forum on Nicotine (GFN) (2013–2017 and 2020) [Dawkins], International Society for Theoretical Psychology symposium (2017) [Reavey],</p>		Year							~ % change 14-18	2014	2015	2016	2017	2018	2019	2020	<i>Number</i>	21	42	43	48	53	43	62	+ 195	<i>N per FTE</i>	0.9	1.8	1.9	2.1	2.3	1.9	2.7	+ 200
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Society for the Study of Addiction [SSA] annual conference symposium (2019) [Cox], Violence in Clinical Psychiatry biannual conference (2015, 2017, 2019) [Callaghan] and the SSA sponsored Emerging Methods in Addiction Research Conference (2015) [Frings, Albery]).

1.2 Research strategy. Our priorities post REF2014 were to:

- (1) *Capitalise upon and further develop our key areas of research strength (Priority 1).* We have formally established the **Centre for Addictive Behaviours Research (CABR)**, and four research groups (**Lived Experiences of Distress (LED)**, **Developmental Cognition (DC)**, **Brain Mind and Behaviour (BMB)** and **Forensic Psychology (FP)**). These were identified as part of a strategic review by the University/School to facilitate vitality and future sustainability for research by investing in established and emerging research strength. Building on the outcomes of REF2014, and in line with LSBU's Corporate Plan, this review aimed to encourage, facilitate and sustain high quality research for the real world through long-term investment in the establishment of research centres/groups. All psychology staff are core members of one centre/group and PGRs/research fellows/assistants are also assigned. To facilitate internal collaborative work, members are encouraged to hold appropriate affiliate membership roles with another group/centre; ~30% (n=7) actively participate in more than one research centre/group.
- (2) *Develop further our critical mass of research active staff (Priority 2).* Through the strategic appointment of thirteen new, predominantly ECR, staff in areas of established or developing strength, we have increased our critical mass of research active staff in existing (addiction, mental health), new (cognitive neuroscience) and re-emerging (forensic) areas (**Priority 2**). Of these appointments six are new to the established staff base (a ~30% increase) and seven are replacements for those who left, retired, or passed away. Over 95% of established staff (23 of 24) are independent researchers and are assigned 20% of their workload allocation to research activities (one staff member is a PGR and not research independent).
- (3) *Provide a quality infrastructure where research thrives (Priority 3).* In addition to the formal establishment of CABR/groups and increased staffing resource to support current/developing strength, we have invested significantly in physical resources (e.g., doubled the size of our laboratory complex with associated equipment). This ensures that members can access relevant space/equipment/technical support to match our maturing profile. Alongside this we introduced measures designed to facilitate our staff in developing research (e.g., PGR studentships, internal funding streams [e.g., pump priming, conferences], sabbaticals, etc).

In addressing these priorities, we have been able to respond flexibly to new questions that have arisen in our disciplines according to our thematic key strengths.

Our strategic approach post REF2021 is to embrace these core priorities to achieve key objectives focussed on CABR, our Groups, and PGRs by:

- (1) Developing and investing in current research strengths to ensure we are responsive to emerging questions in relevant areas.
- (2) Maturing our research environment to one which encourages all active researchers (including PGRs) to share expertise for answering emerging questions.
- (3) Enabling and embedding close connections/links with external stakeholders/user-groups to develop quality research with real world impact.
- (4) Facilitating local sustainability for our discipline by providing bespoke support for all academic/research-only staff and PGRs regardless of career stage; and
- (5) Providing a coherent and appropriate research management and resource-based infrastructure to enable systematic support and opportunity for staff and PGRs.

To achieve these, we will:

- a) Enhance and sustain our research environment to foster reputational capital and ensure that our activities are recognised and respected externally.
- b) Systematically invest in our people by ensuring that they have opportunities to engage and develop.
- c) Ensure all staff are effectively mentored in their work.
- d) Enable staff to make relevant scientific discoveries by investing financial and technical resources appropriately.
- e) Make staffing appointments in areas of (developing) strength to build capacity.
- f) Invest regardless of career stage/trajectory while prioritising early- and mid-career staff as reflecting our sustainable future.
- g) Be responsible for the researchers of the future by sustaining the provision of a systematic training/development programme for PGRs and those on fixed-term research-only contracts in line with LSBU's HR Excellence Award Action Plan (2020); and
- h) Make our user communities the hub of research activities to ensure relevance and usability of our work.

Our approach is supported by investment, across the university, of £1.8m p.a. of QR funding to centres/groups and a further £1m p.a. for investment in the form of research sabbaticals, matched-funded studentships and other environment-based development initiatives (e.g., London Doctoral Academy, Researcher Development Programme, the Professoriate, and Open Research policies, etc). CABR and our Research Groups have received ~£150k QR p.a. for local research-related activities since 2014, and this has been invested according to our core priorities.

1.2.1 Centre for Addictive Behaviours Research (CABR). CABR was established in recognition of the significant development and maturation of addictive behaviours-related research, training and consultancy at LSBU. CABR conceptualises addictive behaviours through a psychosocial understanding and at its forefront is a position that encompasses alternative understandings based on distinct but related key themes. These include automatic versus reflective 'dual process' understandings (how people's addictive behaviours are influenced by conscious/non-conscious thought), metacognitive approaches (how people's mental control strategies perpetuate behaviours), psychopharmacological approaches (the impact of chemicals on brain and body), public health approaches (how we can use messages to reduce harm) and social identity approaches (how people's self-image derived from their group membership affects their addictive behaviour). Importantly, we do not restrict our work to those behaviours that involve the ingestion of a drug (e.g., alcohol, nicotine, etc), but recognise commonalities shared with behavioural addictions (e.g., gambling, internet and social media use, sex, etc).

Over the past decade we have made strategic appointments to create a body of staff with research/pedagogic interests related to the study of addictive behaviours. CABR involves 12 core staff (five Professors, five senior lecturers/lecturers, two research fellows) (**Albery, Spada, Moss, Dawkins, Frings, Vangeli, Rycroft, Marchant, Tyler, Cox, Kimber**, and **Morris** [post-census RF appointment]), plus ten visiting professors/fellows (**Lindgren** [Washington], **Buckner** [Louisiana State], **McRobbie** [Queen Mary and Auckland], **Heather** [Northumbria], **Gawrylowicz** [Abertay], **Caselli** and **Sassaroli** [Milan], **Martino** [Bologna], **Orton** [Manchester] and **Notley** [East Anglia]).

