



# **Nottingham Trent University**

## **Department of Psychology**

Advancing psychology for students, researchers and the community

## **Departmental Report June 2017**



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# Department of Psychology

Advancing psychology for students, researchers and the community

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# Introduction

The Psychology Department at Nottingham Trent University is home to over 100 staff, 1,400 undergraduate students, 200 Masters students and over 60 doctoral students. It has a twin focus on research and teaching and is proud of its performance in the 2014 REF along with its consistently excellent showing in the National Student Survey.

Our research aim is to sustain theoretically robust research that makes a difference to individual lives and enriches our society. In the submission to REF2014, 60% of our research outputs were identified as internationally excellent or world leading and 100% of our research impact was recognised as internationally excellent with 73% described as world leading.

We provide our students with teaching that is informed by our research and we strive to create opportunities for them to get the most that they can out of their time with us. New initiatives for international study and for work placements along with specialist pathways in our undergraduate degrees have helped us to enhance the experience of our students.

The Department has a strong commitment to creating an environment for staff and students where everyone has the opportunity to develop and where everyone feels valued and acknowledged. As part of this we are engaged with the University's *Success for All* initiative and we are also developing our bid for *Athena SWAN* recognition.

The Department has a collegiate culture that is recognised by those who are in it and by visitors to the Department. Our ethos is one of a collaborative and co-operative team in which open dialogue and discussion underpins the positive nature of our working environment. All our staff are included in research activity and encouraged to develop their research careers. Likewise, all our staff contribute to our teaching and take part in development and management of our courses. Our relationships with each other as staff and with students is one that values ideas, and is supportive and positive. This culture has formed the bedrock of our success in both teaching and research and is demonstrable in the esteem in which we are held by colleagues, students and the academic community.

In this report, we outline recent developments and achievements by our students and our staff. We also outline our latest initiatives in teaching and learning, research and developing partnerships.

# The Taylor Building: Creating an environment for excellent research

Our research environment has been transformed in the last five years after significant investment from the University. In September 2016 we took possession of purpose built research space in the renovated Taylor Building which is sited next door to our main home in the Chaucer Building. It has over 300m<sup>2</sup> of research space plus offices for 40 teaching and research staff. Designed in consultation with academic staff it provides a flexible teaching and research environment with specialist and generalist lab space.

The specialist space was also furnished with upgraded equipment to allow for exciting and innovative research programmes. The provision includes new EEG facilities, new desktop eye trackers and eye tracking glasses, a driving simulator, an audiology laboratory, a computational modelling laboratory as well as further enhancing our extensive psychometric test bank. We have also created a motion capture laboratory with a Codamotion tracking system with integrated force platform and wireless EMG, and a Transcranial Magnetic Stimulator (TMS) laboratory. To develop our observational work we have a room with remote video capture facilities and a one-way mirror. All our facilities are fully accessible (for more details see Appendix 4).

The general laboratory space includes sixteen cubicles along with four flexible labs that can be used for interviews, group work and seminar sessions as well as doubling up as large cubicles. Additional to these rooms we also have a suite dedicated to capturing qualitative data. All the space can be booked online and students and staff can also use the public space in the building with laptops available on short term loan from our dispenser.

## Featured facility: EEG

We have two EEG amplifiers which are capable of recording voltages across the scalp from 128 electrodes mounted inside a fitted elasticated cap. The systems have a sampling rate of 2 KHz (2000 sample points per second) per electrode, thus acquiring hundreds of millions of sample points per recording session. This many observations allows researchers to explore cognitive processes in the order of the millisecond with a good estimate of the locations of electrical source generators.

Although EEG is typically associated with the monitoring of patients within clinical settings, it is used as a tool for answering questions about cognitive functions such as early low-level perceptual processes, and abstract categorisation and response preparation processes. EEG quantifies the instantaneous response of the cortex to stimulation, whether it be the processing of a familiar face, or the detection of semantic violations within sentences. EEG can capture experimental effects at different stages of processing, and does not require any physical response from participants.

Joshua Baker is our EEG technician and he is currently studying for a PhD in Cognitive Neuroscience. Joshua's project uses EEG and motion analysis to tease apart the mechanisms by which we become skilled in performing two tasks simultaneously.



# Staff

We have a large and diverse group of staff. Over the last three years we have grown by 70% and as of the end of April 2017 we have 81 academic staff made up of 8 Professors, 9 Readers, 5 Principal Lecturers and 61 Senior Lecturers. Alongside this we have 12 research staff, 4 technicians and a research coordinator. Several members of our current academic staff have professional training as clinical psychologists or forensic psychologists and we also have over 20 international staff.

## Head of Department

For the last 6 years the Department has been expertly led by Mick Gregson who will be retiring this year. Mick has helped the Department double in size and develop a reputation for excellent teaching and for world class and impactful research. During his leadership we have dramatically improved our REF standing while at the same time improving our student survey scores and our league table position.

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David Crundall	Preethi Premkumar
Kate Ellis-Davies	Juliet Wakefield
Mark Griffiths	Belinda Winder

## Achievements and prizes

In the past year our staff have collected many prizes and awards including:

- The Vice Chancellor's Outstanding Researcher Award (Mark Griffiths)
- The Vice Chancellor's Outstanding Early Career Researcher Award (Nicholas Blagden)
- The Emerald Literati highly commended paper award (Duncan Guest)
- PsyPag Rising Researcher Award (Harriet Smith)
- The International Journal of Environmental Research and Public Health best paper award (Daria Kuss and Mark Grffiths)
- The Durand Jacobs award (Halley Pontes)
- The Arthritis Research UK Silver award (Rebecca Stack)
- The Guardian Social and Community Impact Award (Belinda Winder)
- The Butler Trust Certificate for Prisoner Rehabilitation (Belinda Winder)
- The Psychonomic Society Member Select Speaker Award (Katarzyna Zawadzka).