Underpinned by its staff expertise and established collaborations, CABR brings together a unique blend of innovative research, training and enterprise activity for understanding and disseminating evidence with respect to the causes, effects and treatment of addictive behaviours. It provides a hub of expertise with a shared vision to:

- (1) Ask relevant and contemporary questions to understand why people develop/maintain addictive behaviours and approaches to changing these behaviours (prevention and bespoke intervention).
- (2) Provide relevant and up-to-date answers for practitioners and other user groups engaged in working in relevant populations; and
- (3) Ensure the widest possible use of our work among key user groups, engaging them in all stages of the design, implementation and dissemination of our current research.

Since 2014 CABR members have published 188 journal articles amounting to an average of ~27 p.a., ~16 publications per member, and ~2 per FTE p.a. This 270% increase between 2014-2020 highlights a systematic and sustained growth in vitality and productivity (Table 2). In terms of significance, these papers have received a total of c2,800 citations since 2014 with an average of ~15 citations per publication and an average FWCI score of 2.6.

This evidence of an increasing and sustained influence is further highlighted by growth in external grants awarded by prestigious bodies (e.g., MRC, Cancer Research UK, NIHR, Health Innovation Network, British Academy, Alcohol Research UK, Alcohol Change UK, Drinkaware, Gambleaware, etc). Core staff also hold positions in other influential groups [e.g., **Spada** is a member of the Working Group for Practicing Psychotherapists: All-Parliamentary Group (APPG) for Prescribed Drug Dependence; **Moss** was Scientific Advisor to the Research and Impact Committee of Drinkaware and is Trustee of Alcohol Change UK, and **Dawkins** is an advisor to the APPG on E-Cigarettes/vaping].

Table 2. Trends in peer-reviewed journal articles published 2014-2020 by research centre and groups (core members only).

Centre/Group	Year							~ % change 14-18
	2014	2015	2016	2017	2018	2019	2020	
CABR	10	29	23	26	38	25	37	+ 270
LED	10	6	11	15	9	11	15	+ 50
DC	0	2	5	5	3	4	3	+ 300
BMB	1	3	1	0	2	2	2	+ 200
FP	0	2	3	2	1	1	5	+ 400

Note 1: CABR = Centre for Addictive Behaviours Research; LED=Lived Experience of Distress; DC=Developmental Cognition; BMB= Brain, Mind and Behaviour; FP=Forensic Psychology.

Note 2: Shaded = not established.

1.2.2 Lived Experience of Distress Research Group (LED). LED comprises two professors (**Reavey, Callaghan**), one associate professor (**Church** [School of Health, LSBU]), two lecturers (**Lewis, Kolubinski**) and a contract researcher (**Wood**) plus visiting professors/scholars [**Brown**, Nottingham Trent; **Grundy** and **Carter**, Nottingham]. This group studies how individuals interpret, embody, manage and live with mental health challenges in the community and in statutory services and has developed innovative visual methods as tools to study the lived experience of distress. An integral part of these investigations is the examination of professional relationships, emotions and identities of staff and service users in the context of delivering interventions in mental health services and in community groups.

LED members have published 77 peer reviewed journal articles (2014-2018): ~19 publications per FTE (~11 p.a.; ~3 per FTE per year). The number of referred journal articles published by LED members has increased by 50% [Table 2] and have received a total of 628 citations since 2014 (9 citations per publication; average FWCI score of 1.3). LED has also shown success in

the award of grants from significant sources (e.g., ESRC, NIHR, Wellcome Trust, Mental Health First Aid England & the Richard Benjamin Trust).

The vitality of LED is evidenced by the work of key staff. **Reavey** is director of research/education for the Design in Mental Health Network UK, advising architects in the design/construction of mental health facilities to acceptable standards for individuals using them. She also led the qualitative components of national trials on clinical interventions for young people receiving mental health services in collaboration with King's and the Maudsley Hospital and has led an impact project at St. Andrew's Healthcare (the UK's largest provider of secure mental health services) to develop guidelines, co-designed with service users, clinicians and carers, for patients and staff on sexuality and relationships. In addition, with co-authors, her book, *Psychology, Mental Health and Distress* was awarded the British Psychological Society book prize (2014) for innovation in scholarship/education.

Callaghan was Associate Director for NHS Engagement in Research of the NIHR Mental Health Research Network (2012-2015), elected Research Executive Lead for the UK Council of Deans of Health (2016-2018), Chair of the NIHR Integrated Clinical Academic Funding Panel for Post-Doc Junior & Senior Research Fellowships for nurses, midwives and allied health professionals (2014-2017), and won the *Journal of Psychiatric and Mental Health Nursing* Lifetime Achievement Award for outstanding contribution to Mental Health in 2019.

1.2.3 Developmental Cognition Research Group (DC). DC comprises three associate professors (**Smith-Spark, Newton, Brown**) and explores cognition and development in children, adolescents, and adults. The philosophy of DC extends beyond the traditional consideration of developmental issues in childhood to encompass the way that they can continue to affect an individual in adulthood, with implications for appropriate support in both educational and workplace settings. DC positions itself to not only to investigate developmental cognition under laboratory conditions but also to see how it affects individuals in everyday settings. Knowledge arising from investigating everyday experiences supplements and strengthens that acquired under laboratory conditions, providing an evidence base on which to argue for reasonable adjustments in educational and employment settings.

The group's expertise lies in autism, developmental dyslexia, cognition in error making, developmental coordination disorder, specific language impairment, and William's Syndrome, and how these impact executive functions, numerical cognition, and memory systems. Since 2014 DC members have published 22 peer reviewed journal articles (~7 per FTE) and 3 chapters. Articles have been cited >100 times (~5 per publication; FWCI score of 0.9), with funding generated from notable sources for impactful work. One example was a grant awarded by the Technology Strategy Board/Innovate UK (£132k, 2014-2015) to **Smith-Spark** involving a consortium of industrial partners (Sainsbury's Supermarkets plc, Mack, and Muddy Boots Software Limited) to reduce the financial and environmental wastage caused by human error in the quality control checking of fresh produce labels. Studies showed that errors could be reduced (or eliminated) by using software to guide quality control staff through the label checking process. Recommendations were incorporated into a label check app as a key feature.