## **Dr. Juliet Wakefield**

Juliet Wakefield is a Social Psychologist, and is a Senior Lecturer in the Department. She teaches Social Psychology to students on the Clifton campus, and also teaches on a number of City-based modules, including Research Methods 1, Professional Practice in Psychology, and Individual Differences and Conceptual and Historical Issues. She also supervises both undergraduate and postgraduate project students, and has a PhD student who will begin his studies in the summer of 2017. Juliet is involved in the Department's *Success For All* initiative, which strives to reduce achievement and attainment gaps amongst students. Juliet's research is grounded in the social identity approach, and focusses on the implications of group memberships for people's everyday lives. Juliet is involved in a number of research projects, including a project exploring the experience of foodbank clients and volunteers, which was funded by the Department's *Kickstarter* fund. In collaboration with researchers in this Department and other institutions Juliet is engaged in a wide range of projects including research exploring the recovery of people with eating disorders, the transition to fatherhood for young men, and the impact of social group membership in communities where loneliness is high. Juliet has written articles for *The Conversation*, and has discussed her work in academic conferences and in the media (for example, BBC Radio Scotland).

## **Essential Psychology**

The Department is currently preparing the third edition of its successful introductory textbook with SAGE. Both previous editions have contributions from the majority of staff in the Department with the second editions involving over 50 different authors. The text is unique in UK publishing in presenting the work from one Department and the text has a growing number of adoptions. The royalties from the sales go into a fund that is used to enhance student experience, for example by supporting SPUR bursaries (see below). The text is also given to all first year students on enrolment (and, of course, is available from all good book shops).



## Follow us on Twitter

@PsychologyNTU



**Belinda Winder** @belinda\_winder

Head of Sexual Offences, Crime & Misconduct Research Unit and co-founder of Safer Living Foundation.



**Mike Marriott** @PsychologyMike

Lecturer, Clinical Psychologist - interested in critical ideas about distress, passionate about the needs of young people and their families.



**Rebecca Stack** @BeckyJayneStack

Dr. Rebecca Stack, psychologist, lecturer & researcher ... parental wellbeing, health psychology, disability, financial hardship, debt, deprivation & hate crime



**Andrew Dunn** @dredweddunn

Experimental psychologist interested in perception and cognition with applications of evolutionary approaches. Part time geek; full time family man.



**Duncan Guest** @DuncanGuest

Cognitive Psychologist with research interests in visual cognition and cognitive aspects of consumer psychology



**Dr Karen Slade** @KarenSlade2

Forensic Psychologist, lecturer, researcher; Interests: Prisons-suicide/violence; distance runs & organic veg.

# Students

The Department runs three British Psychological Society (BPS) accredited undergraduate courses and contributes to courses in law and education. We currently have over 850 undergraduates on our single honours degree and over 500 on our combined honours degrees (see Appendix 1). We are one of the largest providers of full-time undergraduate psychology courses in the UK.

## Pathways

The 2016 Graduation saw the first graduates of our new Pathway Degrees. In these pathway degrees, students choose to specialise in a particular area of Psychology. We currently offer three specialist pathways: Educational and Developmental Psychology, Mental Health and Forensic Psychology. Each year the pathways are increasing in popularity, with 40% of our current first year students selecting a pathway. This positive development means our students are considering their future careers at an early stage and making choices to specialise and enhance career plans.

## Sarah Gardner

Sarah Gardner, a third year PhD student, was awarded the *BPS 2016 Annual Conference Poster Prize* for her work on children's peer-victimisation coping responses. The study examined the different coping strategies children use when bullied at school and laid the foundation for Sarah's more recent doctoral work on children's peer-networks and victimisation coping.



## Masters degrees

The Department has a growing postgraduate provision. From our humble beginnings in 2004, where 25 students joined our BPS-accredited MSc Psychology conversion course, we have expanded so that we now have a suite of eight Masters programmes which recruited over 180 new students in 2016. Alongside our long-established conversion course, we now have specialist Masters courses catering for students with a broad range of interests including Clinical, Forensic and Developmental Psychology; Research Methods; Mental Health; and a new Cyberpsychology course which will have its first students in September 2017. Many of our Masters courses are suitable for students who don't have a formal undergraduate qualification in Psychology which means we attract a diverse population of postgraduates, bringing knowledge, skills and experience from a variety of academic and professional backgrounds.

## Student awards and achievements

Our students win many prizes both within the University and outside. Two undergraduate students, Jasmin Stevenson and Lindsay Thurston, presented at a *Posters in Parliament* event earlier this year. They worked with staff members Mark Sergeant and Angie Young on a SPUR project, on statistics anxiety. Jasmin also won the BPS Psychology of Sexualities prize this year and is currently the Honorary Secretary for the BPS East Midlands branch committee.

Aaron Howard who graduated in 2016 won the *Sean Morley Memorial Prize* for his road safety project. The project involved creating a simple online game to provide car drivers with perceptual training, designed to improve their ability to spot motorcyclists whilst driving. Aaron presented his project in Westminster to judges, who included experts from the road safety industry and potential employers.

## **Student Volunteering**

We have a very active student body who engage in a diverse range of volunteering work alongside their academic work. Our students are working with numerous local primary schools, with charities supporting people with mental health difficulties, the homeless, families facing a crisis and women's centre supporting female offenders, women who are seeking asylum, facing poverty or escaping abuse. This important work supports the ambitions of the University to enrich society and play a leading role in the social, cultural and environmental development of the local area.