1.2.4 Brain, Mind and Behaviour Research Group (BMB). To further diversify and enhance our objective to provide useful answers to relevant questions utilising methods and approaches across the spectrum of psychological study, the BMB group was established in July 2017 following the strategic appointments of staff with expertise in cognitive neuroscience (**Carrus, Civai, Elward**). In addition to this staffing investment, we have also committed ~£12k in pump-priming monies to the group as well as appropriate technical resources (e.g., EEG) to facilitate work. BMB is organised around core themes: language and music cognition (**Carrus**), social and decision neuroscience (**Civai**) and the developmental cognitive neuroscience of memory (**Elward**).

Across all themes BMB explores psychological processes as they relate to brain functioning. Research is centred around the use of the newly created electroencephalography (EEG) lab in combination with behavioural (performance/eye-tracking) and physiology (e.g., heart rate, galvanic skin response, fMRI). This investment has resulted in opportunities for: (1) collaborative research with other LSBU psychology centre/groups; and (2) multidisciplinary research with units elsewhere in the university (e.g., joint supervision of PGRs with members of LSBU's Sports and Exercise Science Research Centre, **Carrus**). BMB has also created opportunities for knowledge transfer projects to translate cognitive neuroscience research into applied settings (e.g., collaborating on LSBU ERDF programmes - "Simulation for Digital Health"). Members have published 11 peer reviewed journal articles [six since establishment] (~4 per FTE) and 4 book chapters. These have been cited ~125 times (~15 citations per publication; FWCI score of 1.16).

1.2.5 Forensic Psychology Research Group (FP). Following the departure of two staff in 2015-16, we have recently (summer 2019) reinvested in the area of forensic psychology making two appointments (**Mallion, Tekin**). Specialist areas of interest include street gang intervention, disability hate crime, forensic mental health, investigative interviewing, deception detection and eyewitness psychology. Research produced by members of FP have been shared with the Home Office, international police forces and the Royal College of Psychiatry. FP has close collaborative links with other groups at LSBU (e.g., Crime and Justice Research Network), other international institutions and expert networks (e.g., Eurogang Network, International Investigative Research Group). Members have published 14 papers since 2014 [six since establishment] (7 per FTE) which have been cited 118 times (~8 citations per publication; FWCI score of 1.7).

1.3. Research Management. CABR's Research Management Team (**Albery, Spada, Dawkins, Moss, Frings**) meets monthly and is responsible for strategy implementation, planning and resource allocation. Leads for CABR and research groups, as well as representatives from our ECRs and our PGR community, are members of the School of Applied Science's [ASC] Research and Enterprise Advisory Group (REAG). REAG is responsible for the development of ASC research/enterprise and PGR strategies/policies and performance monitoring against relevant KPIs across the School's research centres/groups and PGR training programme. REAG is chaired by the ASC Director of Research and Enterprise (**Albery**), is accountable to the Dean of ASC (**Callaghan**), and reports monthly to the School Management Group. The ASC Director of R&E (**Albery**) is also a member of the University Research Committee (URC) (chair: **Callaghan**) which meets quarterly and is responsible for the development/monitoring of the university-wide research strategy.

The development of our Research Centres/Groups has focussed research performance and assessment using key monitoring measures of income, publications, impact, and environment. These indicators provide the basis for centre/group annual reviews both locally (REAG) and by LSBU's REI office, and report to the URC.

All research in the UoA is subject to ethical scrutiny according to the University Ethics Code of Practice and Application Process for Research Involving Human Participants (2016), overseen by the University Ethics Panel (UEP; Chair: **Frings**). Ethical approval for all staff/PGRs projects is delegated by the UEP to the School Ethics Panel who also delegate undergraduate/master's projects to School Divisional Panels (Psychology Chair: **Civai**).

1.4 Impact strategy. In accordance with the wider University strategy to focus research on real-world impact to yield societal benefits, our local objective is to generate measurable impact by providing opportunities for user-groups/stakeholders to engage in research from its development stage, promote existing research to key stakeholders (including policy groups), and ensure all staff are aware/committed to the needs for planned and evidenced impact.

We have embedded mechanisms to ensure avenues of impact are **explored, exploited** and **recorded** such that:

- (1) All projects include an impact planning stage to ensure that influence is evidenced and that relevant stakeholders are involved from the outset.
- (2) With the appointment of an impact officer in REI working closely with a local impact co-ordinator (**Frings**), impact is tracked/recorded.
- (3) Impact briefings are scheduled and included as part of induction for new staff to facilitate engagement and its importance for our core mission; and
- (4) We have worked closely with the University to devise and implement an open access (OA) publication strategy/policy to serve the accessibility needs of our user groups.

As reflected in our submitted Impact Case Studies, the types of impact achieved include influencing professional standards, national/international guidelines, stimulation and advancement of policy debate, raised public awareness of health risks, changes to professional practice/standards, and the facilitation of practitioners' use of research findings.

1.5 Connectedness. As evidence of this general approach, we have provided resources to support individuals to build impact through successfully connecting to relevant external stakeholders and support knowledge transfer (e.g., ~£30k of matched funding for research studentships). Our external connections now include: Drinkaware, Gambleaware, MIND, Architects for Health, The Nehemiah Project, Westminster Drug Project, Allen Carr Easyway, Sheffield Health Authority, Lambeth and Southwark NHS, Nottingham Healthcare NHS Foundation Trust, Druglink, Turningpoint, HAGA: Action on Alcohol, West London Mental Health NHS Trust, SMART Recovery International, UK SMART Recovery, Johnson & Johnson, Covance Research, APPGs (e-cigarettes/vaping, prescribed drug dependence), St Mungo's, The Hope Centre, the Salvation Army, Hearing Voices Network UK, Sainsbury's Supermarkets plc, MACK, Muddy Boots Software Limited, the Bond Group, and Action on Smoking and Health.

This engagement with external stakeholders as a mechanism to maximise potential impact has resulted in successful external grant applications, consultancy work, Trustee positions, and advisory board memberships. In addition, **Morris** (new CABR appointment) is partly seconded to Public Health England as programme manager for their Alcohol and Drugs Treatment and Recovery team in the development of new clinical alcohol treatment guidelines.