## **Samantha Liles**

Samantha Liles joined the Department in 2014 and is now in her final year of the BSc (Hons) Psychology degree. In-between her second and third year of study Samantha won a place on a SPUR project which she led with the academic team to understand the employability needs of Psychology students. Samantha has also played a large role contributing to the course. She is a course representative and she also acts as a student ambassador, working to ensure Open Days and other events in the Department run smoothly and benefit from a student perspective. On top of this, Samantha is a School Executive representative, working with the School of Social Sciences to complete project work on student experience matters and creating new ways of working across the School of Social Sciences.

## SPUR

The Scholarship Projects for Undergraduate Researchers (SPUR) is a University initiative that provides bursaries for students at the end of their second year to work through the summer on projects supervised by academic staff. Commonly in Psychology this has allowed the student to contribute to a research project though we have also supported work that enhances our teaching. This year we are funding 19 SPURs. This is a huge investment in student scholarships and ensures a vibrant undergraduate research community throughout the summer. The scholarships cover a wide range of research interests, from face processing, to children's emotion regulation to issues facing our students (for example, public speaking anxiety) and research about how our undergraduates understand and think about aspects of our courses (for example, employability). Previous SPUR projects have led to presentations at national conferences and some have led to publications in refereed journals.

## Staff and Student Consultative Committee

We maintain an open and responsive culture in which student feedback is valued as welcome and is used to develop our courses. At both undergraduate and postgraduate levels we have a Staff and Student Consultative Committee. These committees meet each term and provide a neutral, supportive environment for students and staff to feed back about all aspects of our curriculum and pastoral provision.



## Follow our staff

**Dr Mark Griffiths** @DrMarkGriffiths

Professor of Behavioural Addiction.

Follow his blog at

<https://drmarkgriffiths.wordpress.com>



# Research

With over 80 research active staff our research culture is dynamic and diverse. In the submission to REF2014, 60% of our research outputs were identified as internationally excellent or world leading and 100% of our research impact was recognised as internationally excellent with 73% described as world leading. Our aim is to sustain theoretically robust research that makes a difference to individual lives and enriches our society.

Our work sits under two broad overarching strands currently underpinned by five research groups,

**Strand 1: Health and Wellbeing:** (i) Addiction and Aberrant Behaviours; (ii) Mental Health and Wellbeing.

**Strand 2: Cognition, Perception and Communication:** (i) Cognition and Perception; (ii) Language and Psycholinguistics; (iii) Development, Interaction and Social Relations.

## Trent Ageing Panel

Over the past year, Research Fellow Calum Hamilton has been working on assembling the Trent Ageing Panel. In the UK (and the Western World) as people live longer we are faced with a population with a large number of older adults, and it is important that we understand this population in order to create a society that can better cater for its needs. The panel is currently made up of about 250 adults from the local Nottinghamshire area aged 60+, with more to come as demand for access increases. Panel members volunteer to be contacted with information on upcoming ageing projects by approved researchers. Panel members are screened for various personal factors (e.g. hearing aid use, handedness, visual impairment) in order that research projects can focus on different subpopulations of older adults. Access to this panel is tightly regulated to ensure panel members take part in high quality research. A number of projects have utilised the panel this year on projects about healthy aging in the workplace and processing web information about medical conditions. We hope that this panel will enable expansion of the research into ageing conducted by the Department and University more generally.

## Outputs and income

We have published over 170 refereed papers during the 2016 calendar year with an additional 125 published or in press as of May 2017. Many of these papers were in high quality and high impact journals (for example, *PLoS ONE*, *British Medical Journal*, *British Journal of General Practice*, *Personality and Individual Differences*, *Journal of Experimental Psychology*, *British Journal of Developmental Psychology*, *British Journal of Health Psychology*, *Psychology of Addictive Behaviors*, *Frontiers in Psychology*, *Cognition and Emotion*, *Computers in Human Behavior*, *Cyberpsychology*, *Psycho-Oncology*, *Schizophrenia Research*). The Psychology Department also has an excellent record of publishing student papers (see below).

We have had a successful year of grant capture, exceeding our income target for 2016/17 with a total of £334,118 spread across 6 grants. Several of these grants benefited from targeted QR funding including grants awarded to Duncan Guest and David Crundall. With several moderate to large grants already submitted, we are hoping for an equally prosperous 17/18.

## Research group example

The *Language and Psycholinguistics Group* led by Gary Jones conduct research ranging from typical and atypical language development to mathematical modelling of psycholinguistic data. They use cutting-edge technology and equipment to answer research questions, such as the use of our eye-tracking and audio equipment in a cross-group collaborative project examining how the co-occurrence of words in natural language affects spoken language, speech perception, reading, and writing.

## Research students

As the Department has grown so has our research student community. We currently have over 60 doctoral students across the range of our interests and we are projecting to increase this number by 50% over the next three years. We have recently introduced a DPsych in Forensic Psychology and from this September we are introducing the International PhD programme in Applied Psychology, and we are working with external partners to match-fund post-graduate research students. In the current REF period, our PGRs have produced 103 papers (averaging 1.63 per student), presented at well over 80 national/international conferences, won prestigious awards (for example, The Durand Jacobs Award for the best graduate student paper in addictive behaviours, PsyPAG Rising Research Award), and 61% have progressed into research or academic roles either within the Department or externally.

### PhD student Catherine Blackburn

*Research project title:* Factors affecting the benefit received from visual information when listening to degraded speech in background noise.

Catherine was an undergraduate student at NTU where she studied Psychology and was awarded a 1st class degree. Her research is looking at the benefit of visual speech information (seeing the face of the talker) for degraded speech, such as that experienced by cochlear implant users in background noise. This research enable better understanding of the challenges faced by cochlear implant users.