CABR and our groups will continue to support this activity in the long term and also continue to host bespoke events to facilitate future impact. During the current assessment period we have hosted the *Annual SMART Recovery Conference* (November 2017), *Experience Matters: Rethinking Experience in Mental Health Care* with MIND Camden, the Dragon Café and the Hearing Voices Network UK (May 2018), and one of a series of three BPS funded events that brought together stakeholders and academics across disciplines to understand and make recommendations for overcoming barriers to social prescribing (November 2018). CABR also co-hosted with the London Drug and Alcohol Policy Forum (City of London Corporation), a conference on *Homelessness, Substance Use and Addiction* (January 2019).

1.6 Research integrity. Research integrity is at the heart of our activities. Members of our centres and groups are fully adherent and committed to the implementation of the LSBU Research Integrity Policy and the LSBU Policy on Safeguarding Good Scientific Practice (which together reflect the 2012 Universities Concordat on Research Integrity and the UK Research Integrity Office's Code of Practice for Research).

UoA members have been involved in initiatives to ensure that our science is guided by externally recognised good practice embracing the expectation that science should be transparent, available for scrutiny by anyone and reproducible. To this end we have appointed two **open science** co-ordinators (**Civai, Carrus**) to oversee and facilitate:

- (a) The development and implementation of an open science policy; and

- (b) Our movement towards a target of 100% engagement in practices designed to ensure transparent and appropriate behaviours of the highest standards.

Bespoke training events based on a need's analysis for PGRs/staff have been provided to facilitate engagement with good practice (e.g., responsible use of metrics and associated briefing materials provided as part of induction). Of the staff submitted for assessment 61% (N=14 FTEs) are members of Open Science Framework, with 11 (~48%) engaging actively in registering/publishing protocols for planned studies and/or making data sets, protocols and analysis plans openly available via one of the open science/research hubs.

Our “**Act on Acceptance**” policy provides a green route by requiring *all* accepted outputs to be uploaded to LSBU's repository within three months of acceptance. Monthly reports from LSBU's OA Officer, including details of necessary actions by individual staff, are monitored by ASC's Director of R&E (**Albery**) who liaises with relevant members to ensure required actions are initiated. The current OA compliance rate for CABR/research groups is 99% and (98.3% of publications submitted are OA compliant). In addition, to stimulate a gold route OA coverage, the University has allocated an annual budget of £30k p.a. for relevant fees. All staff can apply for such funding. To date 100% of applications made for OA fee coverage by CABR/group members have been funded (~£25k, 2018-2020), accounting for a third of the total number funded through the scheme. Since 2014, 102 (~36%) of our journal articles have been published via the gold route.

1.7 Impacting the learning experience. With our focus on ensuring that our work has influence, our research strengths have directly impacted PG taught students' learning experience and preparedness for future career development. Our research expertise/strengths have resulted in the development of two successful MScs - Addiction Psychology and Counselling [part-time] (hosted by CABR) and Mental Health and Clinical Psychology [full-time] (hosted by LED). The former is accredited by the Federation of Drug and Alcohol Professionals [FDAP] attracting training bursaries from Alcohol Change UK and the Society for the Study of Addiction. These courses recruit ~100 students p.a. who are either: a) professionals seeking contemporary training (addiction), or b) individuals seeking training in their career pathway (mental health). One hundred per cent of these students are employed post-graduation.

1.8 Facilitating and supporting interdisciplinary research. LSBU has several interdisciplinary research/enterprise institutes of which members of CABR/research groups play a key role in one – the *Health and Wellbeing Institute*. These institutes are outward-facing operating as a bridge between academic research and the knowledge transfer needs of our user groups/businesses. The institutes foster the opportunity for staff from multiple disciplines to co-operate on projects of relevance to non-academic organisations. For instance, members of CABR (**Moss, Albery, Frings**), LED (**Callaghan**) and BBM (**Carrus, Civai**) are actively involved in the facilitation and operation of two part-funded ERDF projects (~£2m) focused on:

- (1) Supporting and promoting research and innovation in London's food businesses (The London Agri-Food Innovation Clinic [LAFIC]); and
- (2) Supporting health tech start-ups to develop and deliver new products and services (Simulation for Digital Health [SimDH]).

These projects are multidisciplinary comprising food scientists, food technologists, marketing experts, sport/exercise scientists, health promotion experts, health technologists, health psychologists, engineers, and computer scientists.

In addition, the broad spectrum of our research groupings, and that staff can be core members of one group and one centre, has allowed for the cross-fertilisation of collaborative work during the assessment period (~70% of outputs and ~41% of those submitted are authored by more than one internal staff member).

Another vehicle through which staff participate in an interdisciplinary practice base is through core membership of the LSBU Evaluation and Trials Unit [LSBU-ETU] (https://www.lsbu.ac.uk/research/centres-groups/evaluation-and-trials-unit#id_first) (**Frings, Callaghan, Moss, Albery, Reavey**). This development has as its focus the evaluation of services designed to support and enhance mental health wellbeing. It brings together research active staff from numerous disciplines and distinct methodological positions from across the university (including critical mental health, trialist specialisms, social psychology, pedagogic practice, cultural curation, branding and marketing, informatics, artificial intelligence, and health promotion) to provide relevant organisations an evaluation service.

LSBU-ETU works with a range of clinical and community services, SMEs, charities and the NHS. It offers innovative methodologies to work more democratically and creatively with a wide range of groups, including marginalised communities. Alongside academics, it draws on a network of service-user researchers, who are trained to use appropriate and mixed methodologies, with a firm emphasis on the lived experience. Example projects include:

- (1) EMPOWER (Evaluation of Mental Health First Aid from the Perspective Of Workplace End UseRs) which used an embedded mixed-methods design comprising a two-arm clustered RCT comparing mental health first aid and usual practice, with embedded process, economic, qualitative and social impact evaluations;
- (2) Infertile Life which used branding advice, user experiences (analysed within an e-literacy framework) and evidence review to assist the service in focussing on the advice service users need.
- (3) Hello Tomo, Ltd commissioned an efficacy evaluation of their mental health chat-bot. Using a combination of focus groups and a purpose-designed quantitative study we identified key measures to be included in their app to capture outcome data. This data was used as part of their routine operation to plan an independent, pre-registered, service evaluation; and
- (4) A preregistered phase III RCT, funded by Allen Carr's Easyway, comparing its provision with NHS 1-1 stop smoking counselling with funded pharmacotherapy on relevant key outcomes.