## Visiting professorships

Our staff hold many visiting professorships including,

University of Waikato and the University of Granada (David Crundall); McGill University (Mark Griffiths); University of Duisburg Essen Germany, University of Athens Greece, Zadar Croatia, University of Barcelona Spain, Maastricht Netherlands (Daria Kuss); University of Queensland (Niamh McNamara); Mazaryk University, Czech Republic (Clifford Stevenson); Institute of Psychiatry (Alex Sumich); University Stavanger, Norway (Mark Torrance).

## Kickstarters

One way in which the Department invests in its staff and supports researchers is through the Kickstarter scheme, that provides internal funding and research assistant support to kickstart collaborative research projects that will generate internationally excellent publications, further research funding or create and facilitate new or existing external research partnerships. These were launched in the last academic year and have been a creative way of generating and supporting active research collaborations within the Department, further energising the research environment. The scheme has led to success. For example, Duncan Guest was Principal Investigator on a proof of concept research project about hazard perception in mobility scooter users. This led to a successful funding bid of £89,000 to the Road Safety Trust to look at how users of mobility scooters perceive and negotiate hazards at road crossings.

### Research Profile

Alex Sumich is co-Principal Investigator on a collaborative study with Auckland University of Technology (AUT), New Zealand, to investigate the effects of mindfulness training on mood, compassion and brain function. Alex and Christina Howard also secured funding from AUT for a PhD stipend to study brain connectivity in relation to ageing. Alex was also made an honorary research associate at AUT in September 2015. NTU hosted the British Society for Personality and Individual Differences (BSPID) conference last year, organised by Alex and Nadja Heym.

# Teaching and Learning

## Student experience

Student numbers on undergraduate courses have grown substantially over the past few years, and postgraduate student numbers also increased considerably last year. We have maintained our very high teaching satisfaction scores with these increasing student numbers. Ninety-two per cent of undergraduate psychology final year National Student Survey (NSS) respondents agreed that, overall, they were satisfied with their courses with 100% of Psychology with Sociology respondents being satisfied.

We also have high Postgraduate Taught Experience Survey results with 90% of postgraduate respondents satisfied with the quality of their courses, which was seven per-cent above the University average. The Department was recognised for excellence in teaching quality by students with James Stiller winning the Nottingham Trent Students' Union Outstanding Teaching Award for Social Sciences.

## Awards

In the past 10 years the Department has received 9 nominations for the NTSU Teaching Awards and a further 5 winners. In that period we have also had one winner of the Vice Chancellor's Teaching Award, 3 winners of the British Psychological Society Award for Excellence in Teaching of Psychology and one winner of the BPS Award for Distinguished Contribution to Psychology Education. During the last 18 months two staff have been awarded TILT sabbaticals to carrying teaching and learning projects and two staff have become Senior Fellows of the HEA.

## Employability

The future employment of our students is a key priority for us. This year our final year students were all given the opportunity to have a 1-1 interview with an academic member of staff, in order to give them some experience of being interviewed and to prepare them for an interview-based final year assessment. In our final year we also give students the opportunity to get work experience, either as a short work placement on Work Based Psychological Practice, or through our Professional Practice module in which a large number of external organisation (public sector such as HMP Whatton, charities such as the Fire Fighters Charity and large national companies such as BAE systems), work with our students and give them real world scenarios to apply their psychological knowledge to. In the conversations we have with our students, it is clear that they are motivated to make a difference in the world and help others. Many do not wait until after graduation to do this but are involved in volunteering or work experience activities throughout their degree.

## Placements

We are continually looking at ways to improve the employability of our students. We now offer a 4-year sandwich degree with a work placement for the third year. This year we have 12 students completing places with over 30 expected to go out next year. Our students have worked in a variety of sectors reflecting the diverse nature of our degree course e.g., business, education and healthcare. Our sandwich students describe the year as an invaluable learning experience and an opportunity to apply previously taught concepts to the real world. Our returning placement students have been very enthusiastic about how their placements have developed them, with many students being offered jobs for when they graduate.



### **Placement: Bianca Hart**

Over the last twelve months as part of her degree in Psychology with Criminology Bianca Hart has been on placement as an Honorary Assistant Psychologist at St Andrews Healthcare in Essex.

Commenting on her experience in the placement, Bianca said,

*"As I work in a locked hospital, patients I work with have many challenging behaviours. I have gained and developed many life skills. As giving and gaining respect by being non-judgemental and being able to empathise with the patients and being understanding of their personal situations and needs while keeping confidentiality. I can adapt my communication skills in accordance to the individual and their needs, which I think is the most valuable skill in this environment. This helps me build my therapeutic relationships which may then help with deescalating patients with potential and actual aggression."*

### **Guest Lecturers**

To support the learning across both our undergraduate and postgraduate degree programmes, we employ many staff external to the University who come in and deliver sessions integral to some of our modules. Recent guest lecturers have included autism specialists, forensic psychologists specialising in a variety of forensic populations, practicing clinical psychologists, head teachers of both special and mainstream schools and specialists in mental health conditions such as schizophrenia.

## Internationalisation

Over the past two years, the Department has significantly strengthened the extent of international study-related experiences among its UK students. In the current academic year 2016/17 we have over 20 exchange students going to destinations including Edith Cowan and Monash universities in Australia, European centres such as Budapest, Valencia, Krakow, Groningen, and US destinations accessed through the ISEP scheme. The Department regularly welcomes about the same number of incoming students. Continuing our on-going engagement with international students three colleagues visited India over the last year, and spoke at Amity University and at Kamala Nehru College (University of Delhi) among others.

Our students also show high levels of activity when it comes to participation in international summer schools, both in Europe and further afield, as well as making use of international volunteering opportunities.

At the Postgraduate level, our Masters courses continue to attract a significant proportion of international students, most notably our Conversion course and the MSc in Applied Child Psychology. The Department has currently collaborations in place with New Zealand, Spain and Portugal for joint PhD supervision. In addition, academic staff are involved in PhD projects based outside the UK as secondary supervisors.

The Department regularly hosts visiting researchers, for both short and long stays, with recent visits from Brazil, Italy, Turkey and Germany, among others.

## Our External Examiners love us!

These are some sample quotes from recent External Examiner Reports.

*Assessment [in psychology at NTU] is surely without peer anywhere in the country.* [External examiners' report, BSc. Psychology]

*Last year I highlighted the quality of feedback as exceptional and this high standard has been maintained... As a result the students in Psychology demonstrate an excellent quality of learning in their work with real progression and development evident throughout the three years.*

[External examiners' report, BSc. Psychology]

*Once again, I would like to highlight the exceptionally clear mark schemes across all modules which maps well onto feedback provided. Students on this course would be very clear about what is expected of them and the extent to which they meet the criteria. In general the procedures here are exemplary.* [External examiners' report, BSc. Psychology]

*The process involving the external examining team is, as noted previously, a real strength of the psychology department. As external examiners, we feel involved and valued in the process of reflecting on the psychology teaching at NTU. Our time is used effectively and carefully, and enables us to reflect and feedback.*

[External examiner report, BSc. Psychology with Criminology / with Sociology]

# Initiatives and Events

## *Success for All*

As part of the University-wide *Success for All* initiative the Department is looking to enhance the experience and achievement of all its students. We have identified progression and achievement gaps for some groups of our students and we are exploring the changes we need to make to address this. For example, we liaise with a dedicated Education Developer to resource and develop ideas that ensure the inclusion of all students and so boosts their engagement. Plans include training on issues such as implicit bias awareness, developing role models for students from a range of backgrounds, developing inclusive curricula, and thinking about how we develop engagement in our courses.

## *Groups 4 Education*

This year as part of our *Success for All* programme, we piloted the *Groups 4 Education* intervention, developed by the University of Queensland. Groups 4 Education is an evidence-based psychological intervention designed to improve learning outcomes by providing students with the knowledge, skills, and confidence to increase social connectedness, and in particular, group-based social identifications within the educational environment. Group sessions were delivered to our combined honours first year students during induction week and follow-up online interactions took place during weeks 5 and 10 of term one. We hope to see a boost in engagement and achievement for these students.

## *Athena SWAN*

The Athena SWAN charter recognises the advancement of gender equality in higher education. The University is a member of the Athena SWAN charter, demonstrating a commitment to gender equality within its policies, practices, action plans and culture. NTU are applying for the Athena SWAN bronze institutional award in April 2017. The psychology department are keen to further this work and have created a team of staff in psychology to work on a departmental application to gain Athena SWAN silver accreditation.

## *Outreach*

We try to take our psychology out of the University and also bring school students here to give them a taste of higher education. We have staff who are regular speakers at large events for school students and we organise our own events for local schools. Nottingham has a low proportion of school students who choose to go on to HE and so we work with the University to offer visits and events to help engage young people with education and, in particular, to be excited and inquisitive about psychology.

## *Teaching circles*

As part of commitment to teaching all staff are members of a teaching quality circle. Lecturers in each circle make visits to each other's teaching sessions and draw out examples of good practice and also areas for development. This approach provides support for teaching and opportunities for reflection.

### *Research seminars*

Each week we hold research seminars which are open to all staff and students. We have held 25 events during the teaching terms this year and, as in previous years, will host a further range of events during the summer. The aim of the seminars is to encourage discussion on a range of diverse psychological research areas. Themes have included religion and social diversity including sexuality and personality, cognition, perception and memory, evolution, education and development, forensic psychology, and sports performance. The talks have come from within the department, and from a wide spectrum of other universities.

### *Ig Nobels*

As part of our programme of research events we welcomed back the Ig Nobels to the University. The Ig Nobel Prizes honour achievements that first make people laugh, and then make them think. The prizes are intended to celebrate the unusual, honour the imaginative and spur people's interest in science, medicine, and technology. The programme this year featured Marc Abrahams, organiser of the Ig Nobel Prizes, together with some Ig Nobel Prize winners and other improbable researchers. The event was attended by almost 250 people and showcased everything that is good in science education; it has interest, inquiry and scepticism and when you add a little humour, you get an excellent evening. You don't expect to hear laughter at a science event, but that's what the Ig Nobels gives you!

### *Distinguished lectures*

Consultant clinical psychologist Dr Lucy Johnstone delivered a guest lecture entitled "Do we still need psychiatric diagnosis? Critiques and alternatives." The lecture provided a critique of psychiatric diagnosis and proposed an alternative approach using formulation narratives and personal stories.

## ***Inaugurals***



Professor David Crundall inaugural lecture, 'Eye movements and hazard perception: How applying cognitive psychology can save lives'

Earlier this year Professor David Crundall gave his inaugural lecture on hazard perception. David is an internationally recognised expert on traffic and transport psychology with over 65 peer-reviewed articles in the field. He is a member of the UK Parliamentary Advisory Council on Transport Safety, the Transport Psychology International and the International Association of Applied Psychologists.

The inaugural reviewed a number of studies that David has conducted over the last two decades that demonstrate the importance of understanding where people look when they drive, and how this has contributed to our understanding of driver's hazard perception skills. David concluded that the current national hazard perception test in the UK is inadequate for discriminating safe and unsafe drivers in a variety of settings.