This focus on interdisciplinary practice in real-world evaluation has also been recognised by the establishment of an NIHR-funded (£1.5m, 2020-2023) Public Health Intervention Responsive Studies Team (PHIRST London) [one of only four funded nationally]. PHIRST London involves six submitted members (**Moss** [Deputy Head], **Albery, Callaghan, Frings** [Centre Executive Committee Members], **Reavey, Dawkins**) working with colleagues from multiple disciplines (e.g., health promotion, advocacy, built environment, social/health policy, exercise science, etc) in the evaluation of Local Authority-based public health schemes across the UK (see <https://dev.fundingawards.nihr.ac.uk/award/NIHR131568>).

2. People

2.1 Context. Psychology at LSBU comprises 24 FTE academic staff of which 23 FTEs (~96%) have assigned significant responsibility for research (> 20% workload allocation) and are REF-returned. This represents a ~**125%** increase in submitted staff compared to REF 2014 (9.8 FTEs). The current staff group comprises seven (~29%) professors, three (~13%) associate professors, nine (~38%) senior lecturers (including one established senior research fellow assigned SRR) and five (~21%) lecturers (including one research fellow assigned SRR).

2.2 Staffing strategy. Our staffing strategy is meshed with our research strategy in that it seeks to **recruit, develop, mentor** and **retain** outstanding staff who: (a) complement and enhance CABR, and/or at least one of our research groups, and (b) to respond to any repositioning in current research to reflect contemporary research questions within our disciplines.

As a key aspect of this approach, we recruit individuals in the early phase of their careers, supporting them through mentoring, staff development and resourcing such that each can realise their full potential within their chosen field. For example, we have invested in the appointment to CABR of established research fellow posts (**Cox** and **Morris** [appointed Sept 2020]) and an Associate Professor (**Dawkins**) to further enable both capacity and sustainability of a recognised strength. Most posts are targeted at ECRs with the aim of developing new collaborations within our research groups. This approach is consistent with our staff development policy of providing opportunities for independent researchers to build their own portfolio within the framework of CABR and our groups.

In recruiting people with exceptional potential in key areas of sustained/developing strength, we have made thirteen academic appointments since 2014. These have been across all academic levels (x1 Professorships, x1 Associate Professorship, x1 Senior Lectureships and x10 Lectureships/equivalent) with interests focussed on addiction science (~39%), mental health studies (~23%), behavioural neuroscience (~23%) and forensic psychology (~15%). After accounting for those who left, retired, or passed away (n=7), there has been a net increase of six FTEs (+33%).

2.3 Staff development. Staff are expected to be research active and to align interests with one of our research centre/groups. Development needs for all staff, regardless of stage of career, are identified through the annual appraisal system (including a six-month review) and via our local mentoring scheme. Senior academics mentor more junior colleagues in terms of research/career development and 100% of our early/mid-career staff engage. This approach has integrated early/mid-career researchers into CABR/groups and enabled career enhancement through promotion.

2.3.1 Promotions. Our policy is to reward excellent performance within the LSBU Academic Framework by promoting on merit. Since 2014 we have made seven promotions to Associate Professor (**Dawkins, Frings, Smith-Spark, Newton**) or Professor (**Moss, Dawkins, Frings**) [**Dawkins** and **Frings** were promoted to Associate Professor in 2015 and subsequently to Professor in 2019], eight promotions to Senior Lecturer (**Marchant, Binnie, Boden** (leaver), **Vangeli, Civai, Lewis, Carrus, Elward**), and one promotion to Senior Research Fellow (**Cox**). This represents >50% of staff promoted and highlights the importance we place on rewarding excellence in lecturing-based and research-only staff. We also operate a workload allocation model (WLM) across all Category A staff. This provides time allocation for research-related activities based on past performance and future plans. Any additional buy-out time accrued via external grants are made in addition to this base allocation.

2.4 Mechanisms for supporting staff research. Our staff development package ensures that staff are given multiple opportunities to identify development needs for personal career progression plans and have time dedicated for research work.

In terms of funding resource, competitive **seed-corn awards** (~£1-5k per application) are made to early/mid-career staff, along with access to School funds for fully/matched-funded doctoral scholarships, teaching buyouts, sabbaticals, conference attendance, equipment, or participant payment for all staff. For example, members have drawn on the ASC competitive bid programmes *Investing in Our Environment* #1 (2015/16) and #2 (2016/17) and *Investing in Our Future* #1 (2018/2019) and #2 (2019/2020). These provided fully funded and fees-only doctoral scholarships and pump-priming grants for research assistance, teaching-buyout, and consumables. Between 2015/16 and 2019/20 these initiatives have provided ~£150k of funding, from which 17 (~74% of submitted staff) have benefited. ASC also provides c.£300 per year per FTE for staff and doctoral students for participant payment, where work is not funded externally.

Two CABR staff have also capitalised on the University's annual competitive fully funded research **sabbatical** scheme (**Dawkins, Rycroft**). This scheme provides fully costed

teaching/administration replacement for successful applicants. Local awards have resulted in the submission of three funding applications, one of which was successful (MRC ~£158k), and the publication of four papers.

The UoA implements the **Concordat** to Support the Career Development of Researchers and members engage fully with LSBUs development programme structured around the Vitae Researcher Development Framework. ASC has a dedicated Concordat Coordinator who facilitates researcher involvement in the programme and reports to the Dean and Director of Research and Enterprise. We are committed to the development of academics at all career stages in accordance with the seven principles of the Concordat and have focused on providing an environment in which ECRs build/enhance their careers via university-based (e.g., Epigeum on-line training, Vitae, appraisal engagement, etc) and local systems via our recruitment strategy, mentoring scheme, and seed corn funding.

2.4.1 Supporting and developing ECRs. As part of **career development/skilling**, we also provide experiential support to ECRs by ensuring that they are provided with opportunities to engage with and lead on research-related strategic priorities (e.g., open research/research integrity [**Civai, Carrus**]), membership of PGR supervision teams, ethics lead [**Civai, Rycroft**], etc). For instance, to facilitate engagement from research-active staff at all levels, we have an explicit policy that when creating three-person supervisory teams for incoming doctoral students, early careers/mid careers individuals are included (within the parameters of subject-specific knowledge and requirements for the needs of the work to be undertaken). This ensures that ECRs/mid-career staff are provided with the opportunity to develop supervisory practice skills under the guidance of more senior experienced colleagues. As part of this process senior colleagues work with more junior colleagues to identify and facilitate relevant skills and training requirements which are available as bespoke training and career development opportunities delivered in-house by the university or externally. To this end, of the staff submitted 14 (~61%) are or have been actively involved in supervisory teams during the assessment period. Of these 7 (50%) are ECR/mid-career academics.

These types of initiatives have facilitated a **700%** increase in the number of papers published by our ECRs (2 in 2014 rising to 16 in 2020) and total 47 (~7 per ECR), representing ~15% of the total number of articles published by UoA members. Outputs (N=13, ~22%) from seven ECRs are submitted (**Lewis, Kolubinski, Carrus, Tekin, Elward, Kimber, Mallion**) which represents ~30% of eligible staff.

2.5 Equality and diversity. CABR/groups work within a well-defined University's Equality and Diversity Policy Statement and University Equality, Diversity, and Inclusion Policy. Together these position our commitment to proactively pursue the values of diversity, fairness, mutual respect and inclusion in our research. For example, **Cox** led a project funded by the Society for Study of Addiction (SSA) (£8k) that aimed to reflect upon how addiction science/treatment has matured in relation to achieving gender equality. Following a landmark all-female speaker conference [SSA Annual Conference, 2019], a series of 13 short films (released 2019-2020) were commissioned to celebrate the achievements of women in addiction science (ECRs to senior scientists) and explore remaining gender-specific disparities [see <https://www.addiction-ssa.org/hot-topic/women-in-addiction/>]. In this submission ~61% are women and two-thirds are under forty years of age compared to the REF2014 profile of 55% female and two-thirds under forty-five.

2.6 Research students. Research degree policy, procedures and standards are set and monitored by the University's Research Board of Studies (RBoS). RBoS has responsibility for approving programmes of study, supervisory teams, examination arrangements and ensuring that individual programmes progress in line with the University's Code of Practice. All PGRs and supervisors are members of the London Doctoral Academy (LDA) established in 2016 to support PGRs across the institution in terms of working facilities, the provision of the Key Skills Development Programme, and access to LDA-specific administrative support.

ASC has a Director (**Reavey**, 2015-19) and a Deputy Director of Postgraduate Research (**Civai**), supported by a £7k p.a. training budget, one dedicated local and three University-based administrators, who together oversee the progress and development of all ASC PGRs. Two divisional PGR representatives consult with students, and report to the PGR Director at a staff-led group at school level – the School Postgraduate Advisory Group. Business from this group is reported to both the university RBoS and the ASC REAG (Chair: **Albery**).

The university uses the online PGR Manager system HAPLO to monitor/record PhD progress. Students are registered on this system on enrolment, and the system is accessible/utilised by the School Director of PGR, by supervisors, by students and is overseen by the REI. Students and supervisors receive automated messages alerting them to submit six-monthly reports on progress, as well as attending a related progression assessment meeting with supervisors and an internal independent assessor. We have had 100% progress among current students at each stage of study.

2.6.1 Strategic PGR investment. Since 2014, to partly address our objective of maturing our research environment by increasing doctoral numbers, we have invested (c.£150k p.a.) in two fully funded scholarships, six fee-waiver scholarships and have generated four matched-funding scholarships from key stakeholders (e.g., Alcohol Research UK, Drinkaware, St. Andrew's Healthcare). This has facilitated a ~**134%** increase in active PGR students from 14.5 FTEs (REF2014) to 34 FTEs during the current period, and a **79%** increase in completions (6.7 to 12 FTEs).

2.6.2 Resourcing PGR success. PGRs are provided with dedicated desk space, appropriate workstation and technical assistance from two psychology-specific technicians. Recruitment operates via the general university admissions system, is advertised on dedicated web pages for research degrees with separate listings for each subject area, and links to staff research interests and expertise. All students are assigned to one of our research groups/centre at enrolment.

Our PGRs benefit from a budget (~£1k per head) to provide support for conference attendance (registration, travel, accommodation, and subsistence), bespoke resources and/or training as well as participant payment. All PGRs are expected to attend (and present) at relevant external national/international conferences at least once per enrolment year, with 100% adhering to this policy during the assessment period. In addition, 100% of our PGRs have accessed resources for participant payment/recruitment. As part of the wider core skills training for a career in the academy, we also expect our PGRs to undertake reimbursed teaching-related activities (no more than six hours per week per semester) [100% of students have done so], and to ensure that they are positioned in terms of their article publications [completing students have published 33 papers (~3 per FTE) directly from their PhD work].

2.6.3 Developing PGR core skills. Facilitating the development of core research skills, as well as those skills pertinent for a PGRs progress towards post-doctoral work, is provided for at university level by the LDA and locally within ASC. In terms of the LDA provision, the Key Skills Development Programme is designed to facilitate core and transferrable skills mapped against the Vitae Researcher Development Framework (RDF) with the provision of BB Collaborate providing distance learning and online doctoral engagement programmes. The LDA also hosts an annual summer school, a week-long programme of guest and peer-led sessions on career focussed topics as well as PGR research presentations from students at all levels of the doctoral programme. To compliment this offering, ASC provides PGR students with more bespoke skills training, pastoral care and an enrichment programme relating to careers and employability. This operates in parallel with the university's wider key skills programme, which offers training with presentation, writing and analytical skills, systematic reviews, and other key academic skills (e.g., ethics, governance, etc).

One example is the ASC research methods training schedule, co-created and devised by PGRs and supervisors via a systematic periodic needs-based analysis. Any methodological training needs are translated into a comprehensive programme of workshops and demonstrations. The programme covers quantitative and qualitative methodological approaches, analytical techniques, academic skills, laboratory demonstrations, writing workshops, and careers development for opportunities post-qualification. The programme is designed specifically for ASC students and delivered solely by ASC academics.