## Partnerships

We continue to grow our links with our partners, both civic and academic. Our new MSc in Clinical Practice sent its first cohort of students out to placements this year with our NHS partners. Next year will see the introduction of our newly validated MSc Cyberpsychology which will also be offering placements for students. October 2017 will see the first intake of PhD students on the International PhD Programme in Applied Psychology, involving ourselves, Universitat Ramon Llull (Barcelona, Spain) and Universidad Catolica Portuguesa (Porto, Portugal). PhD students enrolling on this programme at NTU will spend time at the partner institutions while those enrolling in Spain and Portugal will spend 12 months at NTU. Students on the programme benefit from the expertise and facilities present at three institutions while international research collaborations are facilitated for those staff involved.

### Professional Practice in Psychology

The conference for the Professional Practice in Psychology module this year saw presentations from 387 student delegates and welcomed 19 visiting partner organisations from; Nottingham CrossFit, Hodder Education, the Fire Fighter's Charity, Nottingham Family Support Services, BAE Systems, the Safer Living Foundation, Nottinghamshire Police, Nottingham Law School and the Safer Living Foundation.

### Psychology Review

We are the partner university for Psychology Review which is a glossy, high production magazine with supporting web site and online archive. It is aimed at students who are studying A Level psychology and has a readership of about 10,000 per issue. We offer editorial support and provide features, updates and debates.

## Safer Living Foundation (SLF)

The SLF is a charity, created with the help of psychologists at Nottingham Trent University. In 2016 it won The Guardian University Award for Social and Community Impact. In partnership with HMP Whatton, the Safer Living Foundation works with sexual offenders, starting prior to their release from prison, to support their rehabilitation, successfully reintegrate them into society, and prevent future offending.

Professor Belinda Winder, said: "We have a wealth of experience and knowledge between ourselves and Whatton prison, and we wanted to make a difference running projects that prevented further victims of sexual crime." Thought to be the first charity of its kind, it has received international acclaim for its work on preventing further victims. Vice-Chancellor Professor Edward Peck said: "The Safer Living Foundation is a great example of the positive impact on society that can emerge when universities engage actively with civic partners; in its combination of research and action, it represents Nottingham Trent at its very best."

## Research partnerships

We have developed strong partnerships with key stakeholders in the public, private and third sectors. This been achieved through joint grants (Road Safety Trust, and various gaming companies [Camelot, Norsk Tipping, Svenska Spel]) Department for Transport, Nottinghamshire Fire and Rescue Service, and studentships (HMP Whatton, Gamble Aware).

We are also active in a number of local networks as both a funding strategy and in order to meet NTU's mission of serving the local community. For example, we have a number of current and planned future projects with Rampton and HMP Whatton. The Health and Wellbeing group has effective links through the East Midlands Mental Health Research Network and we are working with regional branches of Age UK. We are also working with Fire and Rescue Services with the specific aim of improving driver training. Research with the Northern Ireland Community Relations Council informs the evidence base for housing policy of the Department for Communities in Northern Ireland. These are long-term relationships underpinning our research projects and programmes.

## Appendix 1: Student numbers

<i>Courses</i>	<i>2016/17 numbers</i>
<i>Undergraduate courses</i>	
BSc (Hons.) Psychology, pathways, and sandwich courses	856
BSc (Hons.) Psychology with Criminology	421
BSc (Hons.) Psychology with Sociology	108
<i>Masters Courses</i>	
Psychological Research Methods	7
Applied Child Psychology	27
Forensic Mental Health	25
Forensic Psychology	39
Psychological Wellbeing and Mental Health	41
Psychology in Clinical Practice	8
Psychology Conversion Course	71
<b>Total (taught courses)</b>	<b>1,603</b>

## Appendix 2: Psychology Staff, May 2017

### Head of Department

Prof Mick Gregson

### Management Lead

Dr Phil Banyard

### School Management

#### Administrator

Ms Sapphira Kingfisher

### Technicians

Mr Steven Scott

Mr Joshua Baker

Mr Roy Barson

Mr Ben Thompson

### Professors

Prof Thomas Baguley

Prof David Crundall

Prof Mark Griffiths

Prof Suvo Mitra

Prof Belinda Winder

Prof Clare Wood

Prof John Groeger

### Readers

Dr Matthew Belmonte

Dr Lucy Betts

Dr Andrew Grayson

Dr Gary Jones

Dr Maria Karanika-Murray

Dr Clifford Stevenson

Dr Alexander Sumich

Dr Eva Sundin

### Principal Lecturers

Dr Gayle Dillon

Dr Duncan Guest

Dr Maria Kontogianni

Dr Richard Trigg

Dr Gareth Williams

Dr Glenn Williams

### Lecturers/Senior Lecturers

Dr Loren Abell

Dr Mark Andrews

Dr Sally Andrews

Dr Palwinder Athwal-Kooner

Dr Stephen Badham

Dr Jens Binder

Dr Nicholas Blagden

Dr Alyson Blanchard

Dr Hayley Boulton

Dr Mhairi Bowe

Dr Sarah Buglass

Dr Antonio Castro

Dr Filipe Cristino

Dr Simon Clarke

Dr Vivienne Wenchong Du

Dr Andrew Dunn

Dr Kate Ellis-Davies

Ms Laura Hamilton

Dr Craig Harper

Dr Juliet Hassard

Dr Nadja Heym

Dr Christina Howard

Dr Lai-Sang Iao

Dr Blerina Kellezi

Dr Fraenze Kibowski

Dr Daria Kuss

Dr Rebecca Larkin

Dr Joost Leunissen

Ms Rebecca Lievesley

Dr Olatz Lopez-Fernandez

Dr Kevin Maguire

Dr Mike Marriott

Dr Niamh McNamara

**Senior Lecturers cont...**

Dr Alex Meredith  
 Dr Christine Norman  
 Dr Ben Oldfield  
 Dr Halley Pontes  
 Dr Preethi Premkumar  
 Dr Mike Rennoldson  
 Dr Katherine Roberts  
 Dr Daren Rhodes  
 Dr Mark Sergeant  
 Dr Sarah Seymour-Smith  
 Ms Serena Simmons  
 Dr Karen Slade  
 Dr Harriet Smith  
 Dr Lorraine Smith  
 Dr Paula Stacey

Dr Rebecca Stack  
 Dr James Stiller  
 Dr Sebastian Teicher  
 Dr Mark Torrance  
 Dr Juliet Wakefield  
 Dr Dave Wilde  
 Dr Iain Wilson  
 Dr Bernice Wright  
 Dr Angela Young  
 Dr Yanjing Wu  
 Dr Garry Young  
 Dr Katarzyna Zawadzka  
 Dr Eva Zysk

**Research Co-ordinator**

Ms Kelly Start

**Research Assistants/Fellows**

Mr Charles Baker  
 Mr Christopher Dawes  
 Ms Helen Elliott  
 Ms Jessica Faulkner  
 Mr Scott Fox  
 Mr Thomas Goodge  
 Ms Georgina Gous  
 Mr Calum Hamilton  
 Dr Lydia Harkin  
 Dr Lucy Justice  
 Dr Andrew Mackenzie  
 Ms Chloe Wider

**Visiting Scholars**

Dr Hibai Lopez Gonzalez  
 Dr Eyup Yilmaz  
 Ms Ayse Yilmaz

**Appendix 3: Psychology research students, May 2017**

Student	Project title
Meshal Alsager	Evaluation and analysis of college and university student's personal responses to cyber bullying in the United Kingdom and Kuwait
Hamad Altayyar	Self-efficacy in sport
Sami Alzhrany	The impact of internet usage on family cohesion and psychological well-being: A cross-cultural perspective
Ibiyemi Arowolo	Emotional intelligence: A study of patients with bipolar disorder
Joshua Baker	Motor-cognitive interference: Insights from electrophysiology and motion analysis
Ian Baker	Blackmail via the internet: An emerging modus operandi for sexual offenders
Victoria Barnes	Developing and testing a model of hoarding behaviour
Catherine Blackburn	Factors affecting the benefit received from visual information when listening to degraded speech in background noise
Leigh Blaney	Working where the devil dances: A constructivist grounded theory of resilience in volunteer firefighters
Maris Bonello	Analysing the early signs of online problem gambling, responsible gaming tools and responsible gaming promotion
Sarah Buglass	Spiralling out of control? Online vulnerability in ego-centric networks
Filipa Calado	Gambling among youth: Passion or addiction? A review of family and individual
Emcee Chekwas	
Mark Crook-Rumsey	Neuronal correlates of mild cognitive impairment: Cortical connectivity and cognitive performance decline in the aged
Robert Davies	Talking while driving: The effect of speech production on the acquisition of peripheral information during hazard perception

Student	Project title
Andrea Daykin	CAT evaluation
Vida Douglas	Uncovering teacher wellbeing in higher education: Exploring organisational processes and behaviours at work
Michelle Dwerryhouse	Evaluating community-based Circles of Support and Accountability from the perspective of core members: successes, failures and everything inbetween
Caroline Estrella	Lad culture: a discursive analysis
Jennifer Firth	Neurophysiological underpinnings of age-related changes in reinforcement sensitivity
Caroline Flowers	IPV and stalking
Caroline Ford	What is the contribution of metacognition, logic, mindsets, and maths anxiety to performance of children in primary schools
Kerry Garbutt	Childhood trauma/PD
Sarah Gardner	The protective role of peers in school-based bullying
Georgina Gous	Variations in fundamental frequency (F0) and speech rate and their effect on recognition memory using a synthesised voice sample
Moon Moon Halder	An intercultural evaluation of individualism and collectivism on communication behaviour and social identity on online social media
Jackie Hamilton	Exploring the relationship between personality disorder and sexual preoccupation in individuals who have previously sexually offended
Laura Hamilton	Professional boundary management: Safeguarding patients and staff from professional abuse
Andrew Harris	Facilitating executive control during within-session gambling: The relationship between gambling event-frequency, motor impulsivity, and impulsive choice
Bryony Heasman	Identification of inflammatory and neurocognitive biomarkers and treatment of depression in women with breast cancer
Elizabeth Hill	Denial and shame
Faye Horsley	Exploring the sub-types of fire setters: a test of the Multi-Trajectory Theory of Adult Fire Setters (M-TTAF)
Darren Johnson	DSPD service evaluation
Rosie Kitson-Boyce	Circles of support and accountability: Exploring the experiences of elderly and intellectually disabled sex offenders during their transition from prison to community circle
Victoria Laxton	Testing and training the visual search of lifeguards
Rebecca Lievesley	An investigation of desistance and reoffending in prisoners who have served short-term sentences
Jessica Lomas	Homeless not houseless: exploring the role of adequate accommodation in sex offenders' desistance from offending
Sally Lopresti	Transgender
Peter Macauley	Cyberbullying: Teachers' and pupils' conceptualisations and responses to hypothetical situations
Kerry Manning	Abuse by teenagers
Filip Nuyens	Exploring retrospective time perception in excessive gaming: a dual-process perspective
Giulia Pavon	Probing Facilitated Communication beyond the state of the art
Christian Perrin	Exploring the impact of peer support volunteerism on offenders in prison and in the community post-release