A second example is the ASC Career Mentoring and Research Skills scheme. Based on New York University's *Growing Up In Science* approach (<https://www.cns.nyu.edu/events/growingupinscience/index.html>), monthly group mentorship sessions provide PGRs with the opportunity to hear and discuss the "stories" of senior academics in terms of the failures they have encountered (rather than their successes). The aim is to normalise failure and rejection as an inherent part of the everyday experience of the working academic.

Further support for PGRs includes:

- (1) Personalised inductions by the School Director of PGR including a meet and greet with all PhD students.
- (2) A termly Postgraduate Forum, providing students with the opportunity to feedback on experiences, and to raise any issues with the PGR director/deputy director (**Civai**).
- (3) Informal coffee mornings for students to meet with each other and the PGR director.
- (4) An ASC annual themed PGR conference, where students, irrespective of stage, present their work for discussion and feedback (organised by staff).
- (5) A student-led research discussion group where PGRs present ongoing work to peers and staff for invaluable positive critique.
- (6) A peer mentoring scheme for new students who wish to be supported more informally by a PhD student who is further along in their studies; and
- (7) Students are also invited and expected to attend fortnightly research seminars organised by CABR/group members.

Together, these systems ensure that our students are supported in developing skills important not only to enable successful completion of their degree but, importantly, to make them attractive to future employers. Of our completed PGRs, 100% are in employment and ~92% (n=11) are in academic posts.

3. Income, infrastructure and facilities

In line with our strategic aims, we have focussed resources on our primary areas of activity. More particularly, we have committed resources to our research centre (CABR) to ensure we further capitalise on this strength whilst at the same time investing in our research groups (~£150k p.a.) This provides systematic support and provides opportunities for staff to ensure a sustainable environment responsive to changing areas of interest.

3.1 Developing infrastructure and facilities. We now conduct research which answers a broad range of relevant questions, in line with our mission, and can build resources when demanded. Since 2014 the University has committed more than ~£1m of capital investment in the expansion and upgrade of our laboratory complex realising a growth in research-specific floor space from ~250m² to ~500m² (**100%** increase). This includes the addition of eight single-occupancy experimental laboratories, independent areas for group-based data generation, EEG/eyetracking data capture, an interview and observation facility, a technicians' suite, a bespoke suite for doctoral students and a 25m² bar-lab facility (one of only two in the UK) (<https://www.lsbu.ac.uk/student-life/facilities/facility-finder/psychology-facilities-pub-lab>).

Investment in our bar-lab has provided the opportunity to test whether the questions answered in the traditional experimental cubicle are replicable in a more real-life but controlled environment

and to refine such questions accordingly. This facility has provided the basis for new collaborations and funding opportunities (e.g., **Frings, Albery, Moss** with Cambridge University, Louisiana State University and Alcohol Research UK) and positioned us as a provider of relevant media expertise (e.g., “Trust me I’m a Doctor, BBC2, Sept. 2018 and “Food Unwrapped”, Channel 4, July 2018 – **Moss**).

We have also expanded the diversity of the equipment required to answer contemporary questions across the areas of interest. This includes, a Biopack physiological recording system (£25k), an EEG facility and associated EEG equipment (£100k), two eye tracking systems [static and moving] (>£40k), and numerous software-based resources (e.g., Gorilla licences, e-prime licenses, in-vivo licences, Qualtrics licences, etc., >£50k).

To maintain these types of facilities we have support from two dedicated full-time technicians who provide research-related IT support and specialist programming knowledge. For bespoke equipment builds, staff (and PGRs) can access wider support from over 40 technicians from LSBU’s Technical Support Services team. This provides easy access for the design, build and testing of required resources. In addition, the University continually invests in its IT estate to provide a secure network environment in which research can develop and prosper.

3.2 Increasing research income. Ten submitted staff (~43%) have been awarded external research monies during the most recent cycle from reputable funders (£1.3m) (e.g., Cancer Research UK, Alcohol Research UK, British Academy, Health Innovation Network, Allen Carr Easyway, NIHR, MRC, Gambleaware, Drinkaware, ESRC, Mental Health First Aid England, Wellcome Trust & the NHS) and matched doctoral studentships (Alcohol Research UK, Drinkaware, St Andrews Healthcare). Income has increased from ~£82k in 2014 to ~£227k in 2019/20 representing a ~177% increase. Compared to the REF 2014 period, there has been a ~57% increase in total external research income [~£861k REF 2014 vs. ~£1.35m REF 2021] reinforcing a picture of sustained development. Recent awards (post-census) in 2021 of £1.7m (NIHR – **Dawkins, Cox, Tyler**) and ~£450k (NHS-X, **Frings**) emphasise further this increasing trend.

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

4.1 Focus on collaboration. Our approach is to develop research strength in key areas and facilitate opportunity for cross-disciplinary engagement. This ensures a more collaborative focus of research activity within and between CABR, our research groups and other academic units internal/external to the University, and realised in external funding (e.g., ESRC, NIHR, MRC) and numerous co-authored publications. During the assessment period ~86% of submitted staff have published 225 articles with external collaborators including 120 papers with overseas colleagues from 22 countries and 35 universities further highlighting involvement in national/international academic research communities. These collaborations include PGR students jointly supervised with other groupings, including sports and exercise science (**Carrus, Albery**), food science (**Newton**), education (**Reavey**), healthcare sciences/nursing (**Callaghan**) and the built environment (**Newton**).

In addition, to facilitate the development of our international presence, we have funded short stay (2-3 week) visits from significant external researchers to facilitate collaborative work (e.g., grant applications, publications, etc.). We have received external collaborators from the Universities of Washington, Auckland, and Louisiana State, working with colleagues on identity processes in addiction, profiling e-cigarette use for harm reduction and alcohol and social facilitation processes. The work initiated has resulted in a grant application to the NIH (USA), a successful grant application to the MRC, ongoing data generation and numerous journal articles.