### Appendix 3: Psychology research students, May 2017 cont...

Student	Project title
Eva Prikrylova	A discursive analysis of infertility consultations
Jens Roeser	Planning scope in written sentence production
Lisa Sanderson	Posttraumatic growth in firefighters
Liz Scowcroft	What Does Samaritans' Listener Scheme Do; Implications for Service Users,
Jane Slater	Prison education – one size does not fit all. A qualitative analysis of prison
Karin Spenser	Pro-social skills as contributory factors to offending and anti-social behaviour in
Jemaine Stacey	Studies of auditory-visual integration in noise
Jade Streete	Investigating social identity transitions in eating disorder recovery
Melina Throuvala	Treatment of online addiction in the UK
Russell Turk	Assessing the impact of co-occurrence frequency and diversity in statistical
William Van Gordon	Evaluating novel interventions for treating addiction to work and work-related
Petya Ventislavova	Neurophysiological correlates of cross-cultural hazard perception in drivers
Michael Vernon	Syllabic processes in typing: The roles of phonology and motor-code retrieval
Luke Vinter	An exploration of treatment efficacy of sex offenders with autism spectrum
Lucy Webster	Exploring the relationship between social cognition and insight in schizophrenia
Robert Werner-de-	Well-being of police custody staff: A multi-strategy approach across seven
Rachel Wheatley	Stalking
Cara Wood	Voyeurism

### Appendix 4: Psychology resources

#### Dedicated laboratory and practical facilities

##### Teaching laboratories

##### Undergraduate Lab 1

- Capacity 60
- Flip-top desks for PC use or flat workspace
- 2 height adjustable desks for DDA compliance
- Access to psychology software suite

##### Undergraduate Lab 2

- Capacity 60
- Flip-top desks for PC use or flat workspace
- Access to psychology software suite

##### Postgraduate Lab 1

- Capacity 54
- Laptops available, screens for group work
- Access to Psychology software suite

##### Postgraduate Lab 2

- Capacity 32
- Flip-top desks for PC use or flat workspace
- Access to psychology software suite

##### Practical facilities

##### Research Cubicles

- 15 available
- Small rooms bookable by students for conducting experiments
- Each with a PC with Psychology software suite

##### Flexible labs

- 4 available
- Larger room with seating for 5 around a table with large LCD screen to which both Windows and Apple devices can be wirelessly connected.
- Also has separate desk with PC to double as a cubicle when required.

## Appendix 4: Psychology resources cont...

### IT facilities

#### Software

Available to all psychology students on campus: SPSS (also available to students off campus), OpenSesame, E-Prime, R, G\*Power, Idiogrid1, PQMethod1, PsychoPy, RefWorks, and a range of general-use software including MS Office, Adobe Creative Cloud

Available on request: LISREL, Experiment Builder, MATLAB

#### Online questionnaire development and hosting

We subscribe to Bristol Online Surveys (<https://www.survey.bris.ac.uk>) and Qualtrics (<https://www.qualtrics.com/homepage>), and give access to all students.

#### Participant Recruitment

We subscribe to Sona Systems participant recruitment and scheduling software (<http://www.sona-systems.com/participant-recruitment.aspx>) and give access to all students.

#### Open-access (shared) computer facilities

Students have access to a large number of computers for personal work across campus, including on open access area on the main Psychology floor (20 computers). There are 250 open access PCs in the same building as the Psychology Division and a further 434 in neighbouring buildings, including 180 that are available 24 hours per day.

Laptops are also available for 24-hour loan using student/staff library cards from the foyer of the Taylor Building

### Specialist Psychology research equipment

Paper-based psychometric tests

Over 200 different psychometric scales and tests

Can be booked by any student (with necessary supervision):

- Visual Analysis Lab
- ASL desktop eye tracker
- 4 PCs
- 3 licences for The Observer XT behavioural analysis software
- TraxScan 7000 Optical Mark Reader

#### Portable/field equipment

- 2 x SMI mobile eye tracking glasses, each of which collect data to an adapted Samsung Galaxy smartphone for enhanced portability and ease of use
- 3 x Emotiv EPOC 14-channel wireless EEG headsets, each with a dedicated laptop
- Edulogger modular data logging system. GSR, pulse, respiration and sound logging modules.

Data displayed over ad-hoc wifi, students can view on own devices

- Digital voice recorders x 200
- Digital camcorders x 10
- Digital callipers x 12
- Luminance meter x 1
- Headphones x 30
- Laptops x 15
- Digitising tablets x 4
- Voice keys x 1
- Button boxes x 20

Used by some students each year, but contingent on availability and supervisor competence.

#### Eyelink eye tracking lab

- Eyelink 1000 desktop eye tracking

#### SMI eye tracking facilities

- Two dedicated labs, each with a SMI RED 500 desktop eye tracker
- Two pairs of SMI ETG eye tracking glasses for lab and field research

#### Traffic and transport laboratory

- HONDA CRT motorcycle training simulator
- Carnetsoft 3 screen driving simulator

#### Movement Analysis lab

- Dual Codamotion CX1 motion tracking system
- Polhemus Fastrak and Ascension MotionStar electromagnetic motion tracking systems
- AMTI Accusway force platform
- 16Ch Delsys Trigno EMG/tri-axial accelerometry system
- All systems integrated for synchronous data collection

#### Computational Modelling and Data Analysis Lab

- 3 octa-core i7 PCs
- 4 quad-core i7 PCs
- Very high-powered Linux server

#### Psychophysiology Facilities

- Lab 1 - Biosemi ActiveTwo 128+8 channel EEG system
- Lab 2 - Biosemi ActiveTwo 64+8 channel EEG system
- Also available is a NeuroScan NuAmps 40 channel system

#### Transcranial Magnetic Stimulation Lab

- MagStim SuperRapid2 stimulator with D70 Alpha Coil and 70mm Air Film Coil for rTMS protocols.
- ANT Visor2 XT Neuronavigation system with NDI Polaris Vicra head-tracker and dual-channel EMG



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