We also maintain high visibility external **national/international collaborations** including:

- Eyewitness testimony under the influence of alcohol (**Albery** with Abertay);

- Metacognition and desire thinking (**Spada** and **Kolubinski** with Milan, Baylor, Padova and Sarajevo);
- E-cigarette use (**Dawkins**, **Kimber** and **Cox** with Auckland, Queen Mary, UCL, East Anglia and Stirling);
- Social identity in addictive behaviours (**Frings** and **Albery** with Washington and Melbourne; **Vangeli** with Leiden);
- Space and mental health (**Reavey** with Nottingham Trent and Copenhagen);
- Defining addiction (**Moss** with Northumbria and Sheffield; **Cox** with UCL);
- Social facilitation and alcohol (**Albery** and **Moss** with Louisiana State);
- Prospective memory/executive functioning in children/adults with dyslexia (**Smith-Spark** with Rome, Lyon and Cagliari);
- Mental health care provision (**Callaghan** with St. George's, London, Pretoria, Manchester, and Nottingham);
- Decision neuroscience (**Civai** with Minnesota and Radboud);
- Social and economic decision-making (**Carrus** and **Civai** with Padua);
- Gang membership (**Mallion** with Kent);
- Suspect interviews and deception detection (**Tekin** with Southern Connecticut State and Zurich);
- Cognitive processing of maps (**Newton** with Essex);
- Memory retrieval in older age (**Elward** with Texas and UCL);
- Veterinary medicine and mental health (**Lewis** with Royal Veterinary College); and
- Enhancing student motivation/achievement (**Marchant** with Utah State).

Aside from facilitating person-based collaboration, we use collaborative networks to respond to fundamental questions directed at a wider audience. For example, CABR is closely associated with the Addiction Theory Network [ATN] (**Moss**, founding member, **Albery**, **Spada**), an international network of over 150 addiction researchers and clinicians, dedicated to developing wider understanding of the nature of addiction. Initial funding to enable the establishment of the ATN was provided by Alcohol Research UK. These collaborations are realising our objectives, enabling us to: (1) engage and work with significant groups/individuals to answer contemporary nationally and internationally relevant questions; and (2) facilitate specifically the reach of our work by internationalising the research undertaken.

Finally, of the 57 papers submitted for assessment 47 (~82%) are the product of national (n=23, ~40%) or international (n=24, ~42%) collaborations from 29 UK and 19 overseas universities across 12 countries.

4.2 Contribution to the research base, economy and society. CABR/group members are actively involved in user engagement and impact. This includes the development of training guidelines for the Federation of Drug and Alcohol Professionals [FDAP] (**Frings**), the National Centre for Smoking Cessation and Training on e-cigarette briefing for stop smoking services (**Dawkins**), the evaluation of the Allen Carr Easyway stop smoking programme (**Frings**, **Albery**, **Moss**), the development of addiction-related public debates with LSBU's Health and Wellbeing Institute (**Albery**), membership of the Counsellor/Course Accreditation Committee of the FDAP (**Frings**, **Kolubinski**), expert advisor on consumer perceptions of electronic nicotine delivery systems for Covance Inc. (**Cox**), the joint development with the All-Party Parliamentary Health Group of a briefing session to parliamentarians on the shortfalls of current service provision for addictive behaviours (**Moss**), expert advice to the House of Commons Science and Technology Committee on e-cigarettes (**Dawkins**), scientific advisor to Drinkaware Trust and Impact Committee (**Moss**), advisor to the All-Party Parliamentary Group (APPG) for Prescribed Drug Dependence (**Spada**), trustees of Gambleaware (**Spada**), and Alcohol Change UK (**Moss**), advisor to Gambleaware (**Moss**, **Spada**) and Drinkaware (**Moss**), and research and education director for the charity Design in Mental Health UK (**Reavey**).

Eight submitted staff hold one or more Editorships or Assistant/Associate Editorships on 12 international journals (*Addiction*, *Addictive Behaviors*, *Addictive Behaviors Reports*, *Journal of*

Applied Social Psychology, Journal of Community and Applied Social Psychology, Journal of Behavioral Addictions, Journal of Rational-Emotive & Cognitive-Behavior Therapy, Heliyon, Memory Studies, the Harm Reduction Journal, Trials, Journal of Psychiatric and Mental Health Nursing).

Staff have also edited nine special issue volumes (*Addictive Behaviors* (**Spada, Albery, Moss, Cox**), *Addictive Behaviors Reports* (**Frings, Albery, Moss, Spada**), *Journal of Applied Social Psychology* (**Frings, Albery**), and the *Harm Reduction Journal* (**Dawkins, Cox**)).

Members also contribute to the knowledge base through a variety of activities involving national funding bodies, networks, professional bodies, and other scholarship. Notably these include:

- **Callaghan** was member, then Chair of the NIHR Integrated Clinical Awards Funding Panel for Fellowships to Nurses, Midwives and Allied Health Professionals, NIHE MHRN Associate Director, NHS Research Engagement: National Mental Health Research Network, Executive Lead for Research: UK Council of Deans of Health and a Professorial Fellow of the Institute of Mental Health, Nottingham. He was also awarded the Eileen Skellern Lifetime Achievement Award for Outstanding Contribution to Mental Health Nursing 2019 and delivered the RCN Winifred Raphael Memorial Lecture 2016;
- **Reavey** is Director of Research and Education for the Design in Mental Health Network, UK; and was awarded the 2014 British Psychological Society book award for Psychology, Mental Health and Distress;
- **Spada** is Chair of UK SMART Recovery, Member of the Working Group for Practicing Psychotherapists: All-Parliamentary Group (APPG) for Prescribed Drug Dependence, and trustee of GambleAware;
- **Moss** was Scientific Advisor to the Research and Impact Committee of Drinkaware and is Trustee of Change UK (previously Alcohol Research UK);
- **Dawkins** is an advisor to the All-Party Parliamentary Group (APPG) on E-Cigarettes, member of/advisor to the Institute and Faculty of Actuaries' working party on e-cigarettes on insured lives in the UK, Editor and reviewer for the National Centre for Smoking Cessation and Training (NCSCT) briefing on e-cigarettes, Board Member and Treasurer for the Society for Research on Nicotine and Tobacco – Europe (SRNT-E) and member of the UK Centre for Tobacco and Alcohol Studies (UKCTAS); and
- Members have also edited significant books/monographs including *The Handbook on Alcohol Use: From Synapse to Society* [Academic Press] (**Frings, Albery**), *The Handbook of Mental Health and Space: Community and Clinical Applications* [Routledge] (**Reavey**), *Vital Memory and Affect: Living with a Difficult Past* [Routledge] (**Reavey**), and *The Oxford Handbook of Mental Health Nursing* [Oxford University Press] (**Callaghan**